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# Louisiana's ESEA Flexibility Request

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U.S. Department of Education  
Washington, DC 20202

OMB Number: 1810-0708

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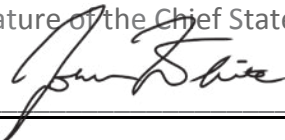
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

**Please refer to the “List of Attachments File” to access all Attachments described below. A table of contents is included with that file.**

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	See Attachment File
2	Comments on request received from LEAs (if applicable)	See Attachment File
3	Notice and information provided to the public regarding the request	See Attachment File
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	See Attachment File
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	See Attachment File
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	See Attachment File
9	Table 2: Reward, Priority, and Focus Schools	See Attachment File
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	See Attachment File
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	See Attachment File

## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: John White, State Superintendent of Education	Requester's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064
State Contact for the ESEA Flexibility Request	
Name: Jessica Tucker	
Position and Office: Policy Advisor	
Contact's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064	
Telephone: 225.342.2573	
Fax: 225.342.7316	
Email address: jessica.tucker@la.gov	
Chief State School Officer (Printed Name): John White	Telephone: 225.342.2573
Signature of the Chief State School Officer:  X _____	Date: 2.28.12
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

**WAIVERS**

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

**ASSURANCES**

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Louisiana believes that the successful implementation of innovative policies relies on the input and investment of local educators and other stakeholders. For this reason, the Louisiana Department of Education (LDOE) sought extensive input into the development of the various initiatives included in this application and into the development of the application itself. Groups involved include educators – teachers, principals, district-level officials and Superintendents, and university and college professors and deans – and the public – business leaders, civic leaders, and parents.

### **Stakeholder Engagement for Application Initiatives**

#### ***College- and Career-Readiness: Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness of College and Careers (PARCC) Assessments***

In early 2010, the LDOE contacted several statewide professional education organizations to announce the release of the draft Common Core State Standards (CCSS) and to discuss their adoption. The organizations approached for this opportunity included:

- the Louisiana School Boards Association,
- the Louisiana Federation of Teachers,
- the Associated Professional Educators of Louisiana,
- the Louisiana Association of Principals,
- the Louisiana Council of Teachers of English (LCTE),
- the Louisiana Association of Teachers of Mathematics (LATM),
- the Louisiana Council of Supervisors of Mathematics (LCSM), and
- twenty teacher panels representing English Language Arts (ELA) and Mathematics.

The input and comments of these groups were then incorporated into the official input that the LDOE provided to the National Governors Association Center for Best Practices and the Council of Chief State



School Officers (CCSSO) regarding the draft CCSS standards. In July 2010, with overwhelming support from the public and from educators, the Louisiana State Board of Elementary and Secondary Education (BESE) approved the adoption of the CCSS in a public meeting.

Major work on CCSS at the state level began in 2011, as the LDOE developed and disseminated the first CCSS communications tools and a web page specifically for the transition to CCSS ([http://www.doe.state.la.us/topics/common\\_core.html](http://www.doe.state.la.us/topics/common_core.html)). This website continues to serve as a repository of information regarding CCSS and Louisiana’s implementation plan, webinars, crosswalk documents, training and modeling videos, brochures, and other related materials, which can be accessed by teachers, school leaders, parents, and the general public. Grade-by-grade parent guides of the CCSS, published by the National Parent Teacher Association, are included on the site. During the same year, the LDOE also convened committees of Social Studies educators who developed new Social Studies Grade-Level Expectations to complement the CCSS. The new Social Studies Grade-Level Expectations were adopted by BESE in June 2011.

CCSS outreach and communications priorities for summer and fall 2011 focused primarily on CCSS awareness. The general awareness webinar was presented to postsecondary education campus leaders – presidents/chancellors, chief academic officers, and deans – district superintendents, charter school leaders, and curriculum supervisors, as well as some education stakeholder organizations. These individuals then re-delivered this information to college faculty, teachers, parents, and community leaders.

Additionally, the Blue Ribbon Commission for Educational Excellence adopted a 2011-2012 agenda that focuses on the preparation of students who are college- and career-ready as new CCSS and PARCC assessments are implemented in Louisiana. Composed of 36 state, university, district, school, and community leaders, the Commission was formed in 1999 by the Governor, the Board of Regents (BOR), and BESE to improve teacher quality and educational leadership in Louisiana. Its specific charge was to recommend policies to the Governor, Board of Regents, and BESE that would lead to a cohesive PK-16+ system – a system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers and educational leaders. During the 2011-2012 academic year, the Commission set out to answer specific questions around the integration of CCSS and PARCC assessments across all grades and higher education. The work of this group further signifies the commitment by Louisiana’s entire education community to implement the CCSS and PARCC assessments, to align elementary and secondary standards and assessments with college and university expectations, and to ensure a seamless PK-16 education system aimed at preparing all students to be college and career ready.

The LDOE has assembled a state leadership team to ensure the effective implementation of CCSS. In addition to LDOE staff, leadership team members also include two district superintendents, two senior district leaders in charge of curriculum and assessments, and the Associate Commissioner for Teacher and Leadership Initiatives at the Louisiana Board of Regents. Close collaboration with the BOR ensures full state implementation of the CCSS in schools, districts, and educator preparation programs. BOR has convened meetings of college and university presidents and chancellors, provosts, vice presidents for academic affairs, and the deans of colleges of arts, sciences, and education, for the purpose of developing an implementation plan to revise educator preparation programs to reflect the CCSS.

As Louisiana moves forward with its initiatives, the LDOE continues to seek stakeholder input as it is essential to success. The state is in the process of revising its state Science standards in collaboration with other state education agencies through Achieve CCSS, as well as other stakeholders in science, science education, higher education, and business and industry. (Achieve is an independent, bi-partisan non-profit organization with a 15-year track record of working with states to improve student achievement by aligning K-12 education policies with the expectations of employers and the postsecondary community.) Upon integrating public input, a set of K-12 Next Generation Science Standards will be ready for state adoption. A Louisiana team including district and school representatives attended the Building Capacity in State Science Education meeting, hosted by the Council of State Supervisors, in February 2012. At this meeting, states received an update on the development of the new standards, discussed ways in which stakeholders can be involved in the review process, and planned for implementation if adopted.

Priorities for CCSS outreach and communications during spring 2012 include professional development for educators and college faculty about the new standards, as well as modeling effective instructional strategies to teach the new standards. General awareness activities will continue in order to inform stakeholders, including policymakers, community and business leaders, parents and students. Going forward, LDOE's communications strategy will focus on conveying a single, powerful message about Louisiana's education priorities and reforms in a manner that is clearly understood by the general public. That message will encompass CCSS as well as educator effectiveness, Louisiana's strong accountability system for schools and districts, and the state's commitment to provide high-quality education for all children – all of which are critical to ensure that students graduate prepared for postsecondary education and the workforce.

***Educator Effectiveness: A Clear, Overall Measure of Performance to Analyze and Support Success (COMPASS)***

During the 2010 legislative session, Louisiana passed Act 54 – legislation that required Louisiana to revise its educator evaluation system to include student achievement as a significant measure of educator effectiveness. In September 2010, the Advisory Committee on Educator Evaluation was assembled to engage key members of the education community in the development of Louisiana's new teacher and leader support and evaluation system, COMPASS. Classroom teachers made up fifty percent of the Advisory Committee on Educator Effectiveness. Other members included appointees from:

- the Associated Professional Educators of Louisiana,
- the Louisiana Association of Educators,
- the Louisiana Federation of Teachers,
- the Louisiana Association of School Superintendents,
- the Louisiana Association of Principals,
- the Louisiana Association of Public Charter School,
- the Senate and House Committees on Education,
- the Board of Elementary and Secondary Education, and

- parents.

The Advisory Committee on Educator Effectiveness was charged with three specific considerations:

1. To make recommendations on the development of a value-added assessment model to be used in educator evaluations;
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; and
3. To make recommendations on the adoption of standards of effectiveness.

Over the course of approximately one year, from September 2010 to November 2011, the Advisory Committee on Educator Effectiveness met regularly in order to ensure that it provided recommendations about each of its foci, and it reported its recommendations to the BESE in December 2011. These recommendations directly informed the implementation guidelines approved by BESE.

While the Advisory Committee on Educator Effectiveness was meeting regularly to help to develop COMPASS, the LDOE was also engaging teachers, principals, central office supervisors, superintendents, deans and professors of colleges of education, parents, legislators, and representatives of education organizations through workgroups, focus groups, webinars, and surveys in order to develop the details of COMPASS' accompanying policies and tools. Specific topics discussed during these feedback opportunities included teacher and leader competencies and performance standards, measures of student growth for Non-Tested Grades and Subjects, and policy development.

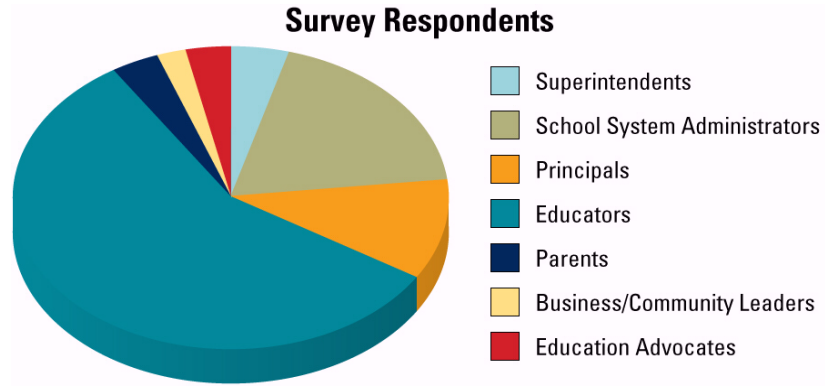
Finally, the LDOE implemented a number of pilots of the COMPASS system, including a statewide value-added model pilot in all Local Educational Agencies (LEAs) across Louisiana and an integrated COMPASS system pilot in select schools and districts (See Principle 3 for more information). The purpose of these pilots is to implement COMPASS in order to analyze challenges with the system and to receive and integrate feedback from district leaders, principals, and teachers regarding the new evaluation system. This feedback will inform the statewide implementation of the finalized integrated version COMPASS during the 2012-2013 academic year.

### **Stakeholder Engagement for Flexibility Application**

When developing Louisiana's ESEA Flexibility Application – just as with the specific reform initiatives described previously – the LDOE engaged in extensive stakeholder outreach. This outreach ranged from individual brainstorming meetings and small-group sessions to State Board policy forum presentations and statewide communications.

The outreach efforts started with an October 2011 comprehensive survey to determine the interests, values and reform ideas of various key constituents (See Attachment 2a). Originally disseminated in October 2011 through targeted emails, the survey was distributed to all key educator groups, as well as non-educator stakeholders, including LEA Superintendents, unions and professional organizations, parent organizations, business and community leaders and education advocates. The survey was also posted on the LDOE website for public participation. As of February 24, 2012, more than 700 stakeholders responded to the survey.

Recognizing that the ESEA flexibility waiver initiative also represented an opportunity for Louisiana to re-examine its approach to accountability in public education, the LDOE posed questions related to the strengths and weaknesses of the state’s current accountability system, as well as the public’s thoughts on accountability systems in general. Respondents overwhelmingly indicated two important attributes of an accountability system – that it be easy to communicate (75.4%) and that it motivate improvement (77.3%). Respondents also indicated that a focus on student proficiency was paramount (85.4%). This feedback has been important for the LDOE, as through this application the LDOE has decided to simplify its accountability system by honing in on student achievement as the primary indicator of school performance.



Respondents shared that there were several elements of Louisiana’s current accountability system that should be preserved. In addition to a focus on proficiency (67.5%), respondents indicated that expectations for annual growth (64.5%) and required interventions for low-performing schools were important (65.1%). This application does preserve and enhance those positive elements of Louisiana’s accountability system. However, Louisiana’s current accountability system also has areas of weakness. Respondents highlighted that restrictions on the use of funds (54.2%) and operational restrictions and bureaucracies (56.8%) were major hindrances to school improvement. Louisiana hopes that this ESEA Flexibility request will be one way to dramatically reduce the funding restrictions that many districts and school face. In addition, the LDOE has established the Burden Reduction Initiative, which seeks to reduce and streamline reporting and application requirements so that districts may use their time to focus on their most critical work – educating Louisiana’s children. (For more information about the Burden Reduction Initiative, see Principle 2, Section F.)

Results from the statewide survey indicate that respondents are in favor of pursuing changes that place the state-developed accountability system at the forefront. This application has thus been a result of feedback from educators and the general public about successes within the current system and areas that need improvement. (See Attachment 2b for survey results.)

In addition to the survey, several organizations that include educators have been directly consulted regarding the flexibility application. Example groups include:

- the Accountability Commission,
- the Special Education Advisory Panel,
- the Committee of Practitioners,
- Superintendents,
- the Nonpublic School Commission,

- the NAACP, and
- Teachers of English to Speakers of Other Languages.

Outreach to these groups included surveys, briefings, feedback sessions, and more formal presentations.

The feedback received from these various groups has been seriously considered by the LDOE in its development of this application. For example, the Special Education Advisory Panel and Teacher of English to Speakers of Other Languages recommended that Louisiana’s accountability system include measures of student status, or achievement at a given point in time, as well as student growth. The LDOE has incorporated this feedback into its proposal by focusing on student status in its calculation of School Performance Scores and including student growth, particularly for subgroups, in its development of Annual Measurable Objectives (AMOs) and the state’s School Performance Report. Similarly, numerous superintendents recommended the value-added model for measuring student growth – a recommendation that was followed. Although ensuring that student status and student performance are integrated into the accountability system is important, the Committee of Practitioners also highlighted the importance of maintaining a system that is easy to understand. To this end, Louisiana has simplified its accountability calculations and applied letter grades to more easily interpret schools’ performance.

Groups also provided input regarding the rewards provided to successful schools and districts. The Special Education Advisory Panel recommended rewards that included money and public recognition, which have been integrated into this application. The Chairman of the Parish Superintendents Advisory Council found that Louisiana’s focus on funding flexibility and reduced reporting would be well-received statewide and would be effective rewards and incentives to ensure student growth and achievement. In addition, the Committee of Practitioners recommended the addition of School Performance Score points if schools exhibited exemplary improvement. This has been taken into account in the additional School Performance Points awarded to schools that make significant leaps in student subgroup growth. These examples serve as only a few highlights of the critical feedback received from stakeholders throughout the development of this waiver. Additional suggestions are noted and incorporated throughout the application.

## Implementation Plan

See below for a summary of stakeholder engagement throughout the waiver process.

Stakeholder	Engagement	Publicity	Date
8(g) Advisory Council	Survey	Email	11/8/11
Advisory Council on Educator Effectiveness	Survey	Email	11/8/11
Accountability Commission	Survey	Email	11/8/11
	Overview Presentation	Email	12/12/11
	Detailed Presentation	Email	2/7/12
	Updated Proposal Summary	Email	2/24/12
Board of Elementary and Secondary Education	Survey	Email	10/28/11
	Jan. Policy Forum (Adapted Overview and Principles Presentation)	Email; Publicized on BESE website	1/18/12
	Individual Briefings (Detailed Presentation)	Conference Calls	2/5/12
	Follow-up Briefings on Final Proposal	Email	2/23/12 and 2/25/12
Black Alliance for Educational Options	Updated Proposal Summary	Email	2/24/12
Blue Ribbon Commission	Survey	Email	2/16/12
	Detailed Presentation	Email	2/16/12
Blueprint Louisiana	Updated Proposal Summary	Email	2/24/12
Center for a Better Louisiana	Survey	Email	12/15/11
	Updated Proposal Summary	Email	2/24/12
College- and Career-Readiness Commission	Survey	Email	11/8/11
Committee of 100	Survey	Email	11/8/11
Committee of Practitioners (including 7 districts who are Title III grantees)	Survey	Email	11/8/11
	Overview Presentation	Email	1/27/12
	Detailed Presentation	Email	2/23/12
Education Organizations/Associations (LAE, LFT, APEL, LASBO, LSBA, Principal's Association)	Survey (NOTE: Also represented on Accountability Commission)	Email	11/8/11
	Final Proposal Briefing with leadership of LAE, LFT, and LSBA	Email	2/27/12
General Public	Survey	Email	11/21/11
	Waiver Website	Publication on website; Email all stakeholder groups	Mid-January
	Detailed Presentation	Website	2/7/12
	Final Proposal Overview and Waiver Document	Website	2/27/12
Governor's Office	Overview of Accountability Proposal	N/A	Mid-January
	Executive Summary & Detailed Presentation	N/A	Late January
	Briefing on final application	N/A	Mid-February



Stakeholder	Engagement	Publicity	Date
LEA Superintendents and Charter Leaders	Survey	Email	10/28/11
	Waiver Update	Superintendents' Conference Call	2/13/12
	Updated Proposal Summary	Email	2/24/12
	Final Proposal Briefing	Superintendents' Conference Call	2/27/12
Louisiana Association of Business and Industry	Survey	Email	11/8/11
	Briefing	N/A	1/5/12
	Updated Proposal Summary	Email	2/24/12
Louisiana Association of Principals	Updated Proposal Summary	Email	2/24/12
Louisiana Center for Afterschool Learning	Meeting with Executive Director, partners, and sponsoring agency	Email	12/19/11 1/30/12 2/15/12
Louisiana PTA	Survey	Email	11/8/11
	Final Proposal Overview	Email	2/27/12
Louisiana School Boards Association	Updated Proposal Summary	Email	2/24/12
Migrant Education Program (5 districts)	Overview Presentation	Email	1/27/12
NAACP	Survey	Email	1/24/12
	Overview Presentation	Email	2/3/12
	Updated Proposal Summary	Email	2/24/12
Non-public Advisory Council	Survey	Email	11/8/11
	Overview Presentation	Email; BESE Public Notice	2/7/12
Special Education Advisory Panel	Survey	Email	11/8/11
	Overview Presentation	Email	1/25/12
	Finalized Proposal Briefing with Leadership	Email	2/24/12
Stand for Children	Detailed Presentation	Email	2/9/12
Superintendents' Advisory Council	Briefing with leadership (Superintendent Faulk)	N/A	1/6/12
	Detailed Presentation	Email; BESE Public Notice	2/16/12
Urban League	Survey	Email	1/24/12
	Phone Conference	N/A	2/8/12
	Detailed Presentation	N/A	2/8/12
Teachers of English to Speakers of Other Languages	Overview Presentation	Email	1/21/12
	Draft ESEA Waiver Application and Detailed Presentation	Email	2/7/12

Several of the organizations described in the previous section, such as the Accountability Commission, the Blue Ribbon Commission, and the College- and Career-Readiness Commission, include a number of non-educators. In addition to its efforts with those organizations, the LDOE has also sought to engage feedback from other organizations and the general public through additional briefings, surveys and formal presentations. Specific non-educator organizations that have been approached regarding the waiver include the Committee of 100, which is a statewide group of business leaders, the Louisiana Association of Business and Industry, Stand for Children, the Louisiana PTA, the NAACP, the Urban League, and the general public. Many stakeholders chose to publicly support Louisiana's efforts to secure more flexibility through Letters of Support (See Appendix i.A). Others, such as the NAACP, have signaled their intent to formally support this application when they hold scheduled organizational meetings during the next month.

## EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Louisiana has been and continues to be a leader in implementing educational reforms in standards, assessment, accountability, data, and educator quality – critical areas recognized by the U.S. Department of Education in the Race to the Top competition and the ESEA waiver process. The Recovery School District – Louisiana’s state-led turnaround district – is a national model for the transformation of failing schools, for example. In order to support all schools in raising student achievement and avoid state takeover, Louisiana has adopted a statewide system of educator and school leader evaluation based in part on student achievement, and the state is a lead designer of rigorous PARCC assessments aligned with the Common Core State Standards. However, in order to focus school leaders and classroom teachers on these important changes and ensure effective implementation, state education leaders have recognized the need to increase educator capacity by removing much of what currently occupies their time and energy – red tape and bureaucracy. For this reason, Louisiana’s application for flexibility reflects ambitious commitments to new standards and evaluations tools as well as significant changes in monitoring and compliance practices. Both components are essential to achieve higher expectations.

The United States Department of Education (USDOE) has identified three foundational principles for the ESEA flexibility waiver initiative: (1) college and career-ready expectations for all students, (2) state-developed differentiated recognition, accountability, and support, and (3) supporting effective instruction and leadership. Louisiana is well-positioned to meet each of these principles through:



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- Louisiana’s adoption of Common Core State Standards and aligned assessments;
  - Louisiana’s long-standing, rigorous accountability system;
  - A Clear, Overall Measure of their Performance to Analyze and Support Success (COMPASS) for educators; and
  - Ongoing burden reduction efforts.

These initiatives become integrated through Louisiana’s mission – to ensure that all students attain academic proficiency through the effective teaching of college- and career-ready standards. To support this mission, the state will deliver targeted interventions and supports to struggling schools while motivating and rewarding districts and schools for high performance.

Louisiana recognizes that its goal to prepare all students to be proficient cannot be achieved through limited federal and state capacity using one-size-fits-all strategies. Instead, Louisiana must enhance educators’ capacity through the elimination of burdens and through real reforms that enhance their work and accelerate student growth. This requires a clear articulation of the roles of critical players in Louisiana’s schools:

- The USDOE, charging states with achieving proficiency for all students and supporting their work through the provision of flexible resources;
- State educational agencies, setting state-specific, rigorous goals for all students, encouraging improvement through strong incentives and consequences, and removing all other burdens;
- District and school leaders, managing and overseeing effective instruction in schools; and
- Most importantly, educators, facilitating the acquisition of knowledge and skills and coaching all students to achieve their fullest potential.

In an effort to align these roles and responsibilities such that the state truly enhances the capacity of educators, on behalf of the more than 200,000 Louisiana children performing below grade level they serve, and in response to USDOE’s calls for bold, innovative state-led reform, Louisiana presents this ESEA Flexibility Application for expeditious review and approval.

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

#### Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

#### Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

### 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

#### Overview

Louisiana’s education leaders understand that in order for students to graduate from high school truly college- and career-ready, rigorous standards, curricula and assessments must support and build upon their learning in every grade level of their PK-12 education. Several years ago, the University of Louisiana

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System coined the phrase and adopted as its slogan “College Begins in Preschool,” which has been embraced by Louisiana’s entire PK-12 education community. Realizing that the ability of Louisiana students to be successful in life and the ability of the state of Louisiana to thrive economically is dependent upon the quality of education and continuous improvement to reflect ever-changing global competitiveness, Louisiana policymakers require regular review of standards at least once every seven years. Louisiana’s current standards and benchmarks were developed in 1997-1998, and they were amended by adding Grade-Level Expectations in 2004.

The current Grade-Level Expectations on which the state-developed Louisiana Comprehensive Curriculum is based are aligned with criterion-referenced assessments and a strong statewide accountability system, which has produced steady gains in student achievement over the past several years. From 1999 to 2011, the percentage of students scoring at proficient levels on state assessments increased from 45 percent to 66 percent. However, Louisiana still has over 230,000 students who are not performing at grade level, and 44 percent schools received a “D” or “F” label under the current statewide accountability system. This is unacceptable, and Louisiana must do more to achieve rapid improvement and prevent more generations of students from leaving school unprepared for rigorous postsecondary education studies or a job in this increasingly knowledge-based economy. Although Louisiana has several effective programs and initiatives in place, programs and initiatives alone are insufficient to achieve this level of improvement. The state must reach to the very foundations of its public education system – what educators are teaching students in the classroom and how students are being educated – and make sure that its curricula and instruction are aligned with college and workplace expectations. Based on the number of college freshmen requiring developmental courses and feedback from Louisiana businesses on the quality of its workforce, Louisiana knows that its current standards and expectations require further improvement.

In early 2010, LDOE contacted several professional statewide education organizations to announce the release of the draft Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics and to request an opportunity to discuss their adoption. The group consisted of the state’s three educator organizations as well as organizations representing local school boards, school superintendents, and school principals. The LDOE provided suggested questions they should consider when reviewing the draft standards, as well as a process for them to provide input. These groups’ input and comments were then incorporated into the official input the LDOE provided to the National Governors Association Center for Best Practices and the Council of Chief State School Officers on the draft standards.

The LDOE received feedback from the Louisiana School Boards Association, the Louisiana Federation of Teachers, the Associated Professional Educators of Louisiana, and the Louisiana Association of Principals. Their feedback was overwhelmingly positive. In addition, the following groups provided input.

- Louisiana Council of Teachers of English (LCTE)
- Louisiana Association of Teachers of Mathematics (LATM)
- Louisiana Council of Supervisors of Mathematics (LCSM)
- 20 Member Teacher Panels representing English and math (all grades and including university panels)

In July 2010, in recognition of the need for more rigorous and relevant standards to more effectively prepare Louisiana’s children for college and careers and with the support of Louisiana’s education community, BESE approved the adoption of Common Core State Standards. (See supporting document in Attachment 4.) The CCSS will replace Louisiana’s current Grade-Level Expectations for ELA and Mathematics.

In order to align Louisiana’s state assessments to the new standards and to determine if Louisiana students are on track to enter postsecondary or pursue a professional career after graduating from high school, Louisiana also joined the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states working together to develop a common set of K-12 assessments in ELA and Mathematics. PARCC is funded through a \$186 million grant from the U.S. Department of Education’s Race to the Top assessment competition. The grant supports the development and design of a next-generation assessment system that:

1. Builds a pathway to college and career readiness for all students;
2. Creates high-quality assessments that measure the full range of the Common Core State Standards;
3. Supports educators in the classroom;
4. Makes better use of technology in assessments; and
5. Advances accountability at all levels.

### **Leading Effective Implementation of CCSS**

The LDOE and the BOR, the state’s coordinating board for post-secondary education, have jointly undertaken the responsibility of implementing the CCSS throughout Louisiana’s PK-16 education system. Each agency has designated a lead – Dr. Scott Norton, Assistant Superintendent of Standards, Assessments, and Accountability at the LDOE for PK-12<sup>th</sup> grade, and Dr. Jeanne Burns, Associate Commissioner for Teacher and Leadership Initiatives at the BOR for post-secondary education.

Dr. Norton and Dr. Burns, with the support of the leadership and executive staff of LDOE and BOR, lead two major stakeholder groups that inform the state’s implementation plan, including:

- **Blue Ribbon Commission for Educational Excellence:** A long-standing, 36-member commission created by LDOE and BOR that is composed of 1/3 post-secondary education representatives, 1/3 PK-12 representatives, and 1/3 members representing state agencies, parents, businesses, and community leaders. The Commission will provide recommendations for new policies, laws, and procedures to the BESE, BOR, and Governor on issues pertaining to the CCSS and PARCC assessments.
- **CCSS/PARCC State Implementation Team:** A team consisting of LDOE and BOR executive staff including those charged with implementing the state’s new educator evaluation and support system, district superintendents, and district curriculum, assessment, and accountability coordinators. The State Implementation Team developed the state’s transition plan, will

monitor progress, and make recommendations relative to any needed improvements.

The chart below depicts the structure of Louisiana’s CCSS/PARCC implementation strategy and how schools and post-secondary education institutions throughout the state implement the work of each of these two groups.

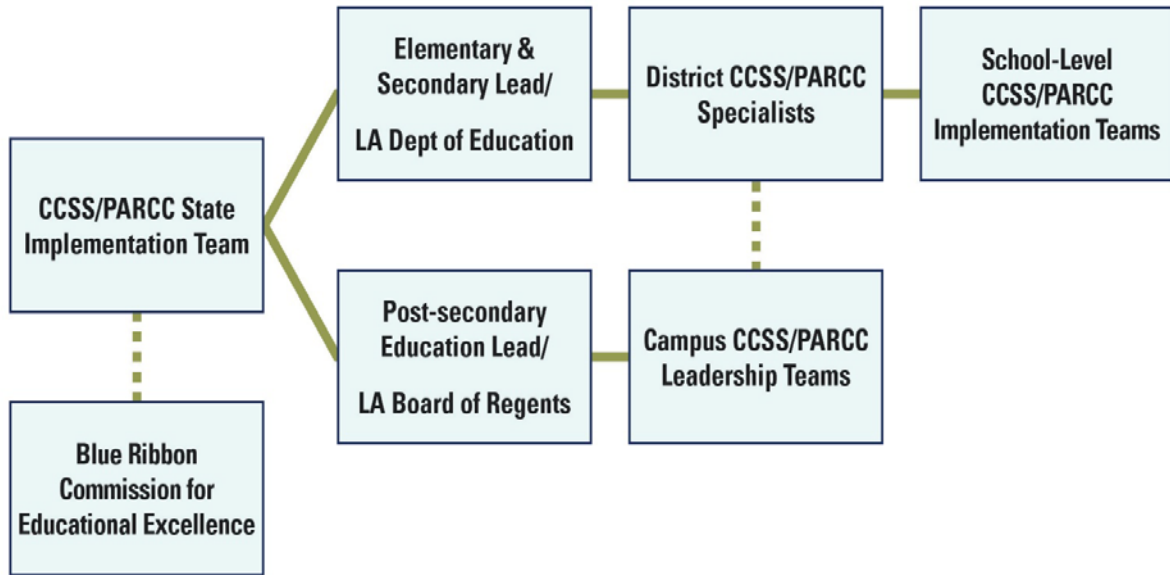


Figure 1.A. Louisiana’s CCSS and PARCC Implementation Strategy

The Governor, the BOR, and BESE formed the Blue Ribbon Commission for Educational Excellence in 1999 to improve teacher quality and educational leadership in Louisiana. The Commission’s specific charge was to recommend policies that would lead to a cohesive PK-16+ system that would hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers and educational leaders. With higher student achievement in mind, the Commission has continued to meet and produce new reports each year. It monitors the implementation of its recommendations and identifies new recommendations for improving teacher quality and educational leadership statewide. As noted previously, the Commission’s current charge is to prepare students to be college and career ready as new CCSS and PARCC assessments are implemented in Louisiana. The Commission has set out to answer the following questions through multiple day-long meetings in which national experts and consultants present research, best practices, guidance:

1. Should the cut-off scores on the new PARCC assessments for placement in entry-level credit-bearing courses in mathematics and English be the same for technical colleges, community colleges, and four-year post-secondary programs?
2. What options should be made available to high school students who attain readiness scores on the PARCC assessments for entry-level, credit bearing courses prior to their senior year in high school?
3. What options should be made available to high school students who attain passing grades in Algebra I, Algebra II, and Geometry but do not attain readiness scores for entry-level, credit

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bearing courses prior to high school graduation?

4. What support should be provided to experienced teachers who lack the depth of content knowledge and necessary pedagogical knowledge/skills to prepare students to successfully address the Common Core State Standards and PARCC assessments?
5. How will schools in Louisiana develop the necessary technological infrastructure for students to naturally apply knowledge through the use of technology when completing learning activities throughout the school year and when completing formal PARCC assessments?

This work further signifies the commitment by Louisiana’s entire education community to implement the CCSS and PARCC assessments, to align elementary and secondary standards and assessments with college and university expectations, and to ensure a seamless PK-16+ education system aimed at preparing all students to be college and career ready – a commitment supported by Louisiana’s recently-approved Race to the Top application.

The State Implementation Team has been charged with ensuring the effective implementation of CCSS and PARCC assessments. Team members include:

- Dr. Scott Norton and Dr. Jeanne Burns as LDOE and BOR leads;
- LDOE Director of the Next Generation Assessment System and Louisiana’s PARCC Coordinator;
- Project director for LDOE’s Integration Project, which aims to integrate the implementation of CCSS and Louisiana’s new teacher and school leader evaluations, known as COMPASS;
- Two district superintendents, one of whom is the President of the Louisiana Association of School Superintendents;
- Two district senior leaders in charge of curriculum, assessments, and accountability;
- Associate Commissioner for Academic Affairs at BOR; and
- Directors of Public Affairs for LDOE and BOR.

The group makes recommendations to the State Superintendent of Education and Commissioner of Higher Education, and other LDOE and BOR executive staff participate in meetings as necessary to ensure alignment and coordination of work across Louisiana’s schools and post-secondary education institutions. Members have traveled to two CCSS/PARCC implementation meetings hosted by Achieve, which manages PARCC. (As mentioned previously, Achieve is an independent, bi-partisan non-profit organization with a 15-year track record of working with states to improve student achievement by aligning K-12 education policies with the expectations of employers and the postsecondary community.) The State Implementation Team led the development of the state’s transition plan for PK-12, which addressed curricula, assessments, training, and professional development. This plan consists of a two-year calendar for CCSS general awareness training and professional development, a checklist for use by LEAs and school leaders to ensure adequate preparation and effective implementation of CCSS (See Appendix 1.A), and a clear delineation of state, local school district, and school roles and responsibilities for this effort (See Appendix 1.B). Further improvements to this plan are underway, in order to ensure

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maximum integration and coordination with COMPASS, which will assist educators in understanding the connections between rigorous standards and educator evaluation and supports (See Principle 3 for more information).

Upon the recommendation of the State Leadership Team, each local school district designated a District CCSS/PARCC Specialist, who has in turn tasked each principal with designating a core School Implementation Team. The District CCSS/PARCC Specialist, who receives training and ongoing support from LDOE, serves as the chief liaison between the LDOE and School Implementation Teams. With training and ongoing support from the LDOE and the District CCSS/PARCC Specialist, School Implementation Team members will ensure effective implementation within their schools, not only through training and monitoring, but also through modeling lessons and instructional strategies and by encouraging data analysis to inform instruction. In response to feedback received from special education stakeholders and teachers of English language learners, District CCSS/PARCC Specialists and School Implementation Teams will target supports to district and school-level personnel serving students with disabilities and limited English proficiency students to help all students achieve in the new curriculum.

### **The Role of IHEs in Preparing Teachers and Leaders**

Similar to implementation efforts underway by school districts, each Louisiana college and university has formed a campus leadership team to ensure effective implementation of the CCSS in educator and school administrator preparation programs and to align the CCSS with college-ready expectations. On August 30, 2011, BOR hosted college and university leaders at a leadership summit to discuss the state's transition to CCSS and PARCC. Attendees included college and university system leaders, chancellors and presidents, chief academic officers, deans of colleges of arts, sciences and humanities, deans of colleges of education. The purpose of the meeting was to begin developing an implementation plan for the alignment of post-secondary education expectations, as well as educator and school administrator preparation program, with CCSS and PARCC standards.

Campus Leadership Teams were formed at each institution, consisting of the following members:

- College of Education Dean or Designee
- State Research Team Member
- College of Education – Mathematics Methodology Faculty Member
- College of Arts/Sciences/Humanities – Mathematics Faculty Member
- College of Education – English Language Arts Methodology Faculty
- College of Arts/Sciences/Humanities – English Faculty Member
- Two Other Representatives (e.g., K-12 Mathematics Teacher, K-12 English Language Arts Teacher, College of Arts/Sciences/Humanities Dean or Designee, Admissions Officer, etc.)

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The teams were charged with carrying out the following responsibilities:

- Acquiring current information pertaining to the CCSS in mathematics and English Language Arts;
- Acquiring current information pertaining to the development of the PARCC assessments in mathematics and English Language Arts;
- Disseminating information about the CCSS and PARCC assessments to faculty within the College of Education, College of Arts/Sciences/Humanities, and other colleges;
- Providing feedback about the development and/or use of the CCSS and PARCC assessments;
- Integrating the CCSS and PARCC assessment expectations into the university curriculum;
- Preparing new teachers to address the CCSS in Mathematics and English Language Arts in order to successfully teach students; and
- Addressing other issues (e.g., Math Specialist courses).

The Campus Leadership Teams participated in several gatherings throughout the fall of 2011 and early 2012. In webinars and in-person meetings, teams discussed their roles, CCSS and PARCC. They also identified dissemination strategies, and expectations for high school graduates entering entry level Mathematics and English courses. Teams developed a deeper understanding of the CCSS, crosswalks, instructional tools, and PARCC assessments to be integrated into teacher education programs in order to prepare effective new teachers.

Moving forward, members of Campus Leadership Teams will be invited to join CCSS/PARCC Specialists in regional meetings throughout the state to promote collaboration and coordinated communication and outreach throughout their communities.

The BOR also received a \$600,000 “Core to College” grant through the Rockefeller Philanthropy Advisors to support the work of the Campus Leadership Teams as they address the responsibilities identified above. This grant will support activities through the end of 2014. It aims to achieve successful implementation of CCSS and aligned assessments, and shared ownership of college readiness by the K-12 and post-secondary sectors. The following outcomes will be achieved by the end of the grant period:

- **Outcome 1:** Statewide definition of “college readiness”
- **Outcome 2:** K-12/postsecondary alignment to Common Core State Standards in:
  - Academic courses/sequences
  - Data and accountability
  - Teacher development
- **Outcome 3:** Postsecondary institutions use CCSS-aligned assessments to determine readiness



for credit bearing course enrollment (2015 or later)

Specific progress indicators have been identified for completion by specific timelines. Louisiana has developed a Project Management Plan to identify the activities that will occur to address the goals. The funds are primarily being used for two- and four-year Campus Leadership Teams to convene additional college and school/district partners to implement the CCSS and PARCC activities during the next three years. All teacher preparation programs in Louisiana will align their teacher preparation programs with CCSS and PARCC during 2011-2012 and will start to implement the aligned curriculum during 2012-2013. Two- and four-year Campus Leadership Teams are developing Project Management Plans that clearly identify the activities that will be occurring at the campus level to successfully address the goals and demonstrate the outcomes.

In addition to this work, the BOR convened representatives from all two- and four-year institutions to develop Statewide Course Descriptions for Mathematics and English courses. Thus, a common description will exist by fall 2012 for College Algebra and English I courses that will be taught at all two- and four-year colleges in Louisiana. These descriptions will be used to help ensure alignment between core competencies measured by PARCC assessments, expectations in College Algebra/English I, and expectations in remedial education courses.

### Louisiana’s Implementation Plan

In response to educators and educator organizations around the state, Louisiana’s State Implementation Team developed an implementation plan to prepare students and teachers to transition to the more rigorous and more focused new standards and assessments. The plan utilizes a phased-in approach to ensure maximum preparation and continuity as educators also begin to undergo more rigorous evaluations, described later in this section and in detail in Principle 3. It includes one year of preparation while the current Grade-Level Expectations are in place. This will be followed by two years of implementation of transitional curriculum and assessments, which uses both the current Grade-Level Expectations and the CCSS. Full implementation of the new standards and PARCC assessments will occur in 2014-2015. Table 1.A. below provides an overview of the curriculum and assessment Implementation Plan.

	2011-2012	2012-2013	2013-2014	2014-2015
Pre-K	Current	Current	New	New
K	Current	New	New	New
Grade 1	Current	New	New	New
Grade 2	Current	Transitional	New	New
Grades 3-8	Current	Transitional	Transitional	New
High School	Current	Transitional	Transitional	New

Table 1.A. Louisiana Implementation Plan for New Curricula and Assessments

### **2011-2012: Development Year**

During 2011-2012, the LDOE is developing new portions of the Louisiana Comprehensive Curriculum to align with the CCSS for grades K-1 and new Social Studies standards in grades K-12. The Transitional

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Louisiana Comprehensive Curriculum is being developed for 2<sup>nd</sup> grade and higher in ELA and mathematics by revising already existing activities in the Louisiana Comprehensive Curriculum to enhance their alignment with the CCSS, writing new activities to address new content to be added each of the next two years with the implementation of CCSS, and removing activities aligned to Grade-Level Expectations that will no longer be addressed by the CCSS. Additionally, the LDOE is creating Louisiana Comprehensive Curriculum professional development workshops for the new courses (K-1 and Social Studies) and planning with local education agencies (LEAs) for the rollout of both the Transitional and the new Louisiana Comprehensive Curriculum. These professional development days will be spread throughout the year.

In addition to planning the alignment of the Louisiana Comprehensive Curriculum with the CCSS, the LDOE is revising assessment resources to align with the transitional and new curriculum and assessments throughout the 2011-2012 school year. Louisiana offers two major resources to aid educators and students in preparation for state standardized tests. The Practice Assessment/Strengthen Skills is an online practice test for students in grades 3-12, and the Enhanced Assessment of Grade-Level Expectations is a test-item bank to assist educators in measuring student learning throughout the school year. Districts and schools also use the Enhanced Assessment of Grade-Level Expectations (EAGLE) as a benchmarking tool. As with the transitional curricula and transitional assessments, both the Practice Assessment/Strengthen Skills and EAGLE will be aligned with the CCSS by removing content that will no longer be addressed by the CCSS and enhancing content and test items that will remain. Therefore, all transitional assessments and assessment resources will include only items that measure content common to the current Grade-Level Expectations and the CCSS, thereby ensuring maximum continuity and rigor needed to successfully implement the CCSS.

### ***2012-2013: Transition Year #1***

During 2012-2013, the new Louisiana Comprehensive Curriculum aligned to the CCSS will be implemented in grades K-1 and the Transitional Louisiana Comprehensive Curriculum in ELA and Mathematics will be implemented in 2<sup>nd</sup> grade and higher. Also during this year, professional development regarding the new Louisiana Comprehensive Curriculum will begin, including specific content standards as well as effective strategies and modeling to teach them. The transitional iLEAP, LEAP, and End-of-Course Tests will also be administered. During this first transitional year, the statewide assessments will include existing items that match both CCSS and GLEs in the given grade (i.e., content that remains the same). In order to ensure continuity and comparability across years, the scores determining levels of proficiency and the overall difficulty of the assessments will remain the same as used for the current assessments. The new PARCC assessments will be field-tested during this time, and the LDOE will develop the new Louisiana Comprehensive Curriculum for grades 2-12 in ELA and Mathematics and for all grades in Science.

### ***2013-2014: Transition Year #2***

The new Louisiana Comprehensive Curriculum aligned to ELA and Mathematics CCSS in grades PK to 2 will be implemented. The Transitional Louisiana Comprehensive Curriculum will continue in grades 3-12, with additional Common Core-aligned content incorporated. Louisiana Comprehensive Curriculum professional development will continue, as will the transitional assessments. The field testing of PARCC assessments will continue as well.

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**2014-2015: Full Implementation**

During 2014-2015, the new Louisiana Comprehensive Curriculum for all grades and subjects will be implemented and the new PARCC assessments will be administered. The CCSS will fully replace the Grade-Level Expectations in ELA and Mathematics, and new content standards for Social Studies and Science, pending adoption by BESE, will be in place for all grades.

**Science and Social Studies**

Louisiana is also moving forward with an update to standards in Science and Social Studies. The Next Generation Science standards are currently under revision through a collaborative, state-led process based on the *Framework for K-12 Science Education* developed by the National Research Council (NRC). The *Framework*, a critical first step in the development of the new standards (published in July 2011), is grounded in the most current research on science and science learning. It was written by a committee of 18 nationally- and internally-known experts brought together by the NRC, including two Nobel laureates, cognitive scientists, science education researchers, and experts in science education standards and policy. Four design teams representing physical science, life science, earth/space science, and engineering developed the framework for each disciplinary area. Achieve is now managing a process to support the development of rigorous and internationally-benchmarked science standards that will align with the *Framework*. This process involves state education agencies as well as other stakeholders in science, science education, higher education, and business and industry.

Following public input, a set of K-12 Next Generation Science Standards will be ready for state adoption. Louisiana will carefully review these standards for possible adoption, although initial review of the *Framework* has already revealed that they represent needed improvements and updates over current Louisiana Science Grade-Level Expectations. A Louisiana team that includes district and school representatives attended the Building Capacity in State Science Education meeting, hosted by the Council of State Supervisors, in February 2012. At this meeting, states received an update on the development of the new standards, discussed ways in which stakeholders can be involved in the review process, and planned for implementation if adopted.

In 2011, the LDOE convened committees of Social Studies educators who developed new Social Studies Grade-Level Expectations. The new GLEs were then reviewed by national experts identified through WestEd, who provided Likert scale ratings for each standard and its corresponding Grade-Level Expectation for rigor, relevance, clarity, determination that the content was essential, and degree to which the content would prepare students for more challenging work. The experts made specific recommendations that were incorporated regarding the alignment of historical thinking skills across grades, language complexity, the strengthening of financial literacy components in each grade level, and specific examples for educators' use and understanding. Following public review, the new standards were adopted by BESE in June 2011 for statewide implementation in 2014-2015 as part of the new Louisiana Comprehensive Curriculum, which will also include the CCSS.

**Analyzing Alignment Between Current Standards and the Common Core**

With support from WestEd and Louisiana educators, the LDOE conducted an alignment study to analyze the degree of match or overlap between Louisiana's current Grade-Level Expectations and the CCSS. The study included ELA and Mathematics at each grade level and served as the official "crosswalk" for

determining transitional curriculum and blueprints for transitional assessments. The crosswalks were then used to create Grade-level Content Comparisons, which identified what content will remain the same, what content is to be added, and what content is to be deleted at each grade level. The Grade-Level Content Comparison documents also identified content that needs to be taught during the transition to avoid gaps in student learning. This information helped to determine the best way to phase in the CCSS over a two-year period and is being used to train curriculum supervisors and educators across the state. The alignment study resulted in detailed information, including:

- *Summary Reports* for each grade in each content area that provide more detailed findings about the ways in which the two sets of standards are linked;
- *Transition Plans* for adding content to each grade in each content area to allow for transitioning to the CCSS over time;
- *Content Comparisons Summaries* in each content area intended to provide state teachers with detailed information about (1) what content will remain the same at each grade (i.e., content in the CCSS that also appears in the GLEs at the corresponding grade); (2) what content has been added (i.e., content that appears in the CCSS but not in the pool of GLEs at the corresponding grade); and (3) what content has been removed or moved to another grade (i.e., content that appears in the GLEs but not in the CCSS standards for the corresponding grade); and
- *Two Crosswalks* for each content area using the CCSS (version A) and Louisiana’s GLEs (version B) as the referents.

Table 1.B. below summarizes findings from *Crosswalk Versions A and B*, across all grades for ELA and mathematics. Columns 1 and 2 identify the percentage of CCSS standards, by content area and grade, found to align with a Louisiana Grade-Level Expectation at any grade level. Columns 3 and 4 identify the percentage of Grade-Level Expectations, by content area and grade, found to have a “match” in the CCSS at any grade.

Grade	1. Percentage of CCSS Math Standards to Which One or More GLEs Align	2. Percentage of CCSS ELA GSS to Which One or More GLEs Align	3. Percentage of Math GLEs Aligned to One or More CCSS Math Standards	4. Percentage of ELA GLEs Aligned to One or More CCSS ELA GSS
Kindergarten	65% (14/22)	85% (35/41)	58% (14/24)	62% (28/45)
Grade 1	90% (19/21)	90% (37/31)	47% (17/36)	60% (37/62)
Grade 2	96% (25/26)	93% (37/40)	47% (15/32)	70% (38/54)
Grade 3	92% (23/25)	88% (37/42)	53% (25/47)	69% (36/52)
Grade 4	79% (22/28)	86% (37/43)	30% (13/44)	72% (36/50)
Grade 5	81% (21/26)	81% (35/43)	36% (12/33)	67% (32/48)
Grade 6	97% (28/29)	80% (33/41)	39% (15/38)	71% (34/48)
Grade 7	79% (19/24)	80% (33/41)	32% (13/41)	70% (32/46)
Grade 8	89% (25/28)	76% (31/41)	25% (12/48)	64% (30/46)
High School	58% (90/156)	83% (68/82)	66% (63/96)	66% (86/130)
<b>Overall</b>	<b>79% (286/363)</b>	<b>86% (383/445)</b>	<b>45% (199/439)</b>	<b>67% (389/581)</b>

Table 1.B. GLE/CCSS Alignment Comparison

A detailed explanation of the protocol used by WestEd for the crosswalk is available upon request. However, this analysis shows that for ELA, 86 percent of the CCSS match one or more of Louisiana’s Grade-Level Expectations, and 67 percent of Louisiana’s Grade-Level Expectations match one or more CCSS. For mathematics, 79 percent of the CCSS match one or more of Louisiana’s Grade-Level Expectations, and 49 percent of Louisiana’s Grade-Level Expectations match one or more CCSS. In ELA, 2<sup>nd</sup> grade shows the greatest CCSS to Grade-Level Expectations match of 93 percent, and 8<sup>th</sup> grade has the lowest match of 76 percent. The greatest CCSS to Grade-Level Expectations match in mathematics was 97 percent in 6<sup>th</sup> grade and a low of 58 percent at the high school level (grades 9 – 12). It should be noted that the mathematics Grade-Level Expectations reviewed included more rigorous “math plus” standards beyond Algebra II, which are recommended for students who intend to pursue mathematics and science fields. This likely resulted in a lower percentage of alignment for high school mathematics. The analysis of Algebra II standards actually revealed substantial alignment, with 86 percent of Louisiana Grade-Level Expectations matching one or more CCSS standards. The Grade-Level Expectations-to-CCSS matches for Algebra I and Geometry were 76 percent and 65 percent, respectively. These percentages are based on matches between Grade-Level Expectations in current courses to the standards in the Traditional Pathway courses found in the Appendix to the CCSS for mathematics.

Louisiana has analyzed the factors necessary to offer students with disabilities the opportunity to learn the new standards (as discussed below in the section on students with disabilities). Additionally, Louisiana is currently analyzing the linguistic demands of students with limited English proficiency to inform the development of limited English proficiency standards aligned to the CCSS (as discussed below in the section about English learners).

### **Preparing Louisiana for Implementation: Public Outreach and Educator Support**

#### ***Communicating Louisiana’s Commitment to Reform***

The LDOE and BOR have communicated extensively to education stakeholders and the general public about Louisiana’s commitment to reform to improve student achievement. Rarely do Louisiana education officials speak publicly without mentioning the state’s transition to college and career ready standards and assessments and improving educator supports and evaluations as primary strategies to improve student achievement, ensure the state’s economic vitality, and enhance the quality of life for all Louisianans. To inform the general public and to serve as a foundation for delivering training on the Grade-Level Content Comparison documents to educators, the LDOE developed a General Awareness Webinar (See <http://www.louisianaschools.net/lde/uploads/18506.ppt>) to introduce the content of the CCSS and to describe the state’s transition plan. This webinar was delivered to local school district leaders and curriculum supervisors, who redelivered it to their principals and teachers; college system leaders, chancellors and presidents, and deans, who redelivered it to college faculty; education stakeholder organizations; and policymakers during public hearings. It was also posted to LDOE’s website for public viewing. Not only did this webinar inform stakeholders about the state’s transition to CCSS, but it also described the PARCC assessments and the integration of these efforts with new teacher and school leader evaluations, COMPASS.

As the first CCSS communications tools were developed and disseminated, including the above webinars, LDOE developed a web page specifically for the transition to CCSS ([http://www.doe.state.la.us/topics/common\\_core.html](http://www.doe.state.la.us/topics/common_core.html)). This website serves as a repository of

information regarding CCSS and Louisiana’s implementation plan, webinars, crosswalk documents, training and modeling videos, brochures, and other related materials, which can be accessed by teachers, school leaders, parents, and the general public. Grade-by-grade parent guides on the CCSS, published by the National Parent Teacher Association, are included on the site as well.

Priorities for spring and summer 2012 include the continuation of general awareness activities and extensive outreach and communications to educators (PK-16) about the new standards using crosswalk documents developed, as well as modeling effective instructional strategies to teach the new standards. The Louisiana Department of Education and Board of Regents will work to develop an integrated communications strategy to convey Louisiana’s education priorities and reforms in a manner that is clearly understood by educators at all levels and the general public. That message will encompass CCSS, COMPASS, Louisiana’s strong accountability system for schools and districts, burden reduction efforts to support teachers and school leaders, and the state’s commitment to provide high-quality educational options for all children – all of which are critical to ensure that students graduate prepared for postsecondary education and the workforce.

### ***Supporting Educators and School Leaders***

In the coming months and years, as Louisiana works to support its educators and school leaders, both professional development and support materials will be critical. As demonstrated in the text below, Louisiana is well-positioned to provide support in both capacities.

In September 2011, the LDOE made regional presentations to District CCSS/PARCC Specialists around the state using a second webinar developed especially for educators, focusing on the crosswalk and the Grade-Level Content Comparison documents (See <http://www.louisianaschools.net/lde/uploads/18889.ppt>). This webinar was also shared with Campus Leadership Teams for dissemination to college faculty. During summer 2012, LDOE will host CCSS Summer Regional Institutes to provide intensive training and professional development to principals and School Training Teams, who will redeliver the content to their educators. These meetings will review in detail the new standards and transitional curricula, demonstrate effective teaching strategies to meet the individual needs of students to keep them engaged and to facilitate their mastery of the CCSS, and describe how analysis of student data can inform instruction. The LDOE is working to incorporate training on COMPASS into these same meetings.

Throughout the next year, principals will receive information, training, transition materials and support primarily from their District CCSS/PARCC Specialists, but also directly from the LDOE to the extent possible. In addition to including principals in LDOE-sponsored training events during summer 2012, the LDOE will also engage the Louisiana Association of Principals to assist in the dissemination of information of CCSS, PARCC, and COMPASS information, to offer feedback on effectively transitioning, and to help redeliver training and support to principals statewide through its regional network system.

To further support educators during this transition, a nine-day training for each grade and course will be offered for teachers during the 2012-2013 school year, with a full day of each unit of the curriculum including specific training on accommodations and supports for students with disabilities and English language learners (See *Supporting Students with Disabilities* and *Supporting English Language Learners* later in this section).



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A grant from the Bill and Melinda Gates Foundation to integrate the state’s transition to the CCSS and new educator evaluations is providing strategic planning support for LDOE leaders as well as training for teachers in select school districts. The training includes the use of the Shell Centre Math Tasks and the Literacy by Design tasks, which are aligned to the CCSS and have been shown through extensive research to be effective in improving instruction and student learning. The number of teachers trained to use these tasks will increase each year as professional development is provided. The writers of the new Louisiana Comprehensive Curriculum will be included in the training, and the project will inform how to best embed these tasks in the new Louisiana Comprehensive Curriculum. In addition, as educator evaluation policies and rubrics have been developed, input was sought from the state’s CCSS State Implementation Team, which is not only concerned with the transition of standards and curriculum, but also deeply committed to the effective teaching of them.

Another effort to expand teachers’ access to high-quality instructional materials aligned with the CCSS is Louisiana’s planned participation as a Phase 2 pilot state in the Shared Learning Collaborative (SLC), an initiative sponsored by the Bill and Melinda Gates Foundation, Carnegie Corporation, and the Council of Chief State School Officers. The SLC will include a repository of open-source technology aligned with the CCSS that will provide teachers with rich, engaging, and personalized instructional materials for all students, including materials designed to address the needs of English language learners and students with disabilities. Using the system’s CCSS learning maps, they will be able to connect students with the resources to meet students’ individual needs and ultimately ensure mastery of CCSS content. As a pilot state, Louisiana will have early use of the system to enhance the transition to CCSS and to provide feedback to the developers as the system is made available to additional states.

Recognizing that the work of the Shared Learning Collaborative remains in early stages, Louisiana has begun conversing with major technology vendors and consultants to determine the most effective way of including digital learning tools aligned with the CCSS in the new Louisiana Comprehensive Curriculum, as well as delivering high-quality training on digital or blended learning to educators in the interim while the new Louisiana Comprehensive Curriculum is being developed. This will include work to optimize Louisiana educators’ use of the U.S. Department of Education’s new Learning Registry to the fullest extent possible through professional development and curriculum development.

### ***Supporting Students with Disabilities***

As the Louisiana Department of Education works to revise the Louisiana Comprehensive Curriculum to align with the CCSS, it will also align and expand resources available on the Access Guide, a comprehensive website serving educators and families of students with disabilities. The Access Guide is a web-based companion to the Louisiana Comprehensive Curriculum that provides over 3,000 resources and tools for educators and families to use in supporting student access and progress in the general curriculum. A link to the Access Guide is included with each unit of the Louisiana Comprehensive Curriculum, making it very easy for teachers to access appropriate resources to provide students every opportunity to achieve the rigorous goals of CCSS. The website also addresses the needs of struggling learners, students who need added rigor, advanced learners, and those with the most significant disabilities. Access Guide State Leadership Teams comprised of Louisiana educators and special education professionals review and make recommendations to the LDOE on resources to add to the Access Guide. These teams are focused on the identification of resources primarily for students with mild and moderate disabilities, significant disabilities, speech-language impairments, as well as students who are gifted or talented. Included at the site are strategies related to differentiated instruction and

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assessment, use of assistive technology, accessible instructional materials, and development of Individualized Education Plans. The Access Guide is available at <http://accessguide.doe.louisiana.gov>.

Recognizing the need to elevate Louisiana’s focus on the achievement of students with disabilities and increase district capacity to serve the needs of such children, the LDOE’s organizational restructuring in 2010 included the dispersing of special education professionals throughout the agency. No longer was special education housed within the federal program compliance office; special education also became part of the content-centered “goal” offices that are focused on Louisiana’s achievement of goals related to literacy, STEM, and college and career readiness. As a result, the agency is delivering more effective support to districts and schools with regard to IDEA compliance and increasing academic outcomes for students with disabilities. Further work to ensure integration of special education support across the agency is ongoing through the formation of network teams that will deliver targeted support to local school districts and high-need schools.

The Louisiana Department of Education regularly facilitates a variety of training and professional development opportunities for special education professionals and educators, including recurring and special events focusing on topics such as pupil appraisal, developing Individualized Education Plans, co-teaching and inclusion, differentiated instruction, assistive technology, transition, discipline, Response to Intervention, and using data. The annual “Inclusion Matters” conference, for example, provides parents, teachers and administrators with learning opportunities regarding best practices in inclusive schooling and access to general curriculum for students with disabilities. The agency also provides funding to eight regional centers to offer support and training in the area of technology for students with disabilities, students on 504 plans, and Universal Design for Learning. Special education biannual meetings and biannual updates are offered for school leaders, general and special educators, providers, advocates, and families.

Focused professional development is also offered for educators serving students with specific disabilities, including autism and Asperger syndrome, communication disorders, and visual impairments. The Speech and Language Support for All (SALSA) Initiative, for example, emphasizes the changing role of school-based speech-language pathologists to directly impact academic outcomes for an increased number of students. This is accomplished through (1) improved collaboration with parents and other educators to address the needs of students with speech or language impairments as well as other struggling learners with language-literacy deficits, and (2) an expanded continuum of service delivery models that focus on educational curriculum-relevant skills addressed in the most integrated settings. At least quarterly, school-based speech-language pathologists are invited to professional development opportunities that support this initiative and the implementation of the Common Core State Standards.

The LDOE’s Literacy Office plays an important role in supporting the performance of students with disabilities, offering state and regional professional development and on-site school support on using data and effectively differentiating instruction. In 2011, the office hosted Regional Data Summits for district academic and special education supervisors and school teams of general and special education teachers. The event focused on the use of data to improve the performance of students with disabilities. The office also hosted a statewide Differentiated Instruction Institute in which national experts provided training to gifted, regular education, and special education teachers, speech therapists, administrators, interventionists, literacy coaches, facilitators, and educational diagnosticians. In partnership with the Louisiana Council for Exceptional Children through its annual conference, Literacy Office staff has also provided professional development in using data, co-teaching, and serving students with mild,



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moderate, and significant disabilities.

The Louisiana State Personnel Development Grant (SPDG), awarded by the U.S. Department of Education’s Office of Special Education Programs, is enabling the LDOE to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities and create sustainable, evidence-based practices. Funding for this five-year, \$6 million grant will provide aid to high-need districts through initiatives that support the recruitment and retention of highly-qualified special education teachers; professional development that connects special needs instruction to the Common Core State Standards; collaborative initiatives that link regular education and special education teachers; and training on the utilization of positive behavior interventions. The project has four focus areas related to the use and effectiveness of data-based decision making, inclusive practices, family engagement, and culturally responsive practices. These areas will be addressed through the use of blended professional development, data collection and analysis, implementation measures, and collaboration with state efforts. As support is provided to participating districts, the LDOE will develop and disseminate materials and resources statewide and enhance LDOE initiatives based on strategies found to be most effective. Partnerships with Louisiana State University, Pyramid Community Parent Resource Center, and People First of Louisiana are supporting the achievement of the project’s goals and objectives.

In addition to providing extensive professional development, Louisiana is supporting the achievement of students with disabilities through rigorous formal evaluations of general and special education professionals who serve them, with such evaluations based in part on evidence of student growth. All certificated school personnel are subject to COMPASS, the state’s new evaluation and supports system for educators and school leaders, and the LDOE worked with special education professionals to identify appropriate measures of student growth. As part of a Special Populations workgroup for non-tested grades and subjects, special education professionals representing inclusion, gifted and talented, and profound disabilities recommended the use of common assessments and other measures of student growth for the new evaluation system. Those assessments and measures included but were not limited to state standardized tests, progress in achieving goals set forth in Individualized Education Plans, the Brigance for Special Education assessment, and student work samples.

The LDOE will continue to partner with special education professionals, advocates, and families to support students with disabilities in reaching their highest potential.

### ***Supporting English Language Learners***

To support limited English proficient students, Louisiana is an active participant in the Chief State School Officers’ State Collaborative on Assessment and Student Standards (SCASS) for English language learners (ELL). The ELL SCASS articulated the need for common or collaborative English language proficiency expectations and standards in order to ensure alignment with the CCSS and PARCC assessments. The Assessment and Accountability Comprehensive Center (AACC) and the Mid-Atlantic Comprehensive Center (MACC), which provide technical assistance to states and have capacity relevant to English language proficiency standards and assessments, have agreed to work with interested states to analyze current standards, develop common English proficiency expectations that correspond to the CCSS, and provide guidance regarding needed revisions. Thirteen states have formed a collaborative to support the Centers’ development of common English language proficiency standards that they may adopt. (See Appendix 1.C for a copy of Louisiana’s letter of support for this collaborative).

Louisiana has already been heavily engaged in this work through participation in an 18-month study that systematically examined the four language modalities (listening, speaking, reading, writing) assessed under Title III. The study, titled “An Examination of the Relative Contributions of the Four Language Modalities to English Language Proficiency: Implications for Assessment and Instruction Across Grade Spans and Proficiency Levels,” included six states – Arizona, Colorado, Louisiana, Montana, New Mexico, and Utah – in partnership with WestEd and Pacific Metrics. It examined the four language modalities in terms of (1) their relative contribution toward determining English language proficiency, (2) their interrelationships vis-à-vis English language proficiency, and (3) whether and how their relative contributions toward determining English language proficiency and their interrelationships change across grade levels, language proficiency levels, and English learner student subgroups.

The study analyzed data from participating states related to students’ English language development focusing on the interactions of the language domains and attainment of English language proficiency. Louisiana provided the students’ item level data on the English language proficiency test and the English Language Arts content assessments, which enabled the researchers to provide more detailed analysis of the relationship between performance on the language domains and performance on the English Language Arts assessments. Louisiana and other states benefitted from the project in terms of knowledge related to improving measurement of student development and attainment of English language proficiency, guidance related to creating systems of support for English language learners, and professional development that builds educator capacity related to supporting the development of English language proficiency.

Louisiana also joined a group of more than 20 states and the University of California in a proposal for federal funds under the U.S. Department of Education’s Office of English Language Acquisition (OELA) National Professional Development Program. If funded, this five-year program will provide professional development activities intended to improve instruction for English language learners and improve the effectiveness of educational personnel working with such children.

Finally, both content teachers of English language learners and English as a Second Language (ESL), teachers will be subject to COMPASS. Like the Special Populations workgroup convened for special education professionals and teachers in other non-tested grades and subjects, a workgroup was convened to develop possible measures of effectiveness for ESL teachers. The group recommended the use of the English Language Development Assessment (ELDA), a pre-ELDA to establish baseline data, and student portfolios demonstrating language learning.

Ongoing collaboration with ESL professionals around the state and the Louisiana chapter of the Teachers of English to Speakers of Other Languages, Inc., will inform evaluations and supports for educators who teach English language learners.

### **Enhancing Louisiana’s State Assessments to Ensure College and Career Readiness**

#### ***PARCC Assessments***

As a governing state in PARCC, Louisiana is an active participant in the development of new, rigorous assessments aligned with the CCSS. Louisiana committed to administering the PARCC assessments as part of its successful Race to the Top application, beginning in 2014-2015. The PARCC assessments will

reflect students' readiness for postsecondary education and professional careers in a much stronger way than current assessments, primarily because they will be based on internationally-benchmarked standards developed by experts and supported by post-secondary education, business and industry leaders. The PARCC assessments will reflect the rigor of the CCSS and will provide timely information to educators about student performance in order to inform instruction and provide supports. The new PARCC assessments will serve as the basis for determining whether Louisiana students are truly on track to be college and career ready.

All of Louisiana's public two- and four-year colleges and universities have committed to participate in PARCC, to help develop the college-ready assessments, and, ultimately, to use those assessments as one indicator of students' readiness for entry-level, credit-bearing college courses.

Louisiana administers state assessments in the four core content areas in grades 3-8 and End-of-Course Tests in high school. High stakes policies are in effect for grades 4 and 8, requiring students who score below proficient on these assessments to be retained or to receive intensive remediation and catch up with their peers. Louisiana also has 10<sup>th</sup> graders take the PLAN, which is ACT's college and career readiness test for 10<sup>th</sup> graders. In an effort to measure the performance of second grade students and to establish a baseline for students taking the current third grade assessment, Louisiana will begin administering a new state assessment in 2<sup>nd</sup> grade in Spring 2012. New online PARCC assessments will begin to be administered in 2014-2015. Furthermore, as an additional indicator of college and career readiness and a measurement of the quality of Louisiana high schools, the LDOE will administer the ACT series (i.e., EXPLORE, PLAN, and ACT) statewide beginning in 2013.

Grade	Current/Transitional Assessment (current through 2013-2014)	Permanent Assessment (2014-2015 and beyond)
Incoming K	Developing Skills Checklist	Developing Skills Checklist
K-3	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
2	Iowa Test of Basic Skills (ITBS)	PARCC assessments EXPLORE PLAN ACT
3, 5, 6, 7	Integrated Louisiana Educational Assessment Program (iLEAP)	
4	Louisiana Educational Assessment Program (LEAP)	
8	Louisiana Educational Assessment Program (LEAP) EXPLORE	
9-12	End-of-Course Tests PLAN (10th grade students)	

Table 1.C. Louisiana's Statewide Assessments

### **Alternative Assessments**

Louisiana also currently administers two alternative assessments for students with disabilities – the LEAP Alternate Assessment, Level 1 (LAA 1) and LEAP Alternative Assessment, Level 2 (LAA 2). Only students with the most severe cognitive disabilities are eligible to take LAA 1. LAA 2 is administered to students with persistent academic difficulties in grades 4-11.

Louisiana joined the National Center and State Collaborative (NCSC), a project led by five centers and 19 states to build an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. In addition to the development of an alternate assessment, NCSC is

developing curriculum, instruction, and professional development support for teachers of students with significant cognitive disabilities. The project also involves identifying effective communication strategies for students, the development of material at varying levels of complexity to meet students' unique learning needs, and accommodation policies appropriate for this population. Louisiana has established a Community of Practice comprised of teachers and district and school administrators who work with this population of students. The group reviews materials and provides feedback as they are developed. The goal of the NCSC project is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

### Preparing Students for Post-Secondary Work

Louisiana strives to provide all students with early access to post-secondary education courses and courses that will enhance their preparation for rigorous post-secondary work. The Louisiana Early Start Program provides tuition assistance to eligible 11th and 12th grade students that enroll in eligible college courses for dual credit at an eligible public or private college or university. Students must meet general eligibility requirements as well as course requirements to enroll in college level, degree credit courses, enrichment/developmental courses or work skills/technical courses. Additionally, the TOPS Tech Early Start fund provides tuition assistance to eligible 11th and 12th grade students that enroll in eligible postsecondary courses leading to an Industry Based Certification in top demand occupations. The non-duplicated headcount for the Early Start fund was 16,030 for the 2010-11 school year and 533 for the TOPS Tech Early Start fund. Some local school districts also attain approval of their own educators to teach college-level courses for which post-secondary credit can be given. Total dual enrollment courses from all funding sources (Early Start, TOPS Tech Early Start, and locally-funded) has grown steadily over the past four academic years as demonstrated by the chart below.

Academic Year	Non-Duplicated Dual Enrollment (Number of Students)	Duplicated Dual Enrollment (Number of Courses Taken)
2007-2008	6,403	12,320
2008-2009	10,578	14,859
2009-2010	14,648	20,007
2010-2011	17,572	25,856

Table 1.D. Dual Enrollment

Going forward, Louisiana will integrate all dual enrollment efforts into a single strategy whereby education funds allocated through the state's funding formula for K-12 education will be used to support students' enrollment in courses that provide both secondary and post-secondary education credit. This cohesive strategy and consolidated funding stream, combined with dual enrollment incentives in the state's accountability formula (discussed in Principle 2) will maintain a strong emphasis on dual enrollment and allow state education leaders and policymakers to more effectively measure its effectiveness.

Additionally, the Louisiana Virtual School (LVS), operated by the LDOE, partnered with four state universities to offer eleven dual enrollment courses, including Advanced Placement courses. The LDOE is instituting initiatives such as the LA AP® Academy to provide significantly larger numbers of students with the opportunity to experience rigorous college-level coursework and to begin earning college credit

by taking AP® Exams through the LVS Louisiana AP® Academy. Additionally, the LDOE AP Test Fee Program provides low-income students across the state with the opportunity to have their AP® exam fees reimbursed through an Advanced Placement® Test Fee Program grant awarded to the LVS by the U.S. Department of Education. With funding from the AP® Test Fee Program, the LDOE will pay the base cost for each Advanced Placement® Exam taken by students who meet the program’s definition of low-income and are enrolled in public or state-approved nonpublic schools.

Louisiana has also taken recent steps to increase student access to Advanced Placement courses through state education policy. Four percent of Louisiana students passed at least one Advanced Placement exam in 2009, putting the state ahead of only Mississippi. LDOE has set a goal to reach the national average — 16.9 percent — by 2017. Earlier this year only 33 of Louisiana's 70 school districts offered at least one Advanced Placement course. Beginning in 2012-2013, each LEA will be required to offer students access to at least one Advanced Placement course. The LDOE will work with local school districts and external course providers greatly expand Advanced Placement course offerings over the next two years.

### 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the</p>
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	that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	Department for peer review. (Attachment 7)
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## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

For over a decade, Louisiana has been a national leader in school and district accountability. State leaders formulated a rigorous, motivating system to drive improvement in schools across Louisiana. This nationally-recognized accountability system unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress Louisiana made in closing the achievement gaps between races and socio-economic classes. However, when No Child Left Behind was passed, instead of complementing Louisiana’s state-developed system, it added another layer of bureaucracy. This resulted in more reporting requirements, more red tape, inadequate interventions, and confusion among Louisiana educators and parents. Additionally, to successfully implement Common Core standards and rigorous educator evaluations, Louisiana’s current system must do more to reflect, expect, and support higher standards for students and educators (See Principles 1 and 3 for more information).

Through this flexibility waiver, Louisiana is proposing the elimination of those federal barriers so that Louisiana’s model – which has proven to be the more effective driver of increased student achievement – may serve as the single statewide school accountability system moving forward. As this shift occurs, Louisiana is committed to refining and further enhancing its own system in order to more effectively reward progress against nationally-normed standards, incentivize gap closures, support teacher effectiveness through clear and rigorous expectations, and report data in easily understandable terms that are focused on Louisiana’s primary goal – ensuring that all Louisiana students graduate college- and career-ready.

#### History and Context

In 1997, the Louisiana Legislature passed a framework to guide the creation of a statewide school and district accountability system and charged the Louisiana State Board of Elementary and Secondary Education (BESE) with the responsibility of fully developing and implementing a strong statewide system of accountability for public education. The Louisiana School and District Accountability System that resulted was based on the concept of continuous growth. It aimed to encourage and support schools’ improvement by:

- (1) clearly establishing the state’s goals for schools and students;
- (2) easily communicating school performance to schools and the public;
- (3) recognizing schools growth in student achievement; and



- (4) focusing attention and resources on schools in need of improvement.

The existing accountability system, initially launched in 1999, focused specifically on improving student achievement, attendance, and dropout rates, as depicted in the chart below. Each year, schools earned a School Performance Score and were required to meet growth targets. Growth targets represented the amount of progress a school would have to make every year in order to reach the state’s SPS goal of 120, or 100% proficiency, by the year 2014. As required by No Child Left Behind (NCLB), the state, as well as each district and school, were required to show Adequate Yearly Progress in student outcomes in English-Language Arts (ELA) and Mathematics for ESEA-created subgroups of students, including racial/ethnic minorities, students with disabilities, students with limited English proficiency, and students who were eligible for free or reduced price meals (additional information on the LDOE’s State and District Accountability System can be found on LDOE’s website, <http://www.doe.state.la.us/>).

School Grade Level	Achievement	Attendance Index	Graduation/Dropout Index
K-5	90%	10%	--
K-8, 7-8	90%	5%	5% (Dropout only)
9-12	70%	--	30%

Table 2.A. Current Accountability Formula Structure

In the first year of the state-led accountability system, schools that received School Performance Scores lower than 30 were deemed to be Academically Unacceptable. In 2003, Louisiana increased the minimum standard to 45, and it was raised once again to 60 in 2005. In 2011, schools that had a School Performance Score below 65 earned the Academically Unacceptable School label, and for the 2011-12 school year, the bar will be raised so that schools are required to earn a 75 or above to be considered academically acceptable. The historic strengthening of minimum standards in Louisiana reveals the state’s commitment to improving the quality of schools, while also maintaining the capacity of the LDOE and local districts to support failing schools.

Schools that receive an Academically Unacceptable School label face a variety of interventions and supports, depending upon the number of years that the school has been labeled Academically Unacceptable. Each consecutive year a school is labeled as an Academically Unacceptable School (AUS), it moves to a higher level, ranging from AUS 1 to AUS 6+, and for each additional year that the school remains in an Academically Unacceptable Schools category, it is required to implement additional strategies aimed at improving academic achievement. Although federal NCLB regulations required reporting, limited public school choice, and Supplemental Education Services (SES), Louisiana’s system has been far more aggressive in that it includes the complete takeover of persistently failing schools and their placement in a state-run Recovery School District.

#### ***What is the Recovery School District?***

In 2003, Louisiana was the first state in the nation to create a separate statewide entity dedicated solely to taking over and turning around schools that consistently performed at unacceptable levels. The Recovery School District (RSD) was created by the Louisiana Legislature in 2003 with the passage of Revised Statute 17:1990 (See <http://www.legis.state.la.us/lss/lss.asp?doc=211794>) and R.S. 17:10.5 (See

<http://www.legis.state.la.us/lss/lss.asp?doc=206926>). These statutes give the state, through the RSD, power to remove from local control any school that has remained in an Academically Unacceptable School status for four consecutive years and has not been corrected during that period by local authorities.

The RSD uses a unique governance model designed to support autonomy, flexibility, and innovation. When the state brings a school into the RSD, it removes full governance authority over the school from the district and assumes full per-pupil funding levels for the school as well. This direct authority has enabled the LDOE to intervene in more than 5 percent of the state's public schools, including more than 90 percent of the schools in New Orleans.

Once in the RSD, the state retains jurisdiction over the school for at least five years, at which point it may make a recommendation to return the school to the LEA with stipulations and conditions, continue operations under the RSD, or close the school and reassign students to higher-performing schools. Schools may choose to return to their former LEA by meeting certain performance criteria, including demonstrating that the school will be able to maintain and improve student success once out of the Recovery School District. BESE must approve the decision to return any school to its former LEA. Since the decision about the funding and return of the school to the LEA rests completely in the state's hands, the state gains enormous leverage to intervene in LEAs by demanding that they change in ways that make them suitable to sustain growth after schools have been turned around. If LEAs are unwilling to make such changes, the state is fully empowered to retain the school in the Recovery School District, as well as its per-pupil revenues. Finally, the Recovery School District's presence incentivizes LEAs with low-performing schools to pursue aggressive intervention strategies to prevent state takeover.

Louisiana's exercise of its takeover authority began in 2004, when RSD assumed control of five schools in Orleans Parish (New Orleans). After Hurricane Katrina in 2005, an additional 107 schools were transferred to the RSD. This aggressive injection of bold action and innovation led to the creation of an environment in New Orleans that provides the greatest amount of choice of any urban district in America, where families may choose from 50 RSD charter schools or 16 turnaround ("direct-run") schools operated directly by the RSD. All schools in the RSD retain, promote, and dismiss staff based on performance, implement longer school days and/or a longer school year, and use data-driven instructional models that provide real-time feedback on student learning.

In 2008, the RSD expanded outside of New Orleans and the RSD-LA was created through the take over five schools in the Baton Rouge area. In 2009, the RSD added an additional four schools in Baton Rouge and two schools in Shreveport to RSD-LA. Currently, RSD-LA oversees 16 RSD charters and 3 RSD direct-run schools. The RSD, in collaboration with the LDOE, has also worked with several -mostly rural-LEAs pursuant to a detailed Memorandum of Understanding (See Appendix 2.A), which allowed LEAs to continue to operate the schools upon the condition that they work collaboratively with the RSD regarding critical aspects of school operations, including the removal and replacement of any staff, review and approval of the curriculum, and the allocation and use of financial and other resources.

As an example of the power of this turnaround mechanism, from 2008 to 2011, schools in the RSD demonstrated academic growth rates that more than tripled the state's average academic growth during the same period. (See chart below for more detailed performance over the past three years.)

2008-2011 Performance of RSD New Orleans Public Schools (Direct-Run and Charter)							
Assessment and Grade Level	School Type	2008 ELA: <i>Basic and Above</i>	2011 ELA: <i>Basic and Above</i>	'08 to '11 Growth	2008 Math: <i>Basic and Above</i>	2011 Math: <i>Basic and Above</i>	'08 to '11 Growth
LEAP: 4th Grade	RSD Charter	51%	62%	11%	47%	60%	13%
	RSD Direct-Run	36%	54%	18%	34%	44%	10%
	RNO	44%	59%	15%	41%	56%	15%
	Louisiana Average	71%	76%	5%	69%	73%	4%
LEAP: 8th Grade	RSD Charter	42%	60%	18%	37%	59%	22%
	RSD Direct-Run	19%	34%	15%	23%	36%	13%
	RNO	28%	52%	24%	29%	52%	23%
	Louisiana Average	60%	68%	8%	60%	63%	3%
GEE: 10th Grade	RSD Charter	29%	54%	25%	36%	69%	33%
	RSD Direct-Run	12%	23%	11%	17%	33%	16%
	RNO	16%	39%	23%	21%	51%	30%
	Louisiana Average	58%	60%	2%	65%	69%	4%

Table 2.B. Performance of RSD New Orleans Public Schools (2008-2011)

NOTE: "RNO" represents all RSD-New Orleans schools combined.

Equally impressive, the RSD's passage rates for all statewide assessments were greater than all of the four largest districts within the state. From 2007 to 2011, the RSD in New Orleans more than doubled the percentage of all tests passed by its students—from 23 percent to 48 percent, a total of 25 points—while the state grew six points over the same period of time.

### Percentage Point Increase of Students Scoring *Basic and Above* on All State Standardized Tests 2007 to 2011

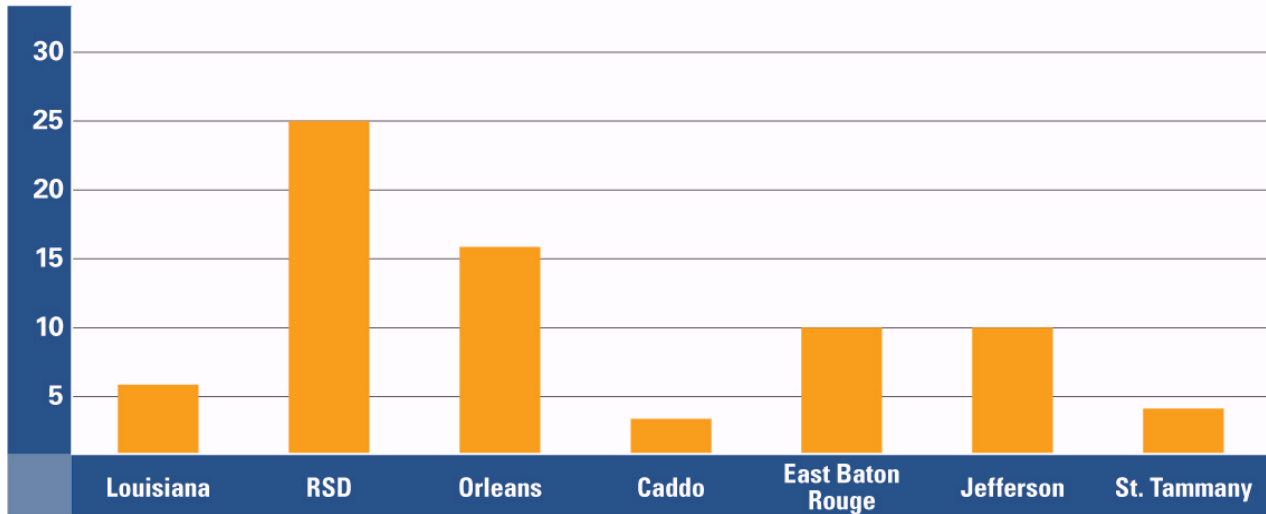


Figure 2.A. Percentage Point Increase of Students Scoring Basic and Above on All State Standardized Tests (2007 to 2011)

**Statewide Performance Under the Current System**

Louisiana’s accountability system and the presence of the RSD have undoubtedly been the primary motivator of steady school improvement for both subgroups and entire student populations, as evidenced by the average state School Performance Score increasing 23 points over the past 12 years of statewide school and district accountability, representing an increase in proficiency rates from 50 percent to 68 percent in ELA and from 40 percent to 60 percent in Mathematics (See graphs below).

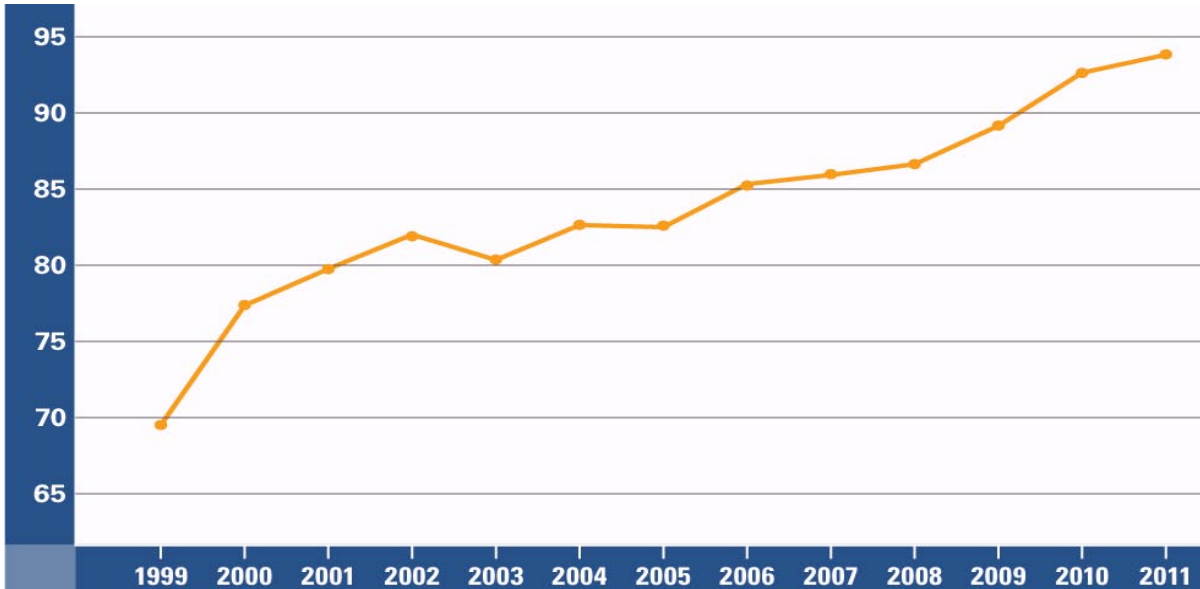


Figure 2.B. Statewide Performance Scores (1999 – 2011)

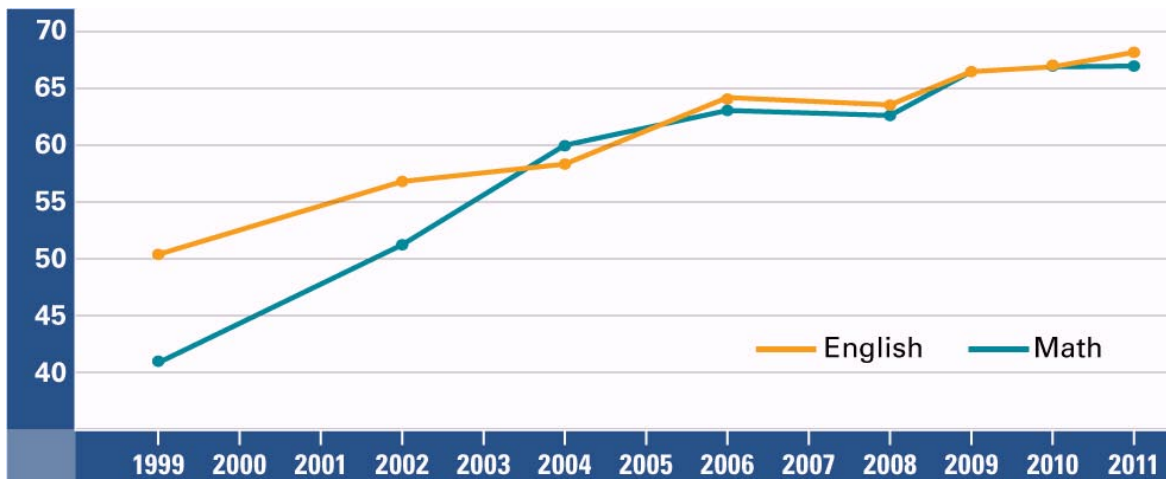


Figure 2.C. Percent of Students Proficient Statewide (1999 – 2011)

Still, as mentioned in Principle 1, more than 200,000 Louisiana children remain below proficient levels. This realization necessitates further improvements to achieve faster, more dramatic results for those children and generations to come.

## Theory of Action

As the state reflects on its progress and continues driving toward college- and career-readiness for all Louisiana students, it is important to re-evaluate the next phase of Louisiana’s accountability system, including supports and interventions for struggling schools and incentives for growth. Louisiana’s current system provided a strong starting point for school accountability but the time for additional enhancements and refinements has arrived.

Despite Louisiana’s focus on proficiency and strong accountability, throughout the past twelve years, the state’s education community has continually developed and refined the current system to reflect various priorities and to award maximum School Performance Score points to LEAs and schools. These efforts represented a genuine commitment to drive good behavior – focusing schools and educators on graduation, rigorous diploma pathways, and student achievement in college-preparatory work. However, the inclusion of multiple measures became a strategy on which Louisiana over-relied. As a result, the reported School Performance Score became less clear for parents, community members, and other stakeholders. The calculations became confusing and navigating the system became a critical skill that consumed significant time from Louisiana’s LEAs. This has led to much frustration by those outside the education community, as well as some distrust of the complex formulas that are now used in School Performance Score calculations. This complicated system must be addressed if Louisiana’s accountability system is to remain effective in improving student achievement and relied upon as a key strategy for reform.

A strong, effective accountability system must be easy to understand, emphasize the outcomes most important for student success (i.e., proficiency and graduation), and stimulate performance. Therefore, if Louisiana simplifies and strengthens the accountability formula, reports on other important measures of school performance, and implements stronger, choice-centered interventions, then the accountability system will better reflect student outcomes, have greater clarity for educators, parents, and communities, and continue to drive student achievement statewide. The LDOE intends to achieve these aims by: (1) maintaining rigorous school and district letter grades, (2) focusing the state accountability system on rigorous student work indicative of college and career readiness, (3) simplifying the calculation of School and District Performance Scores, and (4) enhancing the public reporting of essential metrics, such as subgroup performance, to drive schools’ plans to improve overall and to address the needs of their most struggling students.

While Louisiana is strengthening its nationally-acclaimed accountability system, it must also enable LEAs to focus more attention and resources on improving their struggling schools. State leaders must get rid of both federal- and state-created red tape for Louisiana educators. As explained in Section 2F, the LDOE is fully committed to this end.

As Louisiana moves forward with its efforts to peel away the ineffective elements and unleash the most effective components of the state-developed system, it is important to note that Louisiana’s philosophy for distinguishing effective and ineffective components of accountability is rooted in its beliefs about the roles of different levels of government, with the U.S. Department of Education, Louisiana Department of Education and State Board of Elementary and Secondary Education, local school governing authorities playing very different, but critical roles. The U.S. Department of Education, as directed by Congress, sets rigorous expectations that states will offer equitable, high-quality educational opportunities for all students. State education officials, in response to federal and state law, set expectations for schools,

motivate high performance, publicly report on school performance, and hold schools accountable for student outcomes. Local school governing authorities ultimately carry the responsibility for achieving student growth through personnel, curriculum, and targeted interventions. These clearly-defined roles will directly inform the performance measures used, as well as the supports and interventions provided.

### Creating Rigorous School and District Letter Grades

In an attempt to clarify the meaning of School Performance Scores and to more effectively communicate with stakeholders, the Louisiana Legislature enacted a letter grade policy that was implemented for the first time at the end of the 2010-2011 academic year. Schools are now assigned letter grades based on their School Performance Scores.

Letter Grade*	Baseline SPS Range
A	120.0-200.0
B	105.0-119.9
C	90.0-104.9
D	65.0-89.9 (in 2011) 75.0-89.9 (in 2012 and beyond)
F	0-64.9 (in 2011) 0-74.9 (in 2012 and beyond)

Table 2.C. Current Letter Grade Scale

The implementation of the letter grade system assures clarity for various stakeholders and creates a sense of urgency in addressing schools that are failing. Based upon the current formula, in the 2010-2011 school year, 44% of Louisiana schools scored D's and F's – an alarming and informative fact that further served to create a sense of urgency in the education community.

### After Letter Grades, What is the Next Critical Step?

Though school and district letter grades added clarity to a somewhat confusing system, thereby enhancing the system's power to motivate change, they were only a first step. As Louisiana seeks to strengthen the most effective components of its accountability system, two primary, additional improvements must be made. First, Louisiana must address the diversity of indicators that detract attention from proficiency and result in more complex school and district performance score calculations. Second, Louisiana must return to a focus on proficiency for all students in all schools and districts, with strong school- and district-wide supports, interventions, and incentives that have been shown to be effective in rapidly raising student achievement – particularly for subgroups. Though full implementation is contingent on the approval timelines for this application, Louisiana plans to implement the refined system (described below) starting in the 2012-2013 school year.

### Simplifying School and District Performance Scores

Louisiana's current accountability system represents a strong set of expectations for schools and districts that uses a number of mechanisms to promote student achievement. In order to make Louisiana's accountability system even stronger, the LDOE seeks to focus and to simplify the current accountability system by removing all but the core measures from the formula – assessment



performance and graduation indicators. This shift in the formula will prompt schools and districts to operate with a laser-like focus on college- and career-readiness, strategizing on how to prepare each student to graduate having demonstrated proficiency in all core subjects. Additionally, this simplification will allow the underpinnings and results of the accountability system to be more clearly communicated using the state’s rigorous letter grade system, as stakeholders will have a more clear understanding of the calculations through which the letter grades are assigned. Although some supplemental metrics will not be included in the calculation of School and District Performance Scores, the state proposes to publicly report other metrics that provide an indication of school and district performance (See Reporting Important Metrics for more information).

### **Standardized Assessments**

#### **(1) Content Assessments**

Louisiana will continue to employ a testing system to assess student content knowledge across the four core content areas – ELA, Mathematics, Social Studies, and Science, with PARCC assessments replacing ELA and Mathematics assessments in 2014-2015 (please refer to Principle 1 for more information on assessments and the transition to PARCC).

<b>Assessment</b>	<b>Grade</b>	<b>Subjects</b>
<b>iLEAP</b>	3, 5, 6, 7	ELA, Mathematics, Social Studies, and Science
<b>LEAP</b>	4, 8	ELA, Mathematics, Social Studies, and Science
<b>End-of-Course Tests</b>	9, 10, 11, 12	English II, English III, Algebra I, Geometry, Biology, and American History
<b>LAA 1</b>	3, 5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Science
	11	Science
<b>LAA 2</b>	5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Social Studies, and Science
	11	Social Studies, Science

Table 2.D. Content Assessments.

Beginning in 3<sup>rd</sup> grade, students take the Integrated Louisiana Educational Assessment Program (iLEAP) or the Louisiana Educational Assessment Program (LEAP), a series of statewide criterion-referenced standardized assessments. These assessments continue through the 8<sup>th</sup> grade. In high school, the required tests are shifting from the Graduate Exit Exam to End-of-Course Tests. End-of-Course Tests are offered in English II, English III, Algebra I, Geometry, Biology, and American History, and students are required to pass at least three End-of-Course Tests – in English, Math, and Biology or American History – in order to graduate. Additionally, alternate assessments are offered in a variety of grades and subjects for students meeting specific, rigorous eligibility criteria.

#### **(2) Nationally-based Assessments**

In 2009-2010, the State Board of Elementary and Secondary Education adopted a statewide College- and Career-Readiness Policy within which it committed the state to administer the ACT to all 11<sup>th</sup> graders in



Louisiana. According to BESE’s plan, statewide adoption of the ACT provides “students, teachers, parents, and the education community a picture of overall student achievement in two areas – competency over subject matter presented and readiness for college and career.” (See Appendix 2.B) Additionally, BESE supported the continuance of the PLAN and the EXPLORE – two ACT-created assessments that serve as indicators of college- and career-readiness prior to the ACT. Through the College Access Challenge Grant received by the Board of Regents, the EXPLORE and PLAN assessments have been and will continue to be administered to all 8<sup>th</sup> grade and 10<sup>th</sup> grade students in the state.

Though statewide adoption of the ACT was delayed due to financial difficulties, because of Louisiana’s commitment to college- and career-readiness, Louisiana is fully committed to administering a statewide ACT assessment for Louisiana’s 11<sup>th</sup> grade students. The ACT is a strong indicator of readiness for Common Core State Standards because ACT assessments are substantially aligned with Common Core State Standards for English Language Arts, mathematics, and reading. Therefore, the ACT allows Louisiana to begin assessing its students against these more rigorous standards immediately, rather than waiting for the 2014-2015 implementation of PARCC assessments. (For more information on the alignment between ACT and CCSS, see <http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf>; for more information on the value of ACT assessment, see [http://www.act.org/research/policymakers/pdf/coil\\_benefits.pdf](http://www.act.org/research/policymakers/pdf/coil_benefits.pdf).)

This shift is a critical step to support Louisiana’s transition to standards and curricula aligned with the Common Core Standards (as described in Principle 1), but it is also important to the continued refinement and rollout of Louisiana’s new educator evaluation system – COMPASS (as described in Principle 3). The expectations for student work will dramatically increase with the implementation of the Common Core State Standards, which equates to an increase in expectations for educator and school performance. Thus, it is imperative that Louisiana provide its educators with useful data and feedback immediately and the ACT assessments are Louisiana’s best opportunity to do that during the 2012-2013 school year.

With statewide implementation of the ACT starting in 2012-2013, assessment results will be used to inform School Performance Scores immediately (See Refining the High School Accountability Formula (i.e., schools with grade 12) for additional information). Additionally, the LDOE will supplement Board of Regent-funded assessments (EXPLORE in 8<sup>th</sup>, PLAN in 10<sup>th</sup>) by funding administration of the EXPLORE in 9<sup>th</sup> grade. This additional EXPLORE assessment will provide a critical indicator to high school educational leaders and, though research is ongoing, Louisiana plans to use EXPLORE-to-ACT growth as an additional indicator of overall high school performance throughout the state.

### **Simplifying Louisiana’s Accountability Scale**

Currently, the Louisiana system is set against a scale of 200 with a score of 120 roughly equating with 100 percent proficiency for students. As stated frequently by stakeholders, this scale is not intuitive to parents or educators and complicates the accountability system. Far too many parents have incorrectly assumed throughout the years that their child’s school was performing satisfactorily based on a 100-point scale, not realizing that the school’s performance score was in fact based on a 200-point scale.

As Louisiana proceeds with its efforts to make the system more motivating and more easily communicated, the accountability formulas will be re-scaled so that a score of 100 approximates 100 percent proficiency for all students and a score of 150 represents all students demonstrating advanced

proficiency. A School Performance Score of 100 will serve as the lowest score for an “A,” thereby reinforcing Louisiana’s commitment to statewide proficiency through communication that parents and educators can easily understand – a change welcomed by stakeholders throughout the comment period.

Louisiana will continue to extend the scale past 100 percent proficiency (i.e., 100 points) in order to incentivize and recognize higher levels of achievement (i.e., Above Proficient scores). For schools and districts outperforming expectations, it is critical that Louisiana incentivize, recognize, and reward above-par performance. As demonstrated in the formula proposals below, proficiency aligns with a score of 100, and performance above proficiency yields incentive points (i.e., 101-150) for schools, and ultimately, districts.

### **Current System**

Letter Grade*	Baseline SPS Range
A	120.0-200.0
B	105.0-119.9
C	90.0-104.9
D	65.0-89.9 (in 2011) 75.0-89.9 (in 2012 and beyond)
F	0-64.9 (in 2011) 0-74.9 (in 2012 and beyond)

Table 2.E. Current Letter Grade Scale

### **Proposed System**

Letter Grade	Baseline SPS Range
A	100 – 150
B	85 – 99.9
C	70 – 84.9
D	50 – 69.9
F	0 – 49.9

Table 2.F. Proposed Letter Grade Scale

### **Refining the K-8 Accountability Formula**

For the status-based measurements, the LDOE proposes an elementary and middle school accountability formula that relies primarily on the proficiency of students as measured by the iLEAP and LEAP. Whereas currently assessment results are used for 90 percent of School Performance Scores, with as much as 10 percent devoted to student attendance, the new system will base scores on student performance and dropout rates.

For every child scoring proficient or higher on each subject-specific assessment, schools will earn School Performance Score points. The average of these points at the school level across all tested grade levels and all subjects will determine the School’s Performance Score and letter grade. For schools with an 8<sup>th</sup>

grade, five percent of the calculation will be based on the dropout rate indicator – as was repeatedly requested throughout the comment period.

#### Current System

School Grade Level	Achievement	Attendance Index	Graduation/ Dropout Index	Bonus
K-5	90%	10%	--	--
K-8, 7-8	90%	5%	5% (Dropout Index)	--

Table 2.G. Current K-8 Formula

#### Proposed System

School Grade Level	Achievement (as measured by iLEAP and LEAP)	Attendance Index	Graduation/ Dropout Index	Bonus
K-5	100%	--	--	Yes
K-8, 7-8	95%	--	5% (Dropout Index)	Yes

Table 2.G. Proposed K-8 Formula

*NOTE: In the old and the new system, 100% participation is required; schools receive a zero for non-participants. Also, because ELA and Mathematics are core competencies, student performance in these subjects will receive double the weight given to Social Studies and Science performance.*

Since the inception of Louisiana’s accountability system, it has been possible for schools and districts to earn points for students performing below proficiency. While initially intended to motivate very low-performing schools to improve as the state’s accountability system was being phased in, this is misaligned with Louisiana’s state goals and sends a mixed message to students, parents, communities, and educators. **Starting with the 2012-2013 school year, Louisiana will no longer award points for performance below proficiency.** Schools will earn 100 points for every student scoring proficient and, to incentivize progression above and beyond proficiency, schools will earn additional points for students scoring in the “Above Proficient” category (i.e., 125 for Mastery and 150 for Advanced).

Performance Level	Points Awarded
Advanced	150
Mastery	125
Basic (Proficient)	100
Approaching Basic	0
Unsatisfactory	0

Table 2.I. LEAP and iLEAP Performance Scale

*For additional information regarding the inclusion of growth-based metrics, please refer to the section on Subgroup calculations.*

### Refining the High School Accountability Formula (i.e., schools with grade 12)

The high school formula will be dramatically simplified in order to focus schools and school leaders on measures that matter most – assessments of college- and career-readiness and high school graduation. Specifically, School Performance Score calculations for high schools will consist of the schools cohort graduation rate, performance on End-of-Course Tests, performance on the ACT, and a simplified, more rigorous Graduation Index.

The formula will no longer include illogically-weighted indices that disguise the measures with which Louisiana is most concerned. Instead, the formula will be a simple combination of the measures mentioned earlier. Cohort graduation rate is critical to the formula because it reflects an honest assessment of how many students are graduating and on what timeline. As suggested by stakeholders, the simplified graduation index will complement the cohort graduation rate by assessing the rigor of diplomas awarded and outcomes achieved. Similarly, the ACT composite score serves as a nationally-normed assessment of the rigor behind a student’s diploma. Finally, as requested by stakeholders, including the End-of-Course tests maintains content assessment (as compared to skills assessment, measured by ACT) in Louisiana’s accountability system and ensures alignment with student graduation requirements (See Appendix 2.C) and COMPASS (See Principle 3 for more information on COMPASS).

#### Current System

School Grade Level	Achievement	Graduation/ Dropout Index	Cohort Graduation Rate	Bonus
9-12	70%	30% (Graduation Index)*	--	--

*\*The graduation index is a calculation based on the progress of students over four years in high school. Points are assigned based on the type of outcome earned by students and averaged across the graduating class. The current index includes academic endorsements, technical endorsements, state-funded college scholarships, IBCs, dual enrollment, articulated credit, diplomas, GEDs, skills certificates, certificates of achievement, attendees, and dropouts.*

Table 2.J. Current High School Formula

#### Proposed System

School Grade Level	Achievement (As measured by EOC and ACT performance)	Graduation Index	Cohort Graduation Rate	Bonus
9-12	25% - EOC 25% - ACT	25%	25%	Yes

Table 2.K. Proposed High School Formula

#### High School Formula Component #1 – EOCs (25%)

As mentioned previously, End-of-Course Tests (EOCs) are offered in English II, English III, Algebra I, Geometry, Biology, and American History. EOC performance informs both educator evaluation (See Principle 3) and student graduation requirements (See Appendix 2.C). Like Louisiana’s LEAP and iLEAP assessments for grades 3-8, Louisiana will continue to administer its state-created high school assessments or EOCs until the inclusion of PARCC assessments in the 2014-2015 school year. However, in order to support transition to Common Core – and higher standards for educators and students – Louisiana is raising the performance bar on these important assessments. Unless a student scores

“Good” (i.e., proficient) on the EOCs, no SPS points will be awarded. This is a significant improvement over the current system, which awarded points for below proficient scores.

Proficiency (EOC)	SPS Points
Excellent	150
Good	100
Needs Improvement, Fair	0

Table 2.L. EOC Performance Scale

### ***High School Formula Component #2 – ACT (25%)***

The chart below illustrates the ACT performance and participation rates of public school students in Louisiana over a three-year period.

Year	Total Graduates	Graduates with an ACT Score	Percent of Graduates with an ACT Score
2008-2009	36233	25290	69.8%
2009-2010	36943	26369	71.4%
2010-2011	35445	26583	75%

Table 2.M. ACT Performance and Participation (2008-2011)

	2008-2009	2009-2010	2010-2011
<b>English</b>	19.7	19.4	19.6
<b>Math</b>	19.2	19.1	19.3
<b>Reading</b>	19.6	19.6	19.7
<b>Science</b>	19.7	19.9	19.8
<b>Composite</b>	19.7	19.6	19.7

Table 2.N. ACT Composite and Subtest State Averages (public schools only)

Evidence indicates that students’ ACT performance in Louisiana is gradually increasing. However, as with all student achievement measures, ACT performance must continue to improve. To support such improvement, Louisiana’s Board of Regents set standards for admission to tiered higher education institutions, including ACT composite score requirements for admission into institutions at each tier.

Institution Tier	Required ACT Composite
Flagship	25
Statewide	23
Regional	20
Standards for entry into university non-remedial coursework (English)	18

Table 2.O. Institution Tier Standards for Admission (ACT)

Therefore, when developing the proposed ACT SPS points scale (see below), Louisiana targeted a score of 18 as the lowest level of proficiency – based on the Louisiana Board of Regents standard for entry into university non-remedial coursework in English, the standard of entry for some Louisiana technical colleges, and the nationally-normed ACT College Readiness Benchmark for English Composition (See <http://www.act.org/research/policymakers/pdf/benchmarks.pdf> for more information). Using that benchmark, a composite ACT score of 18 equates to an SPS score of 100. From 100 to 150, the ACT scale is spread proportionally. For each ACT point increase, there is an SPS point increase of 2.8 points (18 = 100, 19 = 102.8, etc).

ACT Composite Range	Accountability Formula Points Awarded
0-17	0
18	100
19	102.8
20	105.2
21	108.4
22	111.2
23	114
24	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

Table 2.P. ACT Performance Scale

**High School Formula Component #3 – Cohort Graduation Rate (25%)**

The cohort graduation rate provides a clear indication of the students graduating from a high school within four years. Therefore, the cohort graduation rate – calculated in a manner consistent with federal requirements – will serve as a strong indicator of overall school performance.

In 2009, Louisiana set a state goal of 80% graduation by the end of the 2013-2014 school year through Act 257 of the 2009 Legislative Session. In line with this goal, a cohort graduation rate of 80% will earn a school 100 points – points equivalent to an “A” Letter Grade on the composite Letter Grade scale. Points for graduation rates above and below 80% are awarded based on an algebraic scaling of graduation rates across a 150-point scale. For example, a graduation rate of 90% will earn a school 125 points and a graduation rate of 100% shall earn a school the maximum 150 points.

**High School Formula Component #4 – Graduation Index (25%)**

As demonstrated by the table below and as requested by numerous stakeholders, Louisiana’s refined graduation index will offer a comprehensible, rigorous assessment of ultimate student outcomes. The maximum points will only be awarded for validated outcomes that demonstrate a strong readiness for college or career. At the same time, the graduation index ensures that schools are incentivized to support all students with multiple, rigorous educational experiences aimed to preparing them for success beyond high school.

Student Result	SPS Points
Diploma plus: AP (3+) or IB (4+)	150
Diploma plus: BESE-approved IBC, Dual Enrollment, AP (1-2), or IB (1-3)	110
Diploma	100
GED, Skills Certificate, Certificate of Achievement, or Attenders	25
Dropout	0

Table 2.Q. Proposed Graduation Index

NOTE: Because Louisiana’s goal is to have all students graduate within four years, 5<sup>th</sup> year graduation rates will not be added directly into the formula. However, schools will receive an additional 25 points for any student that graduates in their 5<sup>th</sup> year.

**Calculating a Final Letter Grade**

All of the revised and refined measures described above will be rolled up in to the composite School Performance Scores and school and district Letter Grades, as described earlier in this section. Together, these measures reinforce the importance of college- and career-readiness for all students – as measured by rigorous measures of student achievement.



Again, the revised letter grade scale will be:

Letter Grade	Baseline SPS Range
A	100 – 150
B	85 – 99.9
C	70 – 84.9
D	50 – 69.9
F	0 – 49.9

2.R. Proposed Letter Grade Scale

In the first letter grade publication, the letter grades were accompanied by “+” and “-” symbols for many schools. The “+” indicated that the school achieved its growth target (i.e., movement toward the state AMO; usually 10 points of SPS growth) and the “-” indicated that the school had declined. While well-intentioned, in practice, these symbols resulted in confusion and numerous complaints from stakeholders. For example, a “B” school scoring 106 (or bottom of the previous “B” range) could achieve its growth target and be labeled a B+ while a “B” school scoring 119 (or top of the previous “B” range) could decline .1 points overall and receive a B-. For reporting purposes, the higher performing school would appear lower than the lower performing school because the symbols were not used in the traditional way.

To alleviate this problem, Louisiana will change these symbols to descriptors. Schools achieving growth AMOs (as described in Section 2.B) will receive a label of “Top Gains.” Schools that decline will receive a label of “Declining.” These descriptors will continue to provide this critical assessment of progress year-to-year without confusing or misleading parents or educators.

### Reporting Important Metrics

In order to effectively communicate schools’ performance to administrators, teachers, parents, and community members, the LDOE released a School Performance Report for each school during the 2010-2011 academic year. This report included information about the school’s letter grade, students’ proficiency, the school’s performance trajectory, and demographic information about the school (see Figure 2.D).

**Louisiana Middle School**

**2010 - 2011**

Louisiana Parish

School Performance Report

2010 - 2011 Performance		Student Enrollment <small>(Enrollment Based on October 1, 2010)</small>	
Letter Grade	<b>B</b>	Total	<b>1,035</b>
Baseline School Performance Score	<b>115.4</b>	Eligible for Federal Free/Reduced Meal Program	<b>38.0%</b>
Percentage of Students Performing At or Above Grade Level <small>(Based on Number of Tests Administered)</small>	<b>83.3%</b>	Minority	<b>23.2%</b>
		Students with Disabilities	<b>15.0%</b>

UNDERSTANDING LETTER GRADES

Letter Grade	SPS Range
A	120.0 - 200.0
B	105.0 - 119.9
C	90.0 - 104.9
D	65.0 - 89.9
F	0.0 - 64.9

+ School met state-established growth target  
 - School performance score declined by 0.1 point or more

BASELINE SCHOOL PERFORMANCE SCORE

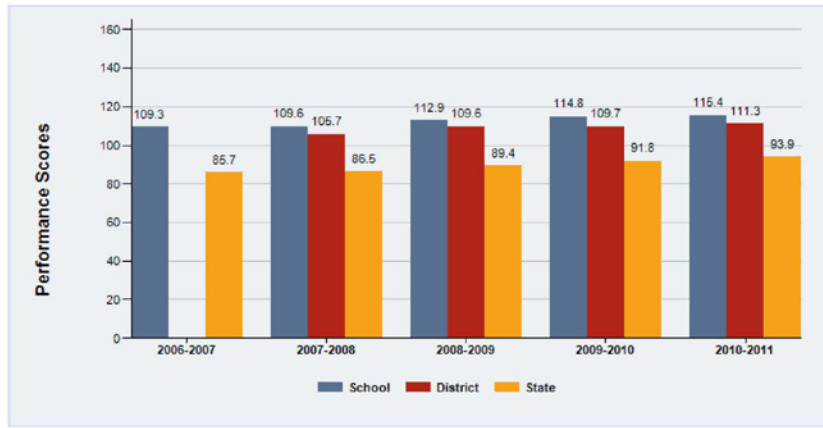


Figure 2.D. Current School Performance Report

This school reporting method was well-received, and the LDOE proposes continuing the distribution of School Performance Reports. However, as suggested by the Louisiana chapter of the NAACP Louisiana State Conference, the Committee of Practitioners, and other stakeholders, adjustments will be made to further enhance this valuable tool for the benefit of parents and communities.

Metrics that will be given priority reporting include overall student proficiency (students performing at grade level), subgroup performance, the cohort graduation rate, and college- and career-readiness (participation and performance on ACT assessments, and AP participation and performance). In addition to reporting the priority metrics, the LDOE will also report on metrics such as student attendance, educator effectiveness, and school dropout rates (See Figure 2.E).

The purpose of including these additional metrics in School Report Cards is twofold. First, the inclusion of additional supplemental metrics, such as individual subgroup performance and college- and career-readiness provides important facets of school performance that are not included in the calculation of School Performance Scores. The inclusion of these metrics on a public report card ensures that the accountability system continues to drive improvements in performance and to motivate schools to address metrics beyond those included in the calculation of School Performance Scores. Second, the inclusion of additional metrics on the school report card provides schools, the public, and the LDOE with comprehensive data to inform more focused interventions and rewards. For example, schools that have high participation in AP courses but low performance know to shift their focus from enrolling students in

AP courses to improving the quality of their AP instruction. This provides a more focused goal for intervention than a general intervention model.

## Louisiana High School

Louisiana Parish

2011-2012

School Performance Report

2011-2012 Performance	
Letter Grade	
School Performance Score	
Growth Label	
Percentage of Students Performing At or Above Grade Level (Based on Number of Tests Administered)	
Met Subgroup Growth Goal (Y/N)	
Average ACT Score (out of 36 points)	
Graduation Rate	

College- and Career-Readiness		
	Participation	Performance
Advanced Placement (out of 5 points)		
International Baccalaureate (out of 7 points)		
	Participation	
Dual Enrollment		
Industry-Based Certifications		
	Performance	
EXPLORE		
PLAN		

Educator Effectiveness	
Ineffective	
Effective	
Highly Effective	

Student Enrollment <small>(Enrollment Based on October 1, 2010)</small>	
Total	
Eligible for Federal Free/Reduced Meal Program	
Minority	
Students with Disabilities	

Subgroup Performance						
	Proficiency	Growth	Average ACT	Graduation Rate	Dropout Rate	Present Not Tested
All Students						
Free/Reduced Lunch						
Race/Ethnicity:						
White						
African-American						
Hispanic						
Asian						
Native American						
Multiracial						
Limited English Proficiency						
Special Education						

Figure 2.E. Proposed School Performance Report

One of the most important metrics to be included in the school report card will be subgroup performance. Louisiana has a high proportion of students included in the traditional subgroups identified by ESEA, and the state will not waiver in its commitment to ensure that all students attain proficiency and college- and career-readiness. Including subgroup performance data on these easily-understood reports for educators, parents, and the general public will call even greater attention to schools' performance and progress.

### Closing Achievement Gaps – Subgroup Analyses and Interventions

Louisiana remains committed to the success of all students and a system that holds schools and school systems accountable for every child's performance. Of the ESEA-defined subgroup categories, Louisiana has a high proportion of public school students in each. In 2010-2011, approximately 52 percent of Louisiana students were racial/ethnic minorities, and 10.6 percent of students in Louisiana were reported as having a disability. The percent of students eligible for free or reduced lunch is 66.2 percent, making Louisiana the state with the sixth-highest level of poverty in the country. Given the relatively high number of students in Louisiana who belong to different subgroups, the state is firmly committed

to closing the achievement gaps between students who are subgroup members and students who are not.

Population	Percentage of Population
White	47.8%
African-American	45.3%
Hispanic	3.7%
Asian	1.4%
American Indian/Alaskan	0.8%
Hawaiian/Pacific Islander	0.1%
Multiracial	1.0%
ELL	1.9%
Free and Reduced Lunch	66.2%
Students with Disabilities	10.6%

Table 2.R. Subgroup Breakdown of Public School Students (2010 – 2011)

Louisiana’s accountability system has been an important driver for analyzing and addressing subgroup performance. Since the state implemented its accountability system in 1999, the performance gap between African-American and White students on state assessments has narrowed by 11.6 percentage points in ELA and 11.2 percentage points in mathematics. At the same time, from 1999 to 2011, the gap between economically disadvantaged students and their peers also narrowed by 4.4 percentage points in ELA and 5.5 percentage points in mathematics.

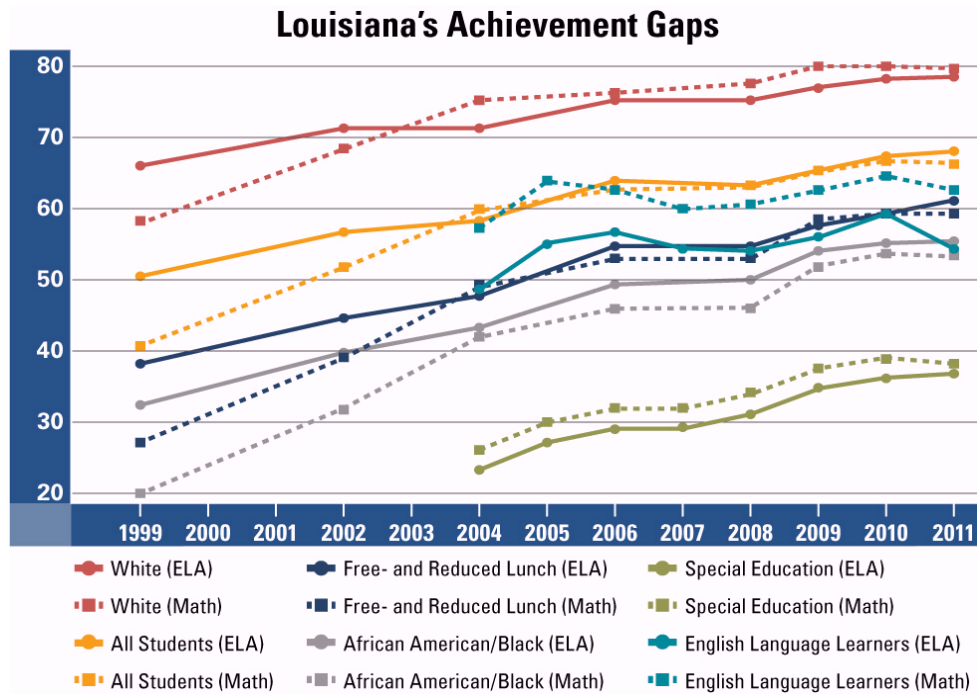


Figure 2.F. Louisiana’s Achievement Gaps (1999 – 2011)

### ***Moving Forward***

**Approximately one-third of Louisiana public school students are Below Proficient in ELA and Mathematics – an unacceptable figure.** Therefore, Louisiana is committed to aggressively pursuing closure of this critical gap through the creation of a new super subgroup to focus specifically on these non-proficient students. Though discussed in greater detail in the AMO section (See Section 2.B), the super subgroup will focus on the one-third of below proficient students and achievement of the AMO relates directly to receipt of Reward School status, including bonus SPS points, public recognition, and possible monetary rewards.

Closing this achievement gap is particularly critical because, of these 200,000+ students, approximately one-third are also in traditional ESEA subgroups, with extremely high representation of specific non-traditional subgroups (i.e., African-American, students with disabilities, limited English proficiency). By creating the additional super subgroup as a compliment to the traditional subgroup performance assessments and reporting, Louisiana will more effectively incentivize achievement for its non-proficient students within those traditional subgroups. The chart below provides additional information on the overlap of these critical populations.

Subgroup	Subject	Number of Non-proficient	Total Tested	Percent of traditional subgroup represented in non-proficient subgroup
American Indian	ELA	769	2658	28.9
American Indian	MTH	757	2656	28.5
Asian	ELA	819	4928	16.6
Asian	MTH	640	4924	13.0
Black	ELA	66400	152934	43.4
Black	MTH	71733	152979	46.9
Hispanic	ELA	3996	11790	33.9
Hispanic	MTH	3614	11796	30.6
White	ELA	35259	165795	21.3
White	MTH	33533	165811	20.2
Pacific Islander	ELA	4	14	28.6
Pacific Islander	MTH	3	14	21.4
Two or More Races	ELA	704	2875	24.5
Two or More Races	MTH	714	2877	24.8
Free/Reduced Lunch	ELA	89030	228253	39.0
Free/Reduced Lunch	MTH	92031	228286	40.3
Limited English Prof	ELA	3336	5757	57.9
Limited English Prof	MTH	2775	5756	48.2
Students W Disabilities	ELA	23809	37637	63.3
Students W Disabilities	MTH	23159	37660	61.5
ALL	ELA	107952	340995	31.7
ALL	MTH	110995	341058	32.5

Table 2.S. Traditional Subgroups and Proposed Non-proficient Super Subgroup Overlap

Again, higher performance for students within traditional ESEA subgroups will continue to be emphasized, assessed, reported, and used to inform supports and interventions. However, the new super subgroup measure will allow the LDOE to assess over 95% of its school through the traditional subgroup performance, but also performance of schools’ non-proficient students. This additional measure will ensure greater accountability, recognition, and support for Louisiana’s statewide effort to close achievement gaps for all subgroups of students, including traditional subgroups (e.g., ELL, students with disabilities) and Louisiana’s expansive subgroup of non-proficient youngsters.

### Timeline for Implementing the New System

The proposed changes to Louisiana’s already rigorous accountability system ensure that the system will be easily understood by all stakeholders, that it will retain the support, trust and confidence of Louisiana families and taxpayers, and that it will focus on student outcomes. Though the core of the simplified formula is already in place, the proposed timeline for remaining implementation actions is the following:

Task	Proposed Deadline
Board approval of revised accountability concepts and policies	Spring/Summer 2012
Board final approval of revised accountability policies	August 2012
Full implementation of formula, interventions, and rewards for all relevant schools (i.e., priority, focus, reward)	2012-2013 academic year

Table 2.T. Implementation Timeline

The State Board of Elementary and Secondary Education was briefed on several occasions about the LDOE’s proposed accountability changes, and their feedback has been incorporated into this application. An overwhelming majority of board members have expressed support of the proposed system; thus, Louisiana is well positioned to implement these accountability changes by its proposed deadline, the 2012-2013 academic year.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p><b>Option A</b></p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p>
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- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
ELA	58.3	61.3	63.9	62.3	63.5	66.8	67.4	68.3
Math	59.8	60.6	63.1	61.7	62.7	67.0	67.6	67.4
Science	54.5	56.6	53.9	56.5	55.6	60.0	61.0	61.9
Social Studies	57.8	57.6	59.6	60.7	59.6	63.5	65.3	64.6

#### 2.U. “All Students” Subgroup Proficiency on Most Recent State Assessment Administration

The chart above depicts a roll-up of assessment performance on LEAP, iLEAP, the Graduation Exit Examination (administered prior to the phase-in of End-of-Course Tests), and state alternate assessments LAA 1 and LAA 2.

As Louisiana moves forward with the enhanced accountability system, it will ensure college- and career-readiness for all students through its extensive scope of assessments (See Section 2.A for greater detail). Louisiana will continue LEAP and iLEAP assessments for grades 3 – 8 in all subjects (i.e., ELA, Mathematics, Science, and Social Studies). The state will also continue administration of End-of-Course Tests for key high school subjects, including English II and III, Algebra I, Geometry, Biology, and American History and alternate assessments for students with disabilities. Additionally, Louisiana will institute the nationally-normed ACT assessment series statewide, including EXPLORE in 8<sup>th</sup> and 9<sup>th</sup> grade, PLAN in 10<sup>th</sup> grade, and ACT in 11<sup>th</sup> grade in the 2012-2013 school year. PARCC assessments will replace End-of-Course Test in the 2014-2015 school years. All of these assessments offer valuable information about student performance and college- or career-readiness.

To further support improvement among these assessments, Louisiana will simplify how various subjects are incorporated into the formula. Rather than continuing to use half weights, single weights, and double weights across various subjects and grades, Louisiana will use an easily comprehensible and calculable system that reflects and reinforces the importance of Common Core Standards (See Principle 1 for more information). Mathematics and ELA assessments will be weighted double for every grade level; science and social studies will receive a single weight.



## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option C</b></p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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### Overview

Under Louisiana’s enhanced state accountability system, three AMOs will be measured, reported and used to inform supports, interventions, and rewards in various ways. AMOs relate to the following:

- (1) Growth Among Non-Proficient Students;

- (2) Overall School Performance Improvement; and
- (3) Overall Proficiency by 2014.

### **Supports, Interventions, and Rewards**

AMO performance will be used in multiple capacities. First, a school’s AMO achievement will be assessed and publicly reported using the School Performance Report. As discussed extensively in Section 2.A, this report provides easy-to-understand, easily comparable data for use by parents and educational leaders. Second, a school’s AMO achievement will be used to inform network supports for all schools and, in particular, Louisiana’s Focus and Priority Schools. For example, LDOE network staff, superintendents, and school leaders will analyze AMO performance during needs assessment processes and use the analysis to directly inform targeted supports. Third, achievement of certain AMOs will result in a school receiving the coveted Reward school label, as well as the meaningful monetary rewards available to all such schools.

For those schools failing to achieve AMOs and meaningfully progress, multiple consequences or interventions will be used. These include: (a) state takeover through the Recovery School District (See Section 2.A for more information); (b) school choice; (c) data-focused needs assessments; and (d) intensive training related to the implementation and integration of Common Core State Standards and COMPASS (See Principles 1 and 3 for more information).

### **Specific AMOs**

#### **(1) Newly-Created Super Subgroup-Focused AMOs**

Moving forward, Louisiana will focus its schools and districts on overall substantial progress, but also on progress specifically with non-proficient students (i.e., students performing below grade level). (See earlier “Subgroup” section in Principle 2 for additional information.)

As requested by stakeholders, Louisiana’s nationally-acclaimed Value-Added Model, used for several years to measure the effectiveness of teacher preparation programs and soon to be used to inform new educator evaluations, will project the expected academic growth for all super-subgroup non-proficient students in both ELA and mathematics.

**The AMO for each school and district will be “Non-proficient super subgroup students will exceed expected growth.”**

Because the specific amount of growth targeted by each AMO is directly tied to the students within a certain super-subgroup, each school and district will work against unique AMOs specific to their individual students.

#### *Calculation*

For schools without a graduation cohort (e.g., elementary schools), student value-added academic measures are summed for groups with at least ten members in the ELA or mathematics non-proficient groups. If 35% of students in the English language arts and/or the mathematics super subgroups exceed expected growth on LEAP and iLEAP assessments, then the school will achieve its super subgroup AMO.

Points will be awarded based on the higher of percent or number of students exceeding expectations within the super subgroup (i.e., .1 points for every 1% of the super subgroup exceeding expectations) and the schools overall performance score (i.e., SPS) will be updated to reflect the bonus. After the super subgroup methodology is applied and relevant School Performance Points are awarded, the School Letter Grade will be calculated.

For schools with a graduation cohort (e.g., high schools) and as requested by numerous superintendents, Louisiana is committed to developing a growth AMO based on the ACT series of assessments. The AMO will assess individual growth of non-proficient students from the EXPLORE and PLAN assessments to the ACT assessment. Because development of this AMO will require extensive data analysis and consultation with national accountability experts, ACT representatives, and the Louisiana Board of Regents, analyses are ongoing and the final calculation method is not yet determined. However, Louisiana is committed to developing an AMO that sufficiently motivates improvement with its non-proficient students in a timely manner. The high school growth AMO will be developed in Spring/Summer 2012.

### *Impact*

Schools and districts will be impacted by super subgroup AMO achievement in two ways. First, outcomes for traditional subgroups as well as the newly-created super subgroup will be reported publicly at the school, district, and state levels. Since the inception of NCLB, Louisiana has reported on these metrics in order to inform parents, communities and educators about progress and areas for improvement. This valuable practice must continue.

However, the LDOE must also do more to draw the attention of schools and districts to students most in need of assistance. Therefore, Louisiana will offer rewards to all schools and districts making meaningful progress with their super subgroup through bonus School Performance Score points. This recommendation – initially proposed by local school superintendents – has received widespread support by principals, educators, local school district accountability directors, and stakeholder organizations.

Given Louisiana’s newly re-aligned rewards and consequences structure (See Sections 2.C – 2.G for more information about rewards, supports, and interventions), the addition of School Performance Score points for successful progress with super-subgroup performance is a strong incentive. All schools will work harder to achieve School Performance Score bonus points, especially those nearing the next highest school letter grade. For “F” schools approaching a school letter grade of “D,” earning the super-subgroup incentive points could increase their Letter Grade and could potentially allow them to avoid facing the strongest sanction in Louisiana and the nation, the Recovery School District, by boosting their scores out of the “F” category. This will serve as an extremely powerful motivator to help all struggling students achieve proficiency.

## **(2) Overall School Performance Score Growth AMO**

In addition to assessing overall school proficiency, the LDOE will assess a school’s overall growth on an annual basis.

*Calculation***The overall growth score AMO will be:**

- For “A” schools: Improve five SPS points or reach 150 (for schools within five points of 150).
- For all other schools: Improve ten points on the SPS scale.

*Impact*

If a school achieves the AMO articulated above, it will qualify as a Reward school. Reward status makes the school eligible for significant monetary rewards, as well as public recognition of its achievement.

NOTE: A school’s “bonus” points awarded for progress with the super subgroup shall apply to the composite SPS growth of a school in a given year. For example, if a school improved its SPS five points prior to the super subgroup bonus, but also received a five point super subgroup bonus, then the school would meet the SPS Growth AMO and would be eligible for monetary rewards.

**(3) Retaining Louisiana’s Long-term Aspirational Goal of 100% Proficiency in 2014**

Louisiana’s dedication to excellence and equity are central to its accountability system. For this reason, Louisiana remains committed to the AMOs established several years ago, which set yearly growth targets aimed towards 100 percent of children in the state attaining proficiency by 2014. Educational leaders believe firmly that Louisiana must not falter from its high expectations for all schools and districts.

A goal of 100 percent proficiency ensures that there is no variation across the end-points for districts, schools, and subgroups. Because all districts, schools, and subgroups must end at the same point, this AMO requires that districts, schools, and subgroups that are further behind must make progress more quickly.

School Year	English Language Arts AMO (Percent Proficient)	Mathematics AMO (Percent Proficient)
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

Table 2.V. Current ELA and Mathematics AMOs

### Calculation

Louisiana reports the percentage of students who earn a proficient score in English and mathematics for all students in grades 3 through 8 and high school for all schools that meet the minimum *N* for full academic year students. Proficient is defined as Basic, Mastery, or Advanced on the iLEAP at grades 3, 5, 6, and 7, and the LEAP at grades 4 and 8. For school years, 2011-12 through 2013-2014, high school proficiency will be determined by the achievement levels Excellent and Good on the Algebra I and English II End-of-Course Tests. Proficient scores on the alternate assessments, LAA 1 and LAA 2, are included at the appropriate grade levels. Percentages are calculated at the elementary, middle, and high school level as the number of proficient scores from all tests divided by the total number of tests.

### Impact

Performance against these AMOs will be reported publicly. These performance measures will also be used to inform supports for Priority and Focus schools (See Sections 2.D and 2.F for more information). The overall performance of students, as well as the performance of specific, traditional subgroups provide useful, informative indications of strong or weak areas within a given school or district. Thus, this data will be critical to solving the specific struggles of a Focus or Priority school.

### Post-2014

Prior to the end of the 2013-2014 school year, the LDOE will reassess performance against this AMO in order to continue assessment of and progress toward this critical measure. The LDOE will work closely with the USDOE and education stakeholders throughout this continuation and reassessment process.

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Louisiana’s letter grade system is an effective tool for communicating school and district performance. However, the newly-created super subgroup measure is also highly informative about a given school’s performance and growth over time. Thus, the combination of performance as determined by Letter Grades and super-subgroup growth produces information that the state can use to drive interventions and rewards. The LDOE intends to capitalize on this information in order to identify Reward Schools and districts.

Specifically, Reward Schools shall be:

- (1) High Performing Schools – “A” schools demonstrating continued meaningful growth on the Letter Grade Scale (i.e., increased 5 points on the SPS scale); and
- (2) High Progress Schools – Schools that achieve their Super Subgroup AMO or non-A schools demonstrating meaningful overall growth on the Letter Grade Scale (i.e., 10 points).

Table 2.W provides an overview of Reward Schools, as well as their relation to Focus and Priority Schools (described in greater detail in later sections).

Meet Subgroup AMO OR Substantial SPS Growth		All Other Schools
A	Rewards	N/A
B		N/A
C		Required intensive CCSS/COMPASS training
D		Required intensive CCSS/COMPASS training
Pre-RSD F* (focus)		Required intensive CCSS/COMPASS training Comprehensive data review, needs assessment, and support in effectively implementing CCSS and COMPASS Public school choice
RSD F (priority)		State-operated school

\* Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.W. System Overview – Reward Schools.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

Because the ACT growth measure is still under development, Louisiana will not name specific Reward schools at this time. Additional information is available upon request.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Achieving the criteria enumerated above is a truly commendable feat. To this end, Louisiana intends to provide Reward Schools with the following:

- (1) **Financial Rewards** – Reward schools that achieve substantial SPS growth should receive financial rewards for their success. The LDOE and the State Board of Elementary and Secondary Education are proposing to redirect existing funding, subject to the approval of the Louisiana Legislature, to reward these schools. In addition, if the LDOE receives an increased Title I allocation, it is committed to using the Title I Rewards funds to support high performing and high progress schools.
- (2) **Public Recognition** – All Reward schools will receive public recognition through press releases, statewide celebrations, and public reporting that clearly illustrates their accomplishments and “Top Gains” status.
- (3) **SPS Points** – High progress rewards schools will receive additional SPS points for achieving the LDOE’s aggressive annual goals for non-proficient students.

Various Louisiana stakeholder groups, such as the Committee of Practitioners and LEA leaders (e.g., school superintendents) have suggested that financial rewards for good performance and flexibility with funds would be important motivators for improved performance.

## 2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The LDOE intends to capitalize on its existing letter grade system in order to identify Priority schools, which are persistently failing schools transferred to the Recovery School District (RSD) (NOTE: For an overview of the RSD, please refer back to Section 2.A)

Meet Subgroup AMO OR Substantial SPS Growth		All Other Schools
A	Rewards	N/A
B		N/A
C		Required intensive CCSS/COMPASS training
D		Required intensive CCSS/COMPASS training
Pre-RSD F* (focus)		Required intensive CCSS/COMPASS training Comprehensive data review, needs assessment, and support in effectively implementing CCSS and COMPASS
RSD F (priority)		Public school choice State-operated school

\* Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.X. System Overview – Priority Schools.

### *How does a school become eligible for the Recovery School District?*

According to state law and State Board policy, a school is eligible for the RSD after four consecutive years of unacceptable (F) performance. When a school reaches this level of continued failure, the State Superintendent may recommend to the State Board of Elementary and Secondary Education that the school be transferred to the jurisdiction of the Recovery School District.

When the Board approves a school’s transfer to the RSD, the State Superintendent of Education may then choose the best method of bringing the school to an acceptable level of performance. In addition to proposing performance objectives that the failed school must meet, the State Superintendent also recommends an operating structure for the school. The failed school may be operated:

- (1) as a direct-run RSD school;



- (2) as a charter school;
- (3) as a university partnership; or
- (4) through a management agreement with a service provider.

As of the 2011-2012 school year, the RSD operates 7.9 percent of the Title I schools statewide (i.e., 77 out of 969) thereby meeting the USDOE's size requirement (i.e., 5% of Title I schools).

2.D.ii Provide the SEA's list of priority schools in Table 2.

Please see Table 2 for a complete list of Priority Schools.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Overall, RSD's turnaround philosophy closely mirrors and aligns with the turnaround principles emphasized by the USDOE. The RSD manages direct-run school on a day-to-day basis. However, the relationship between RSD and charter schools is more about accountability and broad oversight than direct management. Therefore, system wide supports (e.g., enrollment, equity reports) described below impact direct-run schools and charter schools. However, school management practices described below apply primarily to direct-run RSD schools.

### **(1) Providing Strong Leadership**

The RSD provides operational flexibility to each of its charter schools by giving each school leader the authority to make all scheduling, staff, curriculum, and budget decisions at the school level, with the oversight and guidance of their charter boards. Principals at RSD direct-run schools also have the authority to make all personnel and staff decisions at the school-level, and receive oversight and support in other areas through the RSD's Office of Achievement staff and network support teams that are accountable for the achievement outcomes of the schools to which they are assigned. Each network team is assigned to support several schools, in order to streamline support and communication to tailor school support to meet the individual needs of each school. The teams assist direct-run schools in setting goals, assessing performance, giving teachers and principals feedback, managing and providing professional development, and creating ongoing cycles of improvement that link goals, data, and coaching. The network teams also support charter schools as requested.

The network teams enable critical decisions around school management and accountability to remain close to the students at the school level. The network structure ensures that resources are focused on student achievement and that the RSD supports schools to achieve goals with students. The network teams set goals with each school, partner with the school to determine how best to meet those goals, and flexibly support the school to achieve their goals based on individual needs.

Network staff members spend the bulk of their time working at each school, partnering with principals to set goals for their school around student achievement, attendance, and teacher performance. In partnership with the school, network staff then determine how best to support each school in achieving those goals. The teams provide support in several critical areas, including teacher evaluation and coaching, student assessments, RTI (Response to Intervention) appraisal, student discipline, risk management, and special education services. They also monitor compliance with federal IDEA

regulations and ensuring that schools are improving the quality of services special education students receive.

Network leaders conduct quarterly reviews of each direct-run school principal. During these reviews, network leaders and principals review all important school data in order to determine progress in achieving the school's goals, any areas of deficiency, and determine next steps for improvement. At two of these quarterly reviews, principals are reviewed using *Pathways to Leadership Excellence*, a next-generation evaluation and development system, to ensure that they are allocating the time and resources necessary to identify areas of needed improvement for teachers, create the structures for teachers to learn together and receive useful feedback, and create school cultures that retain and support effective teachers. Principal evaluations are based on self-evaluations and evaluations by their network leader focusing on progress toward meeting goals outlined with the network leader earlier in the year. Based on the results of these principal evaluations, the RSD may choose to replace or provide intensive support to struggling principals who are not meeting performance goals or facilitating significant student achievement.

Network teams are evaluated based on whether their network schools achieve their goals and whether network leaders and staff believe that working with the network benefits their students' achievement. Twice a year, principals, master teachers, assistant principals, and teachers complete surveys about the network team staff and their work in schools.

## **(2) Ensuring Effective Teachers**

RSD direct-run school principals and charter school principals have autonomy to make personnel decisions directly, based solely on teacher performance and effectiveness. The RSD direct-run schools do not participate in a collective bargaining agreement, and RSD charters may choose individually whether or not to participate in a collective bargaining agreement. Further, RSD schools are not bound by teacher tenure laws.

The *Pathways to Instructional Excellence* described in the above section was instituted by the RSD during the 2010-2011 school year and helps put teachers and instructional leaders on a new path to instructional excellence. All teachers are observed a minimum of four times per year and evaluated based on the *Pathways* rubric. Evaluation results and feedback on areas for development are entered into a web-based portal that teachers access to remain updated on review feedback. During principal quarterly reviews, the network leader and the principal review all teacher evaluations and professional development activities to discuss personnel decisions and additional support and professional development for struggling teachers. The RSD collects feedback from teachers on the system twice a year.

Professional learning for direct-run schools in the Recovery School District is designed to enable teachers, administrators, and staff members enhance their knowledge, skills, and behaviors to maximize high levels of student achievement. Professional learning activities are provided through "direct service delivery" of training by staff, consultants, contracted personnel, and the "training of trainers" model. The latter model calls for the training of key personnel who then deliver the training they receive to colleagues at their schools. School-site and district-wide professional learning activities, which support the RSD initiatives, are provided during the entire year. These activities include workshops, support meetings, and classroom demonstration lessons for teachers.

### **(3) Redesigning Learning Time**

By law, each public school in Louisiana must provide for 177 days of instruction, with 360 minutes of instructional time each day. RSD direct-run schools meet for 179 school days, with a longer school day. In addition, students who do not demonstrate mastery on state-standardized tests attend an additional three weeks of class during the summer to participate in an accelerated instructional program to move these students to grade-level and prepare for summer re-tests.

Additionally, RSD charter school leaders have autonomy to set their school calendars, as long as they meet the minimum school day and time requirements in law. RSD charter schools provide additional instructional time by having an extended learning day, Saturday school programs, utilizing a year-round calendar, providing for shortened holiday and summer breaks to provide intensive remediation, requiring mandatory after-school tutoring, and additional instructional days in order to allow opportunities for off-campus internships and career preparation programs during the school day.

### **(4) Strengthening Instructional Programming**

The Recovery School District is committed to preparing all students to be successful in post-secondary education and beyond. RSD charter schools are held to high accountability standards for student performance results, in conjunction with increased freedom for school leaders to develop or choose curriculum that best meets the particular needs of their students. Similarly, RSD charter school leaders may choose or develop school-specific curriculum which aligns with rigorous Louisiana state curriculum standards and, in the future, the Common Core State Standards (as discussed extensively in Principle 1). All charter extension and renewal decisions are based on student growth and performance.

For direct-run RSD schools, in past years, the RSD implemented a managed curriculum for each core grade level and subject, based on the Louisiana Comprehensive Curriculum (LCC). (For more information on the LCC, please visit [http://www.doe.state.la.us/topics/comprehensive\\_curriculum.html](http://www.doe.state.la.us/topics/comprehensive_curriculum.html).) Expert content teams from the RSD recommended LCC activities that are to be taught and aligned RSD resources to the LCC activities to make certain that there are no gaps in the RSD managed curriculum.

The Recovery School District direct-run schools also use Response to Intervention (RTI), a tiered process that provides high-quality, research-based instruction and interventions matched to a student's academic and behavioral needs. Other essential components of RTI are monitoring academic and/or behavioral student progress and making data-driven decisions about student curriculum based on a review of that progress. Highly structured, research-based interventions are provided district-wide according to the needs of the student. The student's academic progress is monitored frequently to determine if the interventions are sufficient to help the student reach the instructional level of his or her grade. In addition, many RSD schools offer specialized programs of curriculum, including language, business, technology, and healthcare.

### **(5) Using Data to Inform Instruction and Continuous Improvement**

The RSD provides support in this area through the Office of Analytics, which provides data analysis for the RSD on a system-wide and individual school basis in order to inform RSD school support and transformation decisions. Network teams work with direct-run principals to review student data to inform personnel and instructional decisions. In direct-run schools, network staff also participate in each

school's cluster meetings of teachers every week to review student data to analyze progress in achieving student performance goals, and interpret this data to inform instructional decisions inside the classroom. Cluster teams are groups of teachers in the same grade level for elementary school, and groups of teachers in the same subject-area for high schools.

Using analyses from the Office of Analytics, in Spring 2012, the RSD released its first annual "Equity Report," which shines a light on the successes of schools in the areas described below and allows for honest discussion of the differences among schools around issues of equity. The majority of the RSD schools operate in New Orleans, which is subject to a city-wide choice program, meaning that any student in the city may apply to attend any school in the city, regardless of geographic location. This city-wide choice program, coupled with a high-need student population that is currently 99% minority, and 90% free- or reduced-lunch eligible, necessitate a focus on equity for all students. The Equity Report provides statistics in each category for all RSD schools:

- a. Student achievement on tests;
- b. Student progress from one year to the next on tests;
- c. School admissions of students with special needs;
- d. Academic progress of students with special needs;
- e. Student attendance rates; and
- f. Ability to retain students rather than expelling, suspending, or having students drop out.

A detailed report for each school is provided to each RSD school, with information comparing the school's performance in each area to other RSD schools and statewide performance. The Equity Report serves as a useful tool to provide a more thorough context for student achievement results, help schools compare themselves to other schools in areas critical to student equity, and provide information that will support school leaders in making strategic decisions to improve student achievement. To view the equity report, please visit <http://www.rsdl.net/EquityReports.aspx>.

Because the majority of RSD schools currently operate in Orleans Parish, the report is focused on New Orleans. However, the data analysis and critical reporting are highly relevant to all of Louisiana's persistently low-performing, Priority Schools. The scope of the report may be expanded in future years, in order to adequately support all schools and parents.

## **(6) Establishing Positive, Safe, and Supportive Schools**

All schools within the Recovery School District are actively participating in School-wide Positive Behavior Support. School-wide Positive Behavior Support is an approach to creating and maintaining safe and effective learning environments in schools. Designed to improve behavior and academic performance by teaching and reinforcing positive behavior, it uses data as a basis for determining the reasons for problem behavior and providing appropriate levels of support to address those behaviors.

The RSD's RTI program evaluates student behavioral, emotional, and health needs, in addition to academic needs, in order to create a tiered process that provides high-quality, research-based instruction and interventions to facilitate student achievement. Each RSD direct-run school has staff

members dedicated to implementing the RTI process, and RSD network teams provide intensive support and training in this area.

Network team staff are also involved in all disciplinary proceedings, ensuring that all possible interventions have been exhausted and appropriate due process procedures have been followed before a student is suspended or expelled. Network staff also work with the RSD hearing office to develop recommendations for students subject to disciplinary proceedings. The RSD provides a central disciplinary hearing officer to ensure that all disciplinary hearings are conducted in accordance with state and federal law.

Each RSD direct-run school and parent-center staff receive training in student homelessness, and are equipped to direct students and parents to appropriate resources to meet their needs. In addition, many RSD charter and direct-run schools develop partnerships with organizations to provide mentoring and conflict resolution, including Restorative Justice programs, mentoring provided by City Year volunteers, and Saturday school parent and student programs as an alternative to expulsion.

### **(7) Providing Mechanisms for Engagement of Families and Communities**

The RSD operates four parent-family resource centers throughout New Orleans where parents can obtain language translation services, student enrollment information, transcript and records requests, conflict resolution services, up-to-date information on all RSD schools, parenting skills literature, and community resource literature. The RSD also holds monthly community discussions in locations throughout New Orleans on topics and issues that are most important to parents and community members. The RSD also utilizes various community engagement processes for any major change or initiative the RSD undertakes, including building new schools, moving school locations, and creating a new unified enrollment process.

As more schools outside of New Orleans are transferred to the RSD, community engagement activities are being implemented throughout the state. These activities include regular meetings at RSD schools for parents and community members, and the creation of special task forces and advisory boards for any school that is being transferred into the RSD.

As an example, in the coming months, the RSD will create a Baton Rouge Achievement Zone - a zone of high performing schools that serve the needs of children while creating choices and opportunities for all. Compared to the state average of 93.9, the average school performance score of schools within the achievement zone is 65.2. By bringing together and educating community and business leaders, the RSD will create a demand for change in public schools.

A pipeline of successful operators must be identified and talent must be cultivated to ensure success. Therefore, over the next nine months, the RSD plans to intervene in a critical mass of locally failing schools. Within 18 months the RSD plans to intervene in an additional set of failing schools. The RSD will provide support to effectively transition each of these schools to a high performing operator over the next 12-24 months. During that time, the RSD will conduct community-visioning meetings to discuss long term plans for each school. Leadership will be put in place along with direct student interventions and coordinated supports. Community meetings will be held and a decision will be made regarding the long term operator of the school. Throughout this process, the RSD will continue to monitor and review all operators to ensure accountability while protecting school autonomy.

Building awareness of and support for more and better educational options among the media, legislators, local public officials and parents is important. The RSD will facilitate conversations among the community on quality educational options and bring community voice and input back into decision-making about the future of schools. The RSD will also engage local business not only on how to operate schools but also on how they can be a part of goods and services provided. The RSD experiences in New Orleans provided critical information on what works and what doesn't in creating a high quality education system. These lessons allow for best practices to be shared statewide.

How will the RSD build community awareness and investment?

1. Meet with community leaders, local pastors, politicians, government leaders, and parents;
2. Create a community advisory board for the Baton Rouge Achievement Zone along with a community task force for each school;
3. Create an entity to combine the efforts of all parties and provide focus and dedication on the Children First Zone, the primary group for philanthropy;
4. Create connections with successful support and advocacy groups including but not limited to Stand For Children!, Louisiana Association of Public Charter Schools, Advanced Innovations in Education, and Baton Rouge Area Foundation
5. Utilize newspapers, television media, and social media networks to communicate the message and purpose of the Baton Rouge Achievement Zone.
6. Conduct "State of Our Schools Meetings" in which the RSD asks students, parents and community members what they want their school to provide and achieve.
7. Conduct workshops for parents, teachers and community members to voice their concerns and cultivate a dialogue within the community about the achievement zone.
8. Conduct house meetings and church meetings to build personal relationships with the community.
9. Cultivate community leadership and boards made up of people who want to see dramatic change in education among their community. Set up regular times to get input, and enlist help in communicating back to other parents and community members about the change process.
10. Create a sense of urgency related to making needed changes.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

As mentioned previously, the RSD has been in existence since 2003. It will continue to operate in alignment with the enumerated turnaround principles in future years. Therefore, Louisiana already meets the obligated 2014-2015 deadline for implementation.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Bulletin 111, Section 2403 (See Appendix 2.D) explains the criteria for transfer out of the RSD and consequently out of Priority school status. The policy accomplishes the following:

- (1) Ensuring that a school’s autonomy and flexibility are retained in order to support continued substantial improvement and high standards of accountability;
- (2) Ensuring that recipient governing authorities are well-prepared to receive and support the school moving forward;
- (3) Ensuring that schools do not leave the RSD unless the school demonstrated meaningful, multi-year success before exiting.

All schools transferred to the RSD must remain in the RSD for a minimum of five years. After five years, a school may be eligible to choose to return to its former LEA or remain with the RSD. Schools are eligible to choose when they have demonstrated the ability to operate as a stable, non-failing school by earning a School Performance Score of 80.0 or above for the past two consecutive years. For reference, all schools statewide are recognized as academically acceptable by earning a score of 75.0 or higher. By earning an SPS at least 5 points above the minimum score of 75.0 for two consecutive years, a school demonstrates that it will be able to maintain its academic performance in the future and is not in danger of becoming a failing school, and therefore no longer needs to be considered a Priority school. Allowing schools to choose whether to exit or remain in the RSD allows parents and local communities, through their charter governing boards, to determine which setting will most adequately provide the conditions necessary for success and student achievement.

## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

In Louisiana, Focus schools will be defined as any Pre-RSD “F” school meaning schools earning an “F” Letter Grade that are not already overseen by the RSD. Additionally, any high school with a cohort graduation rate below 60 percent that is not already overseen by the RSD will be classified as a Focus school.

Using letter grades (i.e., F’s) to drive the identification of Focus schools will allow Louisiana to easily identify those schools that are demonstrating a serious lack of achievement or gap closure progress over a number of years, particularly with all or certain subgroups. (NOTE: A school’s progress toward the super subgroup AMO also provides critical information regarding gap closures in a given school.) Using letter grades to identify Focus schools will also facilitate communication to the public about Focus schools’ status.



Meet Subgroup AMO OR Substantial SPS Growth		All Other Schools
A	Rewards	N/A
B		N/A
C		Required intensive CCSS/COMPASS training
D		Required intensive CCSS/COMPASS training
Pre-RSD F* (focus)		Required intensive CCSS/COMPASS training Comprehensive data review, needs assessment, and support in effectively implementing CCSS and COMPASS Public school choice
RSD F (priority)		State-operated school

\* Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.Y. System Overview – Focus Schools

2.E.ii Provide the SEA’s list of focus schools in Table 2.

As demonstrated in Table 2, simulations conducted based upon the new School Performance Scores indicate that more than 10 percent of Title I schools in Louisiana would be identified as Focus schools. Specifically, simulations show that 106 Title I schools (and 142 schools total) will likely qualify for Focus school status under the new accountability system. This equates to 10.9% of Louisiana’s Title I schools and includes any high school with a graduation rate below 60% thereby meeting the USDOE definition of Focus schools.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Because Louisiana’s Focus schools will be determined using the statewide accountability system, the list of Focus Schools will be released on annual basis concurrent with the release of accountability scores.

*Process for Focus School Supports*

(a) Identification and Provision of Data

When Focus schools are identified, the LDOE will immediately notify the impacted LEAs (i.e., prior to public release). The LDOE will provide the LEA with extensive data, including student subgroup performance, student subgroup graduation rates, and educator effectiveness data, so that the LEA can immediately implement measures to correct the specific failures of the school (e.g., failure to adequately support academic growth for students with disabilities).

### (b) Needs Assessments

After the LDOE notifies the LEA and provides the relevant data, the LDOE will support the LEA in its ongoing turnaround efforts by providing and analyzing extensive data and supplying tools to complete a thorough needs assessment of the Focus school. The needs assessment will help the LEA and the LDOE to understand what services the school requires from the LEA and/or LDOE, including supports specifically responsive to the grade levels and student populations served by the schools. Rather than developing supports in isolation or relying on programs for which effectiveness is not rigorously assessed, the needs assessment will attempt to determine both perceived and actual areas of support.

As part of this effort, the LEA will determine which programs are effective and should be expanded and which programs need to be modified or eliminated. To assist with this determination, the LDOE will create improved diagnostics to help the LEA better understand the particular needs of a school and to determine what particular programs and interventions will be successful in the Focus school.

### (c) Coordinated LDOE Supports

Once the needs assessment is completed, the LEA and the LDOE will communicate to discuss how the LDOE can best support the LEA as it works to address the specific needs and challenges of the Focus school. Like most state education agencies, the LDOE's capacity to provide the intensive services required of each Focus school is extremely limited. Therefore, in order to turnaround and maintain the gains of all of the low-performing schools in the state, the LDOE must help build district capacity to take on these efforts themselves and ensure their success.

The school-specific, critical supports will be provided through a coordinated delivery system that mirrors Louisiana's highly-successful Trailblazers initiative – an initiative that builds district capacity by focusing on critical bodies of work including the integrated implementation of common standards and common assessments, such as CCSS and PARCC, and educator evaluations like COMPASS. In the Trailblazer Initiative, as articulated in Louisiana's Race to the Top application and as discussed in greater detail in Section 2.G, it is the goal of the LDOE to support LEAs in order to enable LEAs to turnaround their own schools. With Focus schools, the goal is the same. Therefore, Louisiana is highly confident that this streamlined, tailored, coordinated delivery approach will maximize turnaround success in all Focus schools.

In order to effectively implement this Trailblazer-like strategy, the LDOE will cluster school districts with Focus schools in several network teams. Districts will be grouped into network teams according to similarities in needs and challenges by school level. Each network team will be led by a leader, who will supervise and coordinate the work of five to seven staff responsible for providing intensive support to their assigned districts. Their work with these districts will not only focus on unique district needs and challenges, but will also incorporate intensive technical assistance on effectively implementing the Common Core State Standards and COMPASS – in general and specifically for the benefit of children in subgroups, including students with disabilities, English language learners, minority students, and non-proficient students. This will include the identification of promising strategies described in Principle I to meet their students' unique needs such that school leaders will be successful in achieving the standards and that performance gaps will be dramatically reduced. Additionally, differentiated supports will be provided based on school grade levels, such as literacy needs and strategies for elementary schools and drop-out prevention strategies for high schools.

Implementing the Trailblazer methodology with Focus schools and their LEAs will ensure that the following goals are accomplished:

- **Leverage existence of RSD:** The LDOE can coordinate its services to Focus schools with the RSD to ensure there are consistent, well-planned supports for all schools. The LDOE can also highlight successful turnaround strategies used by the RSD to help other schools and districts avoid state takeover through bold reforms.
- **Tiered supports and thoughtful resource allocation:** Because the LDOE lacks the capacity to provide intensive support to all qualifying schools and districts, the LDOE will provide different levels of service to districts with low-performing schools in an effort to strategically deploy scarce resources to impact the most students possible. Both LDOE programs and additional discretionary funding (e.g., Race to the Top-like funding competitions) will be awarded to districts and schools based upon a thoughtful assessment of both their will and skill to make the bold changes required to turn around Focus schools.
- **Increase common resources:** The LDOE will continue to develop toolkits, webinars, and other resources for all districts to utilize in their school turnaround strategies, including targeted information and supports for the effective implementation of CCSS and Louisiana’s new educator effectiveness system, COMPASS. The development of these resources will be tied to the results of the Focus schools’ needs assessments.
- **Thoughtful use of external providers:** In areas where districts and/or the LDOE have low capacity, the LDOE will create a robust and comprehensive approach to attract, evaluate, and match external providers in a number of key areas of turnaround. This may include charter management organizations that will assume the operations of entire schools, private providers that offer a targeted set of services, and community-based partners that help to extend learning time, engage students through creative activities, and increase family engagement. The LDOE will provide information and assure quality regarding external providers for LEAs and Focus schools to be able to select the external providers that best target the Focus schools’ needs.
- **Additional supports:** The SEA will improve supports in a number of different other areas that emphasize capacity building, including data tracking and management, policy development, and communication training.

(d) Ongoing Statewide Supports

Though not created specifically for Focus schools, Louisiana offers numerous statewide supports for struggling schools. Many of these initiatives directly impact and support the newly-defined Focus schools.

*Examples:*

- **School turnaround facilitators:** School turnaround facilitators are each assigned to a small number of schools. These former school leaders and teachers provide customized assistance to each school and bridge relationships between the school and the district. Facilitators support school

improvement efforts through advising and technical assistance around curriculum, assessment and instruction. They are also trained to support the development and implementation of schools' initiatives to improve student learning. Facilitators guide principals and district leaders through data analysis as well as decision making processes as it relates to the school and district level frameworks. These frameworks include human capital strategies, autonomy and accountability, targeted resources, highly effective school leadership, proven instructional strategies and job bedded professional development. Facilitators work with SIG receiving schools as well as schools on the academic watch list.

- **School Improvement Grants (SIG):** SIG is a Title I federal grant program designed to target large amounts of funding to the bottom 5 percent of schools in the state in any given year. The program is competitive; districts and schools may only receive funding in exchange for taking on one of four bold intervention models. Schools receiving SIG must implement one of four intervention models: closure, restart, turnaround, or transformation. SIG participants are monitored and supported on a monthly to quarterly basis. SIG schools also participate in professional growth through the Community of Practice in which schools can share their best practices in implementing their intervention models. Louisiana currently has 69 SIG schools and is applying for a third round of SIG funding.
- **High Performing/High Poverty Schools Initiative (HHPH):** The mission of this program is to maximize capacity for school leadership "to increase student achievement by creating and sustaining a high performance learning culture." The LDOE identifies exemplary HPHP principals to serve as "coaches" for struggling schools and pays for professional development, training, site visits and networking sessions to share best practices. LDOE works with the Urban Learning and Leadership Center (ULLC) to develop HPHP coaches as well as provide consultants to Louisiana's participating schools. Coaches work with principals throughout the school year and receive training from LDOE and ULLC as well.
- **Louisiana School Turnaround Leadership program (LSTS):** LSTS is a turnaround principal training program. Participants are trained over a two-year period and learn how to lead failing schools through communication techniques, setting and implementing strategic goals, working with the community, analyzing data, working with personnel, and implementing meaningful professional development. The curriculum is based on the University of Virginia's Turnaround Specialist Program. Part of the mission behind LSTS is building a pipeline of turnaround leaders in Louisiana. As the state continues to develop leaders through LSTS, it will be able to place them in Louisiana's lowest performing schools to implement dramatic changes.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Schools should only exit Focus school status after improving on accountability dimensions and maintaining those improvements over a period of time. As leading indicators demonstrate that a school is improving, the resources for that school can be adjusted. However, the Focus schools should continue

to be monitored as a Focus school until gains are sustained over a period of at least two years. The gains must be sufficient enough to increase the Focus schools' letter grade by at least one letter grade (i.e., an SPS of 50+).

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
RSD	P. A. Capdau School	00860		YES	
RSD	Nelson Elementary School	00949		YES	
RSD	Thurgood Marshall Early College High School	02277		YES	
RSD	Gentilly Terrace School	00893		YES	
RSD	Lagniappe Academies of New Orleans	02300		YES	
RSD	E. P. Harney Spirit of Excellence Academy	01800		YES	
RSD	Batiste Cultural Arts Academy at Live Oak Elem	02018		YES	
RSD	SciTech Academy at Laurel Elementary	00917		YES	
RSD	Linwood Public Charter School	00175		YES	
RSD	Crestworth Learning Academy	00369		YES	
RSD	Arise Academy	02278		YES	
RSD	Success Preparatory Academy	02283		YES	
RSD	Benjamin E. Mays Preparatory School	02266		YES	
RSD	Pride College Preparatory Academy	02257		YES	
RSD	Glen Oaks Middle School	00377		YES	
RSD	Prescott Middle School	00415		YES	
RSD	Pointe Coupee Central High School	02002		YES	
RSD	Dalton Elementary School	00370		YES	
RSD	Lanier Elementary School	00391		YES	

RSD	Crocker Arts and Technology School	02084		YES	
RSD	The Intercultural Charter School	02077		YES	
RSD	Akili Academy of New Orleans	02071		YES	
RSD	New Orleans Charter Science and Math Academy	02068		YES	
RSD	Sojourner Truth Academy	02070		YES	
RSD	Miller-McCoy Academy	02067		YES	
RSD	NOLA College Prep Charter School	02041		YES	
RSD	Langston Hughes Academy Charter School	00976		YES	
RSD	Andrew H. Wilson Charter School	00979		YES	
RSD	Abramson Science & Technology Charter School	02054		YES	
RSD	Kenilworth Science and Technology School	00389		YES	
RSD	James M. Singleton Charter School	01208		YES	
RSD	Dr. M.L.K. Charter School for Science & Tech.	00414		YES	
RSD	McDonogh #28 City Park Academy	00936		YES	
RSD	Lafayette Academy of New Orleans	00914		YES	
RSD	Esperanza Charter School	00872		YES	
RSD	McDonogh #42 Elementary Charter School	00944		YES	
RSD	Martin Behrman Elementary School	00835		YES	
RSD	Dwight D. Eisenhower Elementary School	00883		YES	
RSD	William J. Fischer Elementary School	00885		YES	
RSD	McDonogh #32 Elementary School	00938		YES	
RSD	O.P. Walker Senior High School	00972		YES	
RSD	Algiers Technology Academy	02057		YES	
RSD	Joseph A. Craig School	00870		YES	
RSD	Benjamin Banneker Elementary School	00935		YES	



RSD	Walter L. Cohen High School	00867		YES	
RSD	Dr. Charles Richard Drew Elementary School	00974		YES	
RSD	Paul B. Habans Elementary School	00900		YES	
RSD	Murray Henderson Elementary School	00905		YES	
RSD	John McDonogh Senior High School	00928		YES	
RSD	James Weldon Johnson School	00909		YES	
RSD	Sarah Towles Reed Senior High School	01933		YES	
RSD	A.P. Tureaud Elementary School	00869		YES	
RSD	Schwarz Alternative School	02020		YES	
RSD	G.W. Carver High School	00861		YES	
RSD	L. B. Landry High School	00916		YES	
RSD	H.C. Schaumburg Elementary School	00964		YES	
RSD	Mary D. Coghill Elementary School	00866		YES	
RSD	St. Helena Central Middle School	01158		YES	
RSD	Linear Leadership Academy	00174		YES	
RSD	Sophie B. Wright Inst.of Academic Excellence	00981		YES	
RSD	KIPP Believe College Prep (Phillips)	00958		YES	
RSD	KIPP McDonogh 15 School for the Creative Arts	00932		YES	
RSD	KIPP Central City Academy	02043		YES	
RSD	KIPP Central City Primary	02079		YES	
RSD	KIPP New Orleans Leadership Academy	02307		YES	
RSD	Samuel J. Green Charter School	00897		YES	
RSD	Arthur Ashe Charter School	00947		YES	
RSD	John Dibert Community School	00877		YES	
District A	School 1	XXXXX			YES
District B	School 2	XXXXX			YES
District B	School 3	XXXXX			YES

District B	School 4	XXXXX			YES
District B	School 5	XXXXX			YES
District C	School 6	XXXXX			YES
District D	School 7	XXXXX			YES
District E	School 8	XXXXX			YES
District E	School 9	XXXXX			YES
District E	School 10	XXXXX			YES
District E	School 11	XXXXX			YES
District E	School 12	XXXXX			YES
District E	School 13	XXXXX			YES
District E	School 14	XXXXX			YES
District E	School 15	XXXXX			YES
District E	School 16	XXXXX			YES
District E	School 17	XXXXX			YES
District E	School 18	XXXXX			YES
District E	School 19	XXXXX			YES
District E	School 20	XXXXX			YES
District E	School 21	XXXXX			YES
District E	School 22	XXXXX			YES
District E	School 23	XXXXX			YES
District E	School 24	XXXXX			YES
District E	School 25	XXXXX			YES
District E	School 26	XXXXX			YES
District E	School 27	XXXXX			YES
District E	School 28	XXXXX			YES
District E	School 29	XXXXX			YES
District F	School 30	XXXXX			YES
District F	School 31	XXXXX			YES
District G	School 32	XXXXX			YES
District G	School 33	XXXXX			YES
District G	School 34	XXXXX			YES
District H	School 35	XXXXX			YES

District I	School 36	XXXXX			YES
District I	School 37	XXXXX			YES
District I	School 38	XXXXX			YES
District I	School 39	XXXXX			YES
District I	School 40	XXXXX			YES
District I	School 41	XXXXX			YES
District I	School 42	XXXXX			YES
District I	School 43	XXXXX			YES
District I	School 44	XXXXX			YES
District I	School 45	XXXXX			YES
District I	School 46	XXXXX			YES
District I	School 47	XXXXX			YES
District I	School 48	XXXXX			YES
District I	School 49	XXXXX			YES
District I	School 50	XXXXX			YES
District I	School 51	XXXXX			YES
District I	School 52	XXXXX			YES
District I	School 53	XXXXX			YES
District I	School 54	XXXXX			YES
District I	School 55	XXXXX			YES
District J	School 56	XXXXX			YES
District J	School 57	XXXXX			YES
District K	School 58	XXXXX			YES
District L	School 59	XXXXX			YES
District L	School 60	XXXXX			YES
District M	School 61	XXXXX			YES
District M	School 62	XXXXX			YES
District M	School 63	XXXXX			YES
District M	School 64	XXXXX			YES
District M	School 65	XXXXX			YES
District M	School 66	XXXXX			YES
District M	School 67	XXXXX			YES

District M	School 68	XXXXX			YES
District M	School 69	XXXXX			YES
District M	School 70	XXXXX			YES
District M	School 71	XXXXX			YES
District M	School 72	XXXXX			YES
District N	School 73	XXXXX			YES
District N	School 74	XXXXX			YES
District N	School 75	XXXXX			YES
District N	School 76	XXXXX			YES
District O	School 77	XXXXX			YES
District P	School 78	XXXXX			YES
District P	School 79	XXXXX			YES
District P	School 80	XXXXX			YES
District P	School 81	XXXXX			YES
District Q	School 82	XXXXX			YES
District Q	School 83	XXXXX			YES
District R	School 84	XXXXX			YES
District R	School 85	XXXXX			YES
District R	School 86	XXXXX			YES
District R	School 87	XXXXX			YES
District R	School 88	XXXXX			YES
District S	School 89	XXXXX			YES
District T	School 90	XXXXX			YES
District U	School 91	XXXXX			YES
District V	School 92	XXXXX			YES
District W	School 93	XXXXX			YES
District X	School 94	XXXXX			YES
District X	School 95	XXXXX			YES
District X	School 96	XXXXX			YES
District X	School 97	XXXXX			YES
District X	School 98	XXXXX			YES
District X	School 99	XXXXX			YES

District Y	School 100	XXXXX			YES
District Z	School 101	XXXXX			YES
District AA	School 102	XXXXX			YES
District AA	School 103	XXXXX			YES
District BB	School 104	XXXXX			YES
District CC	School 105	XXXXX			YES
District CC	School 106	XXXXX			YES
District DD	School 107	XXXXX			YES
District EE	School 108	XXXXX			YES
District EE	School 109	XXXXX			YES
District EE	School 110	XXXXX			YES
District EE	School 111	XXXXX			YES
District EE	School 112	XXXXX			YES
District FF	School 113	XXXXX			YES
District FF	School 114	XXXXX			YES
District FF	School 115	XXXXX			YES
District FF	School 116	XXXXX			YES
District FF	School 117	XXXXX			YES
District FF	School 118	XXXXX			YES
District FF	School 119	XXXXX			YES
District FF	School 120	XXXXX			YES
District FF	School 121	XXXXX			YES
District FF	School 122	XXXXX			YES
District FF	School 123	XXXXX			YES
District GG	School 124	XXXXX			YES
District HH	School 125	XXXXX			YES
District II	School 126	XXXXX			YES
District JJ	School 127	XXXXX			YES
District JJ	School 128	XXXXX			YES
District JJ	School 129	XXXXX			YES
District KK	School 130	XXXXX			YES
District KK	School 131	XXXXX			YES

District LL	School 132	XXXXX			YES
District MM	School 133	XXXXX			YES
District NN	School 134	XXXXX			YES
District OO	School 135	XXXXX			YES
District OO	School 136	XXXXX			YES
District OO	School 137	XXXXX			YES
District OO	School 138	XXXXX			YES
District PP	School 139	XXXXX			YES
District QQ	School 140	XXXXX			YES
District QQ	School 141	XXXXX			YES
District QQ	School 142	XXXXX			YES

Total # of Title I schools in the State: 969

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 27

Key	
<p><b>Reward School Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Highest-performing school</li> <li>B. High-progress school</li> </ul> <p><b>Priority School Criteria:</b></p> <ul style="list-style-type: none"> <li>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</li> <li>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</li> <li>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</li> <li>E. Tier I or Tier II SIG school implementing a school intervention model</li> </ul>	<p><b>Focus School Criteria:</b></p> <ul style="list-style-type: none"> <li>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</li> <li>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</li> <li>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</li> </ul>

## 2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Over the 12+ years of Louisiana’s accountability system and particularly throughout the course of RSD oversight and implementation, the LDOE has continually refined and enhanced its district and school support models. Moving forward, the LDOE will continue to actively create and refine incentives and supports to improve student achievement in schools and districts. Many of these ideas are highlighted and described below.

### **(1) Supporting Schools and Incentivizing Improvement Through Data Publication**

As discussed at length in earlier sections, Louisiana annually publishes School and District Performance Reports. Starting in 2012, the School Performance Report will include school and district progress on a number of key metrics (See Section 2.A for more information), additions which are likely to incentivize higher performance while also providing helpful, specific information on areas for improvement.

Because the reports are easily understandable and include only the most relevant information, parents can use the information to determine how to support their child’s school, advocate for improvements in performance, and learn about other educational options. School leaders can use the information to identify areas of strength and weakness, target professional development, identify high school curriculum needs, make personnel decisions, and develop improvement strategies.

The new, specific data points provide information that is easily compared to other similarly-situated schools. For example, under the old system, a school had no way of easily knowing how its students’ Advanced Placement or dual enrollment participation compared to other schools. Instead, it was buried deep within the calculations. Now, however, the participation rates will be clearly called out and school leaders can make informed program decisions. Similarly, school leadership can now determine whether the reported effectiveness of its teachers aligns with the overall performance and progress of its school. This alignment determination will likely illuminate the quality of educator evaluation implementation and inform personnel decisions moving forward.

### **(2) Supporting Schools and Districts through Burden Reduction Initiative**

Louisiana recognizes the importance of building local capacity to improve student performance. In particular, the state acknowledges that it should be more diligent in removing bureaucratic burdens placed upon districts. To that end, the LDOE is committed to eliminating unnecessary paperwork burdens and streamlining processes for LEAs so that the full extent of their attention may be placed on improving student performance. The LDOE will design and execute a Burden Reduction Initiative, an agency-wide effort to reduce administrative burdens placed upon local districts and to enable districts to access money more easily, and use it more effectively, and efficiently. This enhanced autonomy will



serve to free up additional district resources to concentrate on student performance, rather than compliance measures.

The goals of the Burden Reduction Initiative are as follows:

- Streamline federal and state application, monitoring, and reporting requirements for school districts as much as legally permissible.
- Develop templates for plans and budgets that guide school districts through the process of using multiple funding sources to support proven education initiatives.
- Develop tools using existing federal and state flexibilities to assist school districts in utilizing funds for maximum effectiveness through the coordination of multiple funding sources to support single initiatives.

This initiative will employ three strategies:

**(a) Streamlining Measures**

The Department will work to eliminate burdensome, unnecessary federal and state application, monitoring and reporting requirements. All districts will benefit from the Burden Reduction Initiative beginning with the FY 2013-14 allocation cycle. In the Burden Reduction work, a master list of all interactions an LEA is mandated to have with the LDOE to access federal funds will be created in order to identify those steps that are legally required and whether the information is being requested in the most efficient manner along with adding value instead of a mere compliance measure. In addition, for each step that is not legally required, a determination will be made as to whether it adds value. If there is no benefit to the step, it will be eliminated. If the action is beneficial, it will be simplified and streamlined to ensure the effective utilization of federal and state funds to the extent possible. This extensive process mapping analysis will include, for example, a review of the Title I, II, III, and REAP applications in order to reduce or eliminate unnecessary detailed planning pages. Once identified, revisions will be incorporated into the grants management system to simplify this work.

Current federal and state monitoring processes and documents will be examined to identify inefficient and meaningless actions and paperwork. To the extent legally permissible, the monitoring process will be streamlined and coordinated for efficiency. Any barriers to giving districts freedom from monitoring will be identified and cleared away. Louisiana recognizes the need for technical assistance monitoring to meet federal and state compliance requirements, but also strongly believes that any assistance to districts should be meaningful and targeted. In line with this belief, a risk-based monitoring plan will be followed in identifying the districts in need of monitoring. A variety of factors will be identified and each district's performance will be measured against the factors. For example, notable improved student performance will be weighted heavily as a factor resulting in an exemption for that district from monitoring. Districts with a substantial number of risk factors will be selected for monitoring. However, technical assistance support through the monitoring activities will be customized for efficiency and effectiveness. The needs of the district will be identified and the agency response will be coordinated and comprehensive including real solutions and tools for making adjustments.

Reporting requirements will be examined including timing and frequency of submissions. Any reports or data submissions not required will be heavily scrutinized and eliminated to the extent legally

permissible. When reporting is required, Louisiana will seek to streamline and automate processes. For example, school-wide plans will be streamlined to the extent legally permissible to alleviate extra work on districts. In addition, Louisiana will move to eliminate the requirement for state mandated improvement plans and reporting, while increasing the level of supports and accountability for student outcomes.

If Louisiana’s flexibility waiver application is approved, schools and districts will be relieved of all requirements for which the waiver was granted.

### **(b) Planning and Budgeting Tools**

In order to effectively build local capacity to improve student performance, the LDOE must offer guidance and tools to LEAs so that the full extent of their attention may be placed on improving student performance. The combination of several funding sources so they work together to achieve one objective or implement one strategy/program can be a challenge. The LDOE has been focused on serving LEAs in this manner since 2010 with the development of templates and tools for program planning and budgets that guide school districts through the process of using multiple funding sources to support proven education initiatives.

The first set of planning tools developed, *Tools for Integrating Education Funds*, commonly referred to as the “Fiscal Model,” was the first of its kind in the nation. [For more information, please visit [http://www.louisianaschools.net/topics/fiscal\\_model\\_training.html](http://www.louisianaschools.net/topics/fiscal_model_training.html)]. This toolset offered LEAs straightforward guidance on the integration of federal dollars to support research-based initiatives, including those targeting students in traditional subgroups. A team of leaders from each LEA across the state, including both fiscal and program staff, was trained on the use of these tools. The training centered not only on the use of the tools but the creation of a cohesive team so that budgeting and planning tasks were addressed from a comprehensive approach. The LDOE continues to provide more one-on-one technical assistance to LEAs as they implement this theory of action.

In conjunction with this exercise, the current statewide planning and budgeting system which LEAs use to draw down federal funds will be examined to ensure it promotes the integration of funds to support educational activities. The Fiscal Model tools will be embedded throughout the system making it simpler for districts to implement this methodology and build capacity for ensuring efficient use of federal funds. At the same time, refinements to the tools will be developed to advance this initiative to the next level.

### **(c) Funding Stream Consolidation**

A second set of planning tools will be developed to further guide the LEAs in maximizing the coordination of multiple funding sources to support improved student performance and encourage a more comprehensive approach to planning. Existing flexibilities in federal law allow for federal program funds to be combined into one pot of money to support single activities. The result of this budgeting strategy means that individual funds lose their identity so that planning and utilization of the funds becomes more focused on the outcome of the activity rather than the individual funding source. Districts and schools are challenged at navigating the series of steps necessary to consolidate funds in order to implement this tool effectively and within guidelines. Recognizing this need, the LDOE will assist

school districts in the implementation of revised budgeting systems and processes in order to take advantage of this flexibility. This approach ensures that LEAs can implement school reforms to address their specific educational needs with existing funding sources. In addition, the LDOE will develop tools for LEAs regarding the federal school-wide model which permit schools to combine federal funds in a similar manner at the school level.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

### Increasing LEA Capacity

Louisiana has developed a strong reform plan and made significant progress toward implementation; however to continuing moving this work forward, the LDOE recognizes the importance and critical need for increased LEA capacity. To advance the capacity of LEAs, Louisiana has identified four components of capacity that drive improved performance in districts and schools:

#### 1. Governance and Leadership

The LDOE recognizes the need to inform and empower parents and the general public to actively participate in the governance of their local schools. This is why the LDOE has developed clear, transparent School Performance Reports containing a wealth of easily understood information about school performance and has implemented a number of student assessments to inform parents whether their child is on track academically. The use of the charter school model as turnaround and choice strategies has also increased parental and community engagement and shared decision-making, giving local stakeholders greater input into the direction of their schools and holding local school governing boards more accountable for performance. The LDOE has also begun to proactively reach out to existing and newly elected local school board members and charter governing board members to develop relationships, familiarize them with the state’s key education reforms, and offer support as they strive to increase student achievement in their communities.

Likewise, Louisiana must empower and support local school leaders in effectively managing their schools so that student growth can be achieved. The Louisiana Legislature, through the recent passage of legislation, has taken bold steps to empower local school superintendents and CEOs to effectively manage their school districts without inappropriate interference from governing board members in daily school management decisions. In support of this autonomy, the LDOE regularly communicates with local school district superintendents and charter school leaders to communicate expectations for growth and to offer supports for them and their staff in achieving those expectations. This is done through one-on-one meetings with local school district leaders, but also through regular conference calls with LDOE's executive team and bi-weekly, streamlined emails from the State Superintendent of Education that contain all information to be communicated to local school districts by the LDOE staff. These streamlined communications were in direct response to local superintendents' requests for more coordinated communication between the LDOE and local school districts, eliminating the hundreds of emails, letters, and notices regularly sent by LDOE to local school leaders statewide. An annual superintendents' meeting is also hosted to facilitate the sharing of best practices, identify common challenges and available supports, and to solicit feedback on key statewide education initiatives.

## **2. Mission, Vision, and Strategy**

The vision of the LDOE is to create a world-class education for all Louisiana students. Its mission is to ensure higher academic achievement for all students, eliminate all achievement gaps, and prepare students to be effective citizens in a global market. In 2010, the LDOE and the State Board of Elementary and Secondary Education adopted nine critical goals to focus its efforts on improving student achievement. The state's critical goals are:

- i. Students enter Kindergarten ready to learn.
- ii. Students are literate by third grade.
- iii. Students will enter the fourth grade on time.
- iv. Students perform at or above grade level in ELA by 8<sup>th</sup> grade.
- v. Students perform at or above grade level in Mathematics by 8<sup>th</sup> grade.
- vi. Students graduate from high school on time.
- vii. Students will enroll in post-secondary education within two years of graduation.
- viii. Students will complete at least one year of college successfully.
- ix. Students will achieve all eight goals, regardless of race or class.

Each goal has accompanying targets with ultimate and immediate goals, measured by a percentage of students achieving that goal by a given year. The LDOE regularly examines state and district progress in achieving the goals, evaluates state-led initiatives through research and student achievement data to determine if they are indeed helping districts to meet the goals, and makes district and state progress reports available to school leaders, policymakers, and the general public. Districts have been able to use the LDOE's critical goals as a model for the creation of district-level critical goals. This data, combined with the new School Performance Reports, will provide valuable information to all stakeholders so that districts and schools can assess their overall progress and implement proven strategies and interventions.

### 3. Program Delivery and Impact

The LDOE offers a number of programs, initiatives and supports to assist educators in achieving the above goals. These include literacy and numeracy initiatives, dropout prevention and recovery efforts, test preparation programs, special education workshops, positive behavior supports training, and much more. While each of these supports is valuable to meet specific needs, coordination and alignment has been a challenge. Therefore, the LDOE is undertaking an agency-wide review of all programs and initiatives to determine the extent to which the programs and initiatives support and advance the state's two critical reforms – implementing rigorous standards and increasing educator effectiveness. Once aligned to these priorities, the impact of each program or initiative will be measured against the most important bar for success – student achievement, as measured through state assessments (which will include PARCC assessments beginning in 2014-15), the ACT, cohort graduation rates, and other measures of student success.

### 4. Strategic Relationships

The LDOE recognizes that local investment is essential to the success of its key initiatives and the achievement of the state's critical education goals. Thus, the LDOE has developed all of its current initiatives with input from local educators and the general public through many regional educator meetings, community presentations and workshops, webinars, printed materials, and stakeholder gatherings. In addition, as described earlier in this section, the LDOE has sought to establish strategic relationships with district school leaders that ensure streamlined communication and frequent feedback. The Trailblazers initiative is one example of the development of strategic relationships (See below). Furthermore, the State Superintendent of Education and the Board of Elementary and Secondary Education have disseminated information and statewide education data to state policymakers in order to advance and garner support for the state's critical goals and the key reforms needed to achieve them.

***Specific examples of the ways in which LDOE is enhancing district capacity are described below.***

#### ***Transition Supports***

As discussed in Principles 1 and 3 of this request, Louisiana is providing intensive supports to schools and districts in a number of key areas, including school turnaround, serving students with special needs, and transitioning to more rigorous standards and evaluations. Going forward, the LDOE will work to more effectively target these supports, improve coordination and alignment to maximize their impact, and clearly communicate how these supports will lead educators and students to be successful in teaching and learning the Common Core State Standards. Existing supports have been enhanced with the addition of specific trainings, professional development, resources, and transition activities related to the new standards and evaluations, including:

- Crosswalks and content comparison documents clearly outlining the changes from current Grade-Level Expectations to Common Core State Standards;
- Multiple trainings and professional development opportunities for district and school leaders;
- A transitional curriculum incorporating both existing state Grade-Level Expectations and Common Core State Standards;

- A new state-developed curriculum aligned with CCSS, meaning that no districts will have to undertake this work themselves;
- Curriculum and assessment resources for regular education students, limited English proficient students, and students with disabilities aligned to the Common Core State Standards and PARCC assessments;
- Professional development on the use of research-based performance tasks in ELA and Mathematics aligned with the Common Core State Standards;
- Model personnel evaluation frameworks for LEA use;
- Intensive, comprehensive, ongoing professional development on setting student learning targets and using evaluations to inform supports to educators in need of improvement; and
- A geographically-diverse pilot of COMPASS.

### ***Trailblazers***

Two years ago Louisiana convened a group of LEAs that demonstrated an unwavering determination to increase student achievement, an understanding that bold reforms may be needed to do so, and a sense of urgency to pursue that work. The districts committed early on to implement the reform strategies initially proposed in Louisiana’s Race to the Top application. (See Appendix 2.E for a copy of the Louisiana’s Frameworks for School and District Turnaround) After not receiving Race to the Top funds in the first round, these “Trailblazer” districts remained committed to the reform strategies and formed a partnership with the LDOE. The partnership has consisted of LDOE providing regular, individualized supports to help these districts identify needs, build district capacity, and identify effective strategies. The districts, in turn, offer valuable feedback to LDOE to inform the agency’s overall state strategy for supporting districts and schools. As a result of these combined efforts, innovative reforms are attempted and best practices emerge for use statewide.

The overarching goal of the Trailblazer Initiative is to ensure there is an effective teacher in every classroom and an effective leader in every school. To achieve this goal, Trailblazers are focused on four primary reform areas: Human Capital, School Turnaround, Instructional Improvement, and Organizational Excellence.

Once an LEA commits to the Trailblazer initiative, it receives numerous supports and benefits including:

- (1) **District Support Officer** – a former superintendent and current LDOE team member who serves as the LEA’s primary liaison with LDOE. This individual is available to answer questions and assist LEAs with identifying and procuring services and supports aligned with its needs;
- (2) **Facilitator** – an LDOE technical expert who provides coordinated, strategic and targeted support to LEA staff to develop and implement solutions aligned to district and school needs;
- (3) **Grants**– access to technical support for grant opportunities that are aligned with implementation of key reforms, specifically assistance in applying for and implementing School Improvement Grants 1003(g) and Race to the Top. Many LEAs that participate in Trailblazers are SIG recipients. Schools receiving SIG must implement one of four intervention models: closure, restart, turnaround, or transformation. SIG participants are monitored and supported on a monthly to quarterly basis. SIG schools also participate in professional growth through the Community of Practice in which schools can share their best practices in implementing their intervention models. Louisiana currently has 69 SIG schools and is applying for a third round of SIG funding;

- (4) **Professional Learning Community** – participation in professional learning opportunities that offer LEA leaders and key staff the opportunity to experience real-life examples of best practices based on their identified areas of need;
- (5) **Improved communications, service, and support delivery from LDOE**; and
- (6) **Targeted supports** – data analysis, organizational design, communication, stakeholder engagement, tools to strengthen teacher and leader quality through the Educator Pipeline and Louisiana Statewide Staffing Initiative (LSSI) and technical assistance to support the implementation of COMPASS, school- and district-level turnaround strategies, and the transition to the Common Core State Standards and PARCC Assessments.

While too early to point to tangible gains in student achievement, early evidence suggests the positive impact of Trailblazers. First, Trailblazers changed the culture in the LDOE and in districts, redefining state and district relationships by moving away from a focus on compliance monitoring and toward support and assistance. Communication between the LDOE and its target districts improved dramatically over the course of the program. In particular, facilitators spend a lot of time building trust and cultivating a strong, positive relationship with their partner districts. While facilitators push their districts to take bold actions and offer critical feedback, they are collaborators and supporters, not regulators. This relatively new role for the state agency staff is helping to redefine the image of the LDOE as an organization that intends to help districts to increase student achievement more effectively and more efficiently.

Trailblazers has also increased the flow of ideas across districts. This was in large part enabled by the Trailblazer facilitators, who form a strong community of practice. During monthly sessions, facilitators receive technical training on a particular topic of need (e.g., how to implement aggressive human capital policies) and also spend time sharing common issues across districts and developing common solutions. These sessions foster a culture of continuous improvement and positive competition among districts to achieve. Facilitators are able to bring new ideas, skills, and energy back to their district partners. They are also able to call on each other for support between sessions, increasing positive communication.

The strong foundation established by Trailblazers provides a firm launching point for implementing district practices that increase the likelihood for the effective implementation of initiatives that support student achievement, such as the new teacher evaluation system, COMPASS. Additionally, these districts allow for greater experimentation to discover more efficient and effective methods for increasing student achievement and reducing the achievement gap.

The LDOE believes that the thoughtful use of external providers tremendously benefits implementation of the state’s reform efforts. There is a broad landscape of high quality national and local providers that can extend the capacity of schools, districts, and states in targeted areas. Therefore, the Louisiana Board of Elementary and Secondary Education and the LDOE are continually raising standards for external education providers to ensure that students excel in programs that supplement the traditional school system. Examples of a high-quality oversight process for external providers follows.

### **Chartering**

The state's charter authorizing process consists of a rigorous independent review that is conducted in accordance with the National Association of Charter School Authorizers' (NACSA) *Principles and Standards for Quality Charter School Authorizing*. Applicants are evaluated on the basis of their



proposed educational, financial, and organizational plans, in-person interviews with governing board and principal candidates, and their track record of performance. Less than half of all applicants are approved annually. Those who are authorized to operate a charter school are monitored annually for academic, financial, and operational performance and must demonstrate meaningful growth in student achievement in order to receive a renewal contract. In addition, even before a charter school is eligible for renewal, the state may revoke its contract for failure to meet expectations. The Louisiana Board of Elementary and Secondary Education has not hesitated to close charter schools that fail to meet standards, evidenced by nearly 20 state-authorized charter schools closing since 1996, most facing non-renewal or revocation.

This strong system of charter authorizing has earned Louisiana the reputation of having one of the highest-performing charter systems in the nation. A 2009 report by Stanford University's Center for Research on Education Outcomes (CREDO) gave high marks to Louisiana's charter schools when compared to the state's traditional schools and to charter schools in 14 other states and Washington, D.C. The report revealed that Louisiana charter school students showed greater gains in ELA and Mathematics following students' second year of enrollment. Similarly, a review of the most recent 2010-2011 School Performance Scores for Louisiana charter schools revealed that charter schools, particularly those in New Orleans, continue to outperform the rest of the state. The state's average increase in School Performance Scores was 2.2 points from 2009-2010 to 2010-2011. The average increase in charter school scores nearly tripled state gains, with state charters increasing their scores by 6.3 points during the same time period.

In 2011, the state approved its first two virtual charter schools following extensive research, stakeholder engagement, and consultation with the National Association of Charter School Authorizers and the International Association for K-12 Online Learning on best practices in quality virtual charter school authorizing. This work culminated in the development of a detailed addendum to the state's charter school application for virtual charter applicants, as well as state policy to address expectations for virtual charter providers and the unique needs of students enrolled in such schools and programs. During this time, the state also took steps to enhance Louisiana's charter school policies to address the performance of for-profit education management organizations who partner with non-profit charter operators, including required performance-based contracts. The LDOE will use these performance-based contracts as models to assist local school districts in forming partnerships with charter and other external providers.

In requesting flexibility through this waiver, it should be noted that Louisiana will not weaken current flexibilities and autonomies afforded to charter operators, nor will it weaken the ability of authorizers to non-renew or revoke charter contracts for failure to meet established performance expectations.

### ***Expanded Learning Service Providers***

Community-based partners and other external providers can greatly support districts and schools in increasing student achievement. Such partnerships enable schools to extend learning time, engage students in activities aligned to the school's curriculum, involve families in their children's education, and expose students to diverse learning opportunities. While these partnerships are capable of producing many positive student outcomes, they ultimately must lead to improved student achievement outcomes. In 2008, Louisiana instituted performance standards for expanded learning service providers,

basing one-third of evaluations on academic performance, one-third on program compliance, and one-third on parental satisfaction. In an effort to further increase expectations and enhance accountability, Louisiana will begin to base providers' evaluations predominately on evidence of raising student achievement, beginning with the 2012-2013 school year. This new achievement-focused evaluation system will be used to enhance Louisiana's 21<sup>st</sup> Century Community Learning Centers program, and while districts and schools will no longer be required to contract with an external provider for Supplemental Education Services as a remedy under the federal accountability system, the LDOE will continue to facilitate and promote school partnerships with providers that have demonstrated effectiveness in raising student achievement.

Expanded learning service providers' effectiveness data will be published online for review by education leaders seeking to partner with high-quality providers and parents seeking to enroll their children in effective programs. Additionally, Louisiana will require providers to demonstrate the degree to which their programs are aligned with the Common Core State Standards and the new CCSS-aligned Louisiana Comprehensive Curriculum.

### ***Moving Forward***

The state can play an important role in ensuring that only the most effective providers make their services available to children and families and supplement the traditional school system. To that end, the LDOE will identify high-quality providers that can serve students and also leverage its scale and influence to provide support to districts, while respecting local autonomy. The LDOE will develop a rigorous central process for the approval and continued operation of external providers who deliver charter, virtual, and industry-based programs to Louisiana students and partner with local school districts. At the heart of that process will be the provider's ability to increase student achievement, demonstrating capacity, a track record of performance, alignment with the Common Core Standards, and the use of effective educators. Like the state's rigorous performance expectations for charter schools, other external providers will be subject to a thorough initial evaluation, regular performance reviews, public reporting of performance data, and possible termination or non-renewal as an approved provider in Louisiana.

## PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ul>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>
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Please refer to Section 3.B, Stakeholder Engagement for a description of the process Louisiana used to meaningfully involve teachers and school leaders in the development of these guidelines.

### 3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

### Louisiana’s Approach to Student Achievement: Educator Effectiveness

The rigorous standards and strong accountability system that Louisiana has put into place is 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.

In 2010, the Louisiana Legislature passed Act 54, in an effort 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. Act 54’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.

§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.A. Act 54’s Alignment with USDOE Guidelines

Louisiana believes that, in order to achieve its mission of providing a world-class education to all students, Louisiana must ensure that there is an effective teacher in every classroom and an effective educational leader in every school. To achieve that end, all educators will be evaluated annually with fifty-percent of their evaluation based on measures of student growth, including non-tested grades and subjects (NTGS) and fifty-percent based on other measures of effectiveness beginning in 2012-2013. COMPASS is thus a marked improvement over past systems of evaluation that have traditionally only measured teacher competencies in the classroom and not tied this input to the most crucial output: student achievement. The evaluation formula, as defined in Act 54, demonstrates Louisiana’s commitment to improving student achievement and educator effectiveness by tying an educator’s evaluation directly to their students’ outcomes thus ensuring educators have meaningful data to facilitate ongoing professional development. To effectively and meaningfully differentiate levels of

teacher and leader effectiveness, a five-point rating scale will be used. This scale allows for increased and targeted differentiation of educator performance and more precisely informs and guides the accompanying support and development.

COMPASS will provide rigorous tools and a model for educator and leader support and evaluation statewide but also allows for evaluation, approval and implementation of rigorous local tools aligned with the requirements of Act 54 (e.g. The System for Teacher & Student Advancement-TAP®). Through COMPASS, educators set meaningful and ambitious professional and student achievement goals and leverage a comprehensive system of observation, evaluation, and feedback to guide professional development specific to their needs and goals.

COMPASS provides a balance of support and strict accountability for student achievement, including consequences for those educators not meeting expectations. This ensures that Louisiana educators are held accountable to increasing student achievement while also receiving the support needed to grow and develop as professionals.

### Stakeholder Engagement

#### *Sufficient involvement of teachers and principals in the development of these guidelines*

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' perspective 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
- Parent and community feedback on educator effectiveness reforms
- Compass Pilot

#### **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.

Stakeholders 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

Under Act 54, the law required 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, Act 54 charged ACEE with the three following responsibilities:

Charge 1: To make recommendations on the development of a value-added assessment model to be used in educator evaluations.

Charge 2: To make recommendations on the identification of student growth measures for grades and subjects for which value-added data is not available, as well as for personnel for whom value-added data is not available.

Charge 3: To make recommendations on the adoption of standards of effectiveness.

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 NTGS growth measure, 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.

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 Louisiana’s ongoing COMPASS pilot and 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<sup>2</sup> Team 1</li> <li>• Superintendent Tiger Team 2</li> <li>• NTGS Workgroup Meetings</li> <li>• Educator Policy Workgroup</li> </ul>	343 <sup>1</sup>
	<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%

<sup>1</sup> Counts may be duplicates as some participants attended more than one workshop.

<sup>2</sup> LEA Superintendents who served on the State Superintendent’s Advisory Team on Act 54 implementation



Phase	Events	Stakeholder Engagement	# of Participants
Policy	ACEE Committee	<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	Value-added Model	<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	Qualitative Measures & NTGS	<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
	Local Policy Development	<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

## Continuous Improvement of Instruction and Leadership

### *Comprehensive Performance Management Approach to Educator Support & Evaluation*

Measuring and reporting performance metrics alone has rarely led to dramatic organizational improvement and outcomes. Act 54 calls for implementation of an educator support and evaluation model that incorporates qualitative and student growth measures as part of a fair and rigorous comprehensive performance management process. Performance management is a systematic approach to using educator effectiveness data as well as other tools (e.g., observations, goal planning) to facilitate learning, continuous improvement, and a relentless focus on results (e.g., student achievement). It differentiates between educators' effectiveness in a way that informs all human capital decisions (e.g., tenure, compensation, promotion, release), improves teaching and learning over time, and ensures all students are college and career ready. The COMPASS performance management process includes the following phases:

- Performance Management Planning
- Ongoing Discussions
- Performance Evaluations
- Professional Development & Recognition

Beginning in fall of 2012, the evaluation process will commence at the beginning of each academic year with educators setting goals and creating professional growth plans informed through pre-assessments of their prior performance and student achievement. These plans are designed to assist each educator and administrator with clearly defining the goals, instructional and leadership strategies they intend to use to attain these goals, and the benchmarks by which their performance will be measured. Educators and administrators will discuss these plans with their supervisor. Throughout the year, there will be ongoing observations and evaluations against state-approved standards and goals, self-reflection, and discussions regarding teacher and leader performance.

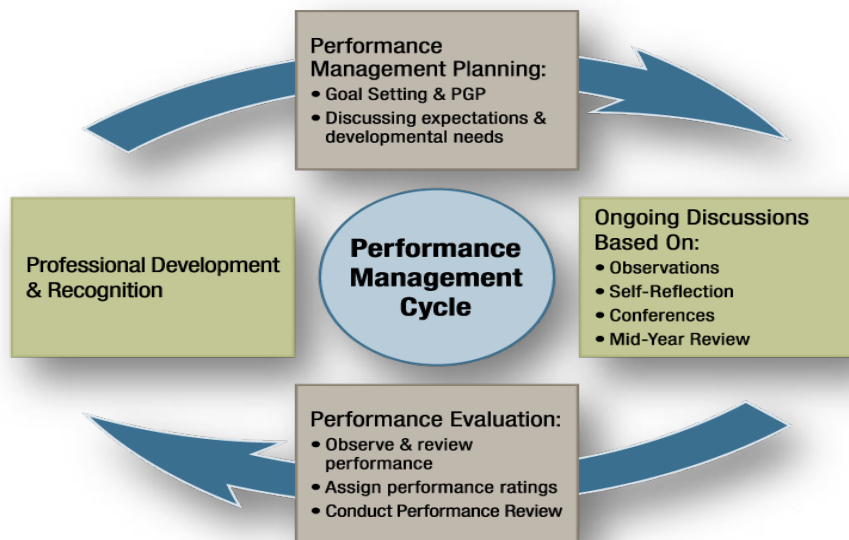


Figure 3.A. COMPASS Performance Management Cycle

The final performance evaluation will be a combination of the qualitative assessment of performance (Observations and Other Measures of Effectiveness) and measures of student growth (Value-Added, NTGS) resulting in a composite score used to distinguish levels of overall effectiveness for teachers and administrators. Through a comprehensive performance management approach, LEAs and schools provide multiple opportunities for teachers and leaders to receive feedback, reflect on practice, receive rewards for exceptional practices, and consider opportunities for improvement. This process also enables LEAs and schools to identify areas of high need and provide strategic, targeted, differentiated, and job-embedded support to those educators to more effectively enhance and sustain exceptional teaching and learning environments.

#### Key Support Tools/Processes for Educators and Leaders

- Teacher (LTCPS) and leader rubrics (LLCPS)
- Evaluator training and certification
- Self-assessment/reflection templates
- Classroom and school walkthrough forms
- Video library on LTCPS/LLCPS rubric
- Pre- and post conference observation guides
- Required feedback within 5 days of each observation
- Additional resources and training materials on Blackboard

#### ***Clear, Timely, and Purposeful Feedback to Drive Instructional Improvement***

COMPASS provides a clear structure to facilitate ongoing support and accountability between educators and administrators. The evaluation process has been engineered to drive school-based and LEA-based professional development and continuous improvement. Louisiana created

rigorous tools and processes for both educator and school leader such that feedback is targeted, purposeful, and actionable. Act 54 requires that each evaluation include at least one formal observation (for teachers) or site visit (for school leaders) and at least one informal observation or site visit. In addition to each of these official observations, COMPASS provides walkthrough forms for additional observations and encourages even more targeted observation and feedback based on data collected throughout the performance management process. The state’s guidelines require that LEAs provide professional development to teachers and leaders based on their individual areas of need, as identified by the evaluation process. A Human Capital Information System (HCIS) platform will provide teachers, leaders, and administrators with the individual and aggregate data needed to make informed decisions about teacher, leader, student, and school performance to drive instructional improvement.

#### ***COMPASS for School Leaders***

School leaders undergo the same evaluation process as teachers each year. In addition to the site visits and evaluations against state-approved standards, the school leaders’ educators and support staff complete a confidential survey on their leaders’ performance. Also, the school’s overall measures of student growth (NTGS and value-added) will account for 50% of the leader’s overall evaluation. With this data at hand, LEAs can more efficiently and thoughtfully identify the strengths of their school leaders and prioritize areas for professional development. Professional learning communities, monthly principal meetings, principal mentorships, and other support structures can then be refined based on the school leader effectiveness data that COMPASS provides to drive school-level student achievement.

### ***Observation and Other Measures of Professional Practice***

For the fifty percent of the evaluation based on qualitative data, Louisiana developed rigorous standards for both teachers and leaders (See Appendix 3.A) that fall under the competencies listed below. Over 200 Louisiana educators used the guidance of multiple national experts to identify those teacher and leader standards and competencies that most contribute to improved student achievement. Teachers will be observed according to 11 revised teaching standards that fall under four competencies: Planning, Instruction, Environment, and Professionalism. Administrators will be evaluated using 17 standards that fall under five competencies: Ethics and Integrity, Instructional Leadership, Strategic Thinking, Resource Management, and Educational Advocacy. The standards will be evaluated using a preponderance of evidence, gathered over time, through both classroom observations and site visits and through a critique of submitted materials (i.e. lesson plans, assessments, and professional development certifications) as part of the comprehensive performance management process. Louisiana’s evaluation model has clear guidance on where to find primary and secondary sources of evidence for each standard (See Appendix 3.B).

<b>Teacher Competencies</b>	<b>Leader Competencies</b>
Planning Instruction Environment Professionalism [Appendix 3F]	Ethics/Integrity Instructional Leadership Strategic Thinking Resource Management Educational Advocacy [Appendix 3G]

Table 3.C. Louisiana’s Teacher & Leader Competencies

Louisiana’s qualitative measures are grounded in student achievement. They reflect the practices required to increase the level of rigorous instruction, critical thinking, practices and student engagement to support implementation of the Common Core State Standards. Each teacher and leader standard includes a recommended model performance rubric and descriptors clearly summarizing observable and tangible instructional and leadership behaviors. They are provided to increase reliability among evaluators and to help educators focus on practices that enhance teaching and learning. Evaluators use these performance rubrics to assess how well a standard is performed. In addition to validating Louisiana’s educator evaluation tools through the evaluator training and certification and pilot implementation, LDOE created the following supports for LEAs to implement these tools:

- Implementation guides;
- Inter-rater reliability trainings and resources;
- Video-based resources to train teachers, principals and districts staff on new evaluation measures.

Through an Integration Grant from the Bill & Melinda Gates Foundation, the LDOE will validate the State’s educator competency models and validation tool against student outcomes and assess the reliability of raters using the Measures of Effective Teaching (MET) Validation Engine this spring. The state will explore the use of the MET Validation Engine as an evaluation tool as part of its statewide implementation following the spring testing.

The LDOE will allow districts the flexibility to adopt alternate tools for measuring qualitative performance, provided they are reviewed and approved by the LDOE prior to implementation to ensure that they are aligned to the core competencies defined by the state, that they measure performance across multiple levels of proficiency on a five-point scale, and that the LEA has demonstrated how the tool is valid, reliable, and supportive of student performance goals.

For statewide implementation, all evaluators will be certified annually by LDOE or its designee through a process which will include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher and leader observational rubric. Evaluators who fail to pass the inter-rater reliability exam will be provided additional support focused on norming activities to ensure they are scoring teacher competencies consistently.

### ***Meaningfully Differentiates Performance Using at Least Three Performance Levels***

Educator evaluation systems should meaningfully differentiate levels of educator effectiveness. This differentiation allows for increased and targeted educator support with the long-term goal of improving the educational outcomes of students in Louisiana. This more rigorous measurement of teacher and leader effectiveness will provide LEAs and schools with the information needed to more objectively identify highly effective and persistently ineffective educators to inform human capital decision making. Louisiana’s multiple measures will be rated on a scale of one to five, with five equating to *Highly Effective* and one equating to *Ineffective*. The average of the two will determine the overall composite score which will then translate into one’s overall effectiveness rating. As a final check on evaluator bias and assurance that no educator in need of assistance is overlooked, educators receiving an *Ineffective* rating in either measure will be rated overall as *Ineffective* and provided intensive support.

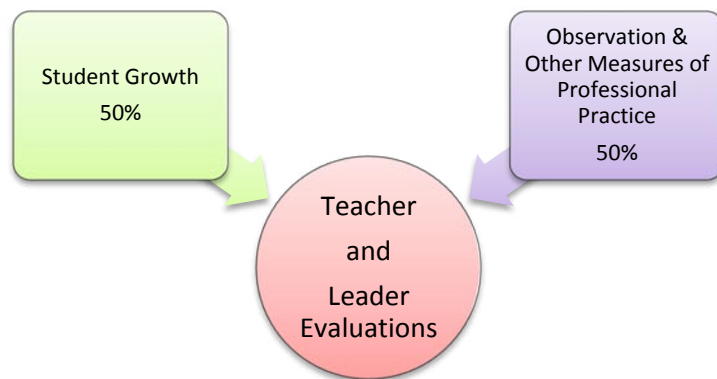


Figure 3.B. Calculating Overall Effectiveness Rating

The three performance levels that fall between *Highly Effective* and *Ineffective* are Effective: *Accomplished*, Effective: *Proficient*, and Effective: *Emerging*. These five rating levels are a major improvement from the three-point scale most LEAs previously used to evaluate educators. The additional performance levels were designed to distinguish between multiple levels of educator

performance and to provide educators more opportunities for growth as part of the comprehensive performance management process.

With the revised rating system, tools, and performance management process, educators and leaders will have access to a more comprehensive, nuanced, and detailed view of their performance data to more accurately understand their individual impact on student achievement. In 2009-2010, 98% of educators were rated *Effective* despite the fact that more than one-third of Louisiana’s students scored below proficiency on the annual state assessments. With the revised rating system, Louisiana expects to see a more even distribution of educators across the various performance levels and better understand the distribution of effective to ineffective educators across and within LEAs and schools.

Effectiveness Rating	Composite Score Range
Highly Effective	5.0-4.1
Effective: Accomplished	4.0-3.4
Effective: Proficient	3.3-2.7
Effective: Emerging	2.6-2.0
Ineffective	1.9-1.0

These distinct levels of educator proficiency allow school and district leaders to more strategically base all human capital decisions on educators’ demonstrated effectiveness, such as differentiated support and professional development; recognizing educators with exemplary performance; ensuring equitable distribution of effective educators; and hiring, compensation, promotion, and release.

Table 3.D. Composite Score Scale

A Human Capital Information System (HCIS) platform will allow educators and leader to access individual and aggregate ratings at a school-, LEA-, and state-level. This will allow educational leaders to more strategically prioritize professional development resources and learning opportunities for educators at scale improve teaching and learning. The HCIS will also provide information on performance to teachers on an ongoing basis, including timely feedback linked to performance standards following observations, opportunities to respond to evaluator comments, and a mid-year checkpoint. The HCIS will also be a central place where educators and school leaders can review annual goals, student learning targets, and professional growth plans. With professional development planning documents and opportunities embedded in the system, teachers and leaders will be empowered to immediately seek supports and/or enrichment opportunities to align with their areas of need and professional interest.

### ***Measure of Growth in Student Learning***

Beginning in the 2012-2013 school year, evidence of student growth will comprise fifty percent of an educator’s evaluation.

#### ***Value-Added Assessment Model***

LDOE will use a statistical covariate value-added model to measure student growth for teachers and administrators, where available. The value-added model is applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing is available. However, the value-added model will not be used for evaluations where there are fewer than five



students with value-added results assigned to an educator. Overall, Louisiana’s value-added model links academic growth of students and takes into account the following student-level variables:

- prior achievement data (up to three years);
- gifted status;
- section 504 status;
- attendance;
- disability status;
- eligibility for free or reduced priced meals; and
- prior discipline history.

Classroom composition variables are also included in the state’s model.

The value-added model was developed and validate for state use through the following process:

1. Advisory Committee on Educator Evaluations (ACEE): ACEE made recommendations on the development and use of a value-added assessment model to be used in educator evaluations.
2. Development, Testing, and Deployment of Curriculum Verification Record (CVR): The LDOE developed a secure web-based portal through which teachers and educational leaders verify the accuracy of class rosters prior to their use in the value added analysis, and access their value added reports.
3. Field Testing: Over a two-year period, the state conducted pilot and validation activities of the value-added model for teachers and educational leaders. Additional studies have been conducted and show moderate stability of educator performance across multiple years. Educators have been provided with ongoing professional development and resources to support effective use of the value-added model.
4. Establishing Measures of Effectiveness: For teachers where value added data is available, the composite percentile is converted to a 1.0-5.0 scale to use in the teacher’s final evaluation. Teachers and leaders (school-wide) whose value added, composite percentile fall within the bottom 10% will receive an ineffective rating. Teachers in the middle 20-80% range will receive a rating of effective. The top 10% of teachers will receive a rating of highly effective.

Students are INCLUDED in VAM if...
<ul style="list-style-type: none"> <li>• Prior achievement data are available</li> <li>• Attended school for a full year</li> <li>• Take the regular state assessment</li> <li>• Enrolled in 3-9 grade levels</li> <li>• If a teacher agrees they taught that student</li> </ul>
Students are EXCLUDED from VAM if...
<ul style="list-style-type: none"> <li>• No prior achievement data is available</li> <li>• Moved during the school year</li> <li>• Take an alternative state assessment</li> <li>• Enrolled in K-2 or 10-12 grade levels</li> </ul>

Effectiveness Level	Total Score	Composite Percentile
Ineffective	1.0 - 1.9	1-10
Effective: Emerging	2.0 - 2.6	11-25
Effective: Proficient	2.7 - 3.3	26-75
Effective: Accomplished	3.4 - 4.0	76-90
Highly Effective	4.1 - 5.0	91-99

Table. 3.E. Value-Added Measures of Effectiveness



### *Non-Tested Grades & Subjects*

When the value-added is not applicable, the state will employ the following strategies for measuring student growth in non-tested grades and subjects:

1. Expand value-added measures as valid state assessments are adopted for more grades and subjects.
2. Until valid state assessments are approved for the expansion of value-added measurement, current non-tested grades and subjects should use state-approved common assessments (e.g., AP Exams, Developmental Skills Checklist to determine Kindergarten readiness, state-approved benchmarking systems) to measure student achievement and growth. This process will include establishing Student Learning Targets (SLTs) during goal planning and measuring goal attainment utilizing the NTGS rubric and state-approved assessment.
3. As an alternative to common assessments, rigorous Student Learning Targets (SLTs) supported with a strong body of evidence (e.g., portfolios, IAP) can be utilized as a measure of student growth in NTGS.

Creating SLTs involves the collaboration of the evaluator and the educator in order to set measurable and meaningful student learning goals tailored to the specific context of the educator. SLTs allow educators to create the most meaningful goals for their students by taking into consideration course content, student population, and baseline performance data. The goal-setting practices on which Louisiana bases its NTGS process has been shown to increase effectiveness. Teachers in Denver, for example, identified setting these types of objectives as “creating more focused efforts” (Locke and Latham, 2002). Furthermore, the differentiation inherent in Louisiana’s SLT process allows for greater personalization of goals and demands specificity, two factors which have been shown to increase the likelihood of goal attainment (Community Training and Assistance Center, 2008). Louisiana’s NTGS process exceeds the requirements of ESEA §1111(b)(3), by requiring Student Learning Targets alongside state-approved common assessments. In order to ensure rigor and consistency, Louisiana will provide LEAs with lists of common assessments that meet state standards of rigor. These lists include assessment tools identified by educator work groups and surveying districts statewide. Furthermore, LDOE’s evaluator certification process will include training on assessing the validity and rigor of assessments and SLTs as well as resources and reference points for comparison. Requiring the collaborative SLT process further assures that goals are equally rigorous for all teachers whether using common assessment, value-added measures, or bodies of evidence.

To develop the NTGS strategy, educators (teachers and principals) from across the state partnered with national experts on teacher evaluation and were guided through options for structuring NTGS measures, integration of rigor into these measures, and ensuring consistency in collecting the bodies of evidence which support the assessment of student learning. Workgroup recommendations and discussions were presented for the following groups:

- Elementary NTGS
- Secondary NTGS
- Creative Arts
- Career & Technical Education (CTE)
- Physical Education & Health
- World Languages

- Special Populations (includes Inclusion, English Language Learners (ELL), Gifted & Talented, and Profound Disabilities)
- Instructional Coaches and Academic Interventionists
- Library Media Specialists.

To support statewide implementation, each workgroup provided formal recommendations regarding the type(s) of assessment that best measured student learning, as well as sample exemplars and non-exemplars (validated against the NTGS rubric). The work group also provided guidance on assembling bodies of student work that adequately demonstrate rigorous student achievement and identified and proposed solutions to mitigate challenges to implementing SLTs.

To ensure consistency across the state and that all goals are meaningful and rigorous, the NTGS rubric will be utilized statewide to measure the Quality of the SLT and Goal Attainment (Appendix 3.C). The state has also launched an ambitious strategy to measure student outcomes in non-tested grades and subjects. The first strategy is expansion of state assessments to 2<sup>nd</sup> Grade (scheduled to begin in Spring 2012) additional high school End-of-Course Tests as available funding permits, which will reduce the grades and subjects categorized as NTGS.

The state is also leveraging funds from phase three of Race to the Top to expand the state's benchmarking system, the Enhanced Assessment of Grade Level Expectations [EAGLE], to cover STEM NTGS. By producing a secure testing platform layer in EAGLE, Louisiana can develop state-level common assessments and ensure consistency across the state. These pre- and post-tests could then yield a value score for teachers, thereby removing them from the NTGS group. Seventeen currently NTGS courses are covered in EAGLE. Thus, if implemented as described, using EAGLE would increase the portion of teachers with a value-added score for the student-growth component of their evaluation to approximately 2/3 of all Louisiana teachers.

The state also piloted several measures of student learning in NTGS in small-scale pilots in 2011, followed by the large-scale pilot currently underway. These pilot activities are helping Louisiana refine and enhance its NTGS strategy and statewide implementation approach. Extensive professional development and ongoing guidance in establishing valid SLTs will continue to be provided to districts along with ongoing monitoring of educator progress on establishing goals and measures. LDOE will pay special attention to teachers of English Language Learners and special education teachers to assure that they are able to create SLTs that accurately reflect their impact on student achievement. Workgroups have already produced exemplar SLTs for these teachers and LDOE will continue to seek and incorporate feedback from focus groups during the pilot. Concurrently, district personnel will provide campuses with guidance, support, and training in selecting assessments and SLTs.

These Louisiana value-added and NTGS models will ensure that all teachers in Louisiana receive an evaluation score based the demonstrated growth of the students on their rosters. Ensuring all grades and subjects have a valid method by which to measure student growth allows educators to hold themselves accountable for their students' achievement. The overall success of COMPASS depends largely on the engagement of educators along with intensive support to districts and a feedback loop that allows the state to enhance both tools and supports.

## COMPASS Drives All Human Capital Decisions

Research has shown that teacher effectiveness is the greatest determinant of student outcomes followed closely by principal effectiveness. More than 80% of all education funding is spent on personnel and traditionally little was done to build systems to support educators. Through creation of Louisiana’s high-quality performance management approach to educator support and evaluation (COMPASS), rigorous policies and tools, support resources, and training materials aligned to support CCSS implementation, Louisiana is poised to dramatically improve the effectiveness of its educators. The state will further create conditions for enhanced teaching and learning by:

- Further strengthening professional development opportunities to improve teaching and leadership over time;
- Implementing systems to base all human capital decisions on educators’ demonstrated effectiveness; and
- Strengthening certification and training pipelines and placement practices for teachers and leaders.



Figure 3.C. Opportunities for Impact

### ***COMPASS Drives Professional Support & Development Growth***

Louisiana is confident that there will be clear differentiation among teachers and leaders who are making significantly different contributions to student growth under the new evaluation system. Ensuring differentiation of teacher and leader performance was a priority for Louisiana and the many educators who played a central role in the design of COMPASS. Through the ACEE committee, educators endorsed an evaluation system with a scale that adequately addresses areas of strength while discerning specific areas for professional development.

The rigorous standards and strong accountability system that Louisiana put into place can only be meaningful if accompanied by efforts to support high-quality instruction and continuous improvement of Louisiana's educators. Louisiana will strengthen professional development opportunities to improve teaching and leadership over time through the following COMPASS-aligned professional development centered on CCSS and Common Assessments which includes:

- Creating training and tools to make CCSS accessible to teachers through formative assessment and assignment tools;
- Implementing CCSS-aligned enhancements to Louisiana's existing Enhanced Assessment of Grade-Level Expectations (EAGLE), an instructional improvement system to provide teachers with rapid access to rich formative assessment data to monitor students' progress toward meeting grade-level expectations;
- Giving teachers and administrators access to teacher performance data through the HCIS platform;
- Supporting districts in implementing strong job-embedded coaching models and professional development tools which allow teachers and principals to access performance data and curriculum supports to improve performance; and
- Building districts and schools capacity to use data well, LDOE will help LEAs and schools implement strong data structures and data use-practices; and
- Build evaluators' and central offices' skills at evaluating educator performance and providing student outcome-aligned feedback that drives enhanced practice.

Critical to Louisiana's plan to drive student achievement is the alignment and integration of CCSS with COMPASS and other key opportunities along the human capital continuum. The implementation of CCSS paired with advancement of human capital reforms will facilitate strong educator effectiveness practices in every district, school, and classroom. This integrated approach, coupled with the implementation of strong, aligned assessments, will ensure that every student in Louisiana is taught by an effective teacher and every teacher is supported by an effective leader.

### ***COMPASS Drives Compensation, Promotion, Tenure, Retention, and Release***

Louisiana is performing a comprehensive review of its human capital practices at the state and local level to improve and align educator preparation, certification, support, and evaluation. Educator effectiveness information can be used when awarding promotions, prioritizing retention and release, as well as to inform tenure decisions.

All LEAs in Louisiana are required by law to dismiss teachers and administrators who chronically underperform despite receiving substantial assistance and support. Act 54 requires LEAs to implement intensive assistance programs for any educator rated ineffective even for a single year, and to initiate dismissal proceedings for all teachers and administrators who, after undergoing IAPs, are still ineffective. This plan must be created collaboratively with the educator and must also include specific steps that should be taken to improve, identify the assistance, support, and resources that are to be provided by the local board, establish an expected time line for achieving the objectives of the plan, and the procedures for monitoring progress including observations and conferences. If after three years of ineffectiveness the educator is still rated ineffective and they are within an initial certification or renewal cycle, Act 54 calls for that educator's certification to be not granted. To encourage principals to take this action, all principals will be held accountable for the effectiveness of the teachers in their schools. COMPASS will require that one principle measure of principal effectiveness is the number of effective teachers in their building.

Educators who earn ratings of *Effective* or higher will be eligible for recognition and rewards. Forms of recognition and reward may include merit pay or bonuses, enhanced career ladders, promotions, awards or distinguished titles, extra planning time, and/or opportunities to mentor other teachers. Ultimately, the role that annual evaluation will play in informing personnel decisions was designed to ensure that Louisiana has the most effective teachers and leaders working with its students. COMPASS encourages districts to take measures to ensure that the best teachers remain in their schools and expand their impact.

### ***COMPASS Drives Certification and Training Pipelines and Placement Practices for Teachers and Leaders***

The ability to predict future effectiveness is critical to making strong, sound human capital decisions that are in the best interest of students. This includes conducting analyses, building systems, and implementing policy that enable school and LEA leaders to reveal the knowledge, skills, and abilities that applicants possess that will lead them to be effective in the classroom early in an educator's career. Louisiana plans to overhaul the current certifications structure and base certification decisions on educator effectiveness rather than extraneous information that has little ability to predict future performance. Certificates will thus be rendered meaningful representations of capacity and past accomplishments thereby indicating true effectiveness.

The state will no longer grant or renew certification without evidence of effectiveness during a three-year period, and it will revoke certification from individuals who demonstrate persistent ineffectiveness over time. Certification renewal decisions will be considered on an annual, rolling basis, allowing the state to leverage the most up-to-date information on educators' performance in making certification decisions. Certification requirements will be streamlined and simplified to ensure that there is one common process for all educators and ancillary personnel.

Louisiana has also taken a significant step toward building a quality pool of certified teachers by evaluating teacher preparation programs in the state based on student achievement (value-added) in the graduates' classrooms. Louisiana was the first state in the nation to develop and pilot a statewide value-added model to measure the impact Louisiana teacher preparation program graduates impact

student achievement in grades 4-9. Teacher preparation programs have responded positively to this available data. With this new and informative system in place, the LDOE is now partnering with Louisiana’s teacher preparation programs to determine what it is that makes these programs effective or ineffective.

With information from COMPASS about what increases teachers’ and leaders’ effectiveness, Louisiana will continue to:

- Transform the certification and training pipelines by strengthening the Louisiana Teacher Preparation Accountability System and completing the Educational Leadership Accountability System to inform rewards, replication or sanctions;
- Use data about effectiveness to ensure that the lowest-performing students and those in greatest need are served by highly effective teachers and leaders through the staffing utilizing the statewide database of pre-screened high-quality candidates (Educator Pipeline) ;
- Expand Centralized Staffing Services and Model Staffing Initiatives (MSI) to provide technical assistance in effective hiring and staffing; and
- Continue expansion of Teach For America (TFA) and the New Teacher Project (TNTP) into regions of Louisiana currently lacking high quality alternative teacher providers will continue to fuel ability to make targeted educator effectiveness reforms.

New student standards and assessments combined with new measures of effectiveness for educators will require significant shifts in educator preparation. To further integrate CCSS and educator effectiveness reform efforts, changes in educator preparation programs must incorporate both educator effectiveness and CCSS readiness reforms. To facilitate this process, the LDOE will work collaboratively with the Board of Regents to develop and implement a plan to align degree, coursework, and certification requirements. Louisiana will embed its new common standards, newly aligned Comprehensive Curriculum and new educator effectiveness data and tools in the undergraduate and alternative teacher preparation curriculum. Pre-service teachers must be ready to deliver the common core and to be evaluated using the new measures and changes to the teacher preparation curriculum are critical to accomplishing this. For a rise in student achievement to materialize and for educator effectiveness and CCSS reforms to succeed, new educators must be prepared to use these new tools. LDOE and the Board of Regents will work closely with teacher and leader preparation programs to ensure that teachers and leaders graduate with a deep understanding of and practical experience needed to drive effective instructional practice.

In preparation for COMPASS, a number of activities are already underway in partnership with Board of Regents and Educator Preparation Providers to more effectively align teacher and leader preparation requirements with the Louisiana Teacher and Leader Competencies and Performance Standards.

### **Compass Pilot Overview**

The COMPASS pilot began in 2009-2010 with the design of the value-added model. COMPASS is currently being 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 this year’s pilot will be critical to

ensuring that Louisiana’s evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance, and are 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.

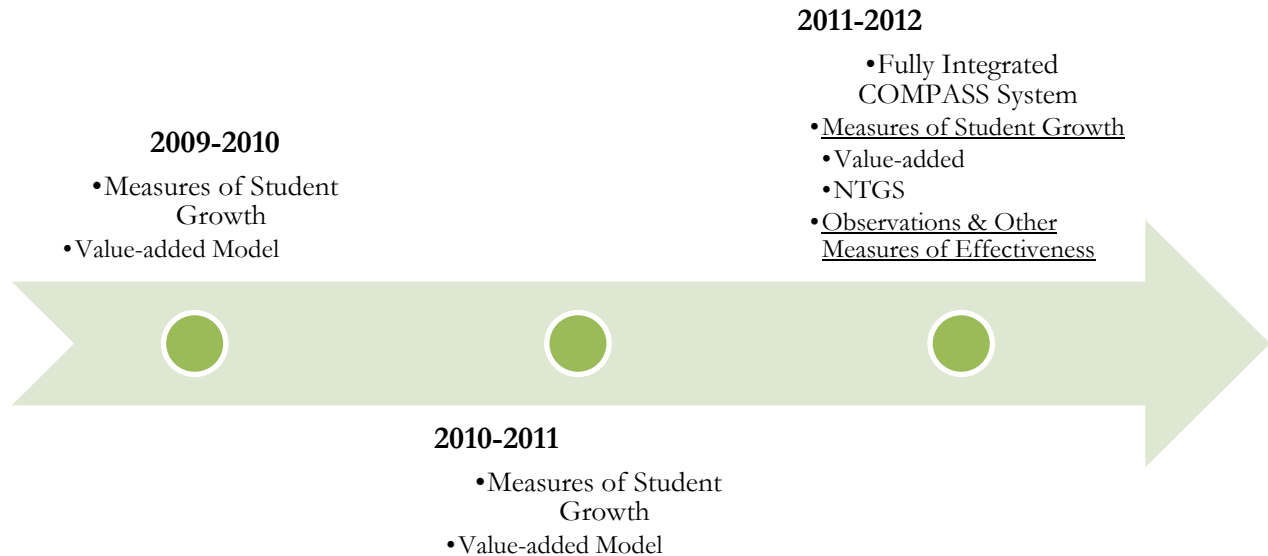


Figure 3.D. COMPASS Pilot Timeline

### **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%) or the highest performing group (i.e., top 10%) 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.

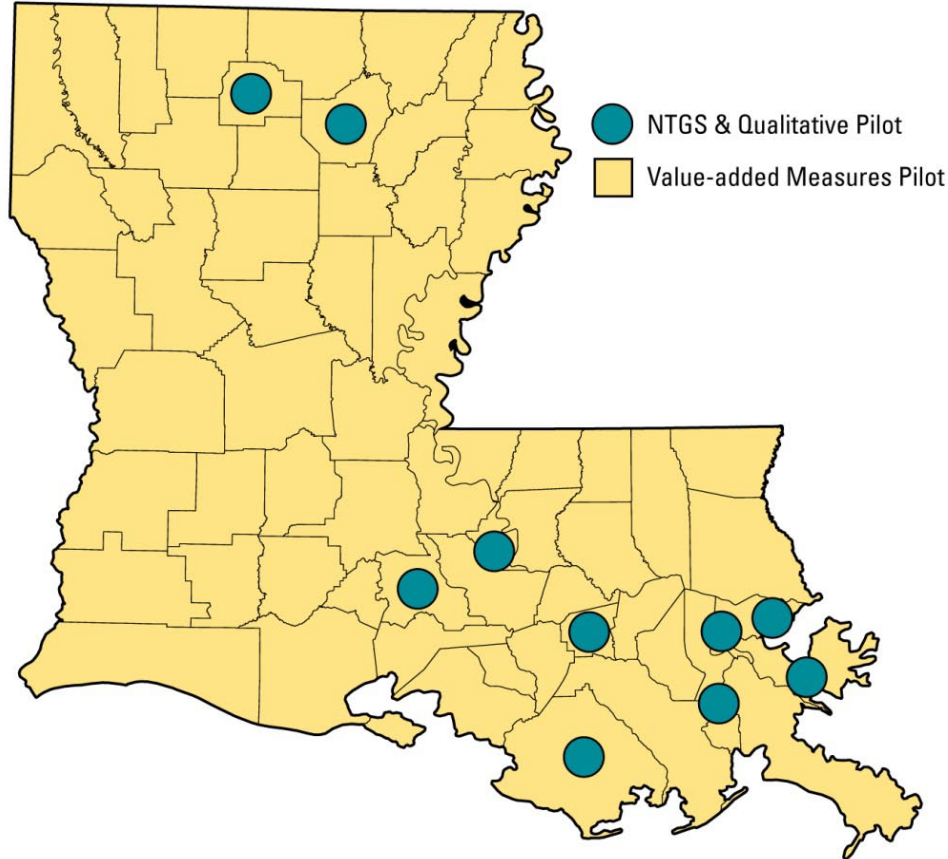


Figure 3.E. COMPASS Pilot Districts and Schools

**2011-2012**

COMPASS is being piloted throughout Louisiana in 2011-2012. A fully integrated COMPASS pilot is underway in 10 LEAs, including over 1,200 educators and 117 schools (See map below). All schools in Louisiana are participating in using the VAM this year, 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 will also confirm 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 participating in the fully integrated pilot are described in the chart below. In addition to participation in the COMPASS pilot, 80% of the districts are also partnering 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 providing 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.F. COMPASS Pilot Schools

### **COMPASS Pilot: Tools & Resources, Support, Implementation, Evaluation**

The LDOE has a dedicated COMPASS team responsible for the design, implementation, communications, and evaluation of each component of COMPASS. Please refer to Appendix 3.F to review the logic models for each of the COMPASS functional teams. This team is working directly with pilot LEAs during the 2011-2012 year to build capacity, provide technical assistance, and evaluate the effectiveness and satisfaction of the COMPASS tools, processes, and support structures. The intensive assistance structure provided to pilot LEAs is in the diagram below.

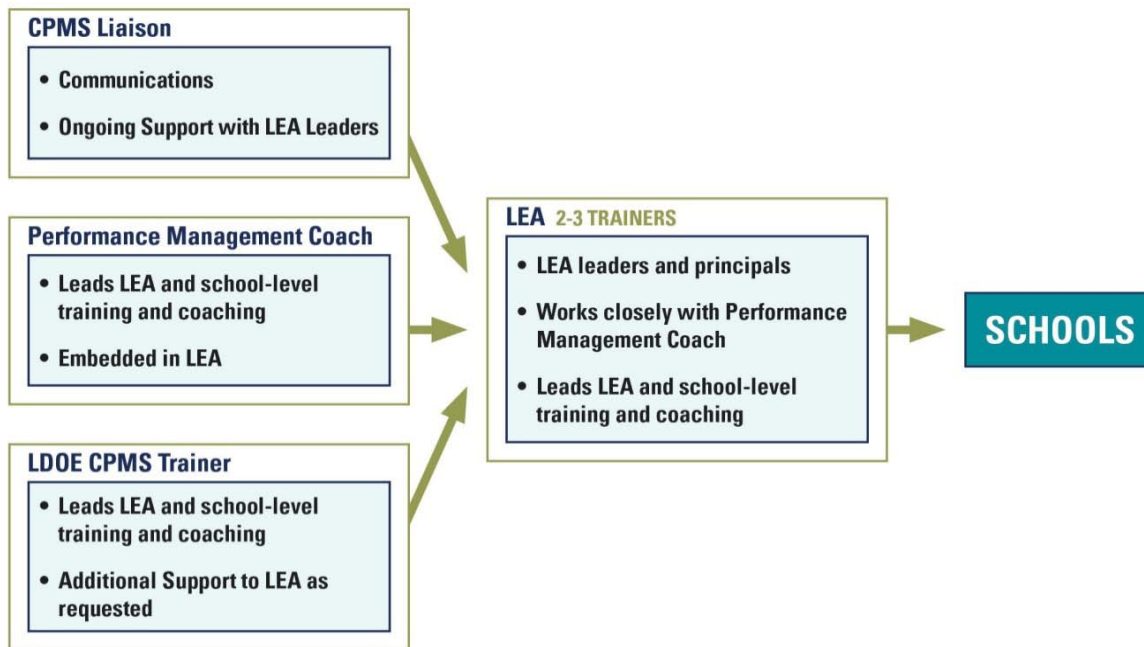


Figure 3.F. LDOE Support Structure

The major goal of this year's pilot is to validate all components of COMPASS, revise tools and resources based on feedback from the field and codify statewide implementation strategy by identifying challenges districts will face in statewide implementation and creating the support structures necessary to ensure that by 2012-2013, all Louisiana teachers and leaders will be able to benefit from the comprehensive evaluation and support systems (COMPASS).

With these goals in mind, Louisiana recognizes that successful statewide implementation of COMPASS relies heavily on the reliability and validity of COMPASS and the ability of LEAs to utilize the evaluation and support processes, tools and resources developed by the LDOE and various stakeholder workgroups. In addition to evaluating the pilot process, the LDOE is also evaluating the relationship between the qualitative and quantitative metrics to ensure that the measures that go into teachers' and leaders' final evaluation ratings are aligned. Therefore, during this year's pilot, the LDOE is working to ensure that COMPASS tools and instruments will, over time, consistently and meaningfully capture the impact teachers and leaders are making on their students and inform future work.

The 2011-2012 COMPASS pilot is being implemented in four-periods (See Figure 3.A) as indicated in the performance management cycle in an earlier section. The LDOE is collecting feedback and data systematically during each period to inform how the LDOE, LEAs, and local schools can make additional improvements to more effectively support statewide implementation of the evaluation and support process to ensure evaluations and educator support are done in a consistent and high-quality manner. Table 3.G provides a high level overview of the key components as well as the timeline for the pilot. Note that the timeline is condensed and models the full school year implementation cycle to be used in once the system goes live. The COMPASS process is also modified and adapted based on input and feedback from regular progress reports, a mid-year report, summative report, focus groups, surveys, and direct lines of contact that each pilot LEA has with a member of the COMPASS team.

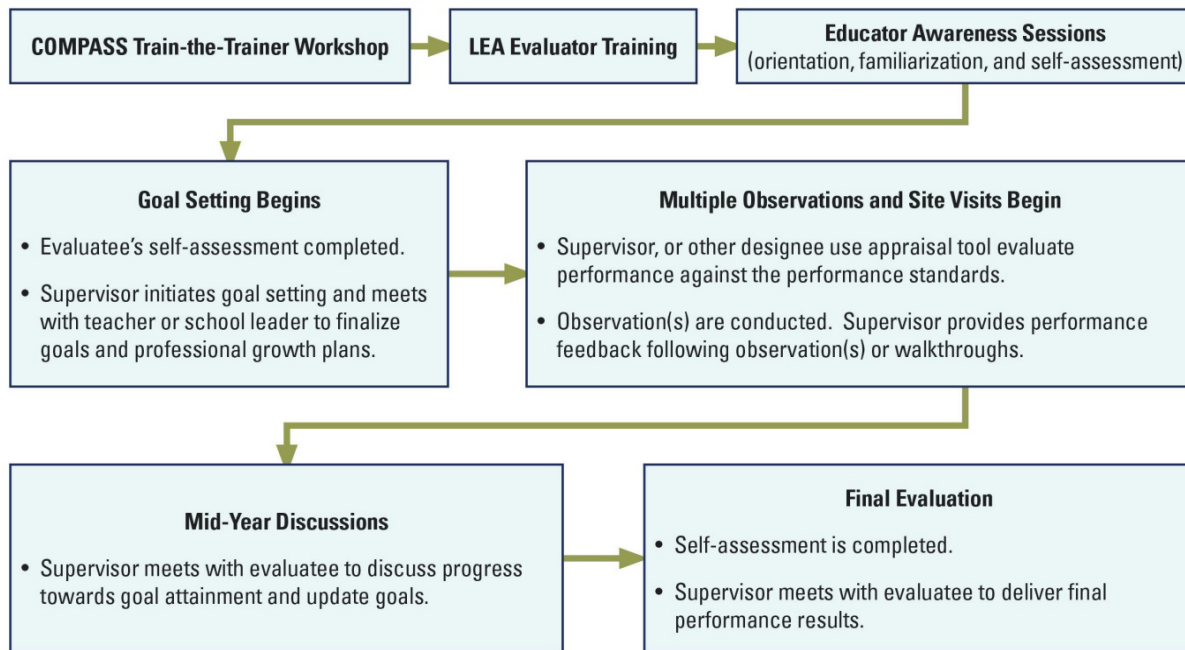


Figure 3.G. Pilot Implementation Framework

**Period 1: Goal Setting (January 1, 2012-February 3, 2012)**

**Process**

Preparation for the 2011-2012 COMPASS pilot began prior to Period 1 with train-the-trainer workshops for key LDOE and LEA leaders who are responsible for delivering training and providing support to evaluators, leaders, and teachers participating in the pilot. More than 400 LEA leaders were trained in COMPASS before January 2012 in advance of the launch of Period 1. During Period 1, teachers and leaders as well as school-level leaders and their supervisors set goals and create professional growth plans. This is a collaborative process that ends with goals and professional growth plans being entered into the Human Capital Information System (HCIS) platform. Also during this time, teachers create goals/SLTs and match these SLTs to specific, observable indications of meeting each of the targets. This will collectively be called the Body of Evidence of student achievement. Collaboration between the teacher and school leader also occurs, in which the teacher’s self-designed Student Learning Targets and their corresponding Body of Evidence are reviewed and revised to ensure rigor, based upon NTGS rubric. It is the responsibility of the school leader during Period 1 to ensure that a teacher’s SLT meets the

effective criteria prior to Period 2. This support occurs after the evaluation of the first three criteria on the SLT rubric.

**Evaluation Methods and Data**

During this period it will be crucial to solicit feedback from pilot participants on the training they received to ensure that COMPASS training materials enable pilot participants to implement the pilot, including its resources, tools, processes, and instruments, with fidelity. HCIS data will also be collected at this time to determine user satisfaction with entering goals and professional growth plans into the system. The below methods will be used to collect and analyze data:

- Progress monitoring along with LEA support (e.g. additional training, tools, resources)
- Teacher and Leader Surveys/Feedback
- Campus-level Student Demographic Data

***Period 2: Observation (February 3, 2012-March 4, 2012)***

**Process**

Period 2 marks the formal beginning of when evaluators work with teachers and leaders to gather evidence for determining ratings on the LTCPS and LLCPS rubrics. Evaluators are required to conduct at least one formal observation and one unannounced observation during this time as well as collect other sources of evidence as necessary. HCIS will also be used during this time to enter evidence for each standard. Because the final evaluation for the 50% based on other measures of effectiveness is based on a preponderance of evidence gathered over time, the final rating is determined by averaging the rating assigned to each standard, where applicable. As such, in addition to the two required observations, evaluators should provide feedback within five days of the observations, conduct walkthroughs to assist in gathering additional evidence, and meet with their evaluatees in both a pre- and post-conference to aid in reflection of observation.

**Evaluation Methods and Data**

The observation period will be a great opportunity for the LDOE COMPASS team to become more closely embedded in schools to monitor implementation of the pilot and to support LEA leaders, school leaders, and teachers in utilizing observation tools and instruments. To that end, the following methods will be used to gather feedback:

- Progress monitoring along with LEA support (e.g. additional training, tools, resources)
- Inter-rater reliability on the LTCPS and LLCPS rubrics
- Focus Groups
- Teacher and Leader Surveys/Feedback

***Period 3: Mid-Year Discussion: (March 5, 2012-April 1, 2012)***

**Process**

By mid-year, evaluators should have enough evidence on each standard to review current ratings with respect to the LTCPS and LLCPS rubrics. These ratings should inform a conversation with their teachers and leaders regarding the status of their goals and professional growth plan, current performance, and any modifications that might need to be made to further impact student achievement and/or professional growth. School leaders and NTGS teachers will also conduct a mid-year review of their SLTs, at which time teachers provide evidence of progress towards student achievement. Teachers are provided with the opportunity to modify SLTs established at the beginning of the school year. Principals are also required to arrange for professional development for those teachers who are not on-track to

meeting established goals. The HCIS will enable those being evaluated to complete a self-evaluation and to use current student data and new circumstances to make informed revisions to goals.

**Evaluation Methods and Data**

The LDOE will review HCIS data to determine the number of modifications made to the initial goal setting process. In addition, COMPASS evaluators will continue to meet regularly with pilot participants to gather feedback on the process and instruments. The instruments listed below will be used during this period to gather and analyze feedback:

- State-led random checks of progress
- Perception surveys
- Progress monitoring along with LEA support (e.g. additional training, tools, resources)
- Teacher and Leader Surveys/Feedback
- LTCPS and LLCPS rubric scores

***Period 4: Final Evaluation (April 2, 2012-June 1, 2012)***

**Process**

The final period in the COMPASS pilot allows for final evaluations to be completed. During this period, evaluators will use HCIS to complete their final ratings on the other measures of effectiveness while also evaluating NTGS teachers' SLTs using the NTGS rubric. A meeting will be held in late spring between the teacher and the school leader, in which the school leader will determine the extent to which the teacher met the SLTs. A teacher's evaluation will be based upon the framework of competencies established by the LDOE COMPASS team which includes measuring rigor of the goals set by each teacher and the teacher's success in meeting those goals. Value-added data will be released by the end of May so that the summative evaluation score will be determined by combining the 50% measures of student growth with the 50% other measures of effectiveness. Prior to the final evaluation and to ensure the validity of the VAM data, teachers will review their rosters in CVR to make any corrections needed based on the criteria described earlier.

**Evaluation Methods and Data**

This period will be critical in calibrating the evaluation ratings of the LDOE trainers and checking inter-rater reliability between trained trainers and administrators who will implement the teacher evaluation system in pilot schools. The LDOE will examine the correlations between overall COMPASS observation/documentation scores and student growth percentile (SGP) scores. The LDOE will also conduct qualitative analysis by administering teacher/administrator surveys and conducting focus groups to understand the pilot participants' perceptions about COMPASS. The key questions that can be explored include:

- Do the teachers and administrators perceive the system to be useful and fair?
- What is the perceived impact of the LTCPS on teacher practice?
- What factors in the system have worked well and what factors are impeding the system from functioning effectively and efficiently?

Methods used to conduct these analyses include:

- Focus Groups
- Progress monitoring along with LEA support (e.g. additional training, tools, resources)
- Teacher and Leader Surveys/Feedback
- VAM
- COMPASS documentation



- CPMS Rubric Scores
- Reliability Study Teacher Personnel Data
- COMPASS rubric scores
- Inter-rater reliability between measures of student growth and other measures of effectiveness
- SLT Analysis (See below)

Table 3.G Pilot Implementation Timeline

### ***Evaluation of Student Learning Targets (NTGS)***

Among the many audits and checks the LDOE has incorporated into the pilot is a deeper evaluation of NTGS Student-Learning Targets – a component critical to COMPASS success and one where additional support will likely be necessary. The purpose of the evaluation of the NTGS component is to provide ongoing, formative feedback used to make modifications and improvements. The evaluation assesses the validity and reliability of all individual teacher’s and campus goals and evidence of learning and multiple stakeholder perceptions as to:

- (1) the understanding, applicability, and fairness of the rubrics, processes, and overall scoring of educator quality;
- (2) accuracy and fairness of the measurement of student learning expectations;
- (3) whether the Student Learning Target and its associated Body of Evidence accurately and fairly measure what students learned over the course of the year; and
- (4) the extent to which the Student Learning Targets and their associated Body of Evidence accurately and fairly attributed student growth to the contributions of individual teachers.

Finally, the LDOE will gain rater consistency with the SLTs through HCIS (and the leader’s assessment of the SLT) to perform inter-rater reliability tests in a triangulated manner, using outside experts, the LDOE Implementation team, and the NTGS workgroups. The LDOE will then be able to use information from the evaluations to anticipate and plan for challenges in statewide implementation and identify critical attributes of instances of success on these four fronts so that the LDOE is sure to highlight those as it educates other districts.

### **Statewide Implementation Plan**

During the 2011-2012 COMPASS pilot, processes to collect, analyze, and implement feedback will be used to prepare for state-wide implementation. Concurrently, the LDOE will continue engaging stakeholders in the pilot and in the public on feedback and support aimed at strengthening the LDOE’s systems. The LDOE will provide differentiated support to non-pilot LEAs that include face-to-face trainings, online courses, webinars, planning guides, student learning target workshops, and exemplar tools. To launch this phase of the work, the LDOE will partner closely with LEA personnel directors to strengthen their understanding of Act 54, state policy, and the performance management process as well as to identify additional needs that will aid districts in implementation via district readiness assessment. Please refer to Appendix 3.G to review the COMPASS implementation plan.

Key to the LDOE’s implementation plan is its attention to providing differentiated assistance to districts. The LDOE will leverage current district support structures and will expand these structures as the new evaluation and support system is implemented statewide based on district need, including in-person trainings and technical assistance; online courses and resources; and professional learning communities



with other districts LEAs. These efforts will be integrated with Common Core State Standards supports to the extent possible.

***Timeline for Implementation***

The LDOE is currently working to ensure that all stakeholders are ready for statewide implementation of COMPASS in 2012-2013. The table below displays a timeline of the key milestones and activities necessary for full implementation. A more detailed plan can be reviewed in Appendix 3.I.

	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Stakeholder Awareness efforts throughout entire process	Value-added model pilot underway in Louisiana (state-wide pilot in 2011-2012)	August 2009 to Present	All LEAs and the Louisiana Department of Education	Appendix 3.E	The LDOE has a value-added model team responsible for developing communications, executing trainings, and building LDOE capacity to support LEAs in value-added model analysis.	None identified
	Development of NTGS and Other Measures of Effectiveness Model	December 2010 to Present	ACEE committee, Innovation Office, Human Capital Office, Louisiana educators, NTGS workgroups	Appendix 3.A to Appendix 3.C	NTGS Inter-departmental Steering Committee Compass Technical Advisory Committee NTGS Workgroups NTGS Workgroup Independent Review Committees NTGS Contract Trainers NTGS Statistical Consultant and Technical Design Team State Collaborative	None identified
	Qualitative measures training underway for pilot LEAs	November 2011 to December 2011	10 LEAs, Louisiana Department of Education, external trainers	Appendix 3.G	The LDOE COMPASS team has begun train the trainer workshops, district trainings, and teacher awareness sessions on Value-add, NTGS, and other measures of effectiveness pilot.	None identified
	LDOE presents ACEE recommendations to BESE	December 2011	ACEE committee, LDOE, and BESE	Appendix 3.H	ACEE committee members, NTGS workgroups, Office of Innovation	None identified
	Qualitative measures and NTGS pilots underway	January 2012 to June 2012	10 LEAs with support from LDOE	In development	By this time, LDE will have built capacity at LEA central office to support leaders and teachers in CPMS. LDE trainers will be imbedded in those LEAs to provide additional assistance, as needed.	None identified
	Evaluation of pilot and adjustments	Spring 2012	LDOE and external experts	In development	Feedback from the pilot will be assessed and incorporated into state-wide implementation preparations	None identified

	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Stakeholder Awareness efforts throughout entire process	Approval of LEA evaluation tools	Spring 2012	The LDOE will review the qualitative evaluation tools of any LEAs intending to use tools other than the state-developed rubrics. LEAs must have such alternate tools approved by the LDOE before implementing them as outlined in Bulletin 130.	In development	LDOE approval team, self-selecting LEAs	None identified
	State COMPASS Training	Spring 2012	The LDOE will conduct train the trainer sessions, online learning, webinars, and face to face trainings to prepare all LEAs for state implementation	In development	LDOE COMPASS teams, performance management coaches, LEA trainers, contracted trainers.	None identified
	Full implementation	Fall 2012	Louisiana	In development		

Table 3.H. Statewide Implementation Timeline

***Louisiana will have High-Quality Evaluation Systems by 2012-2013***

The LDOE will ensure that all LEAs measure teachers and leaders using similar standards and quantitative measures, as required by Act 54, by 2012-2013. The LDOE will allow districts the flexibility to adopt alternate tools for measuring qualitative performance, provided they are reviewed and approved by the LDOE prior to implementation to ensure that they are aligned to the core competencies defined by the state, that they measure performance across multiple levels of proficiency on a five-point scale, and that the LEA has demonstrated how the tool is valid, reliable, and supportive of student performance goals. This flexibility will allow LEAs to continue using qualitative evaluation methods that have proven to be successful in providing educators with meaningful feedback to drive student achievement. For example, the Teacher and Student Advancement Program (TAP) has demonstrated incredible success in Louisiana. Schools that are participating in TAP will continue to use the TAP instructional rubric as the qualitative measure of performance for teachers, but will now incorporate the state's measures of student growth into their evaluations as well.

One intended outcome of the LDOE providing intensive support to districts participating in the pilot will be to leverage those LEA leaders, school leaders, and teachers in helping neighboring LEAs in the state-wide implementation process through virtual and in-person networking opportunities as well as informal contacts. This will be achieved as part of Louisiana's Race to the Top Plan and Trailblazers Professional Learning Communities framework. Louisiana will also use regional trainers as part of a support team (See Figure 3.F LDE Support Structure), all of whom are either current or former teachers, principals, and district leaders, to assist in pilot training and eventual rollout of the state-wide evaluation system. These trainers and pilot leaders will not only be able to provide information about COMPASS to educators across the state, they will be able to share recommendations and best practices for how to involve and invest educators in the process. For example, several pilot districts have convened educators in non-tested grades and subject areas to draft common student learning targets for specific content areas that will be piloted district-wide. All trainers and members of district support teams will undergo evaluator certification, CCSS training and are paired strategically with district team to ensure that COMPASS rollout is integrated with ongoing district support (i.e., guidance documents, tools, online training and video library, sample policy) and integrated with statewide incorporation of Common Core.

Louisiana is not waiting for the conclusion of the pilot to begin supporting implementation of COMPASS across the state. Over the course of the winter and spring of 2012, the LDOE will provide COMPASS awareness sessions (regional, local, and web-based) to build a common understanding of the system and the corresponding policy requirements. These awareness sessions will be followed by individualized district readiness assessments, which will allow district and state leaders to determine where the greatest needs for implementation support lie and how to plan for training and support accordingly.

As the previous example demonstrates, LEAs will have some flexibility in how COMPASS is implemented at the local level to ensure that the performance management process is beneficial to all teachers and leaders given the differentiated needs of LEAs. Alternative plans and/or evaluation instruments that an LEA wishes to use will need to be first approved by the LDOE prior to use. Such flexibility includes:

- Selecting an alternate observation rubric for the purposes of measuring the qualitative portion of the evaluation, provided the alternate rubric is approved by LDOE;
- Using existing local common assessments to measure student growth in NTGS, provided assessments are approved by the LDOE; and

- Standardizing Student Learning Targets (SLTs) for teachers in common NTGS grade levels and subject areas, if they choose to do so.

### ***Preparing for Successful Implementation through Integration of Services, Support, and Structure***

It is clear that COMPASS alone will not drive the rigorous instruction needed to dramatically increase student achievement. The successful design of COMPASS and the ongoing pilot and future implementation can be largely attributed to the high priority LDOE has placed on integrated cross-functional work. The Louisiana Integration Project is a three-year, \$8.2 million grant (Bill & Melinda Gates Foundation) to raise the quality of standards (CCSS) and assessments (PARCC), enhance measures and support for educator effectiveness to ensure that instruction is strong and focused on what students need to know to be successful, and ensure there is an effective teacher in every classroom supported by an effective principal. This work allows Louisiana to effectively integrate two critical strategies for dramatically raising student achievement by increasing the effectiveness of Louisiana educators implementing COMPASS and CCSS.

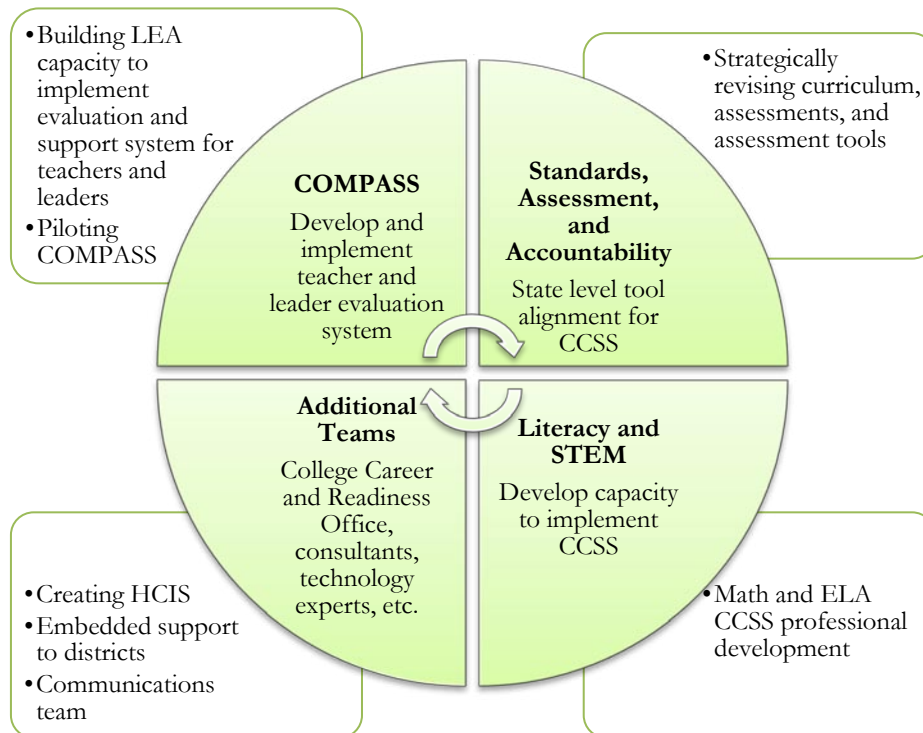


Figure 3.H. Louisiana Integration Project Overview

CCSS-aligned Literacy and Math instructional strategies known as performance tasks that have been shown to be effective in improving instruction are being assessed to ensure they are aligned with the Louisiana Teacher Competencies and Performance Standards (LTCPS) rubric and piloted alongside COMPASS in Louisiana’s pilot districts. The LDOE has engaged in an agency-wide campaign to streamline and reduce duplicative and conflicting delivery, reporting, planning and support systems to more effectively align services to build effective and sustainable statewide capacity to implement COMPASS and CCSS. A cross-functional team from LDOE Offices of Standards, Assessments, & Accountability, Human Capital, Literacy, STEM, and College & Career Readiness has worked closely together to support integration and alignment of COMPASS and CCSS. This Integration Team will continue to work together

to develop and/or identify additional high-quality guidance documents, professional development modules, and tools to build capacity of district support teams to support CCSS implementation. This collaborative approach is ongoing through the COMPASS pilot and will be key in preparation for state-wide implementation.

### ***Communications Plan***

The LDOE has a robust plan for engaging stakeholders from the education, private, and non-profit sectors as well as parents, students, the legislature, community leaders, and other interested parties. The purpose of the communications plan is to establish the framework for strategic stakeholder engagement and to identify the stakeholders with whom the LDOE will directly communicate with along with the strategies and tactics that will be used in order to do so. This plan includes results from an in-depth stakeholder analysis, feedback from social media listening tours, and leverages resources across the agency including Legislative Affairs, Public Affairs, the Superintendent's Office, the Literacy Office, and the Office of Innovation to internally and externally utilize the support needed to raise awareness about COMPASS and CCSS and the 2012-2013 implementation. Please refer to Appendix 3.J to review the stakeholder engagement plan.

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**Appendix i.A: Stakeholder Letters of Support**

**Full details available upon request**

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

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

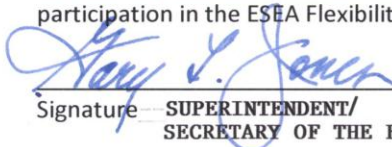
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement.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


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

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

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

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

  
Signature \_\_\_\_\_  
SUPERINTENDENT/  
SECRETARY OF THE BOARD

  
Date \_\_\_\_\_

*“An Equal Opportunity Employer”*

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

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

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

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- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

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

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



\_\_\_\_\_  
Signature

February 15, 2012

\_\_\_\_\_  
Date

**Dean of the College of Education**

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

**NICHOLLS**  
**STATE UNIVERSITY**  
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

February 13, 2012

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

Dear Ms. Tucker,

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

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

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

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


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

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

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

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

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

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

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

Signature

FEBRUARY 13, 2012

Date

*"An Equal Opportunity Employer"*

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

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

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

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

  
Signature

2/14/12  
Date

*“An Equal Opportunity Employer”*

February 13, 2012

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

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

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

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- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
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- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

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

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

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

Sincerely,

John Warner Smith  
Chief Executive Officer



*Robert W. Levy*  
*Chair*

*Charlotte A. Bollinger*  
*Vice Chair*

*Joseph C. Wiley*  
*Secretary*

*James E. Purcell*  
*Commissioner of*  
*Higher Education*



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*Albert D. Sam II*  
*Victor T. Stelly*  
*Harold M. Stokes*  
*John D. Mineo IV, Student*

February 14, 2012

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

Dear Superintendent White:

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

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

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
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- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

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

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

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

Sincerely,

  
Jim Purcell, Ed.D.  
Commissioner of Higher Education

JP:chb

**LOUISIANA HOUSE OF REPRESENTATIVES**

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



Education  
Municipal, Parochial, and Cultural Affairs  
Ways and Means

**STEVE CARTER**  
State Representative ~ District 68

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

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

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

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

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

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

LOUISIANA



HOUSE OF REPRESENTATIVES

(225) 342-6945

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

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

Stephen F. Carter  
State Representative, District 68

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

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

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

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

Signature \_\_\_\_\_

2/13/2012  
\_\_\_\_\_  
Date

*"An Equal Opportunity Employer"*

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

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

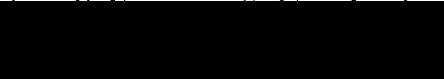
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from efficient implementation.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

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- Eliminate monitoring and reporting of data that has no impact on student outcomes;
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- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

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

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



Signature



Date

*“An Equal Opportunity Employer”*

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

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

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

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

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

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

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

  
Signature (Dean College of Education  
And Human Development)

February 10, 2012  
\_\_\_\_\_  
Date

*"An Equal Opportunity Employer"*



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

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

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

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

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

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

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

  
Signature

2-14-12  
Date

*"An Equal Opportunity Employer"*



## Baton Rouge Area Chamber.

564 Laurel Street  
Baton Rouge, LA 70801  
P 225.381.7125  
F 225.336.4306  
[BRAC.ORG](http://BRAC.ORG)

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

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

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

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

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

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

Sincerely,

Adam Knäpp ✓  
President and CEO

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

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

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

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

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

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

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

Signature

  
President

Date

2/14/12

"An Equal Opportunity Employer"

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

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

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

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

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

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

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

\_\_\_\_\_  
Signature of the Dean

\_\_\_\_\_  
2-9-2012

Date

*“An Equal Opportunity Employer”*



## New Orleans Chamber of Commerce

1515 Poydras Street • Suite 1010  
New Orleans, LA 70112

February 9, 2012

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

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

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

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

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

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

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

G. Ben Johnson  
President & CEO

#### Board of Directors

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Charles C. Teamer, Sr.

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

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



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

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

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

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

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

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

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

Sincerely,



Michael Tipton  
Executive Director  
Teach For America – South Louisiana



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



February 10, 2012

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

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

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

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

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

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

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

Signature

Linda McKee, Director

2-10-12  
Date



February 10, 2012

P.O. Box 44872  
Lafayette, LA 70504-4872  
Office: (337) 482-6678  
Fax: (337) 482-5842  
<http://www.coe.louisiana.edu>

*Université des Acadiens*

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

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

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

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

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

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward

***"An Equal Opportunity Employer"***

*A Member of the University of Louisiana System*

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

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

[Redacted Signature]

2-10-12

Signature  
Dean, College of Education

Date

CONRAD APPEL III  
State Senator



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

SENATE  
STATE OF LOUISIANA

February 17, 2012

Mr. John White  
State Superintendent of Education

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

Dear Mr. White:

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

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

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

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

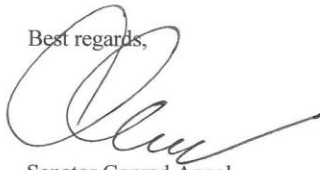
John White  
February 17, 2011  
Page Two

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

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

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

Best regards,

A handwritten signature in black ink, appearing to read 'C. Appel', with a long horizontal flourish extending to the right.

Senator Conrad Appel

Louisiana Senate District 9  
Senate Education Committee Chairman

---

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

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

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

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

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

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

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



Signature

2/23/12  
Date

*“An Equal Opportunity Employer”*



February 28, 2012

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

Dear Mr. White,

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

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

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

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

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

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

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

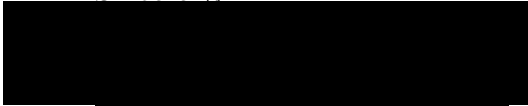
It is not clear whether schools accepting these public school students will be subject to any form of accountability, or that there will be any consequences for lack of performance of such schools in producing student achievement results. The LAE contends that these changes stand to have a major impact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

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



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

Sincerely,



Joyce P. Haynes, President

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

## Addendum:

### Specific LAE Concerns with the ESEA Flexibility Application Proposal:

#### 1. *Student Achievement goals:*

Section 2.B on page 62 of the Flexibility Request is titled “2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES.” In its response, the LDOE has chosen option 3 “Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs schools and subgroups.” The LAE believes that the LDOE proposal is extremely unwise and will place Louisiana public schools on a course for failure that is totally unnecessary. Option 1, that states “Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the 'all students group' and in each subgroup who are not proficient within six years.” would be quite ambitious, but a much more reasonable and achievable alternative.

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

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

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

#### 2. **Takeover of Schools by the Louisiana Recovery District:**

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

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

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

Concerning the New Orleans Recovery District, the LAE believes the data presented is distorted in three ways:

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

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

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

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

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

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

### **3. School Performance Scores:**

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

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

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

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

### **4. Proposed waiver of highly qualified teacher requirements:**

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

### **5. School Voucher Proposal:**

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

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

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

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

## Appendix 1.A: District Checklist

CCSS Strategic Communication and Implementation Plan

District checklist - DRAFT

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



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

## **Appendix 1.B: Delineation of Roles**

CCSS/PARCC Strategic Communication and Implementation Plan Roles and Responsibilities	
State Team	<ul style="list-style-type: none"> <li>▪ Support Districts and Schools in implementation process</li> <li>▪ Maintain knowledge of CCSS/ PARCC</li> <li>▪ Develop Transitional and New LCC</li> <li>▪ Ensure alignment of Transitional and new LCC and Assessment Materials (including all supporting systems such as EAGLE &amp; PASS)</li> <li>▪ Develop and present training to be used at state, district/regional, and school level workshops</li> <li>▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS</li> <li>▪ Assist districts and schools in identification and removal of barriers to implementation</li> <li>▪ Participate in state and district level training</li> <li>▪ Collect and analyze student results during transition and implementation period</li> <li>▪ Plan an overall communication strategy</li> </ul>
District Team	<p><b>District Leadership (Superintendents, Independent School and Charter School Directors)</b></p> <ul style="list-style-type: none"> <li>▪ Maintain awareness of timeline and implementation plan</li> <li>▪ Prioritize local professional development around supporting implementation of new standards</li> <li>▪ Allocate focused resources and support (as needed)</li> <li>▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS</li> <li>▪ Collect and analyze student results to monitor implementation</li> <li>▪ Ensure timely communication to parents and students about CCSS</li> </ul> <p><b>District CCSS/ PARCC specialist</b></p> <ul style="list-style-type: none"> <li>▪ Serve as chief liaison between LDOE and school teams</li> <li>▪ Maintain knowledge of CCSS/ PARCC</li> <li>▪ Understand the relationship among curriculum, instruction, and assessment</li> <li>▪ Support the training and implementation of CCSS</li> <li>▪ Collect implementation fidelity data to target need for additional training</li> <li>▪ Provide additional training (as needed)</li> <li>▪ Communicate barriers and questions to LDOE staff</li> </ul>
<p>School Training Teams</p> <p>Note: School Team makeup can be flexible to accommodate existing leadership teams in schools</p>	<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>▪ Identify and participate in school level team (include principal as a member)</li> <li>▪ Arrange time for faculty professional development</li> <li>▪ Support School Training Team</li> <li>▪ Ensure timely communication to parents and students about CCSS</li> </ul> <p><b>School Training Team</b></p> <ul style="list-style-type: none"> <li>▪ Train, redeliver, model, and provide feedback on implementation of the new standards (within their respective school)</li> </ul>

	<ul style="list-style-type: none"><li>▪ Identify and communicate barriers to success</li><li>▪ Monitor student formative assessment data, problem solve to identify student needs, and support targeted instructional techniques</li></ul>
Higher Ed Teams	<ul style="list-style-type: none"><li>▪ Ensure adequate knowledge and skills necessary for teaching new standards</li><li>▪ Prepare teachers to use formative and summative assessment tools for instructional decisions</li><li>▪ Communicate to preservice teachers about the content shift in ELA and mathematics as well as the paradigm shift in teaching practices</li><li>▪ Participate in LDOE Content Training</li></ul>

## **Appendix 1.C: Louisiana Letter of Support**



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

December 5, 2011

Dear Drs. Sato and Rivera:

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

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

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

Sincerely,

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

SMN:Ihl

cc: Sharon Saez

## **Appendix 2.A: Example Memorandum of Understanding**



**STATE OF LOUISIANA DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING**

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

**1. Background**

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

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

**2. Liaison Officials**

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

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

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

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

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

### **3. Goals and Objectives**

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

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

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

### **5. Responsibilities**

#### **A. Recovery School District:**

- RSD will provide to <Name> School a School Turnaround Team that will conduct regular reviews, provide coaching and guidance to school leadership, and issue regular reports on school progress to <Superintendent>, <District> Parish School Board, and BESE.
- RSD will provide a written response to any plan amendments proposed by <District> Parish School Board within thirty (30) days of receiving them.
- RSD may provide additional support as indicated in the School Turnaround Plan (STP) included as Appendix A.

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

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

- <Name> School must retain its original identity, including school name and grades served, for programs combined in this process.
- The provisions of this MOU do not abridge or contravene the authority of the <district> to establish attendance zones for schools in accordance with federal court orders, judgments, or consent decrees.
- RSD scope of oversight
  - o <District> School District will submit to RSD rules for determining eligibility for attendance at the school, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by RSD.
  - o <District> School District agrees to consult with RSD concerning the implementation of interventions in the school's feeder schools under the district's jurisdiction.
  - o <District> School District must submit proposed revisions to the STP to RSD. Any revisions must be approved by the RSD.
  - o <District> School District must consult with RSD to assure that the Scope of Services in contracts for academic services to the school align with the goals and standards of the STP.
  - o <District> School District will seek input from RSD regarding the selection of applicants for teaching and administrative positions.
  - o <District> School District will seek input from RSD regarding the site selection of teachers and administrators.
- School funding
  - o <District> School District will fully fund the programs required in the STP.
  - o <District> School District will fund administrative costs of the RSD in the amount of:
    - 2011-2012: \$48,000 per school
    - 2012-2013: \$48,500 per school
    - 2013-2014: \$49,000 per school
  - o <District> School District will seek guidance from RSD regarding the alignment of the district's funds with their STP and other agreed to practices.
  - o <District> School District will provide the school with all entitlement and competitive funding generated by the school and its students, including but not limited to all *No Child Left Behind* (NCLB) programs and IDEA.
- Information reporting to RSD

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

## **6. Termination for Convenience**

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

## **7. Termination for Cause**

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

## **8. Assignment**

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

## **9. Right to Audit**

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

## **10. Execution**

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

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

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

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

#### **11. Discrimination Clause**

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

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

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

#### **12. Compliance Statement**

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

#### **13. Debarment and Suspension Clause**

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

#### **14. Confidentiality**

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

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

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

**15. Jurisdiction, Venue and Governing Law**

Exclusive jurisdiction and venue for any and all suits between RSD and the <District> Parish School Board arising out of, or related to, this contract shall be in the 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.

**16. ENTIRE AGREEMENT**

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

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

**IN WITNESS WHEREOF**, the parties have executed this Agreement as of this \_\_\_\_\_ day of \_\_\_\_\_, 2011.

**State Agency Signatures**

\_\_\_\_\_  
Board of Elementary and Secondary Education

\_\_\_\_\_  
Beth Scioneaux, Deputy Superintendent for  
Management and Finance

\_\_\_\_\_  
Ollie S. Tyler  
Acting Superintendent of Education

<District> **Parish School Board**

**WITNESSES' SIGNATURES**

\_\_\_\_\_  
  
\_\_\_\_\_

\_\_\_\_\_  
<Name>, Superintendent      Date  
\_\_\_\_\_

<Name>, Board President      Date

Telephone: \_\_\_\_\_



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



# Louisiana College and Career Readiness Policy



## College Readiness

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

## Career Readiness

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



# Louisiana College and Career Ready Policy

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# *Louisiana College & Career-Readiness Policy*

## I. EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

#### ***Data***

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

#### ***Assessment and Accountability***

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

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

#### ***Supports and Interventions***

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

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

***Early Warning, Multiple Pathways and Options***

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



## II. VISION

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

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

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

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

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

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

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

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

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

#### **Estimate of CCRPI Final Plan Communications Timeline**

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

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

### III. BACKGROUND AND LANDSCAPE

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

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

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

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

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

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

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

enter a Louisiana public postsecondary education institution.

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

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

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

#### **Career Diploma Timeline**

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

## **IV. POLICY ACTIONS AND RECOMMENDATIONS**

### **A. GOALS**

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

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

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

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

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

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

## College and Career Readiness Goals and Measures

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

<sup>1</sup>The percent of students who entered the ninth grade and graduated four years later. Students who transfer from the LA public education system are not counted in this rate

<sup>2</sup> Baseline for this measure is TOPS Core.

<sup>3</sup> Baseline and targets provided by LA Board of Regents

<sup>4</sup> Baseline provided by LA Board of Regents using LDE 2002-03 Grade 11 data file.

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

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

## B. DATA

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

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

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

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

<sup>5</sup> Baseline and target provided by LA Board of Regents

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

### **Louisiana Education Data Repository System (LEDRS)**

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

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

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

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

- **Phase 1 (PreK-12)** is being funded with a \$4.056 million grant awarded in April 2009 and will allow the LDE to organize and link all of its data into a centralized repository with project completion in Spring 2013. LDE is currently in the process of obtaining a vendor.
- **Phase 2 (PreK-20)** will enable data exchange and reporting with agencies outside of the LDE. Each primary partner and stakeholder has agreed to participate and signed a Memorandum of Understanding. Partners include LDE, BOR, LOSFA, DSS, DPSC, OJJ, and the Picard Center for Childhood Development and Lifelong Learning. The Picard Center is a multi-disciplinary organization that engages in educational research, evaluation, and analysis at the state level. For this project, it will serve as a research and analysis resource for all participating agencies. LDE submitted a grant application for funding of this phase to the Federal Institute of Education (IES) in December 2009.
- **Phase 3 (Statewide Student Information System)** will involve developing a common statewide "near real time statewide student information system" that can support sharing near real time transactions. Currently, LEAs in Louisiana use Student Information System (SIS) software from multiple vendors and there is no connectivity between districts. Tracking student movement between districts within a school year is impossible. This increases the risk of data entry errors and also creates unnecessary paperwork due to the fact that a receiving district must reenter information on students that transfer to their LEA. A statewide SIS will increase data accuracy, reduce paperwork, and will allow administrators the ability to identify students with attendance and discipline issues during a school year rather than after a school year has ended. A statewide SIS will feed directly into the LEDRS and will be used to produce desktop alerts and reports at a detailed and/or high level on a near real-time basis. This information will be used to identify problem areas so that resources can be directed. Funding for this phase is being applied for in the Race to the Top (RTT) application in January 2010.

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

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

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

### **Key Personnel/Resources Needed to Make This Vision a Reality**

#### ***Chief Data Steward***

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

#### ***Executive Director for Strategic Research and Analysis***

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

#### ***Superintendent's Delivery Unit (SDU)***

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

#### ***Chief Information Officer (CIO)***

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

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

**Cooperative Agreements/Memoranda of Understanding**

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

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

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



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

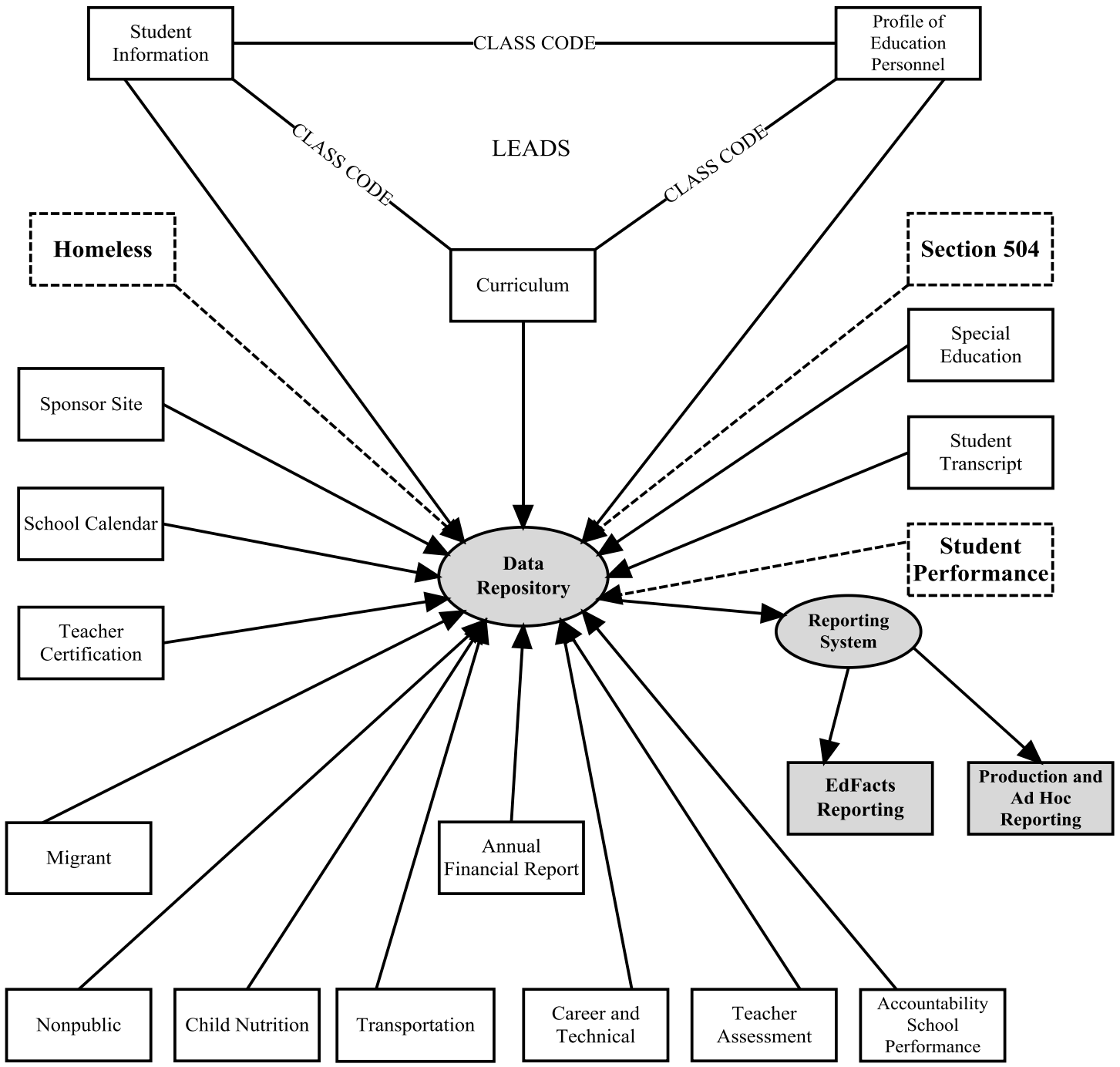
<b>Date</b>	<b>Action</b>
04/09	LDE awarded USDOE Longitudinal Data Systems Grant (\$4 M) to fund Phase 1 (PreK-12).
06/09 – 12-09	Held meetings to work collaboratively with LDE, BOR, LWC, LOFSA, DSS, DPSC, OJJ and the Picard Center for Childhood Development and Lifelong Learning with the intention of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

### **Estimate of Phase 3 (Statewide Student System) Timeline**

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

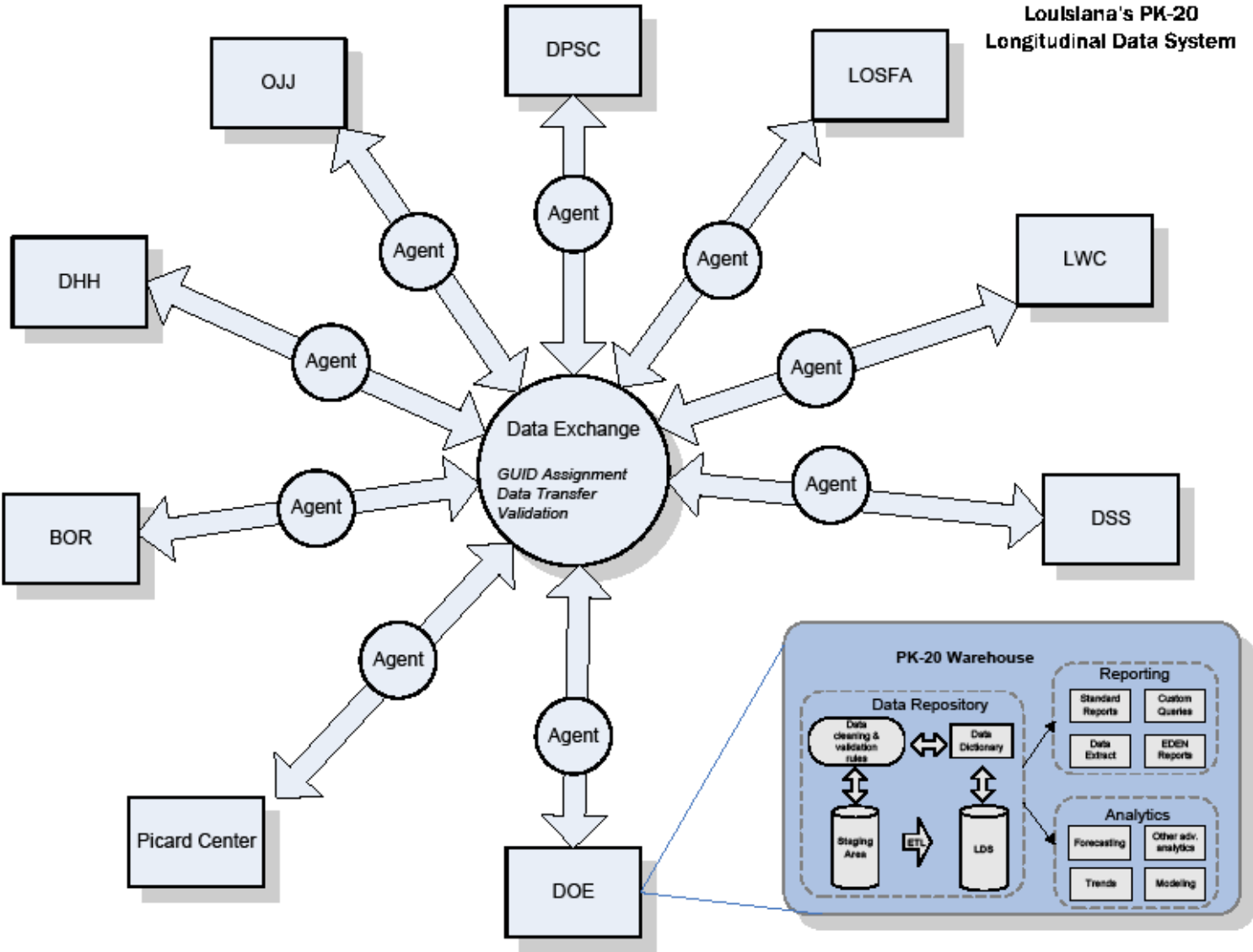
## **Phase 1 (Pre-K12)**

# PHASE 1 - STATEWIDE LONGITUDINAL DATA SYSTEM



# Phase 2 (Pre-K20)

Louisiana's PK-20  
Longitudinal Data System



## C. ASSESSMENT

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

### Transition Timeframe From

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

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

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

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

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

In June 2009, the inter-agency workgroup led by the LDE proposed that the Superintendent recommend to BESE adoption of ACT and WorkKeys® for all 11<sup>th</sup> graders in Louisiana pending availability of funding. The possibility of including either assessment in high stakes policy is currently under discussion. Mandatory administration of the ACT (which about 85% of students already take) and WorkKeys® tests, along with EOC tests for certain courses, should provide students, teachers, parents, and the education community a picture of overall student achievement in two areas—competency over subject matter presented and readiness for college

and career. ACT has recently published an alignment study that analyzes the alignment between ACT and the Common Core standards. This study is being made available to states in late December 2009. The plan for phase-in of WorkKeys® is in the table below. Training for teachers and implementation of the curricula and assessments are underway for the pilot programs for the 2009-10 school year.

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

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

### **Proposed Implementation Plan for ACT and WorkKeys Assessments**

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

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

\* Applied Mathematics, Reading for Information, & Locating Information

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

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

## **Louisiana's Curriculum Revision and the National Common Standards Consortium**

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

- Literacy and Numeracy
- Postsecondary Readiness
- College and Career Readiness
- 21<sup>st</sup>-Century Skills

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

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

## Estimate of Standards, Revisions and Assessment Implementation Timeline

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



## D. ACCOUNTABILITY SYSTEMS

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

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

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

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

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

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

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

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

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

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

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

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

**Table 1. School Performance Score (SPS) Transition Timeline**

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

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

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

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

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

\* Percentages to be determined by Accountability Commission and BESE.

## Estimate of Accountability Implementation Timeline

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

### E. SUPPORTS & INTERVENTIONS

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

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

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

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

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

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

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

# DRAFT College and Career Readiness Supports and Intervention Strategies

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

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

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

✓ - Supports/interventions Required

## **Delivery for Outcomes**

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

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

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

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

## **Expansion of Supports for High Schools into Middle Schools**

### ***- - Reaching Out to Middle Schools***

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

The key activities for 2009-10 include:

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

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

## **Regional Education Service Centers (RESCs)**

### ***- - Regional Delivery Teams (HSR and CTE Regional Coordinators)***

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

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

**Louisiana Comprehensive Learning Supports System**

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

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

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

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

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

**Estimate of Timeline of Comprehensive Learning Supports System**

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

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

### **Literacy and Numeracy**

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

### **Response to Intervention (RTI)**

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

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

### **Proposed School Improvement Initiatives through Race to the Top**

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

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



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

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

### **Senior Project®**

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

### **Dropout Prevention Summit**

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

### **Community Leadership Teams**

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

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

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

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

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

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

## **Teacher Quality**

### **Teacher Preparation**

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

### **Professional Development**

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

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

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

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

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

## **Louisiana Virtual School (LVS)**

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

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

### Louisiana Virtual School (LVS) Growth

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

\*All traditional Louisiana school districts are now participating in LVS

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

### Recovery School District (RSD)

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

For the 2009-10 school year:

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

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

## F. EARLY WARNING SYSTEMS, PATHWAYS, OPTIONS AND MODELS

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

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

### **Dropout Early Warning System (DEWS)**

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

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

### **CTE Supports for Pathways**

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

### **Secondary and Postsecondary Articulation and Credit Transfer**

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

## **The Louisiana Dropout Prevention Act of 2008**

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

### **Alternative Schools**

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

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

### **Jobs for America's Graduates (JAG)**

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

### **Educational Mission to Prepare Louisiana's Youth (EMPLoY)**

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

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

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

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

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

### **The LA ePortal Initiative**

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

## **V. CONCLUSION**

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

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

## **Bulletin 741, §2318. The College and Career Diploma**

### **A. Curriculum Requirements**

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

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

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

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

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

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

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

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

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

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

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

### **B. Assessment Requirements**

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

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

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

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

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



- a. Students must pass three end-of-course tests in the following categories:
  - i. English II or English III;
  - ii. Algebra I or Geometry;
  - iii. Biology or U.S. History.
- 3. Students enrolled in a course for which there is an EOC test must take the EOC test.
  - a. The EOC test score shall count a percentage of the student’s final grade for the course.
  - b. The percentage shall be between 15 percent and 30 percent inclusive, and shall be determined by the LEA.
  - c. The grades assigned for the EOC test achievement levels shall be as follows.

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

- d. The DOE will provide conversion charts for various grading scales used by LEAs.
- 4. For students with disabilities who have passed two of the three required end-of-course tests and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required end-of-course test, that end-of-course test may be waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the end-of-course test.
- 5. Remediation and retake opportunities will be provided for students that do not pass the GEE or, LAA 2, or the end-of-course tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE or LAA 2. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to *Bulletin 1566—Guidelines for Pupil Progression.*, and the addendum to *Bulletin 1566—Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program, Regular School Year.*
- 6. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
  - a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an 8th grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:
    - i. successfully completed specially designed elective(s) for LEAP remediation;
    - ii. scored at or above the *Basic* achievement level on those component(s) of the 8th grade LEAP for which the student previously scored at the *Unsatisfactory* achievement level.
- 7. Prior to or upon the student’s entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE, LAA 2, or the end-of-course tests.
  - a. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE, LAA 2, or the end-of-course tests.

**C. Minimum Course Requirements**

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

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

- a. English—4 units:
  - i. English I;
  - ii. English II;
  - iii. English III\*;

- iv. English IV\* or Business English or Senior Applications in English.
- b. Mathematics—3 units:
  - i. effective for incoming freshmen 2005-2006 and beyond:
    - (a) all students must complete one of the following:
      - (i). Algebra I (1 unit); or
      - (ii). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); or
      - (iii). Integrated Mathematics I (1 unit).
    - (b) The remaining unit(s) shall come from the following:
      - (i). Integrated Mathematics II;
      - (ii). Integrated Mathematics III;
      - (iii). Geometry, Algebra II;
      - (iv). Financial Mathematics;
      - (v). Advanced Math—Pre-Calculus;
      - (vi). Advanced Math—Functions and Statistics;
      - (vii). Pre-Calculus\*, Calculus\*;
      - (viii). Probability and Statistics\*;
      - (ix). Math Essentials; and
      - (x). Discrete Mathematics.
- c. Science—3 units:
  - i. 1 unit of Biology;
  - ii. 1 unit from the following physical science cluster:
    - (a). Physical Science;
    - (b). Integrated Science;
    - (c). Chemistry I;
    - (d). Physics I\*\*;
    - (e). Physics of Technology I;
  - iii. 1 unit from the following courses:
    - (a). Aerospace Science;
    - (b). Biology II\*;
    - (c). Chemistry II\*;
    - (d). Earth Science;
    - (e). Environmental Science\*;
    - (f). Physics II\*;
    - (g). Physics of Technology II;
    - (h). Agriscience II;
    - (i). an additional course from the physical science cluster; or
    - (j). a locally initiated science elective;
  - iv. students may not take both Integrated Science and Physical Science;
  - v. Agriscience I is a prerequisite for Agriscience II and is an elective course.
- d. Social Studies—3 units:

- i. U.S. History\*;
- ii. Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 unit of Free Enterprise; and
- iii. 1 of the following:
  - (a). World History\*;
  - (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History.
- e. Health Education—1/2 unit.
- f. Physical Education—1 1/2 units:
  - i. Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.
  - ii. A maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

- g. Electives—8 units.
  - h. Total—23 units.
2. For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana basic core curriculum, the minimum course requirements for graduation shall be the following.

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

- a. English—4 units:
  - i. English I;
  - ii. English II;
  - iii. English III\*;
  - iv. English IV\* or Senior Applications in English.
- b. Mathematics—4 units:
  - i. all students must complete one of the following:
    - (a). Algebra I (1 unit);
    - (b). Applied Algebra I (1 unit); or
    - (c). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units).
  - ii. Geometry or Applied Geometry;
  - iii. the remaining unit(s) shall come from the following:
    - (a). Algebra II;
    - (b). Financial Mathematics;
    - (c). Math Essentials;
    - (d). Advanced Math—Pre-Calculus;
    - (e). Advanced Math—Functions and Statistics;
    - (f). Pre-Calculus\*;
    - (g). Calculus\*;
    - (h). Probability and Statistics\*;
    - (i). Discrete Mathematics; or
    - (j). a locally initiated elective approved by BESE as a math substitute.
- c. Science—3 units:
  - i. 1 unit of Biology;

- ii. 1 unit from the following physical science cluster:
  - (a). Physical Science;
  - (b). Integrated Science;
  - (c). Chemistry I, Physics I\*;
  - (d). Physics of Technology I;
- iii. 1 unit from the following courses:
  - (a). Aerospace Science;
  - (b). Biology II\*;
  - (c). Chemistry II\*;
  - (d). Earth Science;
  - (e). Environmental Science\*;
  - (f). Physics II\*;
  - (g). Physics of Technology II;
  - (h). Agriscience II;
  - (i). Anatomy and Physiology;
  - (j). ChemCom;
  - (k). an additional course from the physical science cluster; or
  - (l). a locally initiated elective approved by BESE as a science substitute;
- iv. students may not take both Integrated Science and Physical Science;
- v. Agriscience I is a prerequisite for Agriscience II and is an elective course.
- d. Social Studies—3 units:
  - i. U.S. History\*;
  - ii. Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 unit of Free Enterprise;

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

- iii. 1 of the following:
  - (a). World History\*;
  - (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History.
- e. Health Education—1/2 unit:
  - i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.
- f. Physical Education—1 1/2 units:
  - i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;
  - ii. a maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

- g. Electives—8 units:
  - i. shall include the minimum courses required to complete a career area of concentration for incoming freshmen 2010-2011 and beyond.
    - (a). The area of concentration shall include one unit of Education for Careers or Journey to Careers.
- h. Total—124 units.

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

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

- a. English—4 units:
  - i. English I;
  - ii. English II;
  - iii. English III\*;
  - iv. English IV\*.
- b. Mathematics—4 units:
  - i. Algebra I, Applied Algebra I, or Algebra I-Pt. 2;
  - ii. Geometry or Applied Geometry;
  - iii. Algebra II;
  - iv. the remaining unit shall come from the following:
    - (a). Financial Mathematics;
    - (b). Math Essentials;
    - (c). Advanced Math—Pre-Calculus;
    - (d). Advanced Math—Functions and Statistics;
    - (e). Pre-Calculus\*;
    - (f). Calculus\*;
    - (g). Probability and Statistics\*;
    - (h). Discrete Mathematics; or
    - (i). a locally initiated elective approved by BESE as a math substitute.
- c. Science—4 units:
  - i. 1 unit of Biology;
  - ii. 1 unit of Chemistry;
  - iii. 2 units from the following courses: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II\*, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a locally initiated elective approved by BESE as a science substitute;
  - iv. Students may not take both Integrated Science and Physical Science;
  - v. Agriscience I is a prerequisite for Agriscience II and is an elective course;
  - vi. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the fourth required science unit:
    - (a). Advanced Nutrition and Foods;
    - (b). Food Services II;
    - (c). Allied Health Services II;
    - (d). Dental Assistant II;
    - (e). Emergency Medical Technician-Basic (EMT-B);
    - (f). Health Science II;
    - (g). Medical Assistant II;
    - (h). Sports Medicine III;

- (i). Advanced Electricity/Electronics;
- (j). Process Technician II;
- (k). ABC Electrical II;
- (l). Computer Service Technology II;
- (m). Horticulture II;
- (n). Networking Basics;
- (o). Routers and Routing Basics;
- (p). Switching Basics and Intermediate Routing;
- (q). WAN Technologies;
- (r). Animal Science;
- (s). Biotechnology in Agriscience;
- (t). Environmental Studies in Agriscience;
- (u). Equine Science;
- (v). Forestry;
- (w). Horticulture;
- (x). Small Animal Care/Management;
- (y). Veterinary Assistant; and
- (z). Oracle Academy Course: DB Programming with PL/SQL.

d. Social Studies—4 units:

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

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

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

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

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

- (a). Advanced Child Development;
- (b). Early Childhood Education II;
- (c). Family and Consumer Sciences II;
- (d). ProStart II;
- (e). T and I Cooperative Education (TICE);
- (f). Cooperative Agriculture Education;
- (g). Administrative Support Occupations;
- (h). Business Communication;
- (i). Cooperative Office Education;
- (j). Entrepreneurship—Business;
- (k). Lodging Management II;
- (l). Advertising and Sales Promotion;
- (m). Cooperative Marketing Education I;

- (n). Entrepreneurship—Marketing;
  - (o). Marketing Management;
  - (p). Marketing Research;
  - (q). Principles of Marketing II;
  - (r). Retail Marketing;
  - (s). Tourism Marketing; CTE Internship;
  - (t). General Cooperative Education II; STAR II.
- e. Health Education—1/2 unit:
- i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.
- f. Physical Education—1 1/2 units:
- i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;
  - ii. a maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

- g. Foreign language—2 units:
  - i. shall be 2 units in the same foreign language or 2 speech courses.
- h. Arts—1 unit:
  - i. 1 unit Art (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts, (§2369), or Fine Arts Survey;
  - ii. a student completing a career and technical area of concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the required applied arts unit:
    - (a). Advanced Clothing and Textiles;
    - (b). ABC Carpentry II TE;
    - (c). ABC Electrical II TE;
    - (d). ABC Welding Technology II;
    - (e). Advanced Metal Technology;
    - (f). Advanced Technical Drafting;
    - (g). Architectural Drafting;
    - (h). ABC Carpentry II—T&I;
    - (i). ABC Welding Technology II—T and I;
    - (j). Cabinetmaking II;
    - (k). Commercial Art II;
    - (l). Cosmetology II;
    - (m). Culinary Occupations II;
    - (n). Custom Sewing II;
    - (o). Graphic Arts II;
    - (p). Photography II;
    - (q). Television Production II;
    - (r). Upholstery II;
    - (s). Welding II;
    - (t). ABC Carpentry in Agriscience;

- (u). ABC Electricity in Agriscience;
  - (v). ABC Welding Technology Agriscience;
  - (w). Agriscience Construction Technology;
  - (x). Agriscience Power Equipment;
  - (y). Floristry;
  - (z). Landscape Design and Construction;
  - (aa). Introduction to Business Computer Applications;
  - (bb). Accounting II;
  - (cc). Business Computer Applications;
  - (dd). Computer Multimedia Presentations;
  - (ee). Desktop Publishing;
  - (ff). Keyboarding Applications;
  - (gg). Telecommunications;
  - (hh). Web Design I and II;
  - (ii). Word Processing; and
  - (jj). Digital Media II.
- i. Electives—3 units.
  - j. Total—24 units.

4. High School Area of Concentration

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

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

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

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

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



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

## 5. Academic Endorsement

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

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

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

(a). English—4 units:

- (i). English I;
- (ii). English II;
- (iii). English III\*;
- (iv). English IV\*.

(b). Mathematics—4 units:

- (i). Algebra I or Algebra I-Pt. 2;
- (ii). Geometry;
- (iii). Algebra II;
- (iv). The remaining unit shall come from the following:
  - [a]. Advanced Math—Pre-Calculus;
  - [b]. Advanced Math—Functions and Statistics;
  - [c]. Pre-Calculus\*;
  - [d]. Calculus\*;
  - [e]. Probability and Statistics\*; or
  - [f]. Discrete Mathematics.

(c). Science—4 units:

- (i). Biology;

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

(d). Social Studies—4 units:

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

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

- (ii). American History U.S. History\*\*;
- (iii). 1 unit from the following: World History\*\*, World Geography\*\*, Western Civilization, or AP European History;

- (iv). 1 unit from the following:

- [a]. World History;
- [b]. World Geography;
- [c]. Western Civilization;
- [d]. AP European History;
- [e]. Law Studies;
- [f]. Psychology;
- [g]. Sociology; or
- [h]. African American Studies.

(e). Health Education—1/2 unit:

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

(f). Physical Education—1 1/2 units:

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

ii. Assessment Performance Indicator

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

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

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

- (i). English II and English III;
- (ii). Algebra I and Geometry;
- (iii). Biology and U.S. History.

iii. Students shall complete one of the following requirements:

- (a). senior project;
- (b). one Carnegie unit in an AP course and attempt the AP exam;
- (c). one Carnegie unit in an IB course and attempt the IB exam; or
- (d). three college hours of non-remedial, articulated credit in:
  - (i). mathematics;
  - (ii). social studies;
  - (iii). science;
  - (iv). foreign language; or

(v). English language arts.

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

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

6. Career/Technical Endorsement

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

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

ii. Students shall complete the career area of concentration.

iii. Assessment Performance Indicator

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

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

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

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

(i). English II and English III;

(ii). Algebra I and Geometry;

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

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

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

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

v. Students shall achieve a minimum GPA of 2.5.

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

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

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

## **Appendix 2.D: RSD Return of Schools Policy**

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

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

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

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

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

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

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

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

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

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

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

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

- a. the governing authority of a charter school, if a charter school; or
- b. the superintendent of the RSD, if a direct-run RSD school; and
- c. BESE; and
- d. the recipient authority.

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

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

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

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

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

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

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

- a. the superintendent of the RSD; and
- b. BESE; and
- c. the recipient authority.

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

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

- a. be effective on the date of transfer (July 1);
- b. be consistent with all state and federal laws governing charter school authorization; and
- c. contain academic performance standards and other requirements for extension and renewal that are equal to or greater than Type 5 charter school performance standards as enumerated in BESE Bulletin 126.

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

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

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

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

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

a. Non-Failing Direct-Run RSD Schools

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

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

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

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

b. Failing Direct-Run RSD Schools

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

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

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

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

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

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

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

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

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

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

## **Appendix 2.E: Louisiana School Turnaround Frameworks**

## Louisiana Department of Education: District-level framework for turnaround

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

### **Human Capital Systems**

- ***Place highly effective teachers and leaders in turnaround schools***

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

### **Autonomy and Accountability**

- ***Secure flexible operating conditions for school leadership***

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

- ***Hold school leaders, partners, and district staff accountable for increases in student achievement***

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

### **Targeted Resources**

- ***Increase access to resources and services for turnaround schools***

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



- Use additional resources to build capacity and drive performance gains that can be sustained over time (rather than focus on incremental or one-off programs and services)
- Increase the responsiveness of the district to meet the needs of turnaround schools, for instance, prioritizing turnaround schools for operations requests
- ***Establish clear ownership for turnaround schools at the district central office***
  - Create a process to assess performance and identify schools for turnaround
  - Reorganize the district to ensure that turnaround schools have dedicated staff that provide a single point of contact for turnaround schools (e.g., building a District Turnaround Office, assigning case managers to each school)
  - Endow turnaround staff with significant formal and informal authority to drive change in turnaround schools, including authority from other district offices
  - Streamline district and state supports to turnaround schools by funneling through dedicated turnaround staff
- ***Provide a targeted set of services to schools***
  - Work with critical stakeholders to develop a single, comprehensive strategy for each turnaround school and then monitor and support the execution of that strategy
  - Provide turnaround-specific technical assistance, including around intervention models, strategies, and options
  - Build a pool of strong Lead and Supporting Partners by creating a partner-friendly context and proactively recruiting and vetting top partners
  - Help match effective partners to turnaround schools and develop Memoranda of Understandings (MOUs) to govern terms of the partnership
  - Collect, analyze, and disseminate school-level performance data on a continuous basis; use data to inform appropriate interventions, supports, and rewards
  - Offer ongoing and embedded professional development opportunities, mentoring, and leadership coaching to school staff

### **System-wide strategy**

- ***Manage impact of turnaround schools on overall district ecosystem***
  - Design a thoughtful portfolio of turnaround schools, ensuring that the distribution meets district-wide student needs and district management capacity
  - Pursue non-turnaround options as part of the portfolio strategy, including charter schools and school closure
  - Evaluate intervention strategies in low-performing schools and build systems to collect and share promising practices across all schools
  - Cluster underperforming schools (identified by need, rather than geographic location) to allow for benefits of scale and collaboration
  - Understand how feeder patterns affect turnaround schools and coordinate support
  - Work with other district staff to understand and alleviate impact of resource redistribution to turnaround schools
- ***Communicate the necessity and importance of turnaround to all stakeholders***
  - Reframe school improvement as a necessary and important course of action rather than a punitive framework
  - Develop a robust, district-wide communication strategy to inform parents and community members of the dramatic school improvement efforts affecting students and staff within the district

## Louisiana Department of Education: School-level framework for turnaround

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

	Highly effective human capital strategies	Autonomy for school leaders	Highly effective turnaround leader	Proven instructional strategies	Job-embedded professional development
<i>Description</i>	<i>Make significant changes to the individuals in the building to ensure that school leadership and staff are both highly effective and</i>	<i>Offer maximum autonomy to school leaders over the core elements of the school (people, time, money, and program) and alleviate</i>	<i>Hire a leader who demonstrates school turnaround leader competencies with a proven record of turning around schools</i>	<i>Ensure that the school has a coherent, research-based instructional strategy that is deployed effectively in all classrooms; and</i>	<i>Increase the efficacy of teachers through high-quality, job-embedded professional development</i>
<i>Critical strategies</i>	<ul style="list-style-type: none"> <li>Place an effective school leader, or leadership team, with a proven record of turning around schools</li> <li>Replace ineffective instructional staff</li> <li>Recruit, place and retain highly effective instructional staff                             <ul style="list-style-type: none"> <li>Offer stipend to work in turnaround schools/ participate in extended time</li> <li>Reward high performance</li> </ul> </li> <li>Modify the school organizational structure to support turnaround goals</li> <li>Employ a fair and rigorous teacher evaluation system that takes student outcomes into account</li> <li>Pursue modified</li> </ul>	<ul style="list-style-type: none"> <li>Increase autonomy:                             <ul style="list-style-type: none"> <li>Control over financial resources (e.g. per pupil funding, share of central office budget, fed grants)</li> <li>Choice of staff for their building</li> <li>Ability to choose school design, schedule, and calendar</li> <li>Control over selection and management of Supporting Partners</li> </ul> </li> <li>Clear away bureaucratic barriers to allow leaders to focus on instruction:                             <ul style="list-style-type: none"> <li>Implement streamlined procurement processes</li> <li>Waive certain district and state programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Turnaround leader must demonstrate the ability to:                             <ul style="list-style-type: none"> <li>Develop and communicate a vision and strategic plan that stresses the need for urgent and dramatic change</li> <li>Set and drive challenging goals that aim for a high standard of performance despite barriers</li> <li>Establish a culture of high expectations among adults and students</li> <li>Build strategic coalitions and implement shared decision making</li> <li>Use data to drive decisions and measure/monitor the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Extend and transform school calendar and/or school schedule to maximize instructional time</li> <li>Adopt and communicate an instructional framework and curriculum that is:                             <ul style="list-style-type: none"> <li>Based in research</li> <li>Rigorous</li> <li>Aligned to state standards                                     <ul style="list-style-type: none"> <li>Employ Response to Intervention in literacy/math</li> </ul> </li> </ul> </li> <li>Differentiate instruction based on student needs, (e.g. serve ELL, SPED, overage/under credited populations)</li> <li>Continually employ quantitative and qualitative data in a structured manner to</li> </ul>	<ul style="list-style-type: none"> <li>Increase the amount and effectiveness of job-embedded, data-driven professional development for teachers</li> <li>Explicitly tie all professional development efforts to school goals, primarily to increases in student achievement</li> <li>Facilitate a professional culture by increasing common planning time and building a learning community</li> <li>Use student performance data to understand teacher weaknesses and provide customized support</li> <li>Extend and transform school calendar and/or school schedule to maximize professional</li> </ul>

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

## **Appendix 3.A: Teacher and Leader Standards**

COMPETENCY

PERFORMANCE STANDARD

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

Louisiana Leader Competencies and Performance Standards

COMPETENCY

PERFORMANCE STANDARD

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

## **Appendix 3.B: Primary and Secondary Evidence**

**Teacher Performance Standards and Documentation Log:**

<b>Competency</b>	<b>Standard</b>	<b>Evidenced From</b>
Planning	Planning Standard 1	Documentation and Observation
	Planning Standard 2	Documentation and Observation
	Planning Standard 3	Documentation and Observation
Instruction	Instruction Standard 1	Documentation and Observation
	Instruction Standard 2	Documentation and Observation
	Instruction Standard 3	Documentation and Observation
Environment	Environment Standard 1	Observation
	Environment Standard 2	Observation
	Environment Standard 3	Observation
Professionalism	Professionalism Standard 1	Documentation
	Professionalism Standard 2	Documentation

Standards	Examples of Documentation	Documentation Included
<p><b>Instruction Standard 1:</b> <i>The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Samples of student learning history or profile</li> <li>• Examples and alternative examples used for explanations of learning content</li> </ul>	
<p><b>Instruction Standard 2:</b> <i>The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Technology samples on disk</li> <li>• Video of teacher using various instructional strategies</li> <li>• Sample discussions on instructional methods (.e.g., descriptions of the duration of the instructional methods and how they will be used to achieve the learning objectives)</li> <li>• Activities pictures</li> </ul>	
<p><b>Instruction Standard 3:</b> <i>The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.</i></p>	<ul style="list-style-type: none"> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students</li> <li>• Samples of extension or remediation activities</li> <li>• Video or annotated photographs of class working on differentiated activities</li> <li>• Video of teacher instructing various groups at different levels of challenge</li> </ul>	
<p><b>Environment Standard 1:</b> <i>The teacher implements routines, procedures, and structures that promote learning and individual responsibility.</i></p>	<ul style="list-style-type: none"> <li>• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> <li>• Diagram of the classroom with identifying comments</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	N/A



Standards	Examples of Documentation	Documentation Included
<p><b>Environment Standard 2:</b>  <i>The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.</i></p>	<ul style="list-style-type: none"> <li>• Samples of materials used to challenge students</li> <li>• Samples of materials used to encourage creative and critical thinking</li> <li>• Video of lesson with students problem-solving challenging problems</li> </ul>	<p>N/A</p>
<p><b>Environment Standard 3:</b>  <i>The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.</i></p>	<ul style="list-style-type: none"> <li>• Sample analysis on student learning progress</li> <li>• Sample correspondences to parents/guardians that communicate student learning</li> <li>• Sample student self-evaluation on their achievement of learning goals</li> </ul>	<p>N/A</p>
<p><b>Professionalism Standard 1:</b>  <i>The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.</i></p>	<ul style="list-style-type: none"> <li>• Documentation of presentations given</li> <li>• Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)</li> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Reflection on personal goals</li> <li>• Journals</li> </ul>	
<p><b>Professionalism Standard 2:</b> <i>The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.</i></p>	<ul style="list-style-type: none"> <li>• Samples of communication with students explaining expectations</li> <li>• Parent communication log</li> <li>• Sample of email concerning student progress</li> <li>• Sample of introductory letter to parents/guardians</li> <li>• Sample of communication with peers</li> <li>• Descriptions of projects collaborated with others</li> </ul>	

## **Appendix 3.C: NTGS Rubric**

Element 1

Level

NTGS RUBRIC

Descriptor

HANDOUT

2

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

Element 2

## Appendix 3.D: CVR

# CVR Teacher Score Report

**View By Teacher** | **View All Teachers**

### Student Teacher Achievement Result (STAR) Report Summary Sheet

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

-Overall Value Added Composite Score-

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

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

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

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

**“Overall Composite Score”= N/A for all teachers**

**“Percentile” = ranking compared to all teachers statewide**

**“Scale Score Rating” = 5.0-1.0; standards set by BESE**

# Sample Teacher Results Report-Multiple Content Areas

## Percentile comparison is content-specific

Student Teacher Achievement Result (STAR) Report Summary Sheet

School Year:    
 School District:   
 School:   
 Teacher:

-overall Achievement Results-

Content	Student Teacher Achievement Result (STAR)	Percentile
English	0	22
Mathematics	-2.0	44
Reading	-7.0	15
Science	8.0	80
Social Studies	-4.0	16

**What is the Student Teacher Achievement Result (STAR) Report?**

The report describes the extent to which students at a specific teacher achieved the level of educational performance on standardized tests that would be expected based on prior achievement. Teachers were compared to other statewide who taught in the same content area.

**Overall Value-Added Composite Score:** The composite score represents the average achievement of appropriate students in all core content classes, grades that a teacher has.

**Achievement Result:** The score reflects, on average, the difference between students' actual achievement and what would be expected based on the students' prior achievement and demographic characteristics. An average teacher has a result of zero, indicating that students' achievement would be expected. A positive number represents a positive influence on a student's achievement, whereas a negative number represents a negative influence on a student's performance.

**Percentile:** The percent of teachers in the State whose Achievement Result (AR) falls below your result. For example, a percentile of 65% represents an AR that is higher than 65% of other teachers.

In the Drop Down Box you may also select to see Year-over-Year Change, Student Teacher Achievement Result (STAR) Report Summary Sheet, or Teacher Performance Report.

# Breakdown of Achievement Groups

**Student Teacher Achievement Result (STAR) Report Summary Sheet**

School Year:

School District:

School:

Teacher:

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

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

# Students with and without disabilities

Student List   Verified Data   **Teacher Results Report**

**View By Teacher**   View All Teachers

### Student Teacher Achievement Result (STAR) Report Summary Sheet

School Year: 2010-2011

School District: [dropdown]

School: [dropdown]

Teacher: [dropdown]

Social Studies-Students with Disabilities [dropdown]

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

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



# Limited English Proficiency and Non-LEP

Student List   Verified Data   **Teacher Results Report**

**View By Teacher**   View All Teachers

**Student Teacher Achievement Result (STAR) Report Summary Sheet**

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

English-English Proficiency

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

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

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# Free Lunch Status and Paid Lunch Status

Student List   Verified Data   **Teacher Results Report**

**View By Teacher**   View All Teachers

### Student Teacher Achievement Result (STAR) Report Summary Sheet

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

Mathematics-Free/Paid Lunch Status

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

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

**Teacher-Student Achievement Results Report**  
Summary Sheet

School Year: 2010-2011   
 School District:   
 School:

**What is the Student (STAR) Report?**

The report describes specific teacher achievement on standardized test on standardized test prior achievement. The statewide who taught

-Summary Report - Overall Achievement Results

Achv Result(Achiev

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

1 2 3 4

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

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

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

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

February 25, 2011

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## Executive Summary

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

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

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

## **Processes Supporting Development of the Value Added Model**

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

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

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

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



**Table 1.** Districts Participating in the Field Test

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

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

## **I. Technical Process and Findings**

### **1. Introduction**

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

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

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

### **2. Database Merging Process**

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

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

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

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

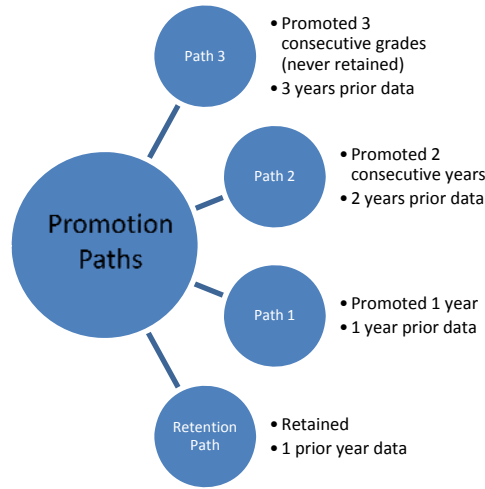
	<b>Overall</b>	<b>English-L Language Arts</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
<b>Students</b>	257,252	249,588	173,816	249,382	210,429	207,638
<b>Teachers</b>	15,691	7,939	6,216	7,013	5,299	5,724

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

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

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

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



*Figure 1.* Diagram of promotional paths

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

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

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

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

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

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

### **3. Value Added Analysis**

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

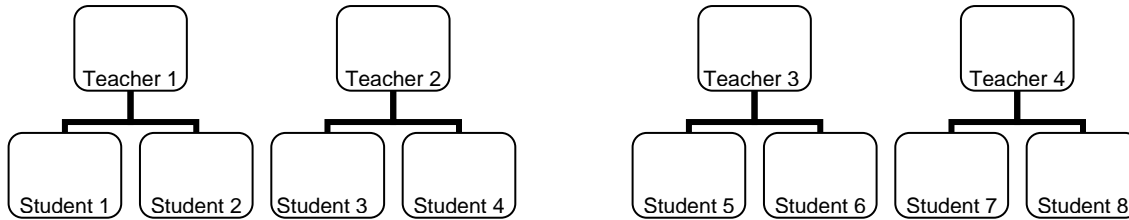
*Step 1.* In the first step, data within each path were analyzed using a regression model with classroom centering to obtain the regression coefficients for each predictor. One of the challenges associated with deriving predictor coefficients is accounting for the possibility that the predictors are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

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

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

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

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

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

#### 4. Selected Results

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

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

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

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

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



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

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

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

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

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

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

\* Indicates the minimum number of students available either year.

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

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

\* Indicates the minimum number of students available either year.

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

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

### *Sensitivity of Results to Omitted Variables*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### *Classroom Composition*

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

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

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

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

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

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

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

### *Estimated Average Levels of Achievement*

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

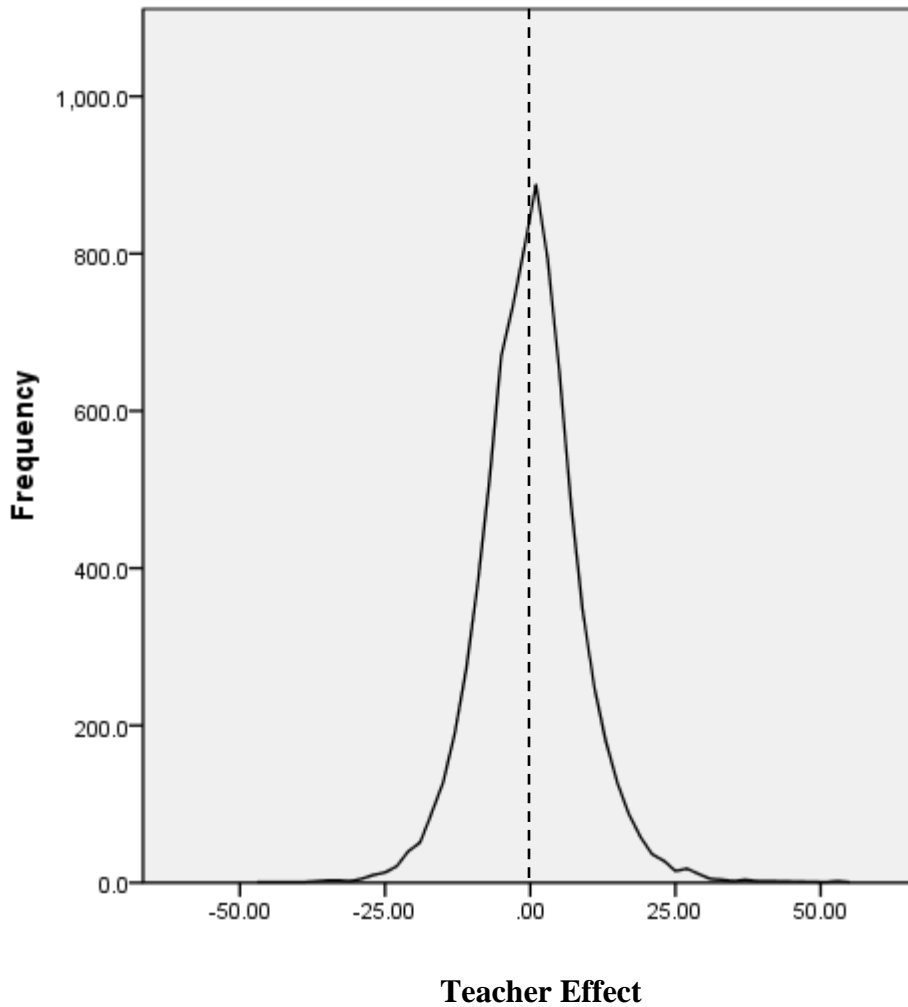
The data demonstrate very little correlation between predicted achievement and teacher effects for either ELA  $r = 0.070$  or mathematics  $r = 0.029$ .

*Distribution of Student-Teacher Achievement Outcomes for 2009-2010*

The following figures present the distribution of outcomes across content areas for 2009-2010.

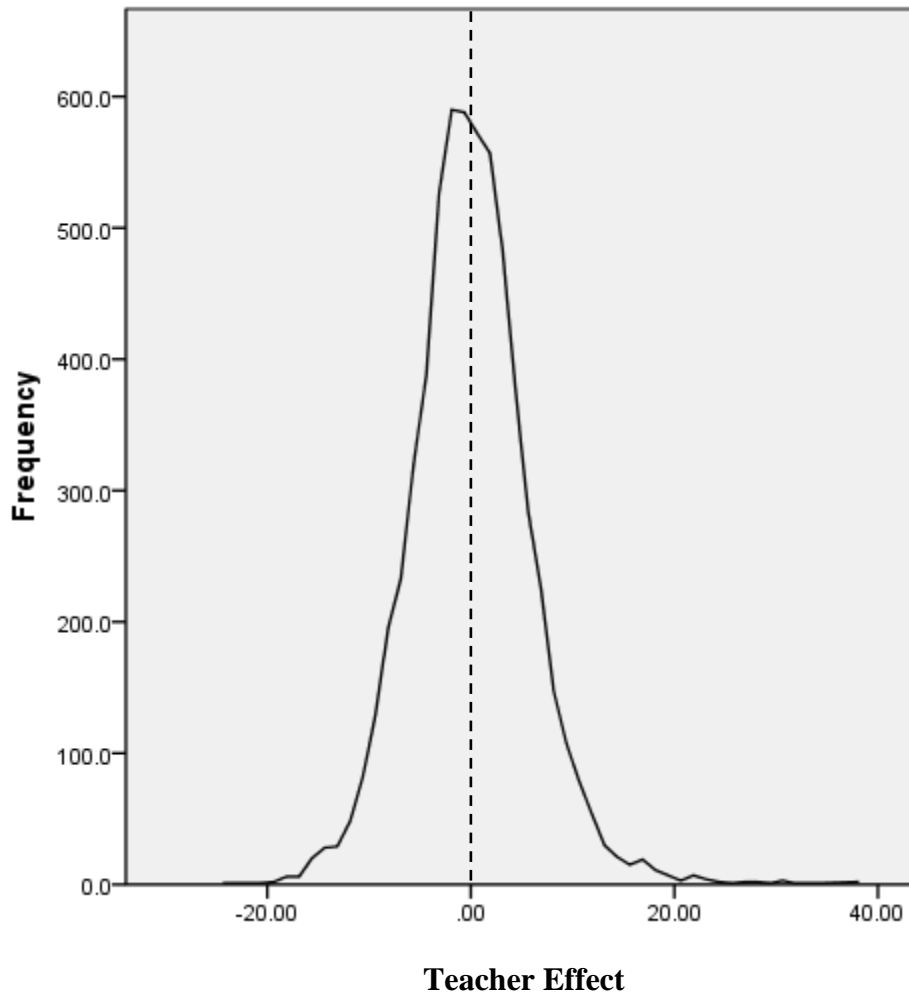
The graphs depict the number of teachers (y-axis) with each magnitude of teacher effect (x-axis).

**Figure 3.** English-Language Arts Teacher Effects

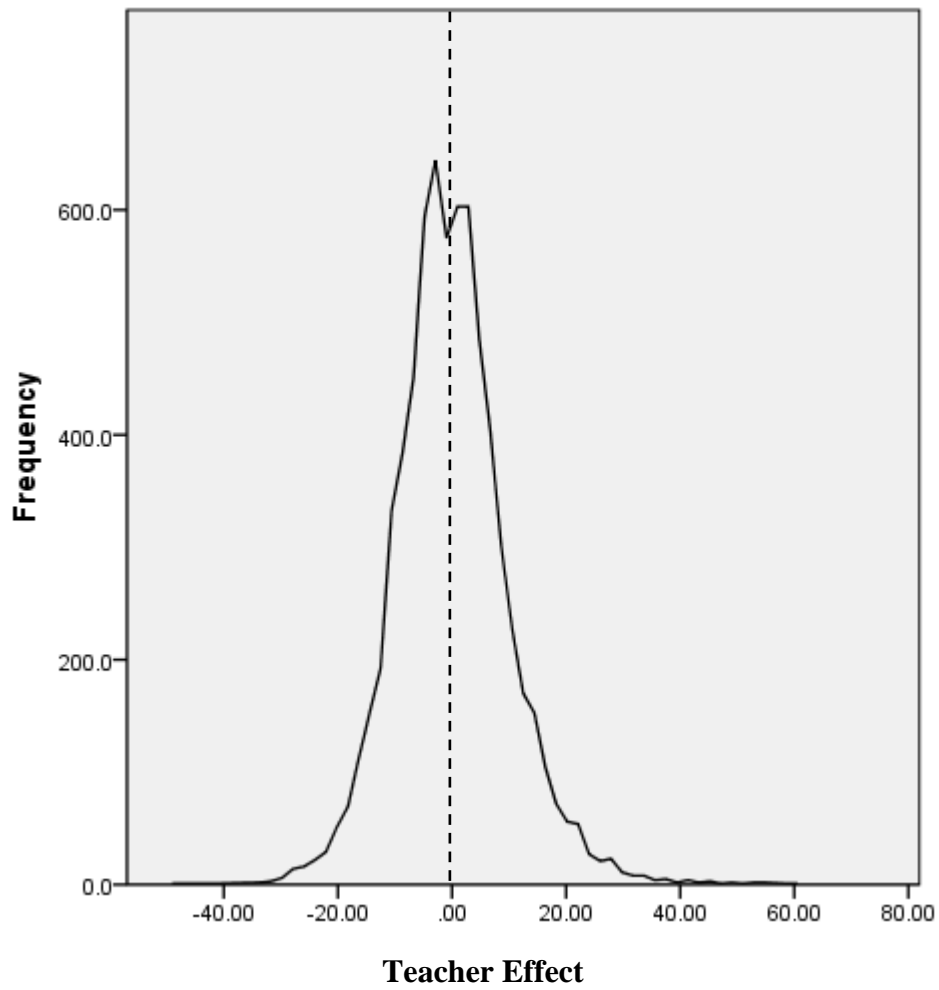




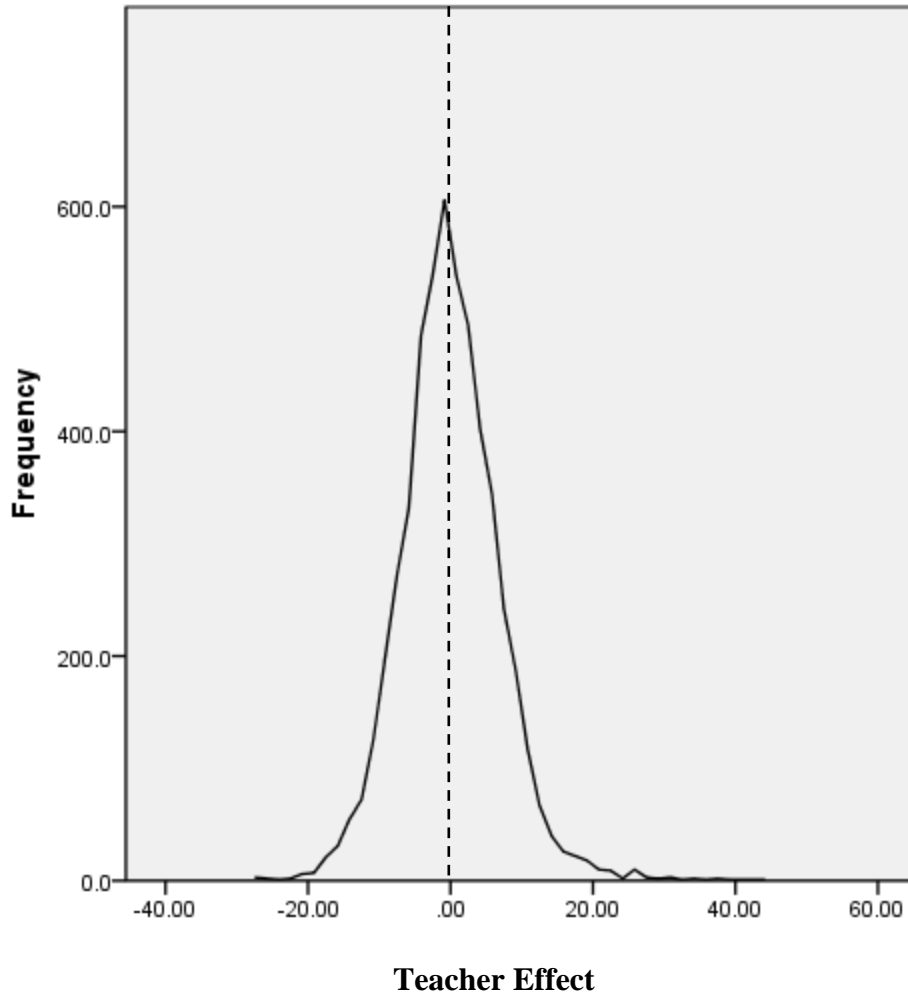
**Figure 4.** Reading Teacher Effects



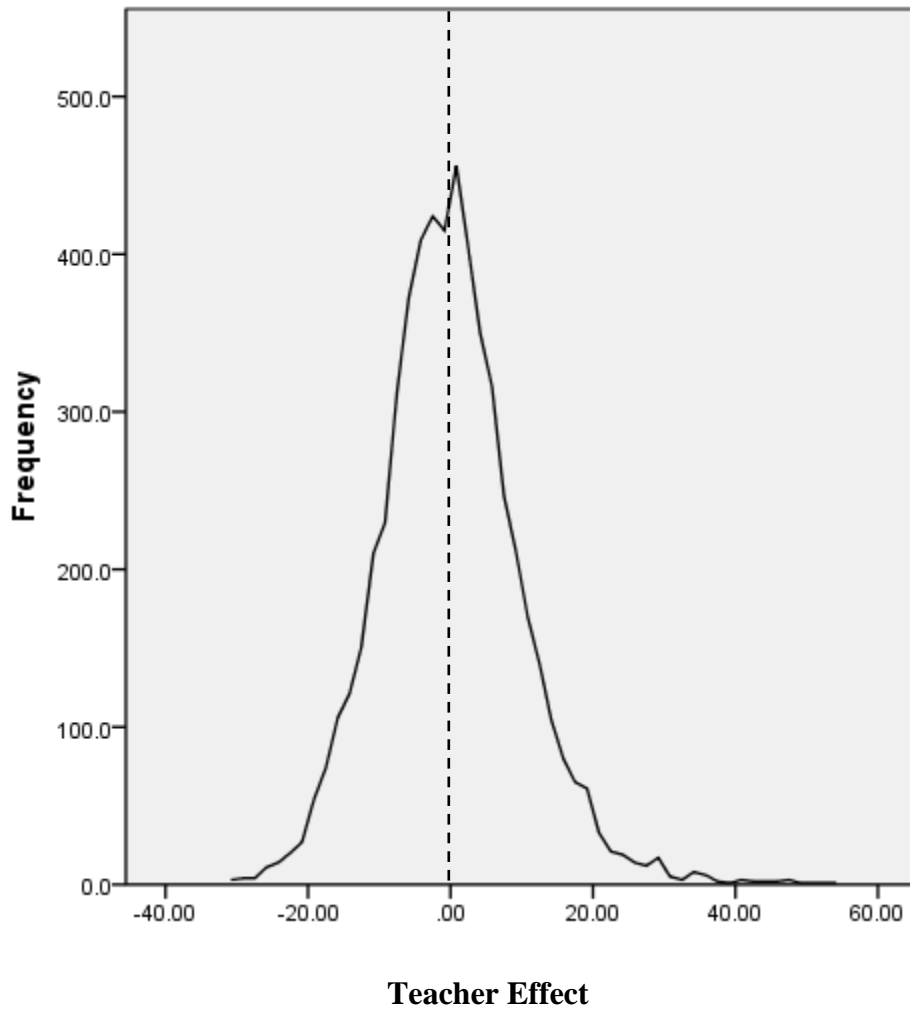
*Figure 5. Mathematics Teacher Effects*



**Figure 6.** Science Teacher Effects



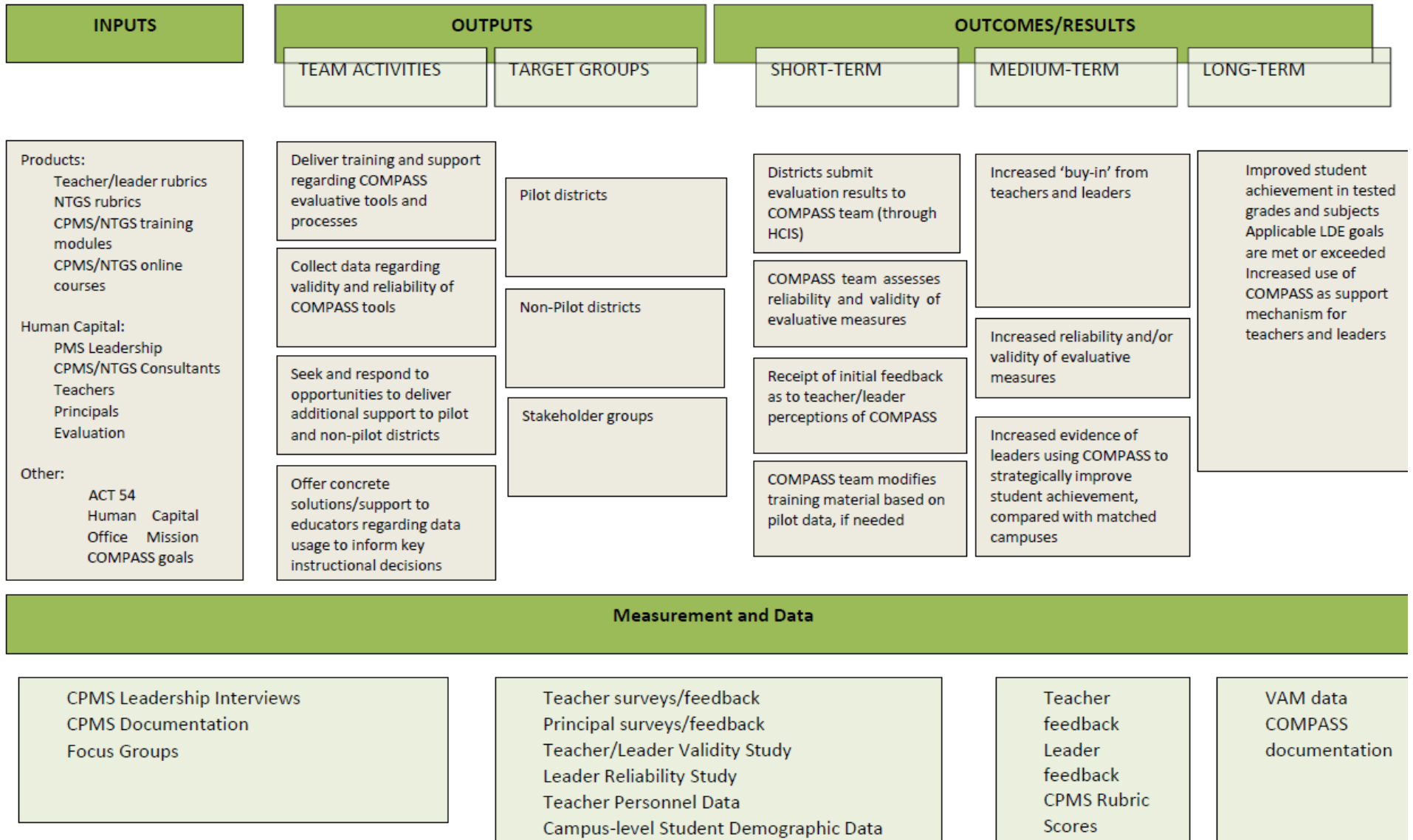
**Figure 7.** Social Studies Teacher Effects



## **Appendix 3.F: Logic Models**

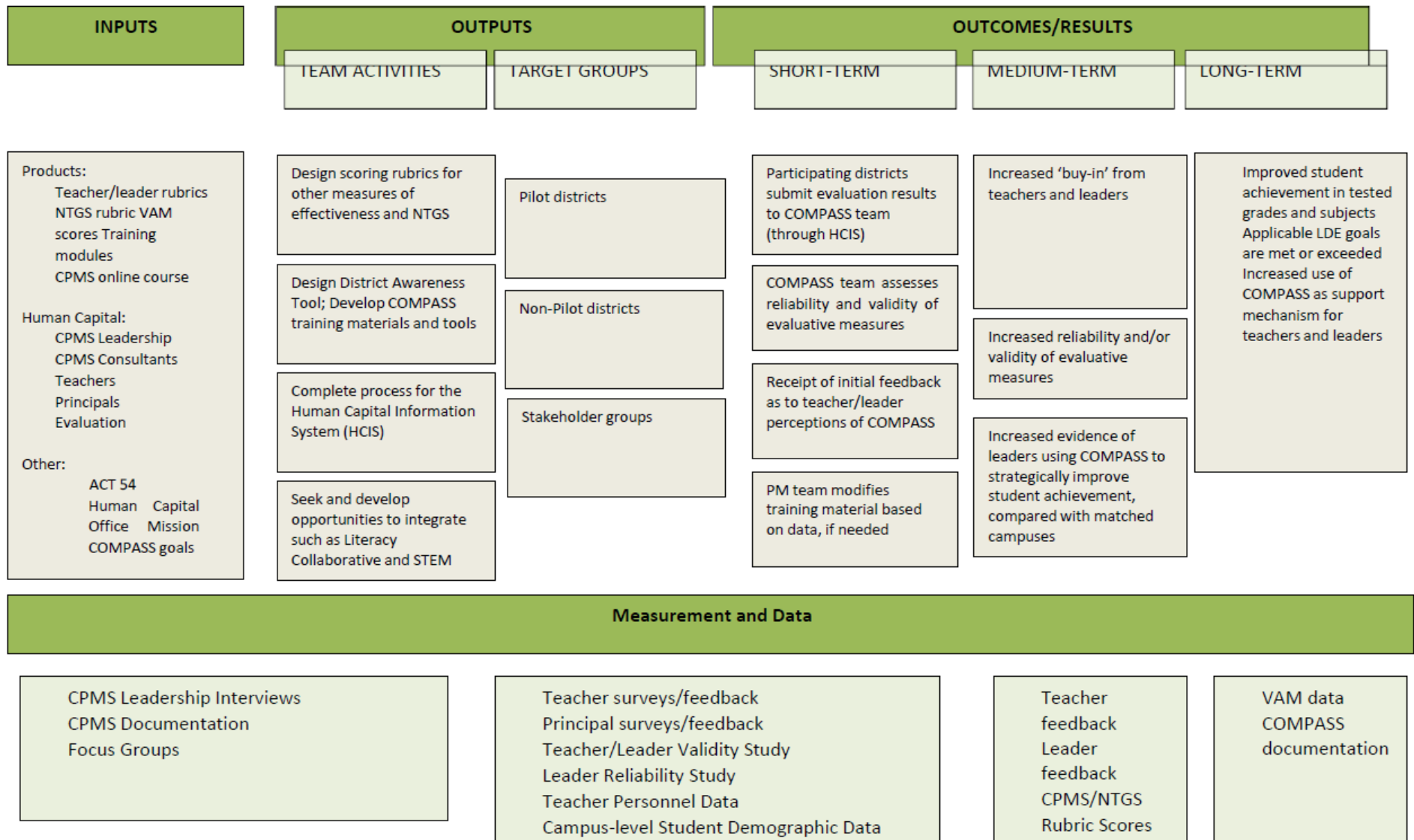
## COMPASS Team Logic Models- Implementation Team

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



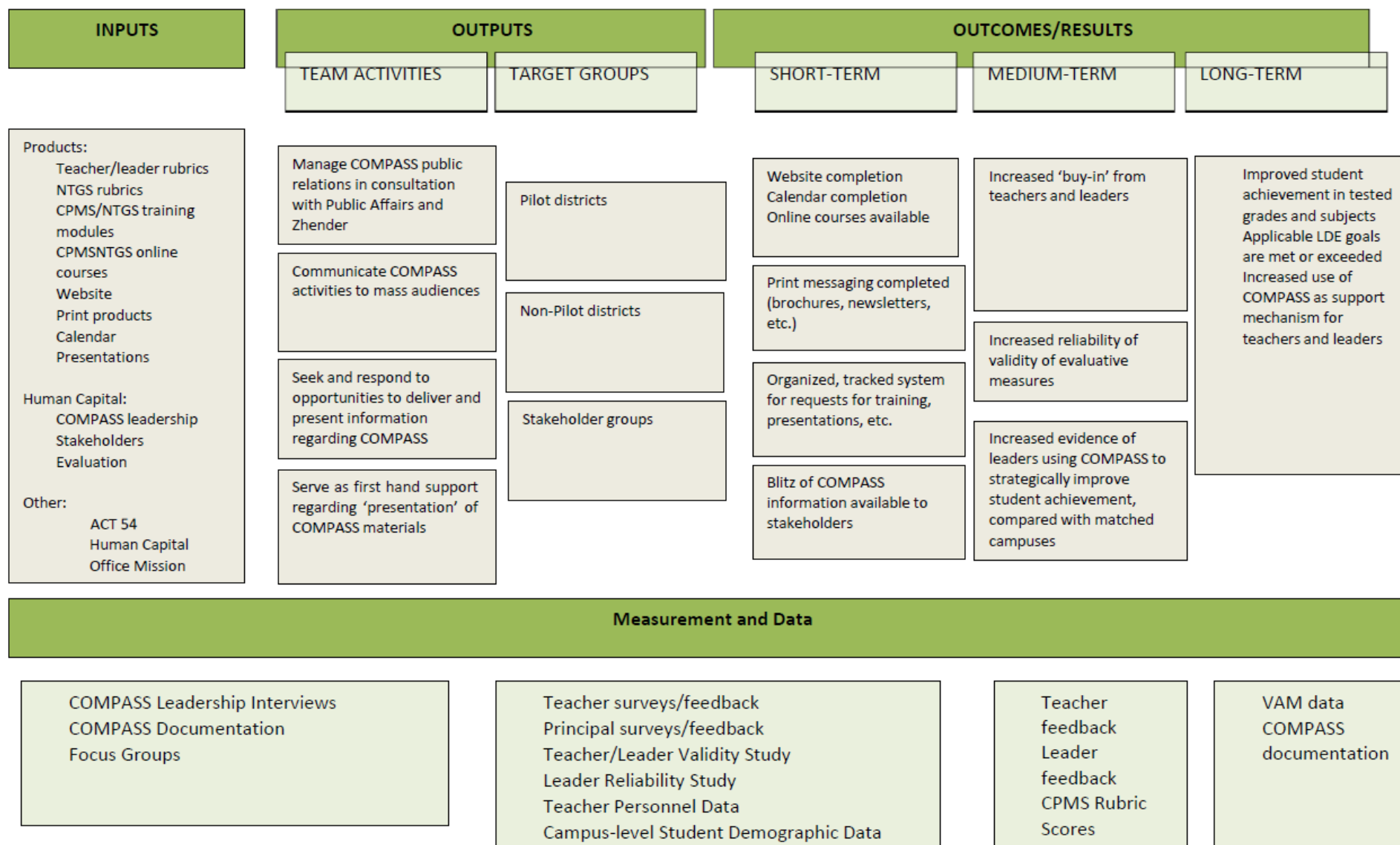
## COMPASS Team Logic Models- Performance Management Team

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



## COMPASS Team Logic Models- Stakeholder Relations

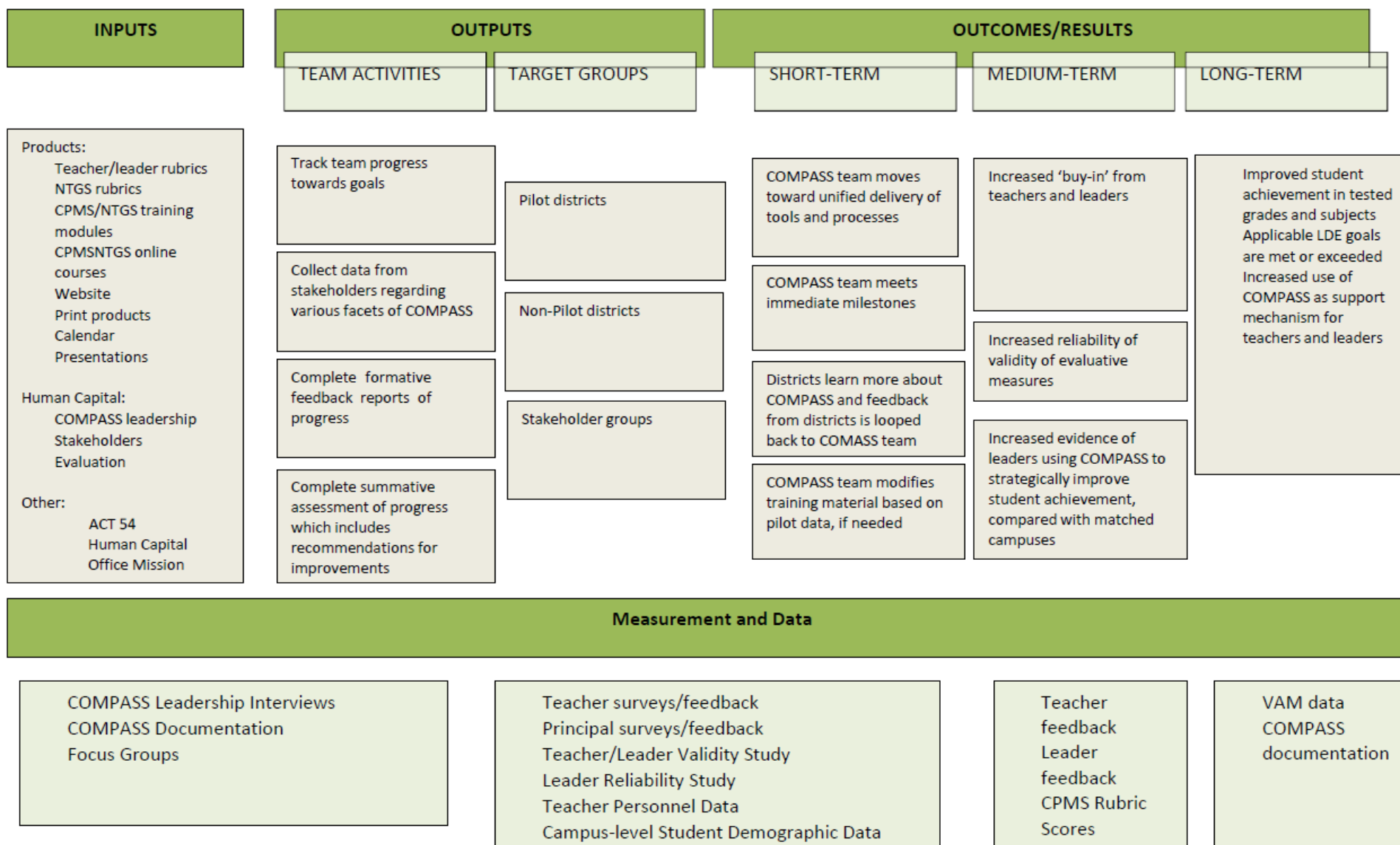
**Driving Questions:** (1) How can the COMPASS system be messaged as a manageable approach for educators? (2) What are ways to proactively communicate stakeholder's perceptions of COMPASS tools, process, and scoring? (3) How best can COMPASS relay its process as an accurate and fair measure of teacher/leader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





## COMPASS Team Logic Models- COMPASS Support

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



## **Appendix 3.G: Detailed Implementation Plan**

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

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

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

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

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

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



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

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

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

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

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

**DRAFT High-Level Implementation Plan Template**

Month	State Action	District Action	Campus Action
<p>DECEMBER 2011</p>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Analysis of Communications Efforts</li> <li>• Development of Marketing Materials/Tools (Web/Print/etc.)</li> <li>• Stakeholder Engagement Plan</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Analysis of Communications Efforts</li> <li>• Development of Marketing Materials/Tools (Web/Print/etc.)</li> <li>• Stakeholder Engagement Plan</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Analysis of Communications Efforts</li> <li>• Development of Marketing Materials/Tools (Web/Print/etc.)</li> <li>• Stakeholder Engagement Plan</li> </ul>
	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Training regarding NTGS implementation                             <ul style="list-style-type: none"> <li>○ overall guidance offered in terms of establishing Student Learning Targets (SLTs)</li> </ul> </li> <li>• Provide list of state-approved common assessments to districts                             <ul style="list-style-type: none"> <li>○ overall guidance on creation of NTGS assessments, if applicable</li> </ul> </li> </ul>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Establish District Assessment Team</li> <li>• Choose representative for Regional Assessment Team</li> <li>• Apply for state approval of common assessments not listed on pre-approved state list</li> <li>• Deliver training to district administrators</li> <li>• First District Assessment Team meeting</li> <li>• Regional Assessment Team meeting</li> </ul>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Complete NTGS training with CPMS liaisons and coaches                             <ul style="list-style-type: none"> <li>○ make contact with COMPASS liaison and coach</li> </ul> </li> </ul>
	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>
	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>
	<p><u>Policy:</u></p>	<p><u>Policy:</u></p>	<p><u>Policy:</u></p>



Month	State Action	District Action	Campus Action
	<p>Bring proposed revisions to Bulletin 130 (personnel evaluation policy) to BESE as a Notice of Intent.</p> <p>Begin outreach to personnel directors to develop local accountability plan toolkit for districts.</p>	<p>Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment.</p>	<p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p>
JANUARY 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Ongoing analysis of Communications Efforts</li> <li>• Deployment of E-news</li> <li>• COMPASS brochure development/ Dissemination</li> <li>• Website Content Development</li> <li>• Social Media initiatives/Marketing (Facebook/Twitter)</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Ongoing analysis of Communications Efforts</li> <li>• Deployment of E-news</li> <li>• COMPASS brochure development/ Dissemination</li> <li>• Website Content Development</li> <li>• Social Media initiatives/Marketing (Facebook/Twitter)</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• Ongoing analysis of Communications Efforts</li> <li>• Deployment of E-news</li> <li>• COMPASS brochure development/ dissemination</li> <li>• Website Content Development</li> <li>• Social Media initiatives/Marketing (Facebook/Twitter)</li> </ul>
	<p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>NTGS:</u></p> <p><i>Ongoing training for campus level administrators</i></p>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Establish baseline data for NTGS grade-levels/ subjects</li> <li>• Draft SLTs for NTGS grade levels/subjects</li> <li>• <b><i>Beginning of Year (BOY)- Goal Setting Meeting</i></b> <ul style="list-style-type: none"> <li>○ establish 2012/13 SLTs</li> </ul> </li> </ul>
	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>



Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>Develop Teacher/Principal Job Descriptions</li> <li>HCIS design phase - business requirements defined</li> <li>Develop AP rubric</li> </ul>	<ul style="list-style-type: none"> <li>District Review (30) by HR Directors</li> <li>Districts nominate participants for workgroup to review state's initial draft</li> </ul>	<ul style="list-style-type: none"> <li>CPMS Team</li> <li>CPMS Team</li> <li>NA</li> </ul>
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release.</p>	<p><u>Value-Added:</u></p> <p>Trainings in St. Mary, Lake Charles, Lafayette, Monroe, E. Feliciana</p>	<p><u>Value-Added:</u></p> <p>Workshops with Ben Franklin HS and Oakdale ES.</p>
	<p><u>Policy:</u></p> <p>Governor lays out legislative agenda for 2012.</p> <p>Submit Fiscal and Economic Impact Statement on Bulletin 130 revisions.</p> <p>Draft revisions to Bulletin 746 (certification policy) to align with Bulletin 130 and Act 54.</p> <p>Convene personnel directors' workgroup to continue development of district toolkit by identifying existing tools to be included.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Begin preparing local policy revisions, as needed.</p> <p>Send personnel director or other designee to participate in workgroup. (Optional)</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p>
FEBRUARY 2012	<u>Communications:</u>	<u>Communications:</u>	<ul style="list-style-type: none"> <li><u>Communications:</u></li> </ul>





Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Launch of Website</li> <li>• Deployment of COMPASS News Release</li> <li>• Mass Mailout of COMPASS Brochures</li> <li>• Social Media Marketing</li> <li>• Communications Trainings</li> </ul>	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Launch of Website</li> <li>• Deployment of COMPASS News Release</li> <li>• Mass Mailout of COMPASS Brochures</li> <li>• Social Media Marketing</li> <li>• Communications Trainings</li> </ul>	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Launch of Website</li> <li>• Deployment of COMPASS News Release</li> <li>• Mass Mailout of COMPASS Brochures</li> <li>• Social Media Marketing</li> <li>• Communications Trainings</li> </ul>
	<p><u>NTGS:</u></p> <p><i>Random State Progress Checkpoints (Goal Setting Meeting)</i></p>	<p><u>NTGS:</u></p> <p><i>Ongoing training for campus level administrators</i></p>	<p><u>NTGS:</u></p> <p>Ongoing training with CPMS liaisons and coaches</p>
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• Districts begin change management plan</li> <li>• Create standard communication pak for districts to send                             <ul style="list-style-type: none"> <li>- Policy update to district</li> </ul> </li> <li>• Develop 30 minute webinars to share evaluation process, rubrics and approved (BESE) standards of effectiveness</li> <li>• Secure CPMS team PMCs</li> <li>• Deliver district information Sessions w/ HR Dir.</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• Convene HR Directors to conduct change readiness assessment</li> <li>• Begin revisions/updates to district personnel plans</li> <li>• Pilot district testimonials - Update on Pilot/NTGS</li> <li>• HR Directors prepare to host district information sessions (bulletin updates are ok; preference F2F)</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• CPMS Team</li> <li>• Communications Mgr.</li> <li>• Div. Director &amp; CPMS Director</li> <li>• CPMS Team</li> </ul>



Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>HCIS build phase - in process</li> </ul>		
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release.</p>	<p><u>Value-Added:</u></p> <p>View only mode open for CVR users</p>	<p><u>Value-Added:</u></p> <p>View only mode open for CVR users</p>
	<p><u>Policy:</u></p> <p>Support preparation for legislative initiatives relating to educator effectiveness, as needed.</p> <p>Prepare revised Bulletin 746 for March BESE meeting. Conduct outreach with BESE members, as needed.</p> <p>Convene personnel directors' workgroup to continue development of district toolkit by facilitating creation of new tools, as needed.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare local policy revisions, as needed.</p> <p>Send personnel director or other designee to participate in workgroup. (Optional)</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p>
MARCH 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Web Marketing</li> <li>COMPASS News Release</li> <li>Social Media Marketing</li> <li>Media Advertisements via Radio</li> <li>COMPASS Story Pitches (Print)</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Web Marketing</li> <li>COMPASS News Release</li> <li>Social Media Marketing</li> <li>Media Advertisements via Radio</li> <li>COMPASS Story Pitches (Print)</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Web Marketing</li> <li>COMPASS News Release</li> <li>Social Media Marketing</li> <li>Media Advertisements via Radio</li> </ul>



Month	State Action	District Action	Campus Action
			<ul style="list-style-type: none"> <li>• COMPASS Story Pitches (Print))</li> </ul>
	<p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>NTGS:</u></p> <p>Grant District Approval to modify SLTs</p>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Campus/Teacher request to modify SLT to district</li> <li>• <b><i>Middle of Year (MOY)- Progress Review Meeting</i></b></li> <li>• Finalize SLT for NTGS teachers</li> </ul>
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• Orientation week for CPMS PMCs</li> <li>• Finalize Training strategy and plan</li> <li>• HCIS build phase – in process</li> <li>• Determine budget to pay incentives for district Trainers</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• Select district COMPASS trainers to share insights</li> <li>• NTGS teacher trainers share process to determine measure of student progress</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• CPMS Director</li> <li>• Div. Director, CPMS Dir. and vendor</li> <li>• CPMS Team</li> <li>• CPMS Director</li> </ul>
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release</p>	<p><u>Value-Added:</u></p> <p>View only mode open for CVR users</p>	<p><u>Value-Added:</u></p> <p>View only mode open for CVR users</p>
	<p><u>Policy:</u></p> <p><b>Legislative Session Begins.</b> Support legislative initiatives relating to educator effectiveness, as needed.</p> <p>Hold public hearing on Bulletin 130</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare local policy revisions, as needed.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p>

<p>APRIL 2012</p>	<p>Bring proposed revisions to Bulletin 746 to BESE as Notice of Intent.</p> <p>Draft revisions to Bulletin 996 (preparation policy) to align with Bulletins 130 and 746.</p> <p>Convene personnel directors' workgroup to finalize content of district toolkit and plan for additions, as needed.</p> <p>Communications</p>	<p>participate in workgroup. (Optional)</p> <p>Communications</p>	<p>Communications</p>
	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• TV Media Appearances</li> </ul>	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• TV Media Appearances</li> </ul>	<ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• TV Media Appearances</li> </ul>
	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• <i>Random State Progress Checkpoints (Mid-Year Meeting)</i> <ul style="list-style-type: none"> <li>○ <i>request feedback data</i></li> </ul> </li> </ul>	<p><u>NTGS:</u></p> <p>Complete state data request for Mid-Pilot Evaluation</p>	<p><u>NTGS:</u></p> <p>Complete district data request for Mid-Pilot Evaluation</p>



Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>Mid-Pilot Evaluation of Progress</li> </ul>		
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Communicate Training plan</li> <li>Select 2012-2013 COMPASS Training Team</li> </ul>	<p><u>Qualitative Process:</u></p> <p>District 's endorse selections</p>	<p><u>Qualitative Process:</u></p>
	<p><u>Value-Added:</u></p> <p>Roster Verification begins April 23</p>	<p><u>Value-Added:</u></p> <p>Roster Verification begins April 23</p>	<p><u>Value-Added:</u></p> <p>Roster Verification begins April 23</p>
	<p><u>Policy:</u></p> <p>Support legislative initiatives related to educator effectiveness, as needed.</p> <p>BESE formally adopts revisions to Bulletin 130.</p> <p>Submit Fiscal and Economic Impact Statement on Bulletin 746 revisions. Begin developing communications campaign for preparation programs and candidates.</p> <p>Bring revisions to Bulletin 996 to BESE as a Notice of Intent.</p> <p>Make local accountability plan toolkit</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare to bring local policy revisions to school board, as needed.</p> <p>Begin transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p> <p>Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.</p>



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Month	State Action	District Action	Campus Action
	available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.		
MAY 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during</li> <li>• Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>
	<p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>NTGS:</u></p> <p><i>Ongoing training for campus level administrators</i></p>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• <b>End of Year (EOY)- Goal Attainment Meeting</b></li> <li>• Evaluator determines if SLTs are accomplished</li> </ul>
	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p>
	<p><u>Value-Added:</u></p> <p>Roster Verification Ends-Teachers May 11; Admin May 18, 2011-2012 VA results by end of month</p>	<p><u>Value-Added:</u></p> <p>Roster Verification Ends-Teachers May 11; Admin May 18</p>	<p><u>Value-Added:</u></p> <p>Roster Verification Ends-Teachers May 11; Admin May 18</p>
	<p><u>Policy:</u></p> <p>Support legislative initiatives related to educator effectiveness, as needed.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; analyze current district policy to assess</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for</p>





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Month	State Action	District Action	Campus Action
	<p>Analyze findings from Compass pilot; draft potential adjustments to Bulletin 130 accordingly.</p> <p>Hold public hearing on Bulletin 746 comments, if needed. Refine and test communications campaign with preparation program stakeholders.</p> <p>Submit Fiscal and Economic Impact Statement on changes to Bulletin 996.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<p>alignment. Prepare to bring local policy revisions to school board, as needed.</p> <p>Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.</p>	<p>staff training on changes to personnel evaluation and support policies.</p> <p>Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.</p>
JUNE 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>
	<u>NTGS:</u>	<u>NTGS:</u>	<u>NTGS:</u>

Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>• <i>Random State Progress Checkpoints</i> (Goal Attainment Meeting)</li> <li>• <i>request feedback data</i></li> </ul>	Complete state data request for final evaluation	Complete district data request for final evaluation
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>• District COMPASS Team</li> <li>• Training on Performance Management Cycle</li> <li>• Training on Louisiana's Teacher &amp; Leader Competencies and Performance Standards</li> <li>• Training on technology component of COMPASS</li> </ul>	<p><u>Qualitative Process:</u></p> <p>Personnel Manager Training</p>	<p><u>Qualitative Process:</u></p>
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, technical support</p>	<p><u>Value-Added:</u></p> <p>Review VA scores</p>	<p><u>Value-Added:</u></p> <p>Review VA scores</p>
	<p><u>Policy:</u></p> <p><b>Legislative Session Ends.</b> Support legislative initiatives relating to educator effectiveness, as needed.</p> <p>Analyze findings from Compass pilot; draft potential adjustments to Bulletin 130 accordingly.</p>	<p><u>Policy:</u></p> <p>Bring local policy revisions to school board.</p> <p>Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p> <p>Work with district staff to begin transition to new personnel evaluation/support process with</p>





Month	State Action	District Action	Campus Action
	<p>BESE formally adopts changes to Bulletin 746. Launch communications campaign with preparation programs and candidates.</p> <p>Hold public hearing on Bulletin 996 comments, if needed.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>		<p>communication to staff, as appropriate.</p>
<p>JULY 2012</p>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• COMPASS Success Feature Stories</li> </ul> <p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• <i>request feedback data</i></li> <li>• Data analysis and interpretation for</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• -COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• COMPASS Success Feature Stories</li> </ul> <p><u>NTGS:</u></p> <p>Complete state data requests for input and feedback for summative report</p>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Web Marketing</li> <li>• COMPASS News Release</li> <li>• Social Media Marketing</li> <li>• Media Advertisements via Radio</li> <li>• COMPASS Story Pitches (Print)</li> <li>• Opinion/Editorials</li> <li>• COMPASS Success Feature Stories</li> </ul> <p><u>NTGS:</u></p> <p>Complete district data requests for input and feedback for summative report</p>



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Month	State Action	District Action	Campus Action
	2011-2012 Annual Report		
	<u>Qualitative Process:</u>	<u>Qualitative Process:</u>	<u>Qualitative Process:</u>
	<u>Value-Added:</u>	<u>Value-Added:</u>	<u>Value-Added:</u>
	<p><u>Policy:</u></p> <p>Prepare to bring tweaks to Bulletin 130 to BESE, as needed.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<p><u>Policy:</u></p> <p>Secure approval of local policy revisions from school board.</p> <p>Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.</p>	<p><u>Policy:</u></p> <p>Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.</p> <p>Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.</p>
AUGUST 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Communications Tool-Kits for Districts</li> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Communications Tool-Kits for Districts</li> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>• COMPASS Communications Tool-Kits for Districts</li> <li>• COMPASS Video in Circulation during Presentations</li> <li>• COMPASS e-news</li> <li>• Website Marketing</li> <li>• Deployment of COMPASS News Release</li> <li>• Social Media Marketing</li> </ul>

Month	State Action	District Action	Campus Action
	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Training regarding NTGS implementation                             <ul style="list-style-type: none"> <li>○ overall guidance offered in terms of establishing Student Learning Targets (SLTs)</li> </ul> </li> <li>• Provide list of state-approved common assessments to districts                             <ul style="list-style-type: none"> <li>○ overall guidance on creation of NTGS assessments, if applicable</li> </ul> </li> </ul>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Establish District Assessment Team</li> <li>• Choose representative for Regional Assessment Team</li> <li>• Apply for state approval of common assessments not listed on pre-approved state list</li> <li>• Deliver training to district administrators</li> <li>• First District Assessment Team meeting</li> </ul>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>• Complete online NTGS training course                             <ul style="list-style-type: none"> <li>○ make contact with COMPASS liaison and coach</li> </ul> </li> </ul>
	<p><u>Qualitative Process:</u></p>	<p><u>Qualitative Process:</u></p> <p>Principals, assistant principals and evaluators</p> <ul style="list-style-type: none"> <li>• Training on Performance Management Cycle</li> <li>• Training on Louisiana's Teacher &amp; Leader Competencies and Performance Standards</li> <li>• Training on technology component of COMPASS</li> <li>• Certification of Evaluators</li> <li>• PD available via the Learning Management System</li> </ul>	<p><u>Qualitative Process:</u></p> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Training on Performance Management Cycle</li> <li>• Training on Louisiana's Teacher &amp; Leader Competencies and Performance Standards</li> <li>• Training on technology component of COMPASS</li> </ul>
	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>



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Month	State Action	District Action	Campus Action
	Data checks, report writing, technical support, modifications to CVR if necessary		
	<p><u>Policy:</u></p> <p>BESE formally adopts changes to Bulletin 996.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<p><u>Policy:</u></p> <p>Begin implementation of new state and local policy with 2012-2013 school year.</p>	<p><u>Policy:</u></p> <p>Begin implementation of new state and local policy with 2012-2013 school year.</p>
SEPTEMBER 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>News Releases</li> <li>Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>News Releases</li> <li>Social Media Marketing</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>News Releases</li> <li>Social Media Marketing</li> </ul>
	<p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>NTGS:</u></p> <p>Regional Assessment Team meeting</p>	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> <li>o Establish baseline data for NTGS grade-levels/subjects</li> <li>o Draft SLTs for NTGS grade levels/subjects</li> </ul>
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Provide on-going training and</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Establish and distribute campus level goals</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Teachers complete self-assessment</li> </ul>



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Month	State Action	District Action	Campus Action
	<p>district support</p> <p><u>Value-Added:</u></p> <p>Data checks, report writing, technical support</p> <p><u>Policy:</u></p> <p>Bring tweaks to Bulletin 130 to BESE as a Notice of Intent.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<ul style="list-style-type: none"> <li>Provide on-going training for campus level administrators</li> </ul> <p><u>Value-Added:</u></p> <p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to state on policy barriers/opportunities.</p>	<ul style="list-style-type: none"> <li>Begin Goal Setting and Professional Growth Planning for 2012/13</li> </ul> <p><u>Value-Added:</u></p> <p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to district on policy barriers/opportunities.</p>
OCTOBER 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>Deployment of COMPASS News Release</li> <li>Social Media Marketing</li> </ul> <p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>Deployment of COMPASS News Release</li> <li>Social Media Marketing</li> </ul> <p><u>NTGS:</u></p> <p><i>Ongoing training for campus level administrators</i></p>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>Deployment of COMPASS News Release</li> <li>Social Media Marketing</li> </ul> <p><u>NTGS:</u></p> <p><i>Beginning of Year (BOY)- Goal Setting Meeting</i>            oestablish 2012/13 SLTs</p>



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Month	State Action	District Action	Campus Action
	<u>Qualitative Process:</u> <ul style="list-style-type: none"> <li>Provide on-going district support</li> <li>Create report to monitor statewide goal setting implementation</li> <li>COMPASS coaches provide support to district and campus evaluators</li> </ul>	<u>Qualitative Process:</u> <ul style="list-style-type: none"> <li>Provide on-going support for campus level administrators</li> <li>Complete campus-wide state data request for goal setting implementation</li> <li>Begin Site Visits</li> </ul>	<u>Qualitative Process:</u> <ul style="list-style-type: none"> <li>End Goal Setting and Professional Growth Planning for 2012/13</li> <li>Begin Observations</li> </ul>
	<u>Value-Added:</u>	<u>Value-Added:</u>	<u>Value-Added:</u>
	<u>Policy:</u> Submit Fiscal and Economic Impact Statement on tweaks to Bulletin 130.  Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	<u>Policy:</u> Implement new state and local policies.  Provide feedback to state on policy barriers/opportunities.	<u>Policy:</u> Implement new state and local policies.  Provide feedback to district on policy barriers/opportunities.
NOVEMBER 2012	<u>Communications:</u> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> </ul>	<u>Communications:</u> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> </ul>	<u>Communications:</u> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> </ul>





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Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>Social Media Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Social Media Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Social Media Marketing</li> </ul>
	<p><u>NTGS:</u></p> <p><i>COMPASS Liaisons and Coaches provide on-going training and district support</i></p>	<p><u>NTGS:</u></p>	<p><u>NTGS:</u></p>
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Provide on-going district support to evaluators</li> <li>COMPASS coaches create and implement plan for inter-rater reliability</li> <li>State progress checkpoint</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Provide on-going support for campus level administrators</li> <li>Continue Site visits</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Continue Observations</li> </ul>
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, technical support</p>	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>
	<p><u>Policy:</u></p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to state on policy barriers/opportunities.</p>	<p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to district on policy barriers/opportunities.</p>
DECEMBER 2012	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> </ul>	<p><u>Communications:</u></p> <ul style="list-style-type: none"> <li>COMPASS Video in Circulation during Presentations</li> </ul>

Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> <li>Social Media Marketing</li> </ul>	<ul style="list-style-type: none"> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> <li>Social Media Marketing</li> </ul>	<ul style="list-style-type: none"> <li>COMPASS e-news</li> <li>Website Marketing</li> <li>COMPASS News Releases</li> <li>Social Media Marketing</li> </ul>
	<p><u>NTGS:</u></p> <p><i>Random State Progress Checkpoints</i> (Goal Setting Meeting)</p>	<p><u>NTGS:</u></p>	<p><u>NTGS:</u></p>
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Provide on-going district support for mid-year evaluation</li> <li>COMPASS coaches continue inter-rater reliability</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Provide on-going support for mid-year evaluation</li> <li>Begin mid-year evaluation for campuses</li> <li>Continue Site visits</li> </ul>	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> <li>Begin mid-year evaluations</li> <li>Continue Observations</li> </ul>
	<p><u>Value-Added:</u></p> <p>Data checks, report writing, technical support</p>	<p><u>Value-Added:</u></p>	<p><u>Value-Added:</u></p>
	<p><u>Policy:</u></p> <p>Hold public hearing on Bulletin 130 comments, if needed.</p> <p>Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.</p>	<p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to state on policy barriers/opportunities.</p>	<p><u>Policy:</u></p> <p>Implement new state and local policies.</p> <p>Provide feedback to district on policy barriers/opportunities.</p>



## Appendix 3.H: ACEE Committee Summary Report



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**Advisory Committee on Educator Evaluation (ACEE)**

## **Summary Report**

*Office of Innovation*  
November 2011

Rayne Martin  
Deputy Superintendent  
Office of Innovation

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

November 2011

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### WHAT IS ACEE?

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

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

### WHO ARE THE ACEE MEMBERS?

Committee membership includes:

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

### WHAT IS THE COMMITTEE’S CHARGE?

ACEE was assembled to engage key members of the education community in the development of Louisiana’s new teacher and leader support and evaluation system. ACEE acts in an advisory capacity to provide the Louisiana Department of Education (LDOE) and BESE input on specific, key elements of the new educator support and evaluation system. The ACEE committee began meeting in the fall of 2010. Specifically, Act 54 charged ACEE with the three following responsibilities:

Charge 1: To make recommendations on the development of a value-added assessment model to be used in educator evaluations.

Charge 2: To make recommendations on the identification of student growth measures for grades and subjects for

which value-added data is not available, as well as for personnel for whom value-added data is not available.

Charge 3: To make recommendations on the adoption of standards of effectiveness.

## **WHAT RESOURCES WERE PROVIDED TO ACEE?**

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

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

On the third charge, regarding the adoption of standards of effectiveness, committee members participated in mini-workshops designed to explore the meaning of highly effective, effective, and ineffective educator performance. Collectively, the objective for the workshops was to:

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

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

## **WHAT DECISIONS WERE MADE BY ACEE?**

### Charge 1: Value-Added Model

**Recommendation:** ACEE recommends that the LDOE deploy a statistical value-added model for linking academic growth of students to teachers for which appropriate test data are available that includes the following variables: prior achievement data that are available (up to three years), gifted status, Section 504 status, student attendance, student disability status, limited English proficiency, and prior discipline history. ACEE did not reach consensus on whether to include or exclude free/reduced price lunch as an indicator for student poverty within the value-added model. For those variables on which ACEE did reach consensus, ACEE also recommends that BESE require the statistical model to account for the classroom composition of the variables.

ACEE recommends that BESE require teachers have at least five (5) student results before they receive a value-added report. ACEE recommends that BESE require that a composite score be created for each teacher who teaches in multiple content areas that give equal weight to each result for each student in each content area (i.e. ACEE recommends that BESE require that educator evaluations equitably combine value-added student growth data with NTGS student growth data for educators who teach value-added courses and non-tested course within one academic school year). ACEE recommends that BESE develop a policy and procedure for disqualifying an educator's value-added results under extraordinary circumstances.

### Charge 2: Identification of Student Growth Measures in NTGS

**Recommendation:** Based directly on the recommendations made by the NTGS educator driven working groups, ACEE recommends that the LDOE employ the following strategies for measuring student growth in non tested grades and subjects: :

1. Expand value-added measures as valid state assessments are adopted for more grades and subjects.
2. Until valid state assessments are approved for the expansion of value-added measurement, current non-tested grades and subjects should use state-approved district or school level common assessments to measure student achievement and growth. This process would include establishing Student Learning Targets (SLTs) and measuring goal attainment utilizing the universal NTGS rubric and the state approved assessment of the districts' choosing
3. As an alternative to common assessments, rigorous Student Learning Targets (SLTs) supported

by a strong body of evidence, which may include student work products, portfolios, teacher-created assessments, and/or data analysis, should serve to measure student achievement and growth, until value-added measures or state-approved common assessments are adopted for a given grade level or subject area.<sup>1</sup>

Each NTGS Educator Workgroup recommended possible assessments or assessment strategies to show student growth in their particular grade-level or subject area. The following table illustrates sample measures provided by the Workgroups that have convened. For each assessment or assessment strategy, coinciding Student Learning Targets (SLTs) are presented to demonstrate how common assessments and student work would be used to measure student growth in various NTGS content areas.

WORKGROUP	EXAMPLE ASSESSMENT OR ASSESSMENT STRATEGY*	MODEL STRONG STUDENT LEARNING TARGET	MODEL WEAK STUDENT LEARNING TARGET
Elementary	Developmental Skills Checklist	In the fall, <u>32%</u> of kids in my class scored satisfactory in mathematical concepts and operations. At the end of the year, <u>75%</u> of students with attendance rates greater than <u>85%</u> s will score satisfactory in mathematical concepts and operations.	Students will improve performance on the Developmental Skills Checklist.
Secondary	AP Exams	Student performance on the pretest indicated <u>25%</u> of students in my class to be on target to score a <u>3</u> or above on the Physics AP Exam; at the end of the year 50% of students taking the AP exam will score a <u>3</u> or above.	25% of students in my class will take the Physics AP exam and earn a 3 or above.
Creative Arts	Student Portfolios	Average student performance in my Vocal Music class is unsatisfactory based on my initial assessment of individual performance; by the end of the year <u>90%</u> of students attending at least <u>85%</u> of class will demonstrate satisfactory achievement in Vocal Music as identified through 4-week site reading assessments, recorded individual student performances, school-level competition results and the Vocal Music Final Assessment.	Students will show improvement in Vocal Music.
Career and Technical Education	Student Portfolios	<u>95%</u> of students in my Welding class demonstrated an inability to safely construct a usable product at the beginning of the year based on my pre-test measure; by mid-course <u>50%</u> of students will be able to demonstrate the ability to construct a usable product and by the end of the year <u>95%</u> of students in my class will score <u>90%</u> or above on a CTE rubric used to assess the ability of students to create usable products.	Students will be able to build a BBQ grill.

<sup>1</sup> The Louisiana Department of Education (LDOE) will annually review when the use of the three strategies delineated above are appropriate. Through annual review, the state maintains the flexibility necessary to expand value-added measures yearly, and in the process steadily reduces the scope of non-tested grades and subjects as valid, reliable assessments are identified.

Physical Education and Health	Fitnessgram	At the beginning of the year, <u>20%</u> of students in my PE and Health class showed acceptable performance on the Fitnessgram. By the end of the year, <u>85%</u> of students attending at least <u>75%</u> of class will show improved performance of at least <u>15%</u> based on individual indicators of progress.	Students will improve performance on the Fitnessgram.
World Languages	LinguaFolio	At the beginning of the year, all students scored at the novice-low level of language proficiency in my French I class; <u>75%</u> of students attending at least <u>75%</u> of class will score at the novice-mid level of language proficiency by the end of the course.	My students will be able to speak French better at the end of the year.
Special Populations	Student Portfolios	Based on pretest measures, less than <u>10%</u> of students in my class are on target to meet the classroom goal of ‘Satisfactory’ performance on the final assessment. Students will demonstrate significant improvement in performance through formative assessments of progress, checklists, and classroom assessments. Individual student portfolios will score an average of <u>75%</u> or higher using a pre-approved rubric designed to measure student progress and at least <u>20%</u> or more of students will score ‘Satisfactory’ on the final assessment.	Ten percent of the class will pass the final exam.
Instructional Coaches/Academic Interventionist	STAR (math)	Baseline scores indicate <u>40.6%</u> of students scored below the 25 <sup>th</sup> percentile on the STAR math assessment; <u>37.4%</u> scored between the 25 <sup>th</sup> and the 49 <sup>th</sup> percentile; <u>21.8%</u> scored at the 50 <sup>th</sup> percentile or above. This year average scores of individual students will improve by <u>15%</u> for students who scored below the 25 <sup>th</sup> percentile, a minimum of <u>10%</u> for students that scored between the 25 <sup>th</sup> and 49 <sup>th</sup> percentile and at least <u>5%</u> for students that scored at the 50 <sup>th</sup> percentile and above.	The majority of students at my school will show improvements in Math on the STAR assessment.
Library Media Specialist	iLEAP	The school’s average percent correct on “Using Information Resources (UIR)” last year was <u>78%</u> . This year, the school’s average percent correct will increase by <u>10%</u> for students of teachers that visit the library a minimum of 60 minutes per week.	More students will use the library in 7 <sup>th</sup> grade.

\*Note: The following list includes examples from specific workgroups and does not illustrate every assessment or assessment type identified by each Workgroup



**Other:** In an effort to continue to involve educators in the process, ACEE encouraged the LDOE to continue working with the NTGS Workgroups. The LDOE has plans to continue engaging Louisiana's teachers and leaders to assist with the following:

- Designing a standardized NTGS rubric to be used to measure the quality of Student Learning Targets across the state and to develop a systematic method of using common assessments and student work to measure goal attainment in all NTGS areas.
- Convening additional NTGS Educator Workgroup sessions to identify implementation challenges and offer solutions to mitigate those challenges in specific grade levels and subject areas.

### Charge 3: Adoption of Standards of Effectiveness

**Recommendation:** ACEE overwhelmingly agreed that a five point rating scale will meaningfully differentiate levels of teacher effectiveness for the purposes of educator evaluation; this differentiation will allow for increased and targeted educator support with the long-term goal of improving the educational outcomes of students in Louisiana. ACEE also agreed that averaging the student growth score and the qualitative performance score is a fair method of combining these two components of educators' evaluation. ACEE also expressed a high degree of comfort with the definitions of highly effective, effective and ineffective as described for the 50% student growth measures (value-added and NTGS) and the 50% observation measure. These definitions are described below.

#### *Student Growth Score (50%)*

For student growth measures, ACEE recommended that educators' level of effectiveness be determined by their value-added percentile and/or their score on the NTGS rubric. Specifically, the committee recommended that highly effective teaching will be considered as performance in the top ten percent of teachers across the state, using value-added measures particular to subject area and/or a NTGS rubric score of five (5) indicating extraordinarily rigorous Student Learning Targets accompanied by student performance significantly beyond the established expectation. In contrast, ineffective teaching will be considered as performance in the bottom ten percent of teachers across the state using value-added measures particular to subject area and/or a NTGS rubric score of one (1) indicating use of Student Learning Targets which lack baseline data, lack evidence to support student learning, lack alignment to state standards and grade level expectations, and show student performance significantly lower than the established target.



Effective educator performance is considered to include teachers with student performance between the bottom ten percent and the top ten percent using value-added measures and/or NTGS rubric scores are between 2.0 and 4.0 will be considered 'effective' ratings on the student growth component of their evaluation.

*Qualitative Performance Score (50%)*

For measuring educators' qualitative performance, ACEE recommended that teacher and leader performance be rated using rigorous and comprehensive observational tools that assess key competencies. The committee reviewed developed model rubrics in developing this recommendation. The LDOE's engagement of stakeholders was critical in creating these strong rubrics to measure effectiveness in educators' practice. Hundreds of educators across the state, as well as national experts, participated in the development of the state's model teacher and leader rubrics.

Within the model rubric for teachers, there are four competencies measured on a scale of 1.0-5.0 (where 1.0 indicates ineffective performance and 5.0 indicates highly effective performance). The competencies include:

- Planning
- Instruction
- Environment
- Professionalism

Within the model rubric for leaders there are five competencies measured in a like manner. The leader competencies include:

- Ethics/Integrity
- Instructional Leadership
- Strategic Thinking
- Resource Management
- Educational Advocacy

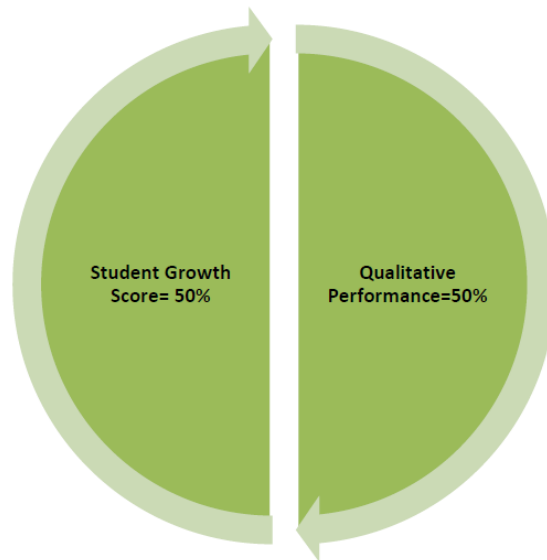
Appendix C includes the 11 standards that accompany the teacher competencies and the 17 standards that accompany the leader competencies.

The following ratings and descriptors guide evaluator assessment of performance using qualitative observational tools:

- Highly Effective- the educator consistently and considerably surpasses the established performance standard.
- Effective- the educator consistently meets the established performance standard.
- Ineffective- the educator consistently performs below the established performance standard.

Combining Student Growth Scores and Qualitative Performance (100%)

The following figure shows the final teacher evaluation score as an average of the student growth score and the qualitative performance score.



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$$\frac{(\text{Student Growth Score} + \text{Qualitative Performance Score})}{2} = \text{Final Evaluation Score}$$

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While most agree that averaging the student growth score and qualitative score is fair, some raised concerns about the rule requiring a teacher rated below a 2 in either score being rated ineffective overall.

Detailed descriptions of performance levels for student growth measures and qualitative performance can be found in Appendix B and Appendix C, respectively.

ACEE members expressed their positions related to the three charges of the committee through a consensus-building process. For each ACEE charge, committee members ultimately recorded their

position on each issue in the form of written reflections, which provided them an opportunity to state their agreement or disagreement with the proposed policy set forth by the LDOE as well as an opportunity to share any additional questions, concerns, or comments. The reflections were collected by the LDOE, and results were reported back to ACEE members. The recommendations summarized here are derived from an analysis of the reflections sheets.

### **WHAT ARE AREAS OF CONCERN IDENTIFIED BY THE COMMITTEE?**

ACEE members responded electronically to an invitation by LDOE staff to submit comments regarding this summary. Responses are available in Appendix A; comments are not edited and appear as provided by individual respondents.

Appendix A:  
NTGS Educator Workgroup Summaries

### Summary of NTGS Workgroup Recommendations (by Workgroup)

*{Inclusion in the following summaries does not represent state-endorsement of any specific assessment or assessment strategy.}*

Recognizing the essential contribution which teachers would make in building a valid, rigorous Comprehensive Performance Management System (CPMS), the Office of Non-Tested Grades and Subjects (NTGS) recruited educators from across the state and invited them to a series of workgroup sessions in September-October 2011. Held over four days in total, these three sessions provided Louisiana educators the context and support they needed to make recommendations for creating student achievement measures to assess the performance of NTGS teachers, instructional specialists, and librarians. At these sessions, educators received guidance from nationally recognized experts on teacher evaluations on the options for structuring the measures, how to build rigor into these measures and how to ensure consistency in collecting the bodies of evidence which supported the assessments of student learning. NTGS leadership also provided these educators with frameworks for generating ideas, which, in turn, led to the formal recommendations made by each NTGS workgroup.

By the end of the three sessions, each workgroup provided formal recommendations of the type(s) of assessments which they felt best measured their students' academic learning, drafted rigorous bodies of evidence to support students' learning, and identified and proposed solutions to mitigate the challenges to measuring learning that they anticipated during the workgroup sessions.

This Appendix presents the efforts of each of the workgroups to identify specific measures of student growth for each of the represented content areas, grade levels, or student populations; to develop the process for measuring the bodies of evidence for each measure, and to ensure rigor of targets by identifying what strong and weak targets look like. Workgroup recommendations and discussions are presented for the following groups:

- Elementary Non-Tested Grades and Subjects
- Secondary Non-Tested Grades and Subjects
- Creative Arts
- Career and Technical Education (CTE)
- Physical Education and Health
- World Languages

- Special Populations
- Instructional Coaches/Academic Interventionists
- Library Media Specialists

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### **Elementary Non-Tested Grades and Subjects**

The Elementary Non-Tested Grades and Subjects Workgroup made recommendations for early childhood classrooms, from Pre-Kindergarten through Second Grade, and for elementary technology coursework.

#### ***Summary of Recommendations***

The Elementary Non-Tested Grades and Subjects (NTGS) Workgroup recommends common assessments already available to educators in Louisiana to assess early childhood academic growth. For elementary technology courses, the Elementary NTGS Workgroup supports the use of Student Learning Targets (SLT) presented to teachers as a developmental checklist.

#### ***Rationale for Assessment of Student Growth***

Common assessments provide the baseline data needed to collaboratively establish goals for student achievement. Baseline data also strengthen the ability of the teacher and administrator to set rigorous goals. Common assessments allow for ease of implementation in early grades; most educators are familiar with the identified assessments and receive on-going training regarding proper use and administration. In addition, the selected assessments are currently funded by the state. The identified assessments provide multiple data points which increase the teacher's ability to recognize students' academic strengths and weaknesses.

For technology, the Student Learning Targets are based on Louisiana Technology Standards. The developmental checklist would include examples of strong targets for each standard which is applicable to elementary learning standards.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

##### ***Pre-Kindergarten and Kindergarten: The Developmental Skills Checklist (DSC)***

Benefits to using the DSC include: (1) The DSC takes into account different ability levels. (2) The DSC includes Math, English/Language Arts, and cognitive abilities. (3) The DSC is a reliable measure of student ability.

**First and Second Grade: *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and EasyCBM***

Benefits to using these assessments include: (1) Assessments are already funded in Louisiana.

(2) DIBELS serves as a foundation for assessing progress from the prior year. (3) Assessments have an efficient method for administration.

***Anticipated Challenges and Mitigating Solutions***

The Elementary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

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*(1) ELEMENTARY TEACHERS WILL NEED TRAINING TO LEARN HOW TO CREATE RIGOROUS TARGETS AND MEASURE THE SUCCESS OF THOSE TARGETS.*

The Elementary NTGS Workgroup recommends the following solutions:

I. All elementary teachers must be trained in goal setting, data analyses, and Act 54. The training should be uniform across districts.

II. All elementary teachers must be trained in DSC, DIBELS Next, Easy CBM, or selected assessments (i.e., EAGLE).

*(2) Elementary teachers and administrators have limited capacity, at the school and district level, to conduct multiple evaluations and meetings for each teacher.*

The Elementary NTGS Workgroup recommends the following solution:

I. Assign outside assessors to assist with evaluations and meetings three times per year. For each meeting and evaluation, the workgroup recommends the use of the same assessor.

***Examples of Student Learning Targets***

The Elementary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

**Strong Examples**

**Pre-Kindergarten Student Learning Target:** *On beginning-of-year test, \_\_\_\_ students scored in the low percentile (1st-25th), \_\_\_\_ students scored in the mid percentile (26th-50th), and \_\_\_\_ students scored in the high percentile (51st-99th). On the end-of-year test, 70% of students will move into the mid-to-high quartile.*

**First and Second Grade Students Learning Target:** *85% of my students who attend my literary class 85% of the time will maintain benchmark level or improve one proficiency level or more by the end of the school year, as measured by DIBELS Next, ongoing Progress Monitoring throughout the year, and District-Level Common Assessment.*

**Evidence to Support Student Learning Target:** *Evidence is based upon identified common assessment in conjunction with grade-level expectations (GLE) assessments, end-of-unit tests, and student portfolios*

#### **Weak Examples**

**Pre-Kindergarten – Second Grade Student Learning Target:** All student scores will increase.

**Evidence:** Evidence is based upon the identified common assessment in isolation.

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#### **Secondary Non-Tested Grades and Subjects**

The Secondary Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding math and science instruction, and the second subgroup set forth recommendations related to English/language arts and social studies instruction at the secondary level.

#### ***Summary of Recommendations***

The Secondary NTGS Workgroup as a whole approved the use of common assessments in cases where the expansion of value-added measures is not a feasible approach to measure the impact of secondary instruction in the four core subjects.

#### ***Rationale for Assessment of Student Growth***

Math/science and ELA/social studies teams recommended common assessments in the absence of value-added to ensure that valid and reliable data would be utilized to measure student learning. In addition, common assessments can be aligned to standards for the particular course being evaluated. The identified assessments provide reports that are useful and appropriate for analyses, and produce baseline data needed to set rigorous, achievable goals.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

**EAGLE**, an existing test bank used for formative assessments across the state, was identified by both subgroups as an acceptable common measure. EAGLE is aligned to Louisiana's grade level expectations (GLEs), and is available to all teachers across the state at no cost.



In addition, the Secondary NTGS Workgroup advocated the use of *Advanced Placement (AP) examinations, State-approved recovery exams, ACT (PLAN or EXPLORE), STAR (reading), or district-/vendor-created benchmark assessments*. AP exams, while recommended as an assessment option, do incur substantial financial costs to administer.

It is further worth noting that intensive training and development is needed to prepare teachers and administrators to use formative assessments for additional purposes. The Secondary NTGS Workgroup supports the use of common assessment and, in unique cases, Student Learning Targets (SLT) when proper training and district support are a part of the evaluation process.

#### ***Anticipated Challenges and Mitigating Solutions***

The Secondary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

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*(1) SECONDARY TEACHERS DO NOT HAVE THE NECESSARY TIME TO DEVOTE TO THIS PROCESS AND THEY HAVE LIMITED EXPERIENCE WITH DATA ANALYSIS AND GOAL SETTING.*

The Secondary NTGS Workgroup recommends the following solution:

I. The NTGS Office of LDOE can encourage districts to provide paid teacher workdays to create and evaluate SLTs, which involves compiling and analyzing data, developing goals for student performance, and completing and revising SLT worksheets in the course of meeting with the principal to approve the SLTs.

*(2) The NTGS Office must ensure that the process maintains its integrity throughout the school year.*

The Secondary NTGS Workgroup recommends the following solution:

I. To ensure integrity in the process, build into the process regular visits from district and/or administrators from the NTGS Office to provide ongoing support for the process.

#### ***Examples of Student Learning Targets***

The Secondary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

##### **Strong Examples**

**English/Language Arts Student Learning Target:** *90% of students who attend 85% of class will*

*improve one level in six out of twelve rubric components (Senior Project Rubric).*

**Evidence to Support Student Learning Target:** *Evidence is based upon a pre-mini research project (use rubric or the Senior Project/ use Senior Project rubric).*

#### **Weak Examples**

**English/Language Arts Student Learning Target:** Students will improve writing.

**Evidence:** Evidence is based upon essay writing.

**Social Studies Student Learning Target:** By the end of the year, the passing rate will be 70%.

**Evidence:** Tests and quizzes serve as evidence of student learning.

**Earth, Space, and Science Student Learning Target:** The class will be able to pass the final with 90% making a "C" or better.

**Evidence:** Teacher-generated assessments serve as evidence of student learning.

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#### **Creative Arts Non-Tested Grades and Subjects**

The Creative Arts Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding project-based assessments, and the second subgroup set forth recommendations related to performance-based assessments.

#### ***Summary of Recommendations***

The Creative Arts NTGS Workgroup identified *Performing/Exhibiting*, *Creating*, *Responding/Reflecting*, and *Knowing* as integral components to any common assessment developed for creative arts. While the group did not identify any known common assessments which meet the above criteria, they did identify features which would be present in a strong body of evidence to support student learning. This body of evidence, tied to a rigorous student learning target (SLT), specific to content and relevant to school level, is the initial recommended approach.

As new assessments are created and developed in the Creative Arts, integral components would gauge student skills in *Responding/Reflecting* (using constructed response items) and *Knowing* (using pre- /posttesting).

For example, musical analysis- software may currently exist to develop uniformed assessment instruments to measure *Knowledge* in the creative arts.

#### ***Rationale for Assessment of Student Growth***

The Creative Arts NTGS Workgroup supports the use of common assessments when those assessments reflect critical areas of student learning as identified in the NTGS Workgroup sessions. Until additional common assessment measures are developed in the creative arts, the workgroup supports the use of SLTs to show student achievement.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

To date, no assessment exists that includes all needed components described above. To that end, the Creative Arts NTGS Workgroup identified additional sources of tangible evidence of student performance in the creative arts, such as *portfolios, performance rubrics, off-the-shelf assessments, teacher-generated assessments, and performance skills*. The identified sources serve as examples of items present in a strong body of evidence, and as such, do not represent all potential sources.

#### ***Anticipated Challenges and Mitigating Solutions***

The Creative Arts NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

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*(1) COMPARABILITY OF TEACHER EVALUATIONS ACROSS CONTENT, DISTRICT, SCHOOL, AND CLASSROOM LEVELS MAY PRESENT A CHALLENGE.*

The Creative Arts NTGS Workgroup recommends the following solution:

- I. Using the SLT model allows creative arts teachers the ability to show student growth, rather than student achievement.
- II. Comparability of the amount of student growth provides useful data.
- III. Student growth goals should be developmentally appropriate for students taught.
- IV. The workgroup advocates a three-year floating average for teachers as a viable measure.

#### ***Examples of Student Learning Targets***

The Creative Arts NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

##### **Strong Examples**

**Performance-Based Student Learning Target:** *Students will perform three contrasting pieces of music in various venues, demonstrating the musical skills and technical ability necessary to play the music, as*

*well as the professionalism involved in performance. The ensemble will move from the Approaching Intermediate level to the Approaching Advanced level, as shown on the approved performance rubric.*

**Evidence to Support Student Learning Target:** *Evidence is based upon performance, recordings, performance rubrics, playing test data, peer evaluations, and adjudicated events outside of school.*

**Project-Based Student Learning Target:** *Student will show measurable growth over the length of the course in the areas demonstrated on the portfolio rubric.*

**Evidence to Support Student Learning Target:** *Evidence is based upon submission of portfolios with written rubric, peer evaluations, and periodic assessment data.*

#### **Weak Examples**

**Performance-Based Student Learning Target:** Students will play a piece of music in a concert.

**Project-Based Student Learning Target:** Students will paint five pictures this semester.

**Evidence:** Concert programs or ungraded works of art serve as evidence of student learning.

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#### **Career and Technical Education Non-Tested Grades and Subjects**

The Career and Technical Education Non-Tested Grades and Subjects (NTGS) Workgroup consisted of eight subgroups: Agriculture Education, Business Education, Marketing Education, Family and Consumer Science, Health Science, Technology Education, Trade and Industrial Education, and General Career and Technical Education.

#### ***Summary of Recommendations***

The Career and Technical Education NTGS Workgroup recommended the use of multiple measures of student achievement. Industry-based certifications were determined to be ideal common assessments, when available. Other strategies included senior projects, portfolios, end-of-course testing, evidence of internships, evidence of work-based learning, and photos of student performance.

#### ***Rationale for Assessment of Student Growth***

The Career and Technical Education NTGS Workgroup support of common assessments as a primary measure was conditioned on the understanding that funding and availability of testing may present unique challenges to districts.

Student Learning Targets (SLTs) are critical to the evaluation of CTE teachers; this model provides

flexibility in measuring teaching impact in more unique courses. SLTs also provide an avenue to illustrate student growth in courses in which standardized testing is not currently feasible.

Due to the very comprehensive nature of CTE, additional measures are required besides industry-based certifications to collectively present student achievement. The Career and Technical Education NTGS Workgroup supports the creation of statewide standards for portfolios, a general rubric applicable across a variety of goals, and strong suggestions towards evidence to support the attainment of established goals. SLTs should present baseline data, interim data, and post-test measures to be considered rigorous in CTE.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

With proper funding, training, and resource allocation, *industry-based certifications* and *end-of-course assessments* present viable, objective measures of student achievement in Career and Technical Education (CTE).

In lieu of these assessments, the workgroup recommends the *creation of a central metric for portfolio design and evaluation*, in order to increase comparability across CTE courses in the state.

#### ***Anticipated Challenges and Mitigating Solutions***

The Career and Technical Education NTGS Workgroup anticipated four challenges to implementing its recommendations, as shown below:

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*(1) CTE INSTRUCTORS WILL STRUGGLE WHEN CREATING RUBRICS.*

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Curriculum specialists will work with teachers to create general rubric.

*(2) END-OF-COURSE TESTS MUST BE DEVELOPED FOR ALL MARKETING COURSES.*

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Collaboration with MERA will aid in creating end-of-course exams for marketing courses.

*(3) PRE- AND POST-TESTS FOR JAG COURSES IN GRADES 9-11 MUST BE DEVELOPED.*

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Administrators from LDOE assign specific objectives to JAG teachers, who then create test items for use in the statewide JAG test bank.

*(4) WITHIN THE UMBRELLA OF THE AGRICULTURE PROGRAM, THERE EXISTS A BROAD VARIETY OF COURSES.*

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. The Agriculture Education Subgroup advocates a simple, general document which covers all agriculture classes.

#### ***Examples of Student Learning Targets***

The Career and Technical Education NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

#### **Strong Examples**

**Agriscience Student Learning Target:** *Students will obtain an IBC in Welding I.*

**Evidence to Support Student Learning Target:** *Evidence is based upon students' completion of NCCR Welding I Modules, performance, and written assessments.*

**JAG Student Learning Target:** *Pre-/Post-test results will show gains of 10%; 85% of students will be expected to have 10% of the required artifacts in their portfolios.*

**Evidence to Support Student Learning Target:** *Evidence is based upon pre- and post-tests and portfolios, which include career inventories, resumes, projects, progress reports, and employment applications.*

#### **Weak Examples**

**Agriscience Student Learning Target:** *Students will build small projects and weld in flat position only.*

**Evidence to Support Student Learning Target:** *Students will build small projects such as BBQ pits and deer stands.*

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#### **Physical Education and Health Non-Tested Grades and Subjects**

The Physical Education and Health Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for physical education and health education courses in grades K-12.

#### ***Summary of Recommendations***

The Physical Education and Health NTGS Workgroup discussed possible assessments and found that none were readily available as having all of the needed components to support the group's recommendations. The workgroup produced drafts of the assessments which workgroup members proposed as easy to implement across all grade levels statewide.



While new measures are field-tested, the workgroup recommends using Student Learning Targets (SLTs) as a stop-gap measure.

#### ***Rationale for Assessment of Student Growth***

To better align with Louisiana's current standards and grade level expectations, the Physical Education and Health NTGS Workgroup created common assessments for physical education across all grade levels. Despite the fact that off-the-shelf assessments are available, the workgroup chose to develop measures specific to Louisiana. While pilot testing of these newly created tests is essential, the Physical Education and Health NTGS Workgroup supports a unified, standardized measure of student achievement for Physical Education and Health instructors statewide.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

The Physical Education and Health NTGS Workgroup recommends the ***development of a unique measure*** to identify student achievement for K-12 students. The assessment would be available for all grade levels and would align with Louisiana standards and grade level expectations (GLEs). The creation of the assessment involved a collaborative effort of educators from across the state. The common assessment also brings the appeal of ease of implementation.

#### ***Anticipated Challenges and Mitigating Solutions***

The Physical Education and Health NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

*(1) THE RECOMMENDED TIME FOR PHYSICAL EDUCATION INSTRUCTION (150 MINUTES PER WEEK), IS OFTEN COMPROMISED DUE TO PULL-OUTS FOR STUDENT REMEDIATION IN OTHER COURSES.*

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE must enforce the physical education requirements within Bulletin 741.

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II. Alternate pull-outs from other disciplines or subjects to minimize interruption of instruction across subjects.

*(2) ADMINISTRATORS AND EVALUATORS LACK KNOWLEDGE OF PHYSICAL EDUCATION STANDARDS AND EXPECTATIONS. THEY NEED TRAINING ON HOW TO EVALUATE AND ASSESS THESE STANDARDS.*

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE should provide appropriate training for administrators of what appropriate physical education programs look like.

### ***Examples of Student Learning Targets***

The Physical Education and Health NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

#### **Strong Examples**

**Physical Education and Health (Fitness) Student Learning Target:** *A health-related fitness assessment is a complete battery of assessment items that are scored using the criterion-referenced standards. These standards are age- and gender-specific and are established based on how fit children need to be for good health. SLT will be measured for the entire class, and measured at year-long intervals.*

**Evidence to Support Student Learning Target:** *Using formative assessments, the students will improve health-related fitness levels by achieving Healthy Fitness Zones as established by Fitnessgram. Pre- and post-assessments will include PACER, trunk extensions, curl-ups, 90° push-ups, and body mass index (BMI) measurements.*

#### **Weak Examples**

**Physical Education and Health Student Learning Target:** Students will participate in competitive play and create a health video.

**Evidence:** Win/loss record, participation, and dressing-out grades will serve as evidence of learning.

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### **World Languages Non-Tested Grades and Subjects**

The World Languages Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for World Language education courses in grades K-12.

#### ***Summary of Recommendations***

The World Languages NTGS Workgroup recommends a common assessment to measure student achievement.

#### ***Rationale for Assessment of Student Growth***

Based upon the research of the World Languages NTGS Workgroup, available assessments will increase



compatibility across the state, resulting in student achievement based on like measures. The workgroup recommends intensive training and district support for optimal implementation of common assessments in World Languages.

Language teachers can modify the common assessments as needed, so that they are specific to the textbook for a given school level. The common assessments lend to collaborative goal-setting; high school teachers may need to form committees to address additional assessment needs.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

***LinguaFolio***, a portfolio assessment instrument designed to support individuals in setting and achieving individual goals in learning languages, is the preferred assessment selected by the World Languages NTGS Workgroup. LinguaFolio is available at no cost in paper format, and online for a small fee.

Baseline data are available for goal-setting. Teachers and administrators are easily able to discern students' beginning points and direction needed for progress. The assessment is aligned with the LDOE and American Council of Teachers of Foreign Languages (ACTFL) content standards and guidelines.

Other identified assessments include ***Standards-based Measurement of Proficiency (STAMP)*** and the ***National Spanish Exam***.

#### ***Anticipated Challenges and Mitigating Solutions***

The World Languages NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

***(1) VARIOUS CLASSROOM CONDITIONS CREATE CHALLENGES FOR IMPLEMENTING COMMON ASSESSMENTS.***

The World Language NTGS Workgroup recommends the following solutions:

I. Class size should be limited to 25 students.

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II. Classes must have regular access to computers and technology.

III. Classes must have access to materials for proficiency teaching.

IV. Teachers need support for maintaining an optimum record system (including language proficiency information in the cumulative folders).

#### ***Examples of Student Learning Targets***

The World Languages NTGS Workgroup collaborated to build examples of both strong and weak Student

Learning Targets which were tied to its recommended assessment, as presented below:

#### **Strong Examples**

**World Languages Student Learning Target:** *75% of students will accomplish 50% of the can-do statements of the novice-mid level of language proficiency using LinguaFolio as the instrument of proficiency measurement.*

**Evidence to Support Student Learning Target:** *Pre- and post- (and formative) assessment through LinguaFolio.*

#### **Weak Examples**

**World Languages Student Learning Target:** 45% of students are approaching novice-mid level on the continuum of Language Learning.

**Evidence:** No baseline and/or chapter tests (teacher or book-based) are utilized as evidence of learning.

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#### **Special Populations Non-Tested Grades and Subjects**

The Special Populations Non-Tested Grades and Subjects (NTGS) Workgroup was comprised of four subgroups: Inclusion, English Language Learners (ELL), Gifted and Talented (GT), and Profound Disabilities.

#### ***Summary of Recommendations***

The Special Populations NTGS Workgroup recommends several common assessments to measure student achievement. In addition, the workgroup recognized alternative strategies, some of which were applicable to specific subgroups. While special education teachers may use multiple, varied assessments, the Special Populations NTGS Workgroup strongly recommends that every parish be required to use at least one common assessment across the state.

#### ***Rationale for Assessment of Student Growth***

The strong recommendation for one or more common assessments is based upon the rationale that not all assessments yield the same results, use the same scoring methods, or are valid instruments of assessment. It is also important to recognize the challenge which student individuality brings to creating common assessment methods. Each student has very specific, yet individual, needs, and is entitled to have those needs met.

The main focus of special educators should be to create specific, measurable, standards-based, rigorous, and time-bound goals for each of their students, and then focus their instruction on helping these students reach their individual goals.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

When applicable to the special student population, the Special Populations NTGS Workgroup supports the use of *English Language Development Assessment (ELDA), ILEAP, LEAP, GEE* or end-of-course exams.

Special education teachers should be assessed using the students' *Individualized Education Plans (IEP) goals* and *the new version of the Brigance for Special Education assessment*. Student growth for special population students is usually in small increments which do not show on standard tests alone. Therefore, portfolios (work samples), Brigance (standard assessment), and IEP goals and objectives together are a better measure of student growth, as well as teacher accountability.

Recognized alternative strategies include *Individualized Assistance Program (IAP), portfolio assessments, checklists, rubrics, and anecdotal notes*.

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#### ***Anticipated Challenges and Mitigating Solutions***

The Special Populations NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

*(1) GIFTED PROGRAMS VARY FROM PARISH TO PARISH, AS DO THEIR LEARNING EXPECTATIONS.*

The Special Populations NTGS Workgroup recommends the following solution:

I. Give teachers the liberty to create their own assessments.

*(2) IN AN INCLUSIVE SETTING, ARE SCORES OF BOTH REGULAR EDUCATION AND SPECIAL EDUCATION STUDENTS USED IN EVALUATING GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS?*

The Special Populations NTGS Workgroup recommends the following solution:

I. Special education teachers should receive a percentage of the evaluation from the entire inclusive class scores and another percentage from IEP goal achievements.

#### ***Examples of Student Learning Targets***

The Special Populations NTGS Workgroup collaborated to build examples of both strong and weak

Student Learning Targets which were tied to its recommended assessment, as presented below:

#### **Strong Examples**

**Inclusion Student Learning Target:** *By the end of the school year, students will show measurable progress on the reading comprehension section of Brigance. Measurable progress will be a minimum of a half-year to a full year of growth for each student (refer to IEP goals).*

**Evidence to Support Student Learning Target:** *Brigance scores, progress monitoring of core curriculum standards on EDUSOFT, Read 18% (monitor reports/graphs). Teacher utilizes checklist to observe students during small-group instruction. ELA assessments, in conjunction with assessments in other core curriculum areas related to reading comprehension, will also be monitored. Use of rubrics to analyze student problem-solving will be included. In addition, evidence will include constructed response on EDUSOFT, progress reports, progress monitoring charts, and work samples.*

#### **Weak Examples**

**Inclusion Student Learning Target:** Students will show indication of reaching grade level expectations by the end of the year. Students will achieve basic proficiency on LEAP/iLEAP.

**Evidence:** Brigance and/or LEAP/iLEAP performance will serve as evidence of student learning.

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#### **Instructional Coaches and Academic Interventionists**

The Instructional Coaches and Academic Interventionists Workgroup made recommendations for assessing their work with non-tested grades and subjects at all school levels.

#### ***Summary of Recommendations***

The Instructional Coaches and Academic Interventionists Workgroup recommended the use of common assessments to measure student achievement. For clarity, the workgroup developed Student Learning Targets (SLTs) using the selected common assessments.

#### ***Rationale for Assessment of Student Growth***

The Instructional Coaches and Academic Interventionists Workgroup supported common assessments for goal-setting and progress monitoring. The assessments are acceptable determinants of individual student growth. The identified common assessments are generally respected in education as valid and reliable instruments. Finally, the recommended assessments are objective and exhibit high levels of

comparability at the state level.

However, the workgroup noted concerns to be addressed prior to implementation: the financial costs to districts to purchase and administer the selected assessments and the necessity of proper training and development of staff.

***Identified Common Assessments and Associated Benefits as CPMS Measures***

The Instructional Coaches and Academic Interventionists Workgroup recommends the use of the following assessments:

***EAGLE*** is aligned to current grade level expectations (GLEs) and standards established by the state. It has the potential for statewide implementation. The assessment represents essential instructional objectives. The workgroup expects that pre- and post-assessment components are possible with system enhancements.

***STAR Reading and Math*** tests are recommended for their ease of administration, the application across multiple grade levels, the comprehensive data management system, and the predictability (reliability) of the instruments.

***Anticipated Challenges and Mitigating Solutions***

The Instructional Coaches and Academic Interventionists Workgroup anticipated two challenges to implementing its recommendations, as shown below:

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***(1) TEACHERS WILL NEED TRAINING FOR FIDELITY OF IMPLEMENTATION.***

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solution:

- I. Job-embedded professional development provided to teachers will be specific to SLTs and areas of needs.
- II. Training and support on data analysis, formative assessment, and best instructional strategies will assist in building teachers' understanding.

***(2) COMMUNICATION OF THE INITIATIVE, AND ITS SUPPORTING COMPONENTS MUST BE IMPROVED.***

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solutions:

I. The appointment of a district liaison that can support the schools through communication with the state.

II. The appointment of a district liaison that can support compliance, management, and professional development activities through communication with the state.

### ***Examples of Student Learning Targets***

The Instructional Coaches and Academic Interventionists Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

#### **Strong Examples**

**Instructional Coaches and Interventionists Student Learning Target:** *By May 2012, students are expected to score at the following scoring intervals: (1) Below the 25th percentile- 25% or less of students; (2) 25th-49th percentile- 25% or less of students; (3) 50th percentile and above- 50% or more of students.*

**Evidence to Support Student Learning Target:** *STAR Math (common assessment), in conjunction with other assessments, will serve as evidence of student learning. Multiple data points are critical to assist students in attaining mastery.*

#### **Weak Examples**

**Instructional Coaches and Interventionists Student Learning Target:** Students will improve in math.

**Evidence:** STAR Math, teacher-made tests, or ancillary materials from the mathematics textbook will serve as evidence of student learning.

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### **Library Media Specialists**

The Library Media Specialists Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for librarians at all school levels.

#### ***Summary of Recommendations***

The Library Media Specialists NTGS Workgroup recommends the use of Student Learning Targets (SLTs) tied to a body of evidence with multiple measures. The workgroup did not identify any known common assessments. The group identified examples of items that may be present in a strong body of



evidence to support student learning. Therefore, a strong body of evidence, tied to a rigorous SLT, specific to content-type and relevant to school level, is the recommended approach from this workgroup.

#### ***Rationale for Assessment of Student Growth***

Identifying a common assessment for a Library Media Specialist teacher's evaluation presents particular challenges, due to the limited nature of the teacher's roles- to house a collection of resources for teacher and student use, and to teach students how to use the library and become "information literate."

Additionally, the Library Media Specialist's impact on student achievement occurs in collaboration with classroom teachers. In an ideal setting, this is a true collaboration between the teacher and the Library Media Specialist using the standards where both develop a unit and rubric, and the teacher assigns a grade based on the created rubric.

The workgroup also noted that assessment of Library Media Specialists is only equitable if schools realize equal funding levels and resources.

#### ***Identified Common Assessments and Associated Benefits as CPMS Measures***

The Library Media Specialists NTGS Workgroup identified examples of bodies of evidence to support SLTs: collection *statistics on library administration to demonstrate the impact on student achievement, school performance scores on the "Use of Information Resources" (UIR) portion of LEAP and iLEAP,* and a *variety of literacy initiatives.*

#### ***Anticipated Challenges and Mitigating Solutions***

The Library Media Specialists NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

*(1) LIBRARY MEDIA SPECIALISTS MAY EXPERIENCE FEAR AND INTIMIDATION RESULTING FROM THE NEW PROCESS.*

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The Library Media Specialists NTGS Workgroup recommends the following solutions:

- I. Teachers should receive training to improve understanding of SLTs.
- II. Training should be provided through multiple venues, including webinars, training manuals, and/or regional workshop centers.

*(2) SCHOOL ADMINISTRATORS HAVE LIMITED CAPACITY TO IMPLEMENT THE EVALUATION PROCESS.*

The Library Media Specialists NTGS Workgroup recommends the following solutions:

I. Increasing manpower during the evaluation process will assist administrators with its completion.

II. Principals' workloads should be lessened to accommodate the additional responsibilities associated with this process.

#### ***Examples of Student Learning Targets***

The Library Media Specialist NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

#### **Strong Examples**

**Librarian Student Learning Target:** *In prior years, my school showed as growth pattern of 2% gains per year on the UIR portion of iLEAP. Since the highest gain has been at 80% from two years ago, I plan for a growth of 4%, allowing for a recapture of 2% from last year and an overall growth of 2% projection for this year, totaling an 82% average correct.*

**Evidence to Support Student Learning Target:** *Although iLEAP will be used as one assessment to measure whether or not the goals have been met, other measures, including collection age, circulation statistics, collection development, and collection analyses will all be used to measure student access and use of the library.*

#### **Weak Examples**

**Librarian Student Learning Target:** All students will pick books with which they are comfortable and will enjoy reading.

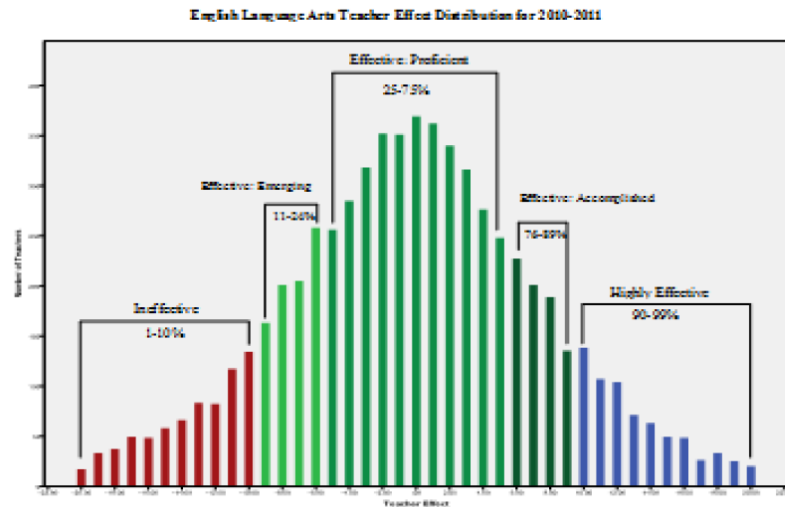
**Evidence:** Observations on student behavior and checkouts.



Appendix B  
Defining Highly Effective, Effective, and Ineffective in Student Growth Measures

## Value-Added Measures (example)

### Defining Effectiveness with Value-Added



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### Defining Effectiveness with Value-Added

#### Highly Effective

- Students' performance is, on average, average, 10+ points **ABOVE** where it was expected to be, based on their prior record of achievement
- Teachers in this category dramatically shift students' achievement trajectory in a positive direction
- Teachers in this category are closing the achievement gap

#### Effective

- Students' performance is, on average, where it was expected to be, based on their prior records of achievement
- Some may have scored a few points below or above where they were expected to
- After leaving this teacher's class, students are more or less on the same achievement trajectory as they were when they arrived

#### Ineffective

- Students' performance is, on average, 10+ points **BELOW** where it was expected to be, based on their prior record of achievement
- After having a teacher like this for three years, a student who started at Mastery would likely have dropped to Approaching Basic

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## Defining Effectiveness with NTGS

### Highly Effective

- Uses valid baseline data to set student learning targets that go beyond the established standards within the GLEs
- Compiles an exemplary body of evidence to assess student progress, using multiple measures of achievement, including state-approved common assessments, where available
- Students' performance exceeds the expected outcome by 20% or more

### Effective: Proficient

- Uses sufficient baseline data to set student learning targets aligned to GLEs
- Compiles a strong body of evidence to assess student progress, using multiple measures of achievement
- Students' performance meets the expected outcome

### Ineffective

- Uses no baseline data to set student learning targets and/or targets are below standards set by GLEs
- Compiles little to no evidence to assess student progress
- Students' performance is below the expected outcome by 20% or more

Appendix C  
Defining Highly Effective, Effective, and Ineffective in Qualitative Measures

## TEACHER

**Planning Competency** - The teacher plans instruction that meets the needs of all students and demonstrates knowledge of content, instructional strategies, and resources.

- **PLANNING STANDARD 1:** *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*
- **PLANNING STANDARD 2:** *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*
- **PLANNING STANDARD 3:** *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

**Instruction Competency** - The teacher provides instruction to maximize student achievement and meet individual learning needs of all students

- **INSTRUCTION STANDARD 1:** *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*
- **INSTRUCTION STANDARD 2:** *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*
- **INSTRUCTION STANDARD 3:** *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

**Environment Competency** - The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.

- **ENVIRONMENT STANDARD 1:** *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*
- **ENVIRONMENT STANDARD 2:** *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*
- **ENVIRONMENT STANDARD 3:** *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

**Professionalism Competency**- The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.

- **PROFESSIONALISM STANDARD 1:** *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*
- **PROFESSIONALISM STANDARD 2:** *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

## LEADER

**Ethics and Integrity Competency** – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

- **ETHICS AND INTEGRITY STANDARD 1:** *Demonstrates compliance with all legal and ethical requirements.*
- **ETHICS AND INTEGRITY STANDARD 2:** *Publicly articulates a personal philosophy.*
- **ETHICS AND INTEGRITY STANDARD 3:** *Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.*
- **ETHICS AND INTEGRITY STANDARD 4:** *Models respect for diversity.*

**Instructional Leadership Competency** – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

- **INSTRUCTIONAL LEADERSHIP STANDARD 1:** *Establishes goals and expectations.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 2:** *Plans, coordinates, and evaluates teaching and the curriculum.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 3:** *Promotes and participates in teacher learning and development.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 4:** *Creates a school environment that develops and nurtures teacher collaboration.*

**Strategic Thinking Competency** – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

- **STRATEGIC THINKING STANDARD 1:** *Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).*
- **STRATEGIC THINKING STANDARD 2:** *Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.*
- **STRATEGIC THINKING STANDARD 3:** *Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.*

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## Louisiana's Draft of Teacher and Leader Competencies and Performance Standards

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**Resource Management Competency** – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

- **RESOURCE MANAGEMENT STANDARD 1:** *Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.*
- **RESOURCE MANAGEMENT STANDARD 2:** *Allocates financial resources, to ensure successful teaching and learning.*
- **RESOURCE MANAGEMENT STANDARD 3:** *Creates a safe, healthy environment to ensure effective teaching and learning.*

**Educational Advocacy Competency** – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support students' and teachers' needs.

- **EDUCATIONAL ADVOCACY STANDARD 1:** *Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.*
- **EDUCATIONAL ADVOCACY STANDARD 2:** *Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.*
- **EDUCATIONAL ADVOCACY STANDARD 3:** *Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.*

## Defining Effectiveness with Observational Rubrics

### Highly Effective

- Plans units, lessons, and assessments that extend beyond state standards and are differentiated to meet individual student needs
- Delivers instruction that makes content relevant, engaging, and rigorous for all students, challenging them to heighten their critical thinking and master identified objectives
- Creates an environment that fosters mutual respect, encourages students to take risks, and invests students and their families in a culture of high expectations

### Effective: Proficient

- Plans units, lessons, and assessments that are aligned to state standards
- Delivers instruction that is clear, accurate, and relevant to students, leading them to master identified objectives
- Creates an environment in which students are respectful and instructional time is rarely lost due to disruptions

### Ineffective

- Fails to plan units, lessons, and/or assessments that are aligned to state standards; plans lack coherence
- Delivers instruction that is inaccurate, incoherent, and/or misaligned with objectives
- Allows for disrespectful behavior to persist; loses instructional time; fails to foster a culture of high expectations



Appendix D  
ACEE Member Comments

## **ACEE Member Response to Summary Report**

1. I am concerned about using the IEP goals for teacher evaluation for special populations as most students work with paraprofessionals and are only supervised by the special ed teacher. Paraprofessionals spend most of the day "teaching" these children, however, they are not included in this plan at all. I foresee situations where you will have a great para, but an underperforming teacher, or an underperforming para with a great teacher. Either way, the results will be skewed and true evaluations will not be obtained. Until paraprofessionals are recognized as "teachers" of this population in addition to the special education teachers, evaluations will not be accurate. 2. I do not understand why librarians are part of this model as they do not create lesson plans or curriculum to educate the students, other than guidance for properly using the library for research. If teachers are not sending their students to the library on a regular basis (especially in the jr high/high school level), I do not feel you can accurately evaluate this group. It seemed when we met through small group rotations at our previous meetings, those librarians present who were on this committee felt the same way. Some stated they would force the students to submit social studies/science fair projects as part of their curriculum. I don't see how this can be done if they are not attending library regularly, and if the librarian is not working in conjunction with the social studies/science teachers. I would prefer to see this group taken out of the model at this time, and paraprofessionals be included instead since they do "direct" teaching with students. 3. The ACEE committee summary report mentions several times that additional training, professional development, and/or program licensing will need to be obtained in order for the evaluations for non-tested grade subjects to be implemented. I agree that these items are needed PRIOR to implementation of this model. I do not see how this can be done value added model's implementation date. I am very concerned that if the model is implemented prior to these steps being taken, evaluations of teachers in this category will not be accurate. Although it is not the charge of the ACEE committee to determine how funding and coordination of these needs will be obtained, I do wish to make my concerns known to the BESE board. 4. I am not 100% sure that the current model we have been discussing will work. However, I am concerned that if this program is thrown out completely, it will be at least 10 years before this topic will be brought back to the table. I believe there should be some type of value-added model in place so that we can reward those teachers who are performing well in their positions, and identify those teachers who are not performing well, so that immediate steps can be taken to assist the teacher in improving their job performance. I am a firm believer in accountability, and although schools are not normally viewed as businesses - "if it has a budget, then it's a business". Reward the good teachers, remove the bad teachers, and ALWAYS help every teacher. 5. It has been a privilege to serve on this committee and to represent my parish. Thank you for the opportunity.

*Note: Captured 11/25/11 at 4:54pm*

**Appendix 3.I: Stakeholder Engagement Plan**



# COMPASS

## LOUISIANA'S PATH TO EXCELLENCE

**A Strategic Stakeholder Engagement Plan**

**Louisiana Department of Education**

**Office of Innovation | Human Capital Office**  
**Phone: 225.342.3377 | E-mail: [compass@la.gov](mailto:compass@la.gov)**

## **1.0 Purpose**

The purpose of this Stakeholder Engagement Plan is to establish a framework for strengthening the support for COMPASS through the use of open communication, dissemination, and exchange of information/knowledge. This strategic approach defines how stakeholder groups should be involved in the ongoing work of COMPASS. Under this plan, COMPASS will forge new relationships and improve existing partnerships, improve internal and external communications, develop necessary marketing materials, refine necessary responses to key issues, and execute a statewide public awareness campaign.

This Stakeholder Engagement Plan strives for the proactive development:

- Of strong relationships with all stakeholders;
- Of various internal and external organizational structures to support the goals of COMPASS;
- Of support from the broader public.

This document:

- Describes the strategies for forging new relationships with stakeholders and maintaining and enhancing the reputation of the Louisiana Department of Education (LDOE) with the stakeholders and audiences who are familiar with LDOE and its divisions;
- Describes the communication methods, practices, and tools that will be implemented to involve, inform, and consult with stakeholders.

This Stakeholder Engagement Plan will be updated periodically to reflect updates as information may change. LDOE will use this framework to guide its outreach efforts with the goal of engaging stakeholders and providing them with a comprehensive understanding of COMPASS.

## **2.0 Background**

COMPASS is Louisiana's new support and evaluation system for teachers and leaders, designed to meet the requirements of Act 54 of the 2010 regular legislative session. COMPASS leverages both quantitative and qualitative data to support and empower educators. Within COMPASS, 50 percent of every educator's evaluation will center on the growth their students make over the course of the academic term. The remaining 50 percent will be based on

qualitative evaluation techniques, such as classroom observations. Together, these two measures will provide teachers and administrators with a **Clear, Overall Measure of their Performance to Analyze and Support Success, or COMPASS.**

### **3.0 COMPASS Messaging**

Below is the COMPASS messaging that will be used as collateral for website, brochure copy, and any other marketing materials. This document ensures the accuracy and consistency of content during the creation of any communications vehicle. COMPASS messaging will be utilized as branding efforts are executed.

#### **COMPASS MESSAGING:**

No other school related factor has greater influence on the academic success of our students than individual teachers. We must give our teachers and school leaders the necessary guidance to support their success.

Created by educators for educators, COMPASS is designed to improve instruction by providing every educator in Louisiana with a clear and comprehensive measure of their performance, along with meaningful support targeted to their individual areas of need. With half of the new evaluation model based on traditional measures of performance, such as observations, and the other half based on measures of student growth, COMPASS leverages both qualitative and quantitative data to support and empower educators. COMPASS calls for formal evaluations to be conducted annually, rather than every three years, thereby providing educators with more frequent feedback to advance their skills and careers.

State education leaders have sought input from teachers, principals, district administrators and staff during each stage of development, and will continue doing so as COMPASS is implemented. Moreover, in piloting the program, each component is being tested, reviewed, and refined to ensure successful statewide implementation. Already in place on approximately 120 Louisiana campuses as a pilot program, COMPASS will be fully implemented during the 2012-2013 school year.

#### **4.0 Who are the COMPASS stakeholders?**

- Educators (teachers, school officials, education community, professional educator organizations)
- Legislators (current and future)
- General Community (parents, concerned citizens, corporate)

## **5.0 Plan Components**

Successful implementation of this stakeholder engagement strategy includes a wide range of activities. COMPASS will have far reaching implications outside of the LDOE Office of Innovation, and thereby requires interaction with the entire LDOE agency, along with a number of external organizations and agencies who share in the common vision - ensuring that every student in Louisiana is taught by an effective teacher and every school is led by an effective leader-through COMPASS.

This plan will support and enhance the LDOE's commitment to provide a world-class education to all Louisiana students. It identifies strategies to strengthen relationships with current stakeholders. It also identifies ways to communicate and involve other community members who can provide public support and influence. A matrix approach utilizing various teams and departments within LDOE is recommended so that messages about key and important issues are broadly disseminated. This can be carried out through the use of internal and external COMPASS ambassadors.

The plan includes the following components:

- I. Legislative affairs
- II. Media Relations/External Communications
- III. Internal Communications
- IV. Community & Stakeholder Engagement

### **I. Legislative Affairs**

Cross-collaboration with the LDOE's Office of Legislative Affairs is an essential component in the stakeholder engagement strategy. The function serves as the liaison between LDE the Louisiana State Legislature. This office will assist in the dissemination of information to legislators and policy makers regarding COMPASS and will advocate on its behalf. Through consistent communication, both offices will work to handle public and legislative information requests. The two offices will collaborate on presentations and outreach efforts relative to COMPASS. Periodic meeting will be scheduled to establish and ensure open dialogue and communication.

### **II. Media Relations/External Communications**

Louisiana Department of Education

Media relations and external communications will play one of the most critical functions in the COMPASS stakeholder engagement process. Zehnder Communications has been contracted to provide assistance in relative to public relations strategies and tactics. A COMPASS official spokesperson may be appointed to handle particular issues. Professional briefing sessions must occur before responding to media requests so that key messages can be identified and responses to critical questions are prepared and practiced. The LDE Office of Innovation will work in collaboration with the Office of Public Affairs regarding any Media Relations activities and to spend time framing media responses in a way that the general public can understand them. Media-tracking services will be utilized to monitor both print and electronic media pertaining to COMPASS, and to highlight topics and issues raised by individuals or organizations.

The launch of a comprehensive public awareness campaign for COMPASS will be mid- February 2011. The target audience includes stakeholders statewide. Communication strategies will be deployed statewide to achieve the following:

1. Raise awareness and institute the branding of COMPASS.
2. Strengthen advocacy efforts among the state's top government officials, legislators, business leaders and key influencers.
3. Promote the positives associated with COMPASS to every corner of the State of Louisiana and to prepare for the 2011 Regular Session of the Louisiana Legislature.
4. Garner support from educators throughout the state for COMPASS; ensuring that the benefits and support that COMPASS provides will be essential for their success.

### **Public Relations Strategy**

A broad media "push" strategy will be implemented to enhance the COMPASS advocacy efforts. A variety of public relations initiatives will be utilized to achieve the overall goal. The timing of the campaign is designed to coincide with the start of the 2011 legislative session, so that as legislators are deliberating over critical issues relative to education, they will consistently see the positive messages relayed through the COMPASS branding campaign.

**All media and public awareness initiatives will premiere February 2011 in a continuum. Campaign initiatives will be circulated through the following mediums:**



- Web-based approach
- Traditional Media (Television, Radio, Print)
- Social Media
- Brochures/Promotional Items
- Press releases
- Email Marketing
- Video

#### Web-Based Approach-

The website has become the front door to most companies and governmental agencies. The first exposure that many constituents may have relative to COMPASS/ACT 54 is through the internet. The internet is also the easiest way for our audience to receive information about COMPASS. As a result, Zehnder, along with LDOE will create a website that will contain visual appeal, usability, and details on how COMPASS will affect each individual that visits the page. The URL is- [www.louisianacompass.org](http://www.louisianacompass.org). The stakeholder relations manager will take an active role in the development of this website, and continually monitor it through a content management system to ensure that content is relevant and up-to-date. A request will be made to all individual districts to place a COMPASS logo on the homepage of their websites.

#### Traditional Media-

Television media is typically a cost-effective way to promote COMPASS. This will be utilized through paid commercials and free public service announcements. An advertising budget will be established prior to strategic media buys. Statewide appearances on morning shows will also be utilized. This will be coordinated simultaneously as LDOE experts are conducting trainings in the respective areas. Appearances include: WAFB 9 News this Morning, WBRZ Tune In, along with other statewide morning shows.

#### Radio Media –

Radio media is deemed as the least expensive form of advertising available. It is also easy to change message, and different messages can be utilized in different markets. Through this medium we will execute Radio Public Service Announcements, and statewide radio shows.

#### Print Media-

Newspaper is an effective medium that is of moderate cost (depending on size of ad, frequency, circulation of publication). Print media will provide excellent visibility, especially in high-profile national publications and has longer shelf-life than other mediums. Print media tactics will be executed through the use of story pitches for feature stories, Opinion/Editorial submissions, statewide press releases, Mass Mailings, etc.

#### Social Media-

COMPASS will be promoted through the use of various social media networks ranging from Face book to You Tube. In support of the Social Media initiatives, Zehnder has performed a social media listening tour, which will provide a detailed strategy for social media utilization.

#### Brochures/Promotional Items-

A COMPASS brochure will be utilized to convey the overarching messaging of COMPASS. This document will target a general audience who requires general information on COMPASS. The brochure will be a perfect complement to other branding initiatives and will be disseminated to school districts throughout the state for general information. It will also be a support mechanism for presentations.

Promotional items portraying the creative logo design for COMPASS will aid in the branding process. These items range from COMPASS pens, folders, etc.

#### Press releases-

When necessary, press releases will be disseminated to promote COMPASS via statewide media. This effort will be coordinated with the LDOE Office of Public Affairs.

#### Email Marketing-

Through the use of Constant Contact, email marketing will be utilized. Information will be collected from COMPASS experts to be included in the scheduled releases. The e-news feature will be linked to the COMPASS website, and will be distributed statewide to various audiences. An email address specifically for COMPASS is already in place ([compass@la.gov](mailto:compass@la.gov)) and should be disseminated publicly for questions, comments, or concerns.

#### Video-

A 2 min. compass video will be utilized to provide information on COMPASS. This may be used at the beginning of presentations, and will be featured on the website.

### III. INTERNAL COMMUNICATIONS

Districts will be polled to determine if internal communications mechanisms exist. Superintendents or chapters may wish to organize open meetings and/or group specific meetings to discuss topics and gather information and opinions about COMPASS. Internal newsletters will contain COMPASS updates along with a COMPASS calendar. Reports to staff will be generated, helping to keep internal audiences informed and “in the loop.” Ongoing interoffice trainings and communication mediums will be utilized for accuracy in content.

Internal focus groups may also be held to discuss opportunities and, perhaps most importantly, provide feedback.

### IV. COMMUNITY/STAKEHOLDER RELATIONS

When influencing requires the support of others, it is important to be able to call upon groups that carry their own “circles of influence.” These groups that help promote COMPASS should be identified, and a mechanism developed so that communication pertaining to COMPASS occurs on a regular basis. These relationships could include partnering on various projects or an endorsement of positions when appropriate.

Each school district has a wealth of potential members to act as COMPASS ambassadors. These members would help us in community/stakeholder relations efforts, such as connecting with educational organizations and professional educator organizations for engagement. We will also identify district superintendents who are willing to speak to their districts on the importance of COMPASS with the objective to gain increased support and understanding. Other community organizations will be identified and engaged in the Stakeholder engagement process. Support materials will be prepared and packaged for formal presentation and could be tailored for that specific audience. This community relations strategy will be executed statewide through the respective districts. This would be an on-going function.

**6.0 Timeline**

**Stakeholder Engagement Plan**

<u>Stakeholder</u>	<u>Engagement Strategy</u>	<u>Time</u>	<u>Responsible Party</u>
Professional Education Organizations and Groups	1. Letter from Superintendent White officially introducing COMPASS.	Week of Jan. 30	Innovation/Public Affairs
	2. COMPASS will host facilitated group discussions with targeted constituencies/ groups. This approach will both enable broad participation within each constituency group and engender robust discussion as various participants are able to react to and enrich ideas and comments from the group. Invitations will be extended via the aforementioned letter from Superintendent White.	Groups February Meetings	Innovation/Public Affairs
	3. Education Groups that are familiar with COMPASS and have an established relationship with	Week of Feb. 6	Innovation

	<p>LDE will be asked to develop and submit Opinion/Editorial letters to media.</p> <p>4. Superintendent will meet with leadership and engage in dialogue; provide with updates and opportunities for educators to engage in work, as appropriate.</p> <p>5. (Charter School Association) COMPASS engagement to be facilitated through Charter School Office</p>	<p>Throughout the months of Feb/March/April</p> <p>February/March</p>	<p>Public Affairs/Innovation</p> <p>Public Affairs/Innovation</p>
<p><u>District and School (Educators)</u> District Superintendents District HR Administrators Principals Teachers</p>	<p>1. (Superintendents only) Solicitation of Support Letter from Superintendent White. Districts that are less familiar will also be provided with information to arrange a COMPASS presentation, along with the invited to provide input.</p> <p>2. (HR Administrators) Continuation of monthly meetings with personnel directors, along with the development of standard forms/tools for COMPASS implementation.</p> <p>3. COMPASS E-newsletter dissemination for all District personnel.</p> <p>4. Ongoing presentations to Districts Statewide</p> <p>5. COMPASS Online Informational Courses</p> <p>6. Regional Awareness Road Tour</p> <p>7. Non-Pilot District visits to</p>	<p>Week of Jan. 30</p> <p>Bi-weekly throughout the months of Jan/Feb/March</p> <p>Week of Feb. 13/March 12/April 16</p> <p>Ongoing</p> <p>Week of Feb. 6</p> <p>Feb./March</p>	<p>Public Affairs/Innovation</p> <p>Innovation</p> <p>Innovation</p> <p>Innovation</p> <p>Innovation</p> <p>Innovation</p>

	<p>determine levels of support</p> <p>8. Leveraging of existing support structure w/in the Office of Innovation. For new districts a COMPASS liaison will be assigned.</p>	<p>Feb./March</p> <p>Ongoing</p>	<p>Innovation</p> <p>Innovation</p>
<p><u>Policy Makers</u> BESE Legislators School Board Members</p>	<p>1. COMPASS E-newsletter dissemination to all policy makers.</p> <p>2. COMPASS informational packet to Legislators and School Board Members containing a letter from Superintendent White.</p> <p>3. Key LDOE administrators will be equipped to interact with Policy Makers concerning COMPASS.</p> <p>4. Ongoing communication and support for BESE members regarding COMPASS and Bulletin 130.</p> <p>5. COMPASS presentations will be made at district school board meetings (as requested).</p>	<p>Week of Feb. 13/March 12/April 16</p> <p>Week of Feb. 20</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Innovation</p> <p>Innovation/Public Affairs</p> <p>Innovation/Public Affairs/Legislative Affairs</p> <p>Innovation</p> <p>Innovation</p>
<p><u>Other</u> Business Leaders Chambers of Commerce, Rotaries, etc.</p>	<p>1. COMPASS briefing during monthly meetings along with solicitation of support.</p>	<p>Scheduling to begin Feb. 1</p>	<p>Innovation/Public Affairs</p>
<p>Media</p>	<p>1. Statewide Editorial Board Meetings</p> <p>2. Television appearances</p> <p>3. Radio PSA's</p>	<p>Media rotation will begin in February and will continue throughout the months of March</p>	<p>Innovation/Public Affairs</p>

	4. Social Media 5. Statewide Press Release	and April.	
General Public	1. Information on Web (Resource page, COMPASS Plan, etc.) 2. COMPASS e-newsletter	February Week of Feb. 13/March 12/April 16	Innovation Innovation
Parents (Families) Students	1. Information on Web w/ Resource page 2. COMPASS e-newsletter	February Week of Feb. 13/March 12/April 16	Innovation Innovation
Higher Education Leaders	1. Informational presentations to University Deans 2. COMPASS e-newsletter	January 25-26 Week of Feb. 13/March 12/April 16	Innovation Innovation

## 7.0 Conclusion

Stakeholder engagement is critical in the implementation of COMPASS. We must thoroughly inform and engage all stakeholders to increase their understanding of COMPASS and garner their support. To achieve these goals, the Louisiana Department of Education must utilize a variety of communication tools and strategies and provide information in a timely, consistent, and accurate manner. The message conveyed must be consistent, inclusive, promote transparency, and stress the positive outcomes on the future of education for the state of Louisiana.

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**Attachment 1**

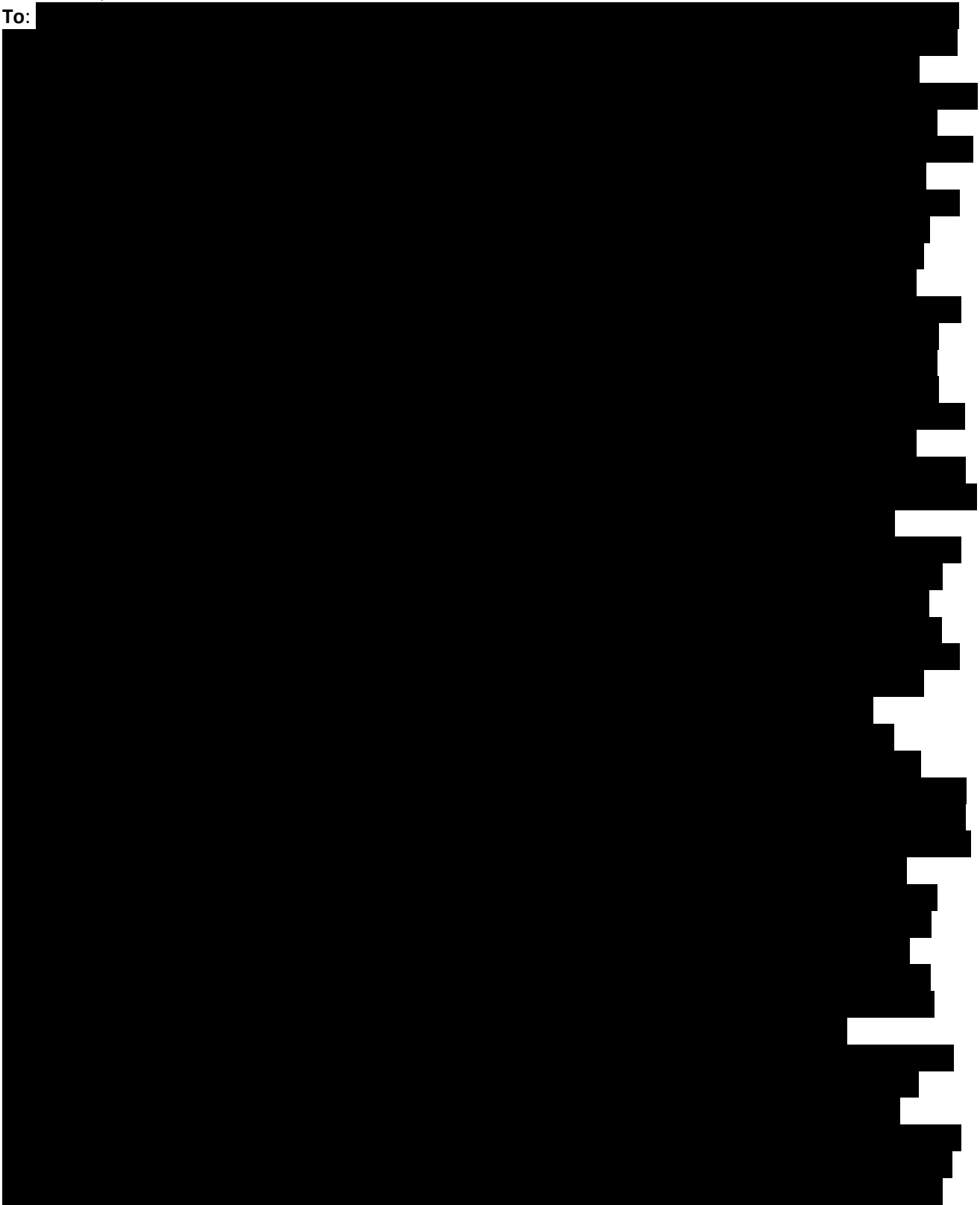
**Notice to LEAs**

**Email to LEAs**

**From:** Ollie Tyler

**Sent:** Friday, October 28, 2011 01:51 PM

**To:**





**Subject:** ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:

<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>.

Superintendents and charter school leaders, please invite your staff to respond to this survey as well. Should you have any questions, please email [esea@la.gov](mailto:esea@la.gov). Thank you for your input into this process.

Sincerely,

Ollie S. Tyler  
Acting State Superintendent of Education  
Louisiana Department of Education

**Email to the Board of Elementary and Secondary Education (BESE)**

**From:** Ollie Tyler

**Sent:** Friday, October 28, 2011 01:46 PM

**To:** [REDACTED]

**Cc:** Ollie Tyler; Vicky Thomas

**Subject:** ESEA Flexibility Stakeholder Survey

Dear BESE Members:

Below is a survey that I am sending to all LEA's & charter schools to obtain input on the ESEA waivers. The Governor's staff has reviewed and approved of this first step in the process. Please let me know if you have any questions.

Ollie

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

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Sincerely,

Ollie S. Tyler

Acting State Superintendent of Education

Louisiana Department of Education

**Email to External Stakeholders**

**From:** Vicky Thomas **On Behalf Of** Ollie Tyler

**Sent:** Tuesday, November 08, 2011 3:20 PM

**To:**



**Subject:** ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

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The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:

<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>.

Should you have any questions, please email [esea@la.gov](mailto:esea@la.gov). Thank you for your input into this process.

Sincerely,

Ollie

Ollie S. Tyler

Acting State Superintendent of Education

P.O. Box 94064



**Attachment 2a**

**Comments on request received from LEAs (Stakeholder Survey)**

**<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>**

## ESEA Flexibility Stakeholder Survey

**1. What principles do you believe are most important to include in an accountability system? Check all that apply.**

- Displays transparency
- Is easy to communicate
- Clearly differentiates school and subgroup performance
- Clearly differentiates district and individual school performance
- Rewards high-performing schools and requires interventions in persistently low performing schools
- Motivates improvement
- Ensures that students have a high-performing school option

Other (please specify)

**2. What goals should an accountability system promote and measure? Check all that apply.**

- Proficiency/performing on grade level
- Readiness for college and careers
- Graduating on time
- Narrowing the achievement gap

Other (please specify)

**3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.**

- Ultimate goal of all students proficient/on grade level
- Expectations for annual student growth (i.e., growth targets)
- Required interventions/remedies for low-performing schools
- Required interventions/remedies for schools with achievement gaps
- Ability for students attending low-performing schools to attend higher performing public schools
- Ability for students attending schools with achievement gaps to attend higher performing public schools
- State support for persistently failing schools or schools approaching failing status

Other (please specify)

**4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.**

- Few incentives for growth beyond the AUS bar



- Limited recognition of growth
  - Insufficient required interventions that effectively address low academic performance
  - Restrictions on the use of federal funds intended to support school improvement
  - Reporting requirements
  - Operational restrictions or bureaucracies
- Other (please specify)

**5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?**

**6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.**

- Financial rewards for schools
  - Financial rewards for educators
  - Public recognition
  - Relief from reporting requirements
  - Ability to operate with higher levels of autonomy
- Other (please specify)

**7. In what areas could schools and districts benefit most from flexibility? Check all that apply.**

- Use of Title I funds
  - Use of Title II funds
  - Use of Title III funds
  - Use of Rural and Low-Income School Program funds
  - Use of after-school program funds
  - Use of additional strategies, in lieu of or in addition to Supplemental Education Services
  - Reporting requirements (e.g., Highly-Qualified teacher reports)
  - Hiring requirements (e.g., Highly-Qualified restrictions)
- Other (please specify)

**8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.**

- School-wide interventions that are currently limited to certain eligible students

- District-wide interventions that are currently limited to certain eligible schools
  - Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information
  - Extended day and/or year program
  - Training and support for the educator evaluation system
  - Performance incentives
  - School-wide benchmarking system
  - Reconstitution of school or conversion of school to an autonomous school or charter school
  - Implementation of a new, proven school model
- Other (please specify)

**9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?**

- Very confident
- Somewhat confident
- Not sure
- Not confident

**10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.**

- Additional financial resources to support implementation of proven strategies
  - Ability to use existing funds more flexibly
  - Assistance in recruiting and retaining highly effective school leaders
  - Assistance in recruiting and retaining highly effective educators
  - High-quality professional development and targeted assistance to address areas of weakness based on evaluation data
  - Creation of a district school turnaround office
  - Recruiting and selecting charter school operators experienced in school turnaround
  - Support in reconstituting or closing low-performing schools
  - LDE assistance in implementing district-wide and school-wide interventions
  - Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools
  - Assistance obtaining experts to advise on successful implementation of reforms
- Other (please specify)

**11. Do you believe that Louisiana's student proficiency goals, AUS bar, and Critical Goals should:**

- Be increased/more aggressive
- Be decreased/less aggressive
- Remain the same

**12. When discussing the accountability system, which terminology do you use to describe school performance?**

- School Performance Score
- LDOE Critical Goals
- Adequate yearly progress
- Other (please specify)

**13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?**

- Yes
- No
- Unsure

**14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?**

- Yes
- No
- Unsure

**15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?**

- Yes
- No
- Undecided

**16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?**

- Yes
- No
- Undecided

**17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?**

- Yes
- No
- Undecided

**18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?**

- Yes
- No
- Undecided

**19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?**

- Yes
- No
- Undecided







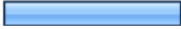
**20. Please choose the title that best reflects your role in education. I am a:**

- Superintendent
- School system administrator
- Principal
- Educator
- Parent
- Business/community leader
- Education advocate





**Attachment 2b**

**Comments on request received from LEAs (results from survey)**


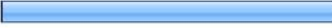





**1. What principles do you believe are most important to include in an accountability system? Check all that apply.**

		Response Percent	Response Count
Displays transparency		49.3%	338
Is easy to communicate		75.4%	517
Clearly differentiates school and subgroup performance		51.9%	356
Clearly differentiates district and individual school performance		52.5%	360
Rewards high-performing schools and requires interventions in persistently low performing schools		49.7%	341
<b>Motivates improvement</b>		<b>77.3%</b>	<b>530</b>
Ensures that students have a high-performing school option		32.2%	221
	Other (please specify)		94
		<b>answered question</b>	<b>686</b>
		<b>skipped question</b>	<b>9</b>

**2. What goals should an accountability system promote and measure? Check all that apply.**







		Response Percent	Response Count
Proficiency/performing on grade level		85.4%	583
Readiness for college and careers		63.1%	431
Graduating on time		43.2%	295
Narrowing the achievement gap		58.1%	397
	Other (please specify)		71
		answered question	683
		skipped question	12

**3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.**

		Response Percent	Response Count
Ultimate goal of all students proficient/on grade level		67.5%	447
Expectations for annual student growth (i.e., growth targets)		64.5%	427
Required interventions/remedies for low-performing schools		65.1%	431
Required interventions/remedies for schools with achievement gaps		47.9%	317
Ability for students attending low-performing schools to attend higher performing public schools		25.5%	169
Ability for students attending schools with achievement gaps to attend higher performing public schools		19.2%	127
State support for persistently failing schools or schools approaching failing status		50.0%	331
	Other (please specify)		73
		<b>answered question</b>	<b>662</b>
		<b>skipped question</b>	<b>33</b>



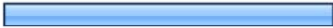




**4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.**

		Response Percent	Response Count
Few incentives for growth beyond the AUS bar		41.8%	276
Limited recognition of growth		42.7%	282
Insufficient required interventions that effectively address low academic performance		44.2%	292
Restrictions on the use of federal funds intended to support school improvement		54.2%	358
Reporting requirements		26.8%	177
Operational restrictions or bureaucracies		56.8%	375
	Other (please specify)		104
		answered question	660
		skipped question	35









**5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?**

	Response Count
	303
answered question	303
skipped question	392

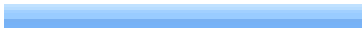


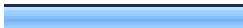


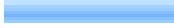


**6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.**

		Response Percent	Response Count
Financial rewards for schools		60.4%	402
Financial rewards for educators		57.5%	383
Public recognition		51.2%	341
Relief from reporting requirements		35.7%	238
Ability to operate with higher levels of autonomy		56.5%	376
	Other (please specify)		52
		answered question	666
		skipped question	29





**7. In what areas could schools and districts benefit most from flexibility? Check all that apply.**

		Response Percent	Response Count
Use of Title I funds		74.7%	484
Use of Title II funds		42.6%	276
Use of Title III funds		33.3%	216
Use of Rural and Low-Income School Program funds		45.2%	293
Use of after-school program funds		60.2%	390
Use of additional strategies, in lieu of or in addition to Supplemental Education Services		47.7%	309
Reporting requirements (e.g., Highly-Qualified teacher reports)		27.6%	179
Hiring requirements (e.g., Highly-Qualified restrictions)		31.6%	205
	Other (please specify)		50
		<b>answered question</b>	<b>648</b>
		<b>skipped question</b>	<b>47</b>










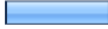

**8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.**

		Response Percent	Response Count
School-wide interventions that are currently limited to certain eligible students		62.3%	414
District-wide interventions that are currently limited to certain eligible schools		40.8%	271
Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information		53.8%	357
Extended day and/or year program		41.3%	274
Training and support for the educator evaluation system		36.7%	244
Performance incentives		49.2%	327
School-wide benchmarking system		29.5%	196
Reconstitution of school or conversion of school to an autonomous school or charter school		12.2%	81
Implementation of a new, proven school model		25.5%	169
	Other (please specify)		54
answered question			684
skipped question			31

**9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?**

		Response Percent	Response Count
Very confident		6.3%	43
Somewhat confident		27.8%	191
Not sure		29.3%	201
Not confident		36.7%	252
		answered question	687
		skipped question	8




**10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.**

		Response Percent	Response Count
Additional financial resources to support implementation of proven strategies		69.1%	461
Ability to use existing funds more flexibly		59.4%	396
Assistance in recruiting and retaining highly effective school leaders		38.2%	255
Assistance in recruiting and retaining highly effective educators		47.1%	314
High-quality professional development and targeted assistance to address areas of weakness based on evaluation data		58.3%	389
Creation of a district school turnaround office		12.3%	82
Recruiting and selecting charter school operators experienced in school turnaround		7.8%	52
Support in reconstituting or closing low-performing schools		18.6%	124
LDE assistance in implementing district-wide and school-wide interventions		23.4%	156
Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools		18.7%	125
Assistance obtaining experts to advise on successful implementation of reforms		24.1%	161




Other (please specify) 96

answered question	667
skipped question	28




**11. Do you believe that Louisiana’s student proficiency goals, AUS bar, and Critical Goals should:**

		Response Percent	Response Count
Be increased/more aggressive		18.7%	123
Be decreased/less aggressive		30.5%	201
Remain the same		50.8%	335
		answered question	659
		skipped question	36




**12. When discussing the accountability system, which terminology do you use to describe school performance?**

		Response Percent	Response Count
School Performance Score		80.4%	546
LDOE Critical Goals		2.1%	14
Adequate yearly progress		17.5%	119
		Other (please specify)	32
		answered question	679
		skipped question	16

**13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?**




		Response Percent	Response Count
Yes		61.9%	427
No		17.5%	121
Unsure		20.6%	142
answered question			690
skipped question			5

**14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?**

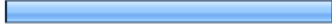


		Response Percent	Response Count
Yes		46.6%	320
No		28.6%	196
Unsure		24.8%	170
answered question			686
skipped question			9






**15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?**

		Response Percent	Response Count
Yes		80.6%	555
No		12.2%	84
Undecided		7.3%	50
answered question			689
skipped question			6




**16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?**

		Response Percent	Response Count
Yes		60.2%	415
No		22.9%	158
Undecided		16.8%	116
answered question			689
skipped question			6




**17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?**

		Response Percent	Response Count
Yes		54.1%	372
No		27.7%	190
Undecided		18.2%	125
answered question			687
skipped question			8








**18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?**

		Response Percent	Response Count
Yes		73.4%	504
No		11.8%	81
Undecided		14.8%	102
answered question			687
skipped question			8

**19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?**

		Response Percent	Response Count
Yes		68.9%	474
No		19.5%	134
Undecided		11.6%	80
		<b>answered question</b>	<b>688</b>
		<b>skipped question</b>	<b>7</b>

**20. Please choose the title that best reflects your role in education. I am a:**

		Response Percent	Response Count
Superintendent		3.5%	24
School system administrator		18.7%	129
Principal		12.6%	87
<b>Educator</b>		<b>58.1%</b>	<b>400</b>
Parent		2.8%	19
Business/community leader		1.7%	12
Education advocate		2.6%	18
		<b>answered question</b>	<b>689</b>
		<b>skipped question</b>	<b>6</b>

**Attachment 3**

**Notice and information provided to public regarding the request**

*Note: Information is available on the LDOE website for the public to view.  
([http://www.louisianaschools.net/topics/esea\\_waiver.html](http://www.louisianaschools.net/topics/esea_waiver.html))*

#### **Attachment 4**

**Evidence that the State has formally adopted college-and-career-ready content standards consistent with State's standards adoption process (BESE meeting minutes (Highlighted Item 9-J-3), Executive Summary and Recommendations July 2010)**

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION JULY 1, 2010

The Louisiana Purchase Room  
Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on July 1, 2010, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:08 a.m. by Board President Keith Guice and opened with a prayer by Ms. Donyell McGlathery, representing Educate Now.

Board members present were Mr. Dale Bayard, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Mr. Keith Guice, Mr. Walter Lee, and Mr. Chas Roemer.

Mr. John Bennett, Ms. Louella Givens, and Ms. Linda Johnson were absent.

Mr. Nick Lemoine, a student at University High School, led the Pledge of Allegiance.

Agenda Item 5 On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the agenda, as printed and disseminated, with the addition of Emergency Agenda Items 14 – 21. (Schedule 1)

Agenda Item 6 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board approved the minutes of May 20, 2010, and June 8, 2010.

Agenda Item 7 **Notices of Intent**

Agenda Item 7-A **Notices of Intent duly advertised in the March 2010 issue of the Louisiana Register and ready for final adoption.**

Agenda Item 7-A-1 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption Bulletin 119, *Louisiana School Transportation Specifications and Procedures*: Chapters 1 – 31.

Agenda Item 7-A-2 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §2111. Assessment Requirements for a State Diploma.

- Agenda  
Item 7-A-3 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2317. High Schools, §2318. The College and Career Diploma, §2319. The Career Diploma, §2341. English, §2347. Health Education, §2353. Mathematics, §2361. Science, and §2363. Social Studies.
- Agenda  
Item 7-A-4 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2377. General Career and Technical Education.
- Agenda  
Item 7-A-5 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2347. Health Education.
- Agenda  
Item 7-A-6 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §901. Scheduling.
- Agenda  
Item 7-A-7 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §343. Unsafe Schools.
- Agenda  
Item 7-A-8 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1706, *Regulations for the Implementation of the Children with Exceptionalities Act*: §151. Adoption of State Complaint Procedures and Early Resolution Program, §152. Formal Written Complaints Filing and Content Requirements, §153. Formal Written Complaint Procedures, §160. Participation in Assessments, §230. LEA Jurisdiction, §301. Parental Consent, §512. Hearing Rights, §601. State Monitoring and Enforcement, §603. State Use of Targets and Reporting, §607. Public Attention, §705. Subgrants to LEAs, §802. State Administration, §803. Subgrants to LEAs, and §905. Definitions.
- Agenda  
Item 7-A-9 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1929, *Louisiana Accounting and Uniform Governmental Handbook*: Chapters 1 – 13.
- Agenda  
Item 7-B **Notices of Intent duly advertised in the April 2010 issue of the Louisiana Register and ready for final adoption after July 19, 2010.**

Agenda Item 7-B-1      On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §613. Calculating a Graduation Index, §1101. Performance Labels, §1601. Entry Into and Exit From Academically Unacceptable School Status, §4311. Performance Labels, §5101. Definition of a Distinguished Educator, and §5103. Role of the Distinguished Educator.

The Board agreed to take Agenda Item 13 out of order.

Agenda Item 13      Secretary of State Jay Dardenne provided Board members with handouts entitled “Continuing the Legacy – Character Education Program” and “Continuing the Legacy – Character Education Program – Lesson Plan Grades 9-12” and reviewed that information with the Board. Mr. Dardenne introduced Ms. Memory Seymour, who developed the curricula for this program. Ms. Seymour responded to Board members’ questions. Mr. Dardenne stated that he would provide the entire curricula to State Superintendent Pastorek.

On motion of Mr. Lee, seconded by Ms. Bradford, the Board received the report regarding the character education program modeled after Coach Eddie Robinson; endorsed the “Developing Necessary Attributes (DNA) for Life Development Program;” and directed the LDE to review possible strategies for implementation of the program, working with Secretary of State Jay Dardenne and his staff to develop those strategies.

Agenda Item 8      **Report by the State Superintendent of Education**

State Superintendent Pastorek stated that the entirety of his report would be presented by Ms. Leslie Jacobs.

Ms. Jacobs provided the Board members with a detailed analysis of the progress of schools in New Orleans. She provided Board members with a PowerPoint presentation entitled “Public Schools in New Orleans, June 2010” and reviewed that information with the Board. Ms. Jacobs also provided Board members with information entitled “2010 English and Math - All Grades (3-11) - % of Students Basic and Above” and “English and Math: Performance Gains - 2005 vs. 2010 – All Performance Levels.”

Ms. Jacobs also provided the Board with a handout entitled “Leslie’s Notebook,” which contained information regarding High School Performance, 2005 Pre-Katrina, Post-Katrina to Today, the GEE, and the Drop Out Struggle. This information indicated that overall school quality has improved, student performance is on the rise, and more seniors are graduating.



Agenda  
Item 9-A

**Board Administration/Relations Committee**

(Schedule 2)

- 9-A-1 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report on out-of-state travel to be reimbursed by the LDE for non- employees.
- 9-A-2A On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Local Teacher Quality (S052), (LDE), for FY 2010-2011.
- 9-A-2B On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, LEAP for the 21st Century (S005), (LDE), for FY 2010-2011.
- 9-A-2C On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Academic/ Vocational Enhancement of BESE Special Schools (S036C), (SEC), for FY 2010-2011.
- 9-A-2D On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Quality Classroom Literacy and Numeracy Support Initiative, (S059), (LDE), for FY 2010-2011.
- 9-A-2E On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Louisiana’s Adolescent Literacy Plan (S064), (LDE), for FY 2010-2011.
- 9-A-2F On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Foreign Language Model Program, (S003), (LDE), for FY 2010-2011.

\* \* \* \* \*

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received and referred to the Board Administration/Relations Committee for August 2010: Reconsideration of the BESE Annual Meeting Schedules for the remainder of 2010 and for 2011.

- 9-A-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the staff to advertise for professional services to conduct program evaluations for FY 2010-2011 and to review applications and make recommendations for evaluators to the Committee.

- 9-A-4 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received an update report regarding The Race to the Top grant and retained the item on the agenda.
- 9-A-5 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding the reauthorization of the Elementary and Secondary Education Act (ESEA).
- 9-A-6 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding virtual learning opportunities in Louisiana and other states.

Agenda **Finance Committee** (Schedule 3)  
 Item 9-B

- 9-B-1 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts of \$50,000 and under approved by the State Superintendent of Education and received by the Board.
- 9-B-2 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts over \$50,000 approved by the Board.
- 9-B-3 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on federal/state grants received by the LDE.
- 9-B-4 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report from the LDE’s Director of Internal Audit.

**Grants and Allocations**

**Disadvantaged or Disabled Student Support - Formula**

- 9-B-5 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation:	Title I School Improvement Grants
Amount:	\$17,924,635
Funding Period:	07/01/10 – 09/30/11
Source of Funds:	Federal

(Motion continues on page 6)

Purpose: The purpose of these funds is to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. Only districts that have Title I schools in School Improvement qualify for the Title I School Improvement funds.

Basis of Allocation: Every AUS 1 and SI 1 school receives a \$91,440 base amount. Every AUS 2 and SI 2 school receives a base amount of \$92,500. One AUS 3 school receives a base amount of \$93,455. All AUS 5, 6, and 7 schools receive the same base amount of \$94,325. The balance of the allocation was allocated on a \$259 per pupil basis.

9-B-6

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships

Amount: \$293,000

Funding Period: 07/01/10 - 06/30/11

Source of Funds: IAT-DSS

Purpose: The purpose of the *Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships* is to provide high-quality early childhood educational experiences through a diverse delivery model to four-year old children who are considered to be "at risk" of not achieving later academic success. The program will provide six hours per day of educational experiences through a partnership with two school districts (Livingston and Ouachita) and two private child care providers within those districts. The program will be offered at no cost to those children whose families qualify for free/reduced price meals. Programs will adhere to Cecil J. Picard LA 4 Early Childhood Program approved guidelines and regulations.

Basis of Allocation: Two school districts were chosen for this program based on their efforts to promote the diverse delivery model of offering prekindergarten programs, available eligible 4-5 star rated child care centers, and the LEA's ability to implement high-quality early childhood programs. Monies are allocated on a per-classroom basis; one per district. Allocations are based on \$100,000 per classroom in order to provide services to 20 students eligible for free/reduced price meals for the 6-hour educational portion of the day.

### **School and Community - Formula**

9-B-7 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Migrant Education  
Amount: \$1,726,405  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The Migrant Education Program provides funding to eligible entities to help migratory children to overcome educational disruption, cultural language barriers, social isolation, and other factors that inhibit the ability of such children to achieve high academic standards.

Basis of Allocation: The eight approved Local Operating Agencies (LOAs) are eligible to receive an initial allocation based on the substantially approvable applications submitted. Allocation amounts are determined by a funding formula. Each LOA is awarded an equal amount per student and an additional amount for students determined to be most at-risk for academic failure.

9-B-8 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the contracts of \$50,000 and under approved by the State Superintendent of Education.

9-B-9 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Education Excellence Fund.

9-B-10 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the audit report of the LDE – FY 2008-2009.

9-B-11 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Bureau of Internal Audit-Annual Audit Plan.

9-B-12 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the revised FY 2010-2011 MFP Resolution (revised June 16, 2010).

9-B-13 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the proposed MFP Formula Study Agenda for FY 2010-2011.

9-B-14 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the student-based budgeting.

9-B-15 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Fiscal Dialogues as a result of the Fiscal Risk Assessment process for FY 2009-2010.

9-B-16 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Type 2 Charter School Allocation.

### **Grants and Allocations**

#### **Disadvantaged and Disabled Student Support - Competitive**

9-B-17 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Stewart B. McKinney Homeless Act  
Amount: \$915,372  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The federal McKinney-Vento Homeless Assistance grants ensure that all homeless children and youth have equal access to the same free, appropriate public education as any non-homeless child or youth. These are competitive grants and are awarded on a three-year cycle with continuation applications filed annually. The FY 2010-2011 award will provide continuation funding for year three of the three-year grant award period.

Basis of Allocation: Homeless projects and consortium awards are based on a proportionate share of the allocation. All homeless projects and consortiums receive an initial award with a base, plus a per pupil amount determined by the number of identified homeless students.

9-B-18 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Even Start Family Literacy  
Amount: \$1,154,702  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: Federal

Purpose: The purpose of this program is to break the cycle of poverty and illiteracy by integrating early childhood education, adult education, parenting education, and parent/child interactive literacy activities into a unified family

(Motion continues on page 9)

literacy program. Implementation is achieved through cooperative projects that build on existing community resources to create a new range of services, to promote academic achievement of children and adults, and to assist them in achieving challenging state and student performance standards.

Basis of Allocation: Competitive subgrants are awarded on a four-year funding cycle through a process mandated by ESEA, Title I, Part B, Subpart 3, of the No Child Left Behind Act of 2001. Preliminary allocations for substantially approvable projects are submitted to BESE for its approval at the June meeting. Final allocations will be submitted to BESE for approval after the final allocation is received from USDOE.

9-B-19

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants  
Amount: \$8,100,405.41  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools.

The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

9-B-20 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants – Recovery Act  
Amount: \$21,455,472.97  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools. The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

**Quality Educators - Competitive**

9-B-21 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Math and Science Partnerships  
Amount: \$63,000  
Funding Period: 04/01/09 – 09/30/10  
Source of Funds: Federal

(Motion continues on page 11)

Purpose: The purpose of the Math Science Partnership Projects, established under Title II, Part B, of NCLB Act of 2001, is to assist districts as they create opportunities for enhanced and ongoing professional development for mathematics and science teachers. The MSP program has been designed to improve the academic achievement of students by enhancing content knowledge and teaching skills of classroom math and science teachers.

Basis of Allocation: This is a redistribution of funding. One school did not expend all of the Math and Science Partnership funds allocated. Math Science Partnership subgrants will be awarded on a competitive basis to school systems who partner with the science, technology, engineering, and/or mathematics departments at institutions of higher learning. All districts were eligible to participate in a partnership. The amount of funds to be awarded to any district is based on the program proposals and review scores.

**Classroom Technology - Competitive**

9-B-22

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: EETT - TLTC  
Amount: \$1,785,026  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The purpose of the competitive Enhancing Education Through Technology Title II-D program is to assist high need school systems in improving student achievement through the effective use of technology. Grant funding will serve to enhance ongoing efforts to improve teaching and learning through the use of technology. For the grant cycle, 07/01/10 to 09/30/11, there is one competitive award category: Regional Teaching, Learning, and Technology Centers (TLTC). This grant establishes one TLTC in each BESE region which services its surrounding districts. TLTCs serve as an extension of the LDE and assist with the development and implementation of technology integrated professional development and leadership programs.

Basis of Allocation: This grant is awarded through a competitive process and is open to high-need districts with a poverty rate of 17.6% or above or eligible partnerships consisting of high-need and non high-need districts. Out-of-State review teams evaluate all eligible proposals using a prescribed

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rubric and by conducting an interview with prospective applicants. The total FY 2010-2011 federal EETT Title II-D allocation award amount is approximately \$1,878,974.00. The LDE retains 5% administrative funds from the grant, which equates to approximately \$93,948.00. After administrative funds have been deducted, 100% of the remaining funds are awarded as competitive grants.

**School and Community Support - Competitive**

9-B-23 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Carl Perkins Career and Technical Education  
Amount: \$9,014,368  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: IAT-LCTCS

Purpose: The purpose of this program is to more fully develop the academic, vocational, and technical skills of secondary students who elect to enroll in a career and technical education program by: (1) building on the state and local efforts to develop challenging academic standards; (2) promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students; and (3) providing professional development and technical assistance that will improve career and technical education programs, services, and activities.

Basis of Allocation: Allocations are computed according to the proportional number of youth population within the LEA and the number of low-income youth within the LEA. Allocations are computed by LCTCS staff.

**Adult Education - Competitive**

9-B-24 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – State Funds  
Amount: \$ 2,400,650  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: State

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Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/ performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-25

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Funds  
Amount: \$3,461,840  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent

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responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-26 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Supplemental Funds  
Amount: \$226,000  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The purpose of this program is to provide funding to operate consortia of adult education programs in designated districts that serve as the fiscal agent to partnering districts.

Basis of Allocation: The Louisiana State Plan for Adult Education states that up to 5% of the federal adult education dollars may be set aside for family literacy projects. Applications were read and ranked by a panel of readers, according to established selection criteria. Applicants who met the selection criteria for funding were listed in rank order from highest to lowest score. Allocations were then made until all available funds were awarded, based on the following calculation: (Base of \$75,000 for applicants with no other family literacy funding, such as the Even Start Family Literacy Program, + a per family amount of \$332.22).

9-B-29 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal One Stop Centers  
Amount: \$72,461  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

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Purpose: The Louisiana State Plan for Adult Education states that an amount equal to 1% of the federal flow through dollars will be dedicated to the One Stop Centers designated within each Workforce Investment Area of the state, to support adult education activities at that site. The adult education One Stop negotiators will determine how these funds will best support adult education instructional activities in the One Stop Centers.

Basis of Allocation: One percent of the federal allocation is equally divided and distributed to the fiscal agents for each of the identified adult education One Stop negotiators in the eighteen (18) Workforce Investment areas.

**Disadvantaged /Disabled Student Support - Other**

9-B-30

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Positive Behavioral Intervention and Support Program  
Amount: \$578,000.00  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: Federal

Purpose: The Louisiana Department of Education (LDE) will provide allocations to eight local education agencies (LEAs) to serve as fiscal agent for their respective regional Positive Behavioral Intervention and Support (PBIS) consortium. As fiscal agent for an Education Region, the LEAs will be responsible for securing and providing services (e.g., PBIS trainers, materials) in accordance with an approved budget; providing timely billing and accounting services; and submitting quarterly reports to the LDE. It is the LDE's position that full statewide implementation of PBIS can be achieved more efficiently and expediently through the use of consortiums within each Education Region to assist with program implementation rather than through program administration at the state level only. PBIS provides a positive and effective alternative to traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in school, resulting in an improved climate and increased academic performance.

Basis of Allocation: Eight local education agencies (LEAs) were selected to serve as fiscal agent for the Positive Behavioral Intervention and Support Program (PBIS) within their respective education Region. The LEAs were selected based on experience and prior service as a fiscal agent for PBIS implementation. Each LEA will receive a flat amount of \$72,250. The available program budget of \$578,000 was equally divided amount the eight LEAs.

9-B-31 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: The Cecil J. Picard LA 4 Early Childhood Program  
Amount: \$74,577,807  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: State and IAT

Purpose: The Cecil J. Picard LA 4 Early Childhood Program provides high quality early childhood educational experiences to four-year-old children who are considered to be “at-risk” of not achieving later academic success. The LA 4 Program provides six hours per day of educational experiences and four hours of before- and after-school enrichment activities. The program will be offered at no cost to those children whose families qualify for free or reduced lunch. Programs will adhere to state approved guidelines and regulations.

Basis of Allocation: All school systems and charter schools are eligible to submit an application for funding. Monies are allocated on a per pupil basis, based upon estimates submitted by the applicant. Award amounts are based on the reported October 2009 student participation for each of the participating school systems. Each recipient is allocated \$4,648.92 per child for the 6-hour portion of the day and an additional \$1,125 per student for the before- and after-school enrichment portion of the day.

**Quality Educators - Others**

9-B-32 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana School Turnaround Specialist – Cohort III Amount: \$368,487.00  
Funding Period: 07/01/10–09/30/11  
Source of Funds: IAT – 8(g)

Purpose: This is a leadership development program that borrows heavily from the corporate world. It is designed to strengthen the organizational and instructional leadership skills of currently certified and experienced principals so as to prepare them to lead low-performing schools to higher student achievement. The Louisiana School Turnaround Specialist (LSTS) program is designed to recruit, groom, and build a cadre of school leaders prepared to turn around failing schools and addresses the ongoing support

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component of the Louisiana Educational Leaders Network (LELN). The program builds upon existing research that identifies rigorous selection criteria, significant integrated field-based and mentoring experiences, relevant coursework, and strong coordination with local schools and districts as critical to leader preparation and turning around failing schools. The major components of the program focus on improving overall student achievement levels through an intense leadership curriculum delivered by Louisiana Universities that were selected and trained as Regional Program Providers.

Basis of Allocation: In order to provide support to districts and program candidates, funds have been allocated to districts selected to participate in Cohorts III of the LSTS Program. These funds are to be utilized to enroll selected candidates, district advocates, and school leadership members in LSTS program activities at their assigned university provider. Districts are eligible for up to \$5,849.00 in funding per LSTS candidate and school. A total of 63 candidates and schools from 20 different districts will receive allocations.

**School Accountability and Improvement - Other**

9-B-33 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All-Academy  
Presenters  
Amount: \$120,000  
Funding Period: 07/01/10 – 09/30/10  
Source of Funds: Federal

Purpose: *Ensuring Literacy for All* – ELFA Academy presenters will present Language Essentials for Teachers of Reading (LETRS) Foundations to the 2010-2011 schools in the Literacy Initiative. Administrators, coaches, teachers, and interventionists will understand why their reading programs incorporate specific components and activities using best teaching practices.

Basis of Allocation: Allocations are computed at \$300 per day for each presenter times the number of days. There are 61 ELFA Academy presenters for Language Essentials for Teachers of Reading (LETRS) Foundation.

9-B-34 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All Initiative- Literacy Schools

Amount: \$4,262,384

Funding Period: 07/01/10 – 06/30/11

Source of Funds: State

Purpose: *Ensuring Literacy and Numeracy for All* is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Literacy Schools.

Basis of Allocation: \$32,048 is allocated to each of the One Hundred Thirty- Three (133) Ensuring Literacy for All Schools.

9-B-35 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana's Adolescent Literacy Plan – High Schools

Amount: \$420,000

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The fundamental purpose of this program is to increase the graduation rate to 80% by 2014 in the 14 participating high schools by improving the literacy achievement of students in these schools, using Louisiana's Adolescent Literacy Plan. The state intends to flow through funds to eight (8) districts for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplement reading intervention program materials and/or services.

Basis of Allocation: These funds are for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplemental reading intervention program materials and/or services. Each of the 14 high schools will receive \$30,000.

9-B-36

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana's Adolescent Literacy Plan – Middle Schools

Amount: \$484,020

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The purpose of this grant is to provide targeted literacy intervention programs to assist in transitioning the Options Program into a College and Career Readiness Program and to implement the statewide plan for Adolescent Literacy. By improving proficiency in reading for adolescent students reading two or more years below grade level, the program aims to increase the graduation rate to 80% by 2014. The state intends to flow through funds to six (6) districts for salaries for a certified teacher interventionist; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools.

Basis of Allocation: These funds are for salaries; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools. Each of the six middle schools will be funded \$80,670.

9-B-37

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Numeracy for All

Amount: \$783,225

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT-8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fourth grade. The numeracy section focuses on Louisiana's youngest learners, students in grades K-5. The state intends to flow through funds to each of the numeracy districts to help pay the salary and benefits of a numeracy coach or certified teacher interventionist in each school to include twenty-five (25) schools.

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Basis of Allocation: \$31,329 is allocated for each of the twenty-five (25) Ensuring Numeracy for All schools. These funds are for partial salaries and benefits for twenty-five (25) numeracy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Numeracy for All Initiative.

9-B-38 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy for All  
Amount: \$4,166,757  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: IAT – 8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fifth grade. The literacy section focuses on Louisiana’s youngest learners, students in grades PreK-4. The state intends to flow through funds to each of the literacy districts to help pay the salary and benefits of a literacy coach or certified teacher interventionist in each school to include one hundred thirty-three (133) schools.

Basis of Allocation: \$31,329 is allocated for each one hundred thirty-three (133) Ensuring Literacy for All schools. These funds are for partial salaries and benefits for the one hundred thirty-three (133) literacy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Literacy for All Initiative.

9-B-39 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Numeracy Schools  
Amount: \$801,200  
Funding Period: 07/01/10- 06/30/11  
Source of Funds: State

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Numeracy Schools.

Basis of Allocation: \$32,048 is allocated for each of the twenty-five (25) Ensuring Numeracy for All Schools.

- 9-B-40 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the FY 2010-2011 Louisiana Department of Education Budget.
- 9-B-41 On motion of Mr. Lee, seconded by Mr. Bayard, the Board directed that an item be placed on the August 2010 Board Administration/Relations Committee agenda to address the question of its membership in the National Association of State Boards of Education (NASBE).
- 9-B-41A On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received a report on the FY 2009-2010 and FY 2010-2011 BESE Budget.

**Action**

**Student and School Standards**

- 9-B-42 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

<u>Contractor</u>	<u>Amount</u>
Cengage Learning, Inc.	\$0.00
CEV Multimedia, Ltd.	\$0.00
EMC Publishing, LLC	\$0.00
Glencoe/McGraw-Hill	\$0.00
Goodheart-Willcox Publisher	\$0.00
Pearson Education, publishing as Prentice Hall (HSC	\$0.00
Pearson Education Inc., publishing as Pearson Prentice Hall	\$0.00
Previous Contract: No	
Contract Amount: N/A	
Contract Period: 07/01/10 - 06/30/17	
Fund: N/A	
Competitive Process: Yes	

Description of Service: Publishers agree to maintain an adequate supply and to provide approved materials to LEAs with approved Grades 9-12 Career and Technical Education textbooks and instructional materials at a fixed cost for seven years. Publishers also agree to reduce cost if at any time the same item is offered to any school, school system, or school board in the United States at a lower cost. Current BESE policy provides for the LDE to administer the state textbook program and to ensure that high quality instructional materials are made available to every school and school system at a fixed price for seven years. This price must, at all times, be the lowest price available anywhere in the United States.

**Special Consideration**

**Executive Office of the Superintendent – Charter Schools Office**

9-B-43 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Association of Charter School Authorizers  
(NACSA)  
Previous Contract: Yes  
Contract Amount: \$245,750.00  
Contract Period: 06/01/10 - 06/30/11  
Fund: Federal-Charter School Grant  
Competitive Process: No - Sole Source

Description of Service: This contract will assist with the Information Sessions for Applicants and manage the charter application evaluation process for up to 20 applications and coordinate LDE staff and retain external consultants during June-December 2010. The contract is necessary in order to fulfill Act 35 of the 2005 First Special Session of the Louisiana Legislature, which requires that the LDE/RSD conduct a process for the review of charter school applications that meet the standards of NACSA. NACSA has been approved as a sole-source provider. The services herein described will ensure assistance from NACSA on the charter school application and approval cycle through June 2010.

**Executive Office of the Superintendent – Literacy and Numeracy**

9-B-44 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: University of Louisiana at Lafayette  
Previous Contract: Yes  
Contract Amount: \$1,050,000.00  
Contract Period: 07/01/10 - 06/30/13  
Fund: State – LA 4 Early Childhood State  
Competitive Process: No - Exempt by La. R.S.

Description of Service: This contractor will implement a research program adequate to assess program quality and effectiveness, including both short and long-term outcomes for young children in Louisiana. The contractor will review the submission by each school system participating in the LA 4 program for statutory requirements and program quality, conduct onsite

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reviews to assure congruence between the plans and program, as

implemented. A final report will be provided to LDE and BESE reflecting the results of the research topics related to the impact of the program. Year 1 - 2010-2011 = \$350,000; Year 2 - 2011-2012 = \$350,000; Year 3 -2012-2013 = \$350,000. This Interagency Agreement will provide an independent, comprehensive, and objective review of the LA 4 program offered by local school systems to young children who are considered to be at-risk of not achieving later academic success.

**Management and Finance**

9-B-45 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Federal Education Group, PLLC  
Previous Contract: Yes  
Original Amount: \$45,000.00  
Amendment Amount: \$30,000.00  
New Contract Amount: \$75,000.00  
Begin Date: 07/01/09  
Original End Date: 06/30/10  
Revised End Date: 06/30/11  
Fund: Federal- Ed- Finance Consol Admin  
Competitive Process: No - Exempt by La. R.S. 39:1494

Description of Service: This contract will advise the LDE, under the Federal Education Group, in interpreting federal status and regulations, provide training to LDE staff on various federal programs, and assist the LDE in complying with the requirements of federal programs. The contractor will provide assistance to the LDE in an effort to ensure compliance with federal regulations and effective implementation of federal programs.

**Special School District**

9-B-46 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Fanisha Ford  
Previous Contract: Yes  
Contract Amount: \$62,400.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal IAT Title XIX  
Competitive Process: No - Exempt by La. R.S. 39:1494 (Motion

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Description of Service: This contract will provide highly skilled and clinically

appropriate Occupational Therapy Services to maximize independence, allowing the client to function and reside in the least restrictive environment possible, and promote medical well-being through therapeutic intervention; will evaluate, plan, and provide intervention for referred clients and modify intervention and priorities, as indicated, to achieve intervention goals and objectives; and will evaluate clients to determine baseline function and need for intervention in the following areas: oral motor function, sensory motor fine and gross motor function, sensory integration, cognitive –perceptual, tone management, mobility, psychological function, social function, etc. Per Diem Rate: 20 hours per week/\$60.00 per Hr. NTE \$62,400.00.

9-B-47 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Deaf Academy  
Previous Contract: Yes  
Contract Amount: \$52,675.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal/IDEA-Special Education  
Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract will provide an educational program that addresses the strengths and challenges in basic skills area such as reading, writing, math, and vocational readiness according to the Individual Educational Program (IEP) for a Louisiana School for the Deaf student who is a patient at the National Deaf Academy and enrolled in the Charter School at National Deaf Academy. The National Deaf Academy provides mental health services to students who are deaf or hard of hearing. These services are not available in the state of Louisiana. Students have multiple disabilities and require residential mental health treatment and educational services for students who are deaf.

**Office of Educator Support**

9-B-48 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
(LSMSA)  
Previous Contract: Yes Contract  
Amount: \$76,639.50

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Contract Period: 07/01/10 - 06/30/11

Fund: State - High School Redesign Advanced Placement

Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contractor will collaborate with the Division of Technology (DOT) staff in the identification of needed Advanced Placement personnel and instructional materials; employ needed Advanced Placement online instructors - those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors; maintain files of Advanced Placement project staff, along with teaching certificates and resumes; and collaborate with DOT staff in the evaluation of Advanced Placement online personnel. A part of the Louisiana Virtual School initiative is to provide students across the state with access to Advanced Placement courses in partnership with LSMSA, as outlined in the BESE-approved 8(g) 2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

9-B-49 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
Previous Contract: Yes  
Contract Amount: \$280,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: State - LCET Algebra One Pilot  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will collaborate with Division of Technology (DOT) staff in the identification of needed personnel. Also, the contract will employ needed Algebra I online instructors-those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors. This contract will maintain files of project staff, along with teaching certificates and resumes, as well as collaborate with DOT staff in the evaluation of Algebra I online personnel. The justification for this contract is the contractor can provide the infrastructure to most efficiently support the Algebra I Online program by providing administrative and functional support.

9-B-50 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
(LSMSA)  
Previous Contract: Yes  
Contract Amount: \$128,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Self Generated Fund- LVS  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. The other part of the initiative for the Louisiana Virtual School is to provide required courses to schools across the state in partnership with LSMSA, as outlined in the BESE-approved 8(g) 2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

**School and Community Support**

9-B-51 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana State University-Baton Rouge  
Previous Contract: Yes  
Contract Amount: \$686,855.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal - OEIA IDEA School Improvement  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: The purpose of this Interagency Agreement is to have LSU provide support to Louisiana's State Improvement Grant (LaSIG)/State Personnel Development Grant (SPDG) at both the state and district levels by funding the LaSIG/SPDG Project Co-Director, Coordinator, Facilitator, Site Liaisons, and Evaluator/Internal Effectiveness positions. This agreement is designed to ensure that the goals and objectives of LaSIG/SPDG are achieved. The LaSIG/SPDG is designed to improve systems of professional development and service delivery at the state level and improve student outcomes at the district, campus, and individual levels. This contract is designed to: (1) assist in the development and

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coordination of the LaSIG/SPDG activities and (2) fulfill the goals and objectives of this federally funded project. Federal funds are available through the State Personnel Development Grant award to cover the cost of this contract.

9-B-52 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Recovery School District  
Previous Contract: Yes  
Original Amount: \$1,200,000.00  
Amendment Amount: \$-150,000.00  
New Contract Amount: \$1,050,000.00  
Contract Period: 05/01/09 - 04/30/11  
Fund: Federal- 21<sup>st</sup> Century Community Learning  
Center Flow Through  
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. This amendment reduces the contract amount by \$150,000.00, thereby reducing Year 2 funding from \$600,000 to \$450,000. This decrease in funding is based upon the contractor's failure to meet specified performance measures related to children served and expenditures.

9-B-53 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: The Harvest Baptist Church  
Previous Contract: No  
Contract Amount: \$150,000.00  
Contract Period: 06/01/10 - 05/31/11  
Fund: Federal – 21<sup>st</sup> Century Community Learning  
Center Flow Through Federal  
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. The justification for this contract is that NCLB regulations governing the 21<sup>st</sup> Century Community Learning Centers Program require after-school services be administered through subgrantees. The after-school services are aligned with the LDE's Literacy and Numeracy Initiatives to improve academic performance of participants.



9-B-54 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Children's Hospital, Ventilator Assisted Care Project  
Previous Contract: Yes  
Contract Amount: \$139,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal - OEIA IDEA B  
Competitive Process: No - Exempted by La. R.S. 39:1494.1.

Description of Service: This contract will provide training, technical assistance, and follow-up services for children who are chronically ill, have complex low incidence disorders, or have conditions requiring very specialized follow up and/or treatment. The contract will also provide LEA personnel, community agencies, and other concerned individuals with information regarding the medical, academic, and social issues relative to the integration of children with special or complex health needs into the classroom. The contract will serve children who have complex health conditions; unique medical, academic, and social issues related to the classroom. This contract requires the skills of trained medical personnel to address these issues and provide support to LEA personnel.

9-B-55 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Families Helping Families at the Crossroads of Louisiana, Inc.  
Previous Contract: Yes  
Original Amount: \$76,000.00  
Amendment Amount: \$65,000.00  
New Contract Amount: \$141,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal- OEIA IDEA B  
Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract has been amended for the expansion of the goals and deliverables to include a statewide sports program for children with physical or visual disabilities. This amendment, in the amount of \$65,000, brings the total fee of the contract to \$141,000.00. The justification for this contract is less than 25% of school-aged students with disabilities in Louisiana have the opportunity to participate in an organized sports program. Students who are physically disabled and use

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wheelchairs or who are significantly visually impaired have extremely limited options, as Special Olympics is designed for individuals with cognitive impairments. This contract will provide an equal opportunity for these students to access and successfully participate in an organized sports program uniquely designed to meet their needs.

Agenda **High School Redesign Committee** (Schedule 4)  
Item 9-C

9-C-1 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the status report on the Louisiana Virtual School.

9-C-2 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board approved the revisions to the "Career Technical Education Areas of Concentration" booklet for FY 2010-2011.

9-C-3 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the report on the Professional School Counselors' Task Force.

Agenda **Legal/Due Process Committee** (Schedule 5)  
Item 9-D

9-D-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of allowing the issuance of a Louisiana teaching certificate appropriate to his credentials for Mr. Osceola Free."

Agenda **Legislative Committee** (Schedule 6)  
Item 9-E

9-E-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2009 Legislative Action Plan.

9-E-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the LDE to ask representatives of the following organizations, as amended, to serve on the task force created by SCR 101 of the 2010 Regular Legislative Session:

- LA Parent Training and Information Center,
- LA Together for the Education of All Children,
- The Advocacy Center,
- Turning Point Partners,
- Center for Restorative Approaches,
- Southern Poverty Law Center,

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- Family and Educational Services, and
- Juvenile Justice Project of Louisiana.

Representatives of the organizations mentioned above are in addition to the organizations already specified in SCR 101, which requests BESE to establish a task force to review student discipline statutes and make recommendations for necessary revisions.

9-E-3 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2010 Legislation Session.

Agenda **Literacy and Numeracy Committee** (Schedule 7)  
Item 9-F

9-F-1 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board received the report on the *Louisiana Literacy Plan: Literacy for All.*

9-F-2 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the “Louisiana’s Response to Intervention (RTI) Implementation Plan.”

Agenda **Quality Leaders/Educators Committee** (Schedule 8)  
Item 9-G

9-G-1 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the reports regarding the following Professional Development Program opportunities:

- Individual Teacher Professional Growth (ITPG) and
- TAP: The System for Teacher and Student Advancement.

9-G-2 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the “Teacher Certification Appeals Council Report - May 5, 2010.”

9-G-3 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the appointment of Ms. Sheila Monus to represent the Association of Professional Educators of Louisiana (A+PEL) on the Teacher Certification Appeals Council, as recommended by the LDE. Ms. Monus replaces Mr. Tim Francis on the Council.

9-G-4 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the LDE’s request to submit a Teacher Incentive Fund (TIF) grant proposal to the USDOE and authorized the Board President to sign a letter of support, prepared by the LDE, to accompany the grant proposal.

9-G-5

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for General/Special Education Mild-Moderate: An Integrated to Merged Approach:

Grambling State University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.A. Secondary English Education and Mild/Moderate Grades 6-12; B.S. Secondary Mathematics Education and Mild/Moderate Grades 6-12; and B.A. Secondary Social Studies Education and Mild/Moderate Grades 6-12.

Louisiana State University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Louisiana Tech University – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Northwestern State University – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Master of Arts in Teaching Alternate Elementary Education Grades 1-5 and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Southeastern Louisiana University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Southern University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5; and B.S. Middle Grades 4-8 (Mathematics and Science) and Mild/Moderate Grades 4-8.

University of Louisiana at Monroe – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Secondary Education Grades 6-12 (Biology, Chemistry, English, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12; Master of Arts in Teaching Alternate

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Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Chemistry, English, General Science, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12.

University of New Orleans – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Biology, Chemistry, Earth Science, Mathematics, Physics, and General Science) and Mild/Moderate Grades 6-12.

B.S. Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; and Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Xavier University - Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; and Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Mathematics, Chemistry, English, French, Spanish, Physics, and Social Studies) and Mild/Moderate Grades 6-12.

The New Teacher Project – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Mathematics, Biology, Chemistry, Physics, General Science, Social Studies, Spanish, and French) and Mild/Moderate Grades 6-12.

9-G-6

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for Certification-Only Alternative Path to Certification:

Louisiana State University at Alexandria – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, English, Mathematics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

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Louisiana State University and Agricultural and Mechanical College – Secondary Grades 6-12 in Agriculture, Business, Family and Consumer Science, and Marketing; and All-Level Grades K-12 Instrumental Music and Vocal Music.

Louisiana State University at Shreveport – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, Chemistry, English, Mathematics, Physics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

Louisiana Tech University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Business, Spanish, Social Studies, English, Mathematics, Physics, Speech, Family and Consumer Science, Biology, and Chemistry.

McNeese State University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Biology, Chemistry, Environmental Science, Business, English, French, Spanish, General Science, Mathematics, and Social Studies; and All-Level Grades K-12 Art, Health and Physical Education, Instrumental Music, and Vocal Music.

Nicholls State University – Elementary Grades 1-5, Secondary Grades 6-12 in Business, French, Spanish, Social Studies, English, Mathematics, General Science, Biology, and Chemistry.

Northwestern State University – All-Level Grades K-12 Instrumental Music and Vocal Music.

Our Lady of Holy Cross College – Elementary Grades 1-5; and Secondary Grades 6-12 in Biology, Chemistry, Family and Consumer Science, French, General Science, Spanish, Speech, Social Studies, Business, Physics, and English.

Southeastern Louisiana University – Secondary Grades 6-12 in Agriculture, Biology, Business, Chemistry, Computer Science, English, Family and Consumer Science, Mathematics, Physics, Social Studies, Speech, and Technology Education; All-Level Grades K-12 Art, French, German, Latin, Spanish, Health and Physical Education, Instrumental Music, and Vocal Music; Special Education Early Intervention Birth to Five Years.

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Southern University and Agricultural and Mechanical College – Middle Grades 4-8 Science, Mathematics, and Social Studies; Secondary Grades 6-12 in Biology, Chemistry, Computer Science, Mathematics, Physics, and Social Studies; All-Level Grades K-12 in Spanish.

Southern University at New Orleans – Early Childhood Grades PK-3; and Elementary Grades 1-5.

Tulane University – Early Childhood Grades PK-3; Secondary Grades 6-12 Social Studies, English, Biology, Chemistry, Physics, Mathematics, French, Spanish, German, and Italian; All-Level Grades K-12 Dance.

University of Louisiana at Lafayette - Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 English, Mathematics, Science, and Social Studies; Secondary Grades 6-12 Agriculture, Biology, Chemistry, Earth Science, Business, English, Family and Consumer Science, General Science, Mathematics, Social Studies, Physics, Speech, and Technology Education; All-Level Grades K-12 Health and Physical Education, Art, Instrumental Music, Vocal Music, French, German, and Spanish; and Special Education - Early Intervention Birth to Five Years.

University of New Orleans – Secondary Education Grades 6-12 English, Mathematics, Biology, Chemistry, Earth Science, General Science, Physics, Social Studies, French, German, and Spanish; Special Education Significant Disabilities 1-12.

9-G-7 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the following teacher education programs:

University of New Orleans – College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): in Biology, Chemistry, Earth Science, English, Mathematics, and Social Studies.

Louisiana College – Practitioner Teacher Program in Early Childhood Grades PK-3.

Further, the Board received the report regarding the termination of the Bachelor of Arts in Foreign Languages (Grades 6-12) degree program at the University of New Orleans.

9-G-8 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the elimination of the Department of Education at Dillard University.

- 9-G-9 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 5. Standards for Secondary Career and Technical Trade and Industrial Education Personnel, §505. CTTIE-1 and CTTIE-2 Certificates, regarding Certified Nursing Assistant (CNA) Eligibility Requirements and Certified Nursing Assistant, Program Coordinator Eligibility Requirements.
- 9-G-10 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 2. Louisiana Teacher Preparation Programs, Subchapter A. Traditional Teacher Preparation Programs, §205. Minimum Requirements for Approved Regular Education Programs for Grades PK-3: Adopted May 24, 2001; Effective July 1, 2002; §207. Minimum Requirements for Approved Regular Education Programs for Grades 1-5: Adopted May 24, 2001; Effective July 1, 2002; §209. Minimum Requirements for Approved Regular Education Programs for Grades 4-8: Adopted May 24, 2001; Effective July 1, 2002; §211. Minimum Requirements for Approved Regular Education Programs for Grades 6-12: Adopted May 24, 2001; Effective July 1, 2002; §213. College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): Adopted November 18, 2003; Effective January 1, 2004; and §215. Minimum Requirements for Approved Regular Education All-Level Programs for Grades K-12: Adopted November 2003; Effective August 1, 2005.
- 9-G-11A On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 996, *Standards for Approval of Teacher Education Programs*: Chapters 2-6, regarding the state approval process for non-university private provider teacher and educational leader preparation programs, as presented by the LDE.
- 9-G-11B On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board directed that in August 2010 the LDE provide proposed policy language that will grant the LDE flexibility to modify the 12 month cycle for non-university private provider teacher and educational leader preparation program proposals that are not recommended for approval.
- 9-G-12 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 8. Certification Appeal Process, §805. Application Packet.



9-G-13 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the addition of a sub-category entitled "Education Quality" to the Quality Leaders/Educators Committee agenda.

9-G-14 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the education of children with autism and the LDE's intent to submit proposed policy language for an Ancillary Board Certified Behavioral Analyst license to the Board in fall of 2010.

Agenda **Recovery School District Committee** (Schedule 9)  
Item 9-H

9-H-1 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding Recovery School District contracts of \$50,000 and under approved by the State Superintendent of Education.

9-H-2 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding RSD contracts and leases for "Receive and Defer."

9-H-3 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board deleted Agenda Items IV.A.1., "Consideration of Type 5 Charter School Annual Performance Report using the new evaluation framework;" IV.A.1.a., "Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation;" and IV.A.1.b., "Consideration of the renewal of BESE-authorized charter schools that are ending their fifth year of operation (Capdau Elementary)." Further, the Board referred to the

Recovery School District Committee the following Standing Agenda Item:  
"Consideration of the extension of the charters for Type 5 charter schools in the third year of operation and the renewal of the charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June)."

9-H-4 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the extensions and renewals of the charters for the following Type 5 charter schools, as amended:

- three year renewal: Pierre A. Capdau Learning Academy,
- two-year extension: New Orleans College Preparatory, (Motion

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- one-year extension with placement on contract probation:
  - Algiers Technology Academy,
  - Andrew H. Wilson Charter School,
  - Arthur Ashe Charter School,
  - Langston Hughes Academy Charter School,
  - McDonogh 42 Elementary Charter School,
  - KIPP Central City Academy, and
  - Abramson Science and Technology Charter School (contingent upon the school submitting and completing a plan of action to satisfactorily correct deficiencies noted during the formal and follow-up site visits this spring).

9-H-5 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the Type 5 charter application per the conditional application cycle held spring 2010 for Choice Foundation – New Orleans Charter Elementary School (Esperanza).

Final charter contract approval is contingent upon the LDE’s approving the charter contract and the signing of the charter contract by the authorized representative of the non-profit corporation and the BESE President.

Authorization to operate New Orleans Charter Elementary in the 2010-2011 school year is subject to the following conditions being met:

- completing the approved pre-opening checklist,
- meeting any other requirements contained in staff recommendations, and
- signing the charter contract no later than July 31, 2010.

Further, the Board authorized the Board President to sign the charter contract only after verification from staff that items due on or before July 31, 2010, in the pre-opening checklist have been received.

Further, the Board allowed Choice Foundation to take operational control of the school beginning July 1, 2010.

9-H-6 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on the percentage of students with disabilities in Type 5 Charter Schools, including the LDE’s follow-up and recommendations on Type 5 Charter Schools with an enrollment of students with disabilities of 5% or less.

9-H-7 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on student test scores and School Performance Scores of all RSD schools operated and chartered.

- 9-H-8 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on Type 5 charter contracts and requests for amendments.
- 9-H-9 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report on Capital Projects.
- 9-H-10 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report regarding meetings of the Oversight Committee for the School Facilities Master Plan for New Orleans.
- 9-H-11 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a policy matrix that addresses how school operators are matched to facilities in the RSD.
- 9-H-12 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding start-up charters.
- 9-H-13 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the ongoing cost of operating RSD buildings/facilities.
- 9-H-14 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved Updates to Performance Standards for School Facilities Master Plan for Orleans Parish – Revision 2.0 (March 2010).
- 9-H-15 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report from Education Finance staff concerning Type 5 charter school budgets and expenditure reports, including irregularities or concerns.
- 9-H-16 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2009-2010 RSD expenditures and budget balances, including a comparison between actual revenues and expenses incurred compared to budgeted revenues and expenses.
- 9-H-17 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the Langston Hughes financial investigation, which includes the mechanism used to notify the Board of the investigation and date notification was sent.
- 9-H-18 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the 2010-2011 Budget for the Recovery School District.
- 9-H-19 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2008 unresolved overtime for security officers.

9-H-20 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding a funding source identified through cooperation with the Orleans Parish School Board for conducting a demographic study and a report on how the funds have been expended.

9-H-21 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding RSD contracts approved by the State Superintendent of Education, the Chair of the Finance Committee, and the BESE President.

**Consulting and Professional Services Contracts**

9-H-22 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: ARAMARK Educational Services, LLC Previous  
Contract No  
Contract Amount: \$8,896,693.00  
Contract Period: 07/01/10 to 06/30/11  
Fund: Child Nutrition MFP  
Competitive Process: Yes

Description of Service: This contract will ensure that meals and snacks are provided to students in accordance with the United States Department of Agriculture and Louisiana Department of Education regulations that govern the National School Lunch, Breakfast, and Snack programs. It also provides the staff, management, food, and supplies to support day to day meal services to students and staff in schools operating under the Recovery School District's School Food Authority. This contract is required because there are no employees in the District to provide food services to RSD students. This contract is essential for providing summer food service beginning July 1, 2010, without an executed contract.

9-H-23 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Marilyn Burns Education Associates dba Math  
Solutions  
Previous Contract Yes  
Contract Amount: \$286,400.00  
Contract Period: 07/01/10 to 05/31/11  
Fund: Title II  
Competitive Process: No - Education Program Specialist

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Description of Service: This contract will improve instructional support and professional development for teachers teaching mathematics using a school site-based, data-driven approach. This contract will also improve teacher practice and content knowledge in the area of mathematics across grade levels. The Louisiana Department of Education is currently utilizing this model in the Ensuring Numeracy for All Initiative.

9-H-24 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	McGlinchey Stafford (Michael Rubin)
Previous Contract	Yes
Original Amount:	\$500,000.00
Amended Amount:	\$350,000.00
New Amount:	\$850,000.00
Contract Period:	04/01/09 to 04/01/12
Fund:	SGF
Competitive Process:	No - True Professional

Description of Service: The contractor will continue to provide professional legal representation of the interests of the state and/or any named agency or department or any named individual thereof in matters relating to the Recovery School District.

McGlinchey Stafford has been providing representation for the State Board of Elementary and Secondary Education, the Department of Education, and the Recovery School District in the litigation captioned *Eddy Oliver, et al v. Orleans Parish School Board*, Docket 2005-12244, Civil District Court for the Parish of Orleans, state of Louisiana. This suit is a class action for damages brought by several thousand teachers employed by the Orleans Parish School Board who were terminated after Hurricane Katrina. Attorneys for the plaintiffs have asserted that their claims exceed \$200,000,000. The plaintiffs are also challenging the constitutionality of the Recovery School District legislation. Recently, the Louisiana Supreme Court denied the State Defendants' writ to have the suit dismissed. A tentative trial date of January 2011 has been set. As this case progresses toward trial, defense costs are expected to increase.

9-H-25 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	The Southern Initiative of the Algebra Project
Previous Contract	Yes
Contract Amount:	\$276,140.48

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Contract Period: 07/01/10 to 06/30/11  
Fund: Title II  
Competitive Process: No - Education Program Specialist

Description of Service: This contract will provide professional development workshops for teachers who teach mathematics and provide site based development and building of parent/community by training parents. The contract will establish school design teams at each school to ensure the Algebra Project activities meet the specific needs of the school. This project will achieve the following:

- improve teacher practice and content knowledge in mathematics across grade levels,
- improve educational outcomes of historically underperforming students in mathematics and related disciplines,
- strengthen the ties between targeted schools and parents and communities to ensure that targeted students benefit from access to a high quality education, and
- increase significantly the number of students who pass Algebra I in the eighth grade and high school courses.

9-H-26

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: TransPar Group, Inc.  
Previous Contract Yes  
Original Amount: \$568,000.00  
Amended Amount: \$528,000.00  
New Amount: \$1,096,000.00  
Contract Period: 07/01/09 to 06/30/10  
Amended End Date 06/03/11  
Fund: MFP  
Competitive Process: Yes

Description of Service: This amendment is to extend the contract period for one (1) additional year and to adjust the cost for one (1) additional year of service. The contractor is providing the management and oversight of the Recovery School District's school bus transportation services. It will also pursue full utilization of time and capacity to consolidate bus routes with the goal of achieving cost savings.

9-H-27 On motion of Mr. Roemer the , seconded by Ms. Dastugue, the Board approved following contract:

Contractor: Previous University of LA at Lafayette  
Contract Contract No  
Amount: Contract \$186,356.00  
Period: Fund: 05/03/10 to 06/30/11  
Competitive Process: Safe Schools/Healthy Students Initiative Grant  
No - Interagency Agreement

Description of Service: The contractor will provide services in the development of an evaluation plan that addresses the five elements of Safe Schools/Healthy Students Initiative Grant. The contractor will also be responsible for the collection and the analysis of all data and the completion of required reports.

9-H-28 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Urban League of Greater New Orleans  
Previous Contract Yes  
Contract Amount: \$250,000.00  
Contract Period: 07/01/09 to 06/30/10  
Fund: State General Funds  
Competitive Process: No - Cooperative Endeavor Agreement

Description of Service: This agreement provides for the establishment of an Urban League Parent Information Center (PIC) which will provide valid and reliable data to parents to support informed school choice decisions.

#### **Architectural and Engineering Amendments and Contracts**

9-H-29 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Farnsworth Group, Inc.  
Previous Contract Yes  
Original Amount: \$1,192,800.00  
Amended Amount: \$363,336.00  
New Amount: \$1,556,136.00  
Contract Period: 03/11/10 to 03/11/13  
Fund: FEMA  
Competitive Process: Yes

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Description of Service: This amendment provides for additional services for Envelope Commissioning Services at Parkview Elementary School, Osborne Elementary School, Woodson Elementary School, Bienville Elementary School, Crocker Elementary School, Colton Elementary School and Booker T. Washington High School. (Increase \$363,336.00)

9-H-30 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Farnsworth Group, Inc.
Previous Contract	Yes
Contract Amount:	\$1,856,608.00
Contract Period:	04/30/10 to 04/30/13
Fund:	FEMA
Competitive Process:	Yes

Description of Service: This project provides for the commissioning services for five schools, plus two new and renovated schools, in Orleans Parish. It also allows the commissioning services to verify that:

- all commissioned systems reflect the owner's design standards and project requirements;
- systems are complete,
- systems are functioning properly upon occupancy,
- facility staffs have adequate system documentation and training (\$1,388,854.00).

In addition, this project adjusts the designer's fee for additional services, as allowed by contract, which is based on the amounts set forth in the proposal from Farnsworth Group, Inc., dated April 22, 2010, for envelope commissioning services, referenced in section 2.0 project description/location of Request for Qualifications Solicitation No.: 2009-02 (\$467,754.00).

9-H-31 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Farnsworth Group, Inc.
Previous Contract	Yes
Original Amount:	\$952,790.00
Amended Amount:	\$120,878.00
New Amount:	\$1,073,668.00
Contract Period:	12/01/07 to 11/30/10
Fund:	FEMA
Competitive Process:	Yes

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Description of Service: This amendment provides the following:

- additional services for envelope commissioning services at Fannie C. Williams Elementary School and William Frantz Elementary School (Increase \$96,078.00) and
- adjusts the basic service fee due to the project being separated into two phases, originally constructed as one phase. The two phases allow for the addition of site visit and functional test scope, due to the separation of the project at Langston Hughes Elementary School (Increase \$24,800.00).

9-H-32

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: HMS Architects, Inc  
Previous Contract: Yes  
Contract Amount: \$66,561.00  
Contract Period: 06/17/10 to 06/17/13  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This contract provides for the design services for roof repair and replacement, which includes roof removal and replacement of the existing built-up roofs, vertical parapet, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, coping and perimeter fence, all where applicable, at the following locations:

- Gaudet/Lake Forest Charter, project #2010-0799-0001 (\$37,967.00);
- McDonogh #15 Elementary School, project #2010-0800-0001 (\$2,168.00);
- Dwight D. Eisenhower Elementary School, project #2010-0801-0001 (\$6,586.00);
- Andrew Jackson Elementary School, project #2010-0802-0001 (\$3,731.00);
- Paul B. Habans Elementary School, project #2010-0803-0001 (\$2,182.00);
- Sylvania F. Williams Elementary School, project #2010-0804-0001 (\$682.00);
- Murray Henderson Elementary School, project #2010-0805-0001 (\$666.00);
- Joseph S. Clark Sr. High School, project #2010-0806-0001 (\$474.00);
- and
- Alfred Lawless Sr. High School, which also includes fence repair, project #2010-0807-0001 (\$12,105.00).

9-H-33

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor:	Howard Performance Architecture, LLC
Previous Contract:	Yes
Original Amount:	\$1,636,468.66
Amended Amount:	\$13,376.24
New Amount:	\$1,649,844.90
Contract Period:	03/23/09 to 03/23/12
Fund:	FEMA
Competitive Process:	Yes

Description of Service: The amendment at the new Bienville Elementary School provides the following:

- adjusts the designer's fee for basic services required by the contract, based on breaking out the project into two parts: the test pile program basic services fee of \$4,392.00, which is based on the low bidder's price of \$34,000.00; and the new construction basic services fee of \$1,510,045.00, which is based on the AFC of \$19,821,000.00 (Increase \$1,969.00);
- additional service fee for subdivision survey services dated 02/15/10 from Dading, Marques & Associates, LLC, plus the 10% additional administrative markup (Increase \$495.00);
- additional service fee for traffic impact analysis dated 02/14/10 from Urban Systems Associates, Inc., plus the 10% additional administrative markup at site (Increase \$7,150.00);
- additional service fee for the State Fire Marshall review fee dated 02/09/10, plus the 10% additional administrative markup (Increase \$357.50);
- additional service fee for the subdivision fee dated 04/26/10 from City of New Orleans, plus the 10% additional administrative markup (Increase \$247.50); and
- additional service fee for plan printing dated 02/11/10 from N.O. Reproductions, LLC, plus the additional administrative markup (Increase \$3,157.24).

9-H-34

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor:	M3A Architecture, PLLC
Previous Contract:	Yes
Original Amount:	\$62,760.25

(Motion continues on page 47

Amended Amount: (\$7,965.00)  
New Amount: \$54,795.25  
Contract Period: 01/22/09 to 01/22/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the additional services fee for site survey required from \$15,800.00 to \$7,835.00 for the demolition of Bradley Elementary School.

9-H-35 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: M3A Architecture, PLLC  
Previous Contract: Yes  
Contract Amount: \$62,795.00  
Contract Period: 06/17/10 to 06/17/12  
Amended End Date: 06/15/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: The project at Jordan Elementary School provides the following:

- Site survey, environmental assessment, design, and construction contract administration of the main building structures, as outlined in the scope below. The designer will be responsible for all work, including assessing the site for any potential hazardous materials; designing project contract documents, including plans and specifications; preparing bid information and documents; construction quality contract; plan review by appropriate governmental entities; and administration of construction contract for duration of project (\$36,285.00);
- Additional services for sampling of hazardous materials, environmental and a site survey, plus 10% allowable administrative markup (\$26,510.00).

9-H-36 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Richard C. Lambert Consultants, LLC Previous  
Contract: Yes  
Contract Amount: \$67,193.00  
Contract Period: 06/17/10 to 06/17/13

(Motion continues on page 48)

Fund: FEMA  
Competitive Process: Yes

Description of Service: This project consists of the design services for the roof repair and replacement for the Recovery School District. The designer shall refine and complete the program for repairs and replacement, construction and contract documents, which includes roof removal and replacement of the existing built-up roofs, vertical parapet flashings, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, and coping and perimeter fence, all where applicable.

This project includes the following locations:

- McDonogh #42 Elementary School, project #2010-0789-0001 (\$36,334.00);
- Einstein Charter School, project #2010-0790-0001 (\$9,269.00);
- Dr. Martin Luther King Charter, project #2010-0791-00001 (\$6,412.00);
- Albert Wicker Elementary School, project #2010-0792-00001 (\$2,502.00);
- A.P. Tureaud Elementary School, project #2010-0793-0001 (\$1,870.00);
- McDonogh #32 Elementary School, project #2010-0794-00001 (\$905.00);
- Edgar P. Harney Elementary School, project #2010-0795-0001 (\$584.00);
- McDonogh #28 Jr. High School, project #2010-0796-0001 (\$325.00);
- Harriet R. Tubman Elementary School, project #2010-0797-0001 (\$325.00);  
and
- Joseph A Hardin Elementary School, which includes fence repair, project #2010-0798-0001 (\$8,667.00).

9-H-37 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Shaw Environmental & Infrastructure  
Previous Contract: Yes  
Original Amount: \$58,753.00  
Contract Period: 06/18/09 to 06/18/10  
Amended End Date: 06/18/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Avery-Alexander Elementary School from 06/18/10 to 06/18/11.

9-H-38 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved

the following contract amendment:

Contractor: Shaw Environmental & Infrastructure  
Previous Contract: Yes  
Original Amount: \$49,017.50  
Contract Period: 06/18/09 to 06/18/10  
Amended End Date: 06/18/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of John W. Hoffman Elementary School from 06/18/10 to 06/18/11.

9-H-39 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: SRF Group Consulting, LLC  
Previous Contract: Yes  
Contract Amount: \$100,614.20  
Contract Period: 08/06/09 to 08/06/10  
Amended End Date 08/06/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Livingston Middle School from 08/06/10 to 08/06/11.

9-H-40 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Shelly Hammond Provosty, LLC  
Previous Contract Yes  
Contract Amount: \$275,000.00  
Contract Period: 6/15/10 to 6/15/12  
Fund: Finance  
Competitive Process: No True Professional

(Motion continues on page 50)

Description of Service: The Contractor will provide professional legal representation of the state in the litigation captioned *Orleans Parish School*

*Board v. Lexington Insurance Company, et al.*, Civil District Court for the Parish of Orleans, state of Louisiana, Docket No. 2006-7342, Division "E," Section 7 and in any litigation relating to this lawsuit.

Contract Justification: The Office of General Counsel does not have the resources at its disposal to devote to this litigation. Therefore, it is necessary to contract with a law firm that has the resources and manpower to handle the litigation.

9-H-41 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Public Consulting Group, Inc.
Previous Contract:	Yes
Original Amount:	\$1,696,500.00
Amended Amount:	\$370,750.00
New Amount:	\$2,067,250.00
Contract Period:	1/1/08 to 6/30/10
Amended End Date:	6/30/11
Fund:	IDEA
Competitive Process:	Yes

Description of Service: The Consultant will support the Recovery School District to help enable Medicaid reimbursement for school-based services and assist in the Behavior Plus application to support positive behavior management for all students in the RSD. In addition, the consultant will continue the ongoing hosting of web-based single platform Special Education Management Solution, changes based on SER changes, ongoing phone, online, Webinar support.

Contract Justification: Support Recovery School District in enabling Medicaid reimbursement for school-based services.

9-H-42 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report from the State Superintendent of Education for waiver of the RSD Procurement Policy.

9-H-43 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved a Cooperative Endeavor Agreement with Orleans Parish School Board for Orleans Parish School Board to provide Child Search services under the Individuals with Disabilities Act (IDEA) requirements.

9-H-44 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved as a Notice of Intent Bulletin 129, *The Recovery School District* (LAC 28:CXLV), Chapters 1 and 11.

Agenda **State Authorized School Oversight Committee** (Schedule 10)  
Item 9-I

9-I-1 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on the Regional Educational Service Centers.

9-I-2 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on charter school issues and informational reports.

9-I-3 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on requests for Brumfield vs. Dodd approval.

9-I-4 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved personnel actions requiring Board approval for the Special School District (SSD).

9-I-5 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on the school calendars for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-6 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on Technology Plans for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-7 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved policy changes for BESE Special Schools, as follows:

- Add the following language to the Admissions Requirements:
  - f* Students applying for admission to LSD must have the classification of deaf or hard of hearing as the primary exceptionality on their evaluations. Students applying for admission to LSVI must have the classification of blind or visually impaired as the primary exceptionality on their evaluations.
  - f* A student must live within a commuting distance [25 miles or less of actual travel distance] from LSD/LSVI to be considered as a day school candidate. The Director may consider special circumstances or daily commute time on an individual basis.

(Motion continues on page 52)

- Change the following to the Residential Admissions Requirements:

*f* ~~Baton Rouge~~ LSD/LSVI

- Add the following language to the Release Procedures:

*f* LSD/LSVI may release a student from enrollment when the student’s IEP team determines that the school is not appropriate for the student.

*f* LSD/LSVI may deny admission or continued enrollment to a student and release a student from LSD/LSVI if the school administration determines that the program is inappropriate for the student’s individual needs.

9-I-8 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the Education Finance staff concerning Type 1-4 charter school budgets and expenditure reports, including irregularities or concerns.

9-I-9 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.1., as follows: “Consideration of a report from Education Finance staff concerning Type 2 charter school budgets and expenditure reports, including irregularities or concerns.”

9-I-10 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board deleted Agenda Items IV.B.2., “Consideration of Types 2 and 4 Charter School Annual Performance Report using the new evaluation framework,” and IV.B.2.a., “Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation.”

9-I-11 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board referred to the State Authorized School Oversight Committee the addition of the following Standing Agenda Item: “Consideration of the extension of the charters for Types 2 and 4 charter schools in the third year of operation and the renewal of charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June).”

9-I-12 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board granted a one-year extension of the charter for The MAX Charter School (Type 2) and placed the school on contract probation.

9-I-13 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.3., as follows: “Consideration of a report on Types 2 and 4 charter contracts and requests for amendments.”



9-I-14 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved the following LDE recommended amendments to the charter of the International School of Louisiana concerning curriculum and staff language requirements:

- Eliminate the mandate to use the French National Curriculum as the basis for the curriculum in ISL's program. Instead, ISL proposes to align with the Louisiana Comprehensive Curriculum (LCC).
- Eliminate the mandate to use the International Baccalaureate Organization as the basis for the curriculum in ISL's Spanish program. Again, ISL proposes to align with the LCC.
- Eliminate the mandate that the foreign language teachers must be native speakers of their language and those teachers must be certified by the French Ministry of Education.

9-I-15 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on non-material amendments to the charter of (Type 2) Delhi Charter School.

9-I-16 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the LDE Legal staff that explains/defines the authority that school boards have over Types 1, 3, and 4 charter schools regarding policy and procedure.

9-I-17 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved recommendations from the LDE regarding the composition of the Virtual Education Study Group, with the stipulation that the group include three BESE members.

Agenda **Student/School Performance and Support Committee** (Schedule 11)  
Item 9-J

9-J-1 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding requests from local education agencies for waivers of policy contained in Bulletins, submitted by the State Superintendent of Education.

9-J-2 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the 2009-2010 Nonpublic Annual School Report and the 2010-2011 Nonpublic School Academic Classifications.

**9-J-3** On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the Common Core State Standards in English and Math.

- 9-J-4 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding removal of all PreK-2 schools from the current accountability program.
- 9-J-5 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the requests from the St. Tammany Parish School System and the St. Bernard Parish School System to allow Salmen High School and Chalmette High School to begin using graduation data in their 2010 Baseline School Performance Scores.
- 9-J-6 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the reports regarding the LA 4 Prekindergarten Program and the 8(g) Model Early Childhood Program entitled, "LA 4 Prekindergarten Program, 8(g) Model Early Childhood Program, and Title I Preschool Program Entrance/Eligibility Requirements and Common Assessments" and the Picard Center's "Executive Summary Spring 2010."
- 9-J-7 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the Supplemental Educational Services Provider List for the 2010-2011 school year.

\* \* \* \* \*

Mr. Bayard requested that the LDE provide in August 2010 information on how the Career Diploma Act has been integrated into the "Transitions" process.

- 9-J-8 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the "Transitions" framework, a process to eliminate the Pre- GED Skills/Options Program and prepare all students for college and career success.
- 9-J-9 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of the Louisiana Alternative Education Program Model and Standards."
- 9-J-10 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding the BESE-approved Home Study Program.
- 9-J-11 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board referred to the Superintendents' Advisory Council proposed revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as requested by the LDE.
- 9-J-12 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved

as a Notice of Intent revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §107. School Approval, §115. Pre-Kindergarten/Kindergarten, §305. Professional Staff Development, §905. Age Requirements, §2103. Minimum Time Requirements, §2109. High School Graduation Requirements, §2323. Mathematics, and §3303. Definitions.

9-J-13 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: “Consideration of revisions to Bulletin 105, *Louisiana Content Standards for Programs Serving Four-Year Old Children*.”

9-J-14 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved as a Notice of Intent revisions to Bulletin 111, *Louisiana School, District, and State Accountability System*: §603. Determining a Cohort for Graduation, §611. Documenting a Graduation Index, §701. Subgroup Component Indicators, §708. Calculating a Graduation Rate, and §709. Failing the Subgroup Component.

9-J-15 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: “Consideration of policy recommendations regarding criminal records/ background checks for center staff of any after-school program in response to issues raised in the letter from Colleen L. Kirchem, New Orleans Outreach Operations Manager, to James D. Caldwell, Attorney General, dated January 13, 2010.”

Agenda **Board Advisory Council Reports**  
Item 10

Agenda On motion of Ms. Dastugue, seconded by Mr. Bayard, the Board received the minutes  
Item 10-A of the Nonpublic School Commission meeting held on June 1, 2010, and approved the tentative agenda for August 31, 2010.

(Schedule12)

Agenda **Board Advisory Council Appointments** (Schedule13)  
Item 11

On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the appointment of Superintendent William L. “Trey” Folse, III, to the Superintendents’ Advisory Council upon the recommendation of Mr. Jim Garvey. Superintendent Folse replaces former Superintendent Gayle Sloan on the Council.

Agenda **Received and/or Referred**

Item 12

Agenda Item 12-A On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 12-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the Sherwood Forest site and return it to the OPSB, to be designated for Phase I of the School Facilities Master Plan for construction of a K-8 school. (Schedule 14)

Agenda Item 12-B On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 08-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the New Orleans Free School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule 15)

Agenda Item 12-C On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 09-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the John F. Kennedy High School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule 16)

Agenda Item 12-D On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received the Resolution from the Washington Parish School Board, which urges and requests every member of the Washington Parish Legislative Delegation to vigorously oppose House Bill 1404 or any such bill that would exempt any local sales or use tax revenue without the expressed authorization of the levying governmental entity or authorized by the voters of the parish. (Schedule 17)

Agenda Item 12-E On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the High School Redesign Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: Family and Consumer Sciences Course Offerings (LAC 28: CXV.2379). (Schedule 18)

Agenda Item 12-F On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 4., Subchapter A., Section 411. School Nurse. (Schedule 19)

Agenda  
Item 12-G            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, relative to Act 54 of the 2010 Regular Legislative Session, which repeals the Louisiana Teacher Assistance and Assessment Program (LaTAAP). (Schedule20)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-H referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, regarding adoption of passing scores for the following PRAXIS exams: Special Education: Core Knowledge and Applications (#0354), Special Education: Core Knowledge and Mild to Moderate Applications (#0543), and Special Education: Core Knowledge and Severe to Profound Applications (#0545). (Schedule21)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-I referred to the State Authorized School Oversight Committee: Consideration of a presentation from the Orleans Parish School Board (OPSB) regarding the status of the OPSB's renewal of the charters for their charter schools and the LEAP, iLEAP, and GEE test results for the OPSB's charter and direct-operated schools.

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-J referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 1196, *Louisiana Food and Nutrition Programs, Policies of Operation: Chapters 3, 5, 7, 25, 29, 33, 34, and 35.* (Schedule22)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-K referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education programs. (Schedule23)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education schools. (Schedule24)

Item 12-L

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*, required by Acts 214, 223, 240, and 413 of the 2009 Louisiana Legislative Session. (Schedule25)

Item 12-M

Agenda  
Item 14                    **Received and/or Referred**

Agenda                    On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to  
Item 14-A                    the High School Redesign Committee: Consideration of a request for a study/report  
from the LDE regarding possible policy revisions to allow districts with schools using 4  
x 4 Block Scheduling to permit 28  
Carnegie Units for graduation rather than the 24 Carnegie units currently required in  
state policy for the College and Career Diploma Pathway.

Agenda                    On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to  
Item 14-B                    the High School Redesign Committee: Consideration of the Bridging the Skills Gap  
Communication Plan.

At this point in the meeting, Mr. Guice relinquished the Chair to Mr. Lee.

Agenda                    On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board received the report  
Item 15                    regarding an RSD contract amendment to the RSD/OPSB Cooperative Endeavor  
Agreement for Payment of the RSD’s pro rata share of Advance Funding costs.  
(Schedule26)

\* \* \* \* \*

Ms. Dastugue stated that she would work with BESE’s Executive Director to prepare a  
receive and refer item for the Finance Committee regarding Finance policy that would  
address what types of items should come to the Board for approval, and what types of  
items should come to the Board for informational purposes, from a constitutional,  
statutory, and legal perspective.

Agenda                    On motion of Ms. Buquet, seconded by Mr. Garvey, the Board received the report and  
Item 16                    approved the voluntary surrender of the charter for Esperanza Charter School by the  
Esperanza Charter School Association, Inc., with the condition that the Association will  
continue to work with the LDE to take all necessary closure procedures.  
(Schedule27)

Mr. Guice resumed the Chair.

Agenda                    On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report  
Item 17                    regarding an amendment to the agreement between the Orleans Parish School Board  
(OPSB) and the Recovery School District (RSD) for the RSD to Provide Alternative  
Education Services to the OPSB.

(Schedule28)

Agenda  
Item 18

On motion of Ms. Buquet, seconded by Ms. Bradford, the Board approved the following emergency allocations, as recommended by the LDE, for the LDE and Board agencies:

1. Allocation: EMPLOY/JAG – LA  
Amount: \$720,000.00  
Funding Period: 06/30/10 – 07/01/11  
Source of Funds: IAT-TANF

Purpose: The purpose of the Educational Mission to Prepare Louisiana Youth (EMPLoY) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school and graduating with a GED or Career Diploma. EMPLoY students master necessary skills in career competencies and occupational exploration, which improves their rates of academic success and employment. The EMPLoY program requires districts to ensure: (1) 80% of tier 1 students are dually enrolled and (2) tier 1-3 students receive intense reading intervention through the use of state approved software.

2. Allocation: Jobs for America's Graduates - LA  
Amount: \$2,750,000.00  
Funding Period: 06/30/10 - 07/01/11  
Source of Funds: IAT - TANF

Purpose: The Jobs for America's Graduates – Louisiana (JAG-LA) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school through graduation to obtain a high school diploma or a GED and, during that time, to improve their rate of academic success and employment.

(Schedule 29)

Agenda  
Item 19

On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board approved the following contracts, as recommended by the LDE, for the LDE and Board agencies:

Office of Career and Technical Education

1. Contractor: Louisiana Community and Technical College  
System (LCTCS)  
Previous Contract: Yes

(Motion continues on page 60)

Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$11,411,879.00  
Source of Funds: Incoming Funds  
Competitive Process: No - MOU

Description of Service: This MOU provides for the day-to-day leadership activities and administration of the secondary allocation of the Carl Perkins Career and Technical Education funds. This MOU details responsibilities of the LDE and details the distribution of funds through each agency. The LDE is responsible for 49% (\$11,411,970) of the total state allocation. The exact breakdown of funds is as follows: the LDE receives 56% of the flow through funds which are directed to the LEAs; 40% of the administration funds; and 50% of the leadership funds. The disbursement of the total state allocation is detailed in Attachment A of the backup documentation. The Louisiana Community and Technical College System is the fiscal agent for the Carl Perkins fund. This MOU addresses the secondary portion of these funds. This MOU covers the portion of the Perkins funds dedicated to secondary leadership and administrative activities and the secondary flow through portion of these funds.

#### Executive Office of the Superintendent

2. Contractor: Louisiana State University  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$213,765.00  
Source of Funds: State Research Group  
Competitive Process: No - Exempt by R.S. 39:1494.1 A (8)

Description of Service: This contract will promote and direct the Science, Technology, Engineering and Math (STEM) efforts of the LDE, as directed by the State Superintendent of Education. Through this contract, the contractor agrees to permit Mr. Guillermo Ferreyra, a professor at LSU, to serve as Executive Director of Science, Technology, Engineering, and Math (STEM) for the Louisiana Department of Education. Mr. Ferreyra, in his capacity as Executive Director for STEM, will direct the overall educational efforts of the LDE in this area.

(Motion continues on page 61)



School and Community Support

3. Contractor: Computer Aid, Inc.  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/13  
Total Amount: \$978,432.00  
Source of Funds: Federal IDEA Part B  
Competitive Process: Yes

Description of Service: The contractor will provide on-going system maintenance and enhancements for all components of the Special Education Reporting database (SER). Yr. 1 - 07/01/10 through 06/30/11 will be \$326,144.00; Yr. 2 - 07/01/11 through 06/30/12 will be \$326,144.00; Yr. 3 - 07/01/12 through 06/30/13 will be \$326,144.00. The on-going system maintenance will enable LDE to continue to facilitate better data exchange with LEAs and other state and federal agencies.

School and Community Support

4. Contractor: Louisiana School for Math, Science, and the Arts (LSMSA)  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$2,106,542.00  
Source of Funds: LA Virtual School Flow Through IAT 8 (g)  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A (8)

Description of Service: The contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. A part of the Louisiana Virtual School initiative is to provide required courses to schools across the state in partnership with LSMSA as outlined in the BESE-approved 8(g) 2010-11 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.  
(Schedule30)

Agenda  
Item 20

State Superintendent Pastorek introduced Ms. Karen Burke, who provided the Board with a PowerPoint presentation entitled "LDE Reorganization Plan – June 25, 2010." Ms. Burke reviewed this information with the Board.

(Continues on page 62)

State Superintendent Pastorek announced that Ms. Burke would fill the position of Chief Operating Officer for Departmental Support; Ms. Erin Bendily will lead Parental Options; Dr. Guillermo Ferreyra will lead Science, Technology, Engineering, and Math (STEM); and Ms. Gayle Sloan will lead District Support.

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Louisiana Department of Education's reorganization plan.

Agenda  
Item 21

On motion of Mr. Garvey, seconded by Mr. Bayard, the Board went into Executive Session at 11:08 a.m. to discuss litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244.

A Roll Call Vote was taken.

Yeas: Mr. Bayard, Ms. Bradford, Ms. Buquet, Ms. Dastugue, Mr. Garvey, Mr. Roemer, and Mr. Guice.

Nays: None.

Abstentions: None.

Absent: Mr. Bennett, Ms. Givens, Ms. Johnson, and Mr. Lee.

The Roll Call Vote on the motion to go into Executive Session passed. It was noted that no votes would be taken while the Board was in Executive Session; all votes would be made in public.

\* \* \* \* \*

On motion of Ms. Dastugue, seconded by Mr. Roemer, the Board reconvened into Regular Session at 11:27 a.m. A quorum was present.

Agenda  
Item 21

No further action was taken regarding Agenda Item 21, "Consideration of an Executive Session on litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244."

With no further business to come before the Board, the meeting was adjourned at 11:28 p.m.

**Attachment 6**

**State's Race to the Top Assessment Memorandum of Understanding (MOU)**

**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top – Comprehensive Assessment Systems Grant**

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND  
CAREERS MEMBERS**

*JUNE 3, 2010*

**I. Parties**

This Memorandum of Understanding (“MOU”) is made and effective as of this eight day of June 2010, (the “Effective Date”) by and between the State of *Louisiana* and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

**II. Scope of MOU**

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

**III. Background – Comprehensive Assessment Systems Grant**

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

**IV. Purpose and Goals**

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

## **V. Definitions**

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

## **VI. Key Deadlines**

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

**VII. Consortium Membership**

**A. Membership Types and Responsibilities**

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
  - a. The eligibility criteria for a Governing State are as follows:
    - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
    - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
    - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state’s overall participation in all aspects of the project, including:
    - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
    - communication to keep the state board of education, governor’s office and appropriate legislative leaders and committees informed of the consortium’s activities and progress on a regular basis;
    - participation by local schools and education agencies in pilot tests and field test of system components; and
    - identification of barriers to implementation.
  - Participate in the management of the assessment development process on behalf of the Consortium;
  - Represent the chief state school officer when necessary in Governing Board meetings and calls;
  - Participate on Design Committees that will:
    - Develop the overall assessment design for the Consortium;
    - Develop content and test specifications;
    - Develop and review Requests for Proposals (RFPs);
    - Manage contract(s) for assessment system development;
    - Recommend common achievement levels;
    - Recommend common assessment policies; and
    - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
  - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
  - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
  - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
  - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
  - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
  - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
  - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.



- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

### **3. Participating State**

- a. The eligibility criteria for a Participating State are as follows:
  - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
  - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
  - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
  - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

**4. Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

**B. Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

**C. Application Process For New Members**

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

**D. Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

## **VIII. Consortium Governance**

This section of the MOU details the process by which the Consortium shall conduct its business.

### **A. Governing Board**

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
  - a. Overall design of the assessment system;
  - b. Common achievement levels;
  - c. Consortium procurement strategy;
  - d. Modifications to governance structure and decision-making process;
  - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
    - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
    - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
  - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
  - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
  - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
  - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
  - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
  - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
  - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
  - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
  - c. The Governing Board Chair shall have the following responsibilities:
    - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
  - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
  - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
  - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
  - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
  - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

**B. Design Committees**

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
  - a. Recommendations are made on a consensus basis, with input from the Participating States.
  - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
  - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
  - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
  - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

### **C. General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
  - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
  - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
  - a. Participation in conference calls and/or webinars;
  - b. Written responses to draft documents; and
  - c. Participation in Google groups that allow for quick response to documents under development.

### **IX. Benefits of Participation**

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;



- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

**X. Binding Commitments and Assurances**

**A. Binding Assurances Common To All States – Participating and Governing**

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
  - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
  - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
  - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
  - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

**B. Additional Binding Assurances By Governing States**

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

## **XI. Financial Arrangements**

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

## **XII. Personal Property**

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

## **XIII. Liability and Risk of Loss**

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

## **XIV. Resolution of Conflicts**

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

## **XV. Modifications**

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

## **XVI. Duration, Renewal, Termination**

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

## **XVII. Points of Contact**

Communications with the State regarding this MOU should be directed to:

*Name: Scott N. Norton*

*Mailing Address: P.O. Box 94604, Baton Rouge, LA 70804*

*Telephone: (225) 342-1308*

*Fax: (225) 219-0474*

*E-mail: Scott.Norton@LA.GOV*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

## **XVIII. Signatures and Intent To Join in the Consortium**

The State of Louisiana hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Louisiana agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

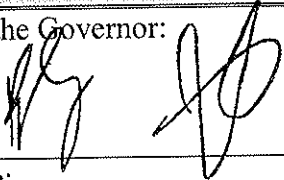
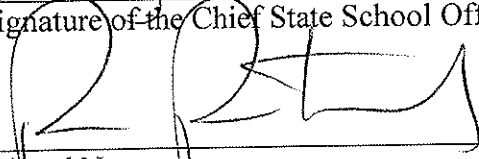

*Signatures required:*

- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: Bobby Jindal	Date: 6/9/10
Signature of the Chief State School Officer: 	
Printed Name: Paul G. Pastorek	Date: 6/8/10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Keith Guice	Date: 6/8/10

**ADDENDUM 2:**  
LOUISIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING  
PROPOSED ASSESSMENT SYSTEM

**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For**  
**Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR**  
**IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

*June 13, 2010*

*Plan of Louisiana*

Louisiana State laws and board policies were reviewed to identify current barriers to implementing the proposed assessment system. As a result of this review, Louisiana has already revised one state law and found several others that may need minor revisions prior to transitioning to a new assessment system. In addition, there are several board policies that will need revision prior to new assessments being implemented in 2014-2015. These revisions to Louisiana laws and policies would allow for the new assessments to replace the current assessment program.

The following references in the Louisiana Revised Statutes (R.S.) are directly related to the statewide assessment program and have been revised or will need to be revised to fully transition to the new assessments in grades 3-8 and high school:

- Act 116 of the 2010 Regular Legislative Session expands the options for types of tests that are allowed at grades 3, 5, 6, 7 and 9 in Louisiana. Prior to this Act, tests at those grades included norm-referenced testing components, resulting in an augmented norm-referenced test model. The PARCC consortium will use a criterion-referenced model, so this change will allow for Louisiana's participation. Tests at other grades already used the criterion-referenced test model so no additional changes are needed regarding test type.
- Louisiana Revised Statutes 17:24.4 contain references to Louisiana's current testing program, and some additional minor updating may be helpful, although none of the remaining language would prohibit participation in the PARCC-developed assessments.
- In addition, Louisiana's assessment programs are detailed in *Bulletin 118: Statewide Assessment Standards and Practices* (<http://www.doa.louisiana.gov/osr/lac/28v111/28v111.doc>), the official assessment policy manual of the Louisiana State Board of Elementary and Secondary Education (BESE). This document contains numerous references to the current assessment programs (LEAP, iLEAP, GEE) that will need to be updated.

**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

**MEMORANDUM OF UNDERSTANDING**  
For  
**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For  
Assessment of Readiness for College and Careers Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION  
IN CONSORTIUM PROCUREMENT PROCESS**

*June 3, 2010*

The signature of the chief procurement official of **Louisiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers (“Consortium”) Members constitutes an assurance that the chief procurement official has determined that **Louisiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium’s procurement processes described herein.

**I. Consortium Procurement Process**

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a “best value” basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education’s grant regulation at 34 CFR § 80.36, “Procurement,” and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 (“ARRA”).
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the



**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
  - a. Issue the Request for Proposal;
  - b. Receive and evaluate responsive proposals;
  - c. Make source selection determinations on a best value basis;
  - d. Execute a contract with the awardee(s);
  - e. Administer awarded contracts.
  
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
  - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
    - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
    - ii. Receive and evaluate responsive proposals;
    - iii. Make source selection determinations on a best value basis;
    - iv. Execute a contract with the awardee(s);
    - v. Administer awarded contracts.
  
  - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

**II. Assurance Regarding Participation in Consortium Procurement Process**

I, **Denise Lea**, in my capacity as the chief procurement official for **Louisiana** confirm by my signature below that **Louisiana** may, consistent with the procurement laws and regulations of **Louisiana**, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



Name: Denise Lea  
Title: *Chief Procurement Officer*  
6/15/10  
[DATE]

**Attachment 8**

**A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematic for the “all students” group and all subgroups**

2010-2011 Statewide Proficiency

Grade	ELA % Proficient	Math % Proficient
3	69%	69%
4	74%	71%
5	68%	67%
6	71%	70%
7	69%	67%
8	67%	60%
GEE	60%	69%

**Attachment 9**

**Table 2: Reward, Priority, and Focus Schools**

<b>LEA Name</b>	<b>School Name</b>	<b>School NCES ID</b>	<b>REWARD</b>	<b>PRIORITY</b>	<b>FOCUS</b>
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		#	SCHOOL	SCHOOL	SCHOOL
RSD	P. A. Capdau School	00860		YES	
RSD	Nelson Elementary School	00949		YES	
RSD	Thurgood Marshall Early College High School	02277		YES	
RSD	Gentilly Terrace School	00893		YES	
RSD	Lagniappe Academies of New Orleans	02300		YES	
RSD	E. P. Harney Spirit of Excellence Academy	01800		YES	
RSD	Batiste Cultural Arts Academy at Live Oak Elem	02018		YES	
RSD	SciTech Academy at Laurel Elementary	00917		YES	
RSD	Linwood Public Charter School	00175		YES	
RSD	Crestworth Learning Academy	00369		YES	
RSD	Arise Academy	02278		YES	
RSD	Success Preparatory Academy	02283		YES	
RSD	Benjamin E. Mays Preparatory School	02266		YES	
RSD	Pride College Preparatory Academy	02257		YES	
RSD	Glen Oaks Middle School	00377		YES	
RSD	Prescott Middle School	00415		YES	
RSD	Pointe Coupee Central High School	02002		YES	
RSD	Dalton Elementary School	00370		YES	
RSD	Lanier Elementary School	00391		YES	

RSD	Crocker Arts and Technology School	02084		YES	
RSD	The Intercultural Charter School	02077		YES	
RSD	Akili Academy of New Orleans	02071		YES	
RSD	New Orleans Charter Science and Math Academy	02068		YES	
RSD	Sojourner Truth Academy	02070		YES	
RSD	Miller-McCoy Academy	02067		YES	
RSD	NOLA College Prep Charter School	02041		YES	
RSD	Langston Hughes Academy Charter School	00976		YES	
RSD	Andrew H. Wilson Charter School	00979		YES	
RSD	Abramson Science & Technology Charter School	02054		YES	
RSD	Kenilworth Science and Technology School	00389		YES	
RSD	James M. Singleton Charter School	01208		YES	
RSD	Dr. M.L.K. Charter School for Science & Tech.	00414		YES	
RSD	McDonogh #28 City Park Academy	00936		YES	
RSD	Lafayette Academy of New Orleans	00914		YES	
RSD	Esperanza Charter School	00872		YES	
RSD	McDonogh #42 Elementary Charter School	00944		YES	
RSD	Martin Behrman Elementary School	00835		YES	

RSD	Dwight D. Eisenhower Elementary School	00883		YES	
RSD	William J. Fischer Elementary School	00885		YES	
RSD	McDonogh #32 Elementary School	00938		YES	
RSD	O.P. Walker Senior High School	00972		YES	
RSD	Algiers Technology Academy	02057		YES	
RSD	Joseph A. Craig School	00870		YES	
RSD	Benjamin Banneker Elementary School	00935		YES	
RSD	Walter L. Cohen High School	00867		YES	
RSD	Dr. Charles Richard Drew Elementary School	00974		YES	
RSD	Paul B. Habans Elementary School	00900		YES	
RSD	Murray Henderson Elementary School	00905		YES	
RSD	John McDonogh Senior High School	00928		YES	
RSD	James Weldon Johnson School	00909		YES	
RSD	Sarah Towles Reed Senior High School	01933		YES	
RSD	A.P. Tureaud Elementary School	00869		YES	
RSD	Schwarz Alternative School	02020		YES	
RSD	G.W. Carver High School	00861		YES	
RSD	L. B. Landry High School	00916		YES	



RSD	H.C. Schaumburg Elementary School	00964		YES	
RSD	Mary D. Coghill Elementary School	00866		YES	
RSD	St. Helena Central Middle School	01158		YES	
RSD	Linear Leadership Academy	00174		YES	
RSD	Sophie B. Wright Inst.of Academic Excellence	00981		YES	
RSD	KIPP Believe College Prep (Phillips)	00958		YES	
RSD	KIPP McDonogh 15 School for the Creative Arts	00932		YES	
RSD	KIPP Central City Academy	02043		YES	
RSD	KIPP Central City Primary	02079		YES	
RSD	KIPP New Orleans Leadership Academy	02307		YES	
RSD	Samuel J. Green Charter School	00897		YES	
RSD	Arthur Ashe Charter School	00947		YES	
RSD	John Dibert Community School	00877		YES	
District A	School 1	XXXXX			YES
District B	School 2	XXXXX			YES
District B	School 3	XXXXX			YES
District B	School 4	XXXXX			YES
District B	School 5	XXXXX			YES
District C	School 6	XXXXX			YES
District D	School 7	XXXXX			YES
District E	School 8	XXXXX			YES

District E	School 9	XXXXX			YES
District E	School 10	XXXXX			YES
District E	School 11	XXXXX			YES
District E	School 12	XXXXX			YES
District E	School 13	XXXXX			YES
District E	School 14	XXXXX			YES
District E	School 15	XXXXX			YES
District E	School 16	XXXXX			YES
District E	School 17	XXXXX			YES
District E	School 18	XXXXX			YES
District E	School 19	XXXXX			YES
District E	School 20	XXXXX			YES
District E	School 21	XXXXX			YES
District E	School 22	XXXXX			YES
District E	School 23	XXXXX			YES
District E	School 24	XXXXX			YES
District E	School 25	XXXXX			YES
District E	School 26	XXXXX			YES
District E	School 27	XXXXX			YES
District E	School 28	XXXXX			YES
District E	School 29	XXXXX			YES
District F	School 30	XXXXX			YES
District F	School 31	XXXXX			YES
District G	School 32	XXXXX			YES
District G	School 33	XXXXX			YES
District G	School 34	XXXXX			YES
District H	School 35	XXXXX			YES

District I	School 36	XXXXX			YES
District I	School 37	XXXXX			YES
District I	School 38	XXXXX			YES
District I	School 39	XXXXX			YES
District I	School 40	XXXXX			YES
District I	School 41	XXXXX			YES
District I	School 42	XXXXX			YES
District I	School 43	XXXXX			YES
District I	School 44	XXXXX			YES
District I	School 45	XXXXX			YES
District I	School 46	XXXXX			YES
District I	School 47	XXXXX			YES
District I	School 48	XXXXX			YES
District I	School 49	XXXXX			YES
District I	School 50	XXXXX			YES
District I	School 51	XXXXX			YES
District I	School 52	XXXXX			YES
District I	School 53	XXXXX			YES
District I	School 54	XXXXX			YES
District I	School 55	XXXXX			YES
District J	School 56	XXXXX			YES
District J	School 57	XXXXX			YES
District K	School 58	XXXXX			YES
District L	School 59	XXXXX			YES
District L	School 60	XXXXX			YES
District M	School 61	XXXXX			YES
District M	School 62	XXXXX			YES

District M	School 63	XXXXX			YES
District M	School 64	XXXXX			YES
District M	School 65	XXXXX			YES
District M	School 66	XXXXX			YES
District M	School 67	XXXXX			YES
District M	School 68	XXXXX			YES
District M	School 69	XXXXX			YES
District M	School 70	XXXXX			YES
District M	School 71	XXXXX			YES
District M	School 72	XXXXX			YES
District N	School 73	XXXXX			YES
District N	School 74	XXXXX			YES
District N	School 75	XXXXX			YES
District N	School 76	XXXXX			YES
District O	School 77	XXXXX			YES
District P	School 78	XXXXX			YES
District P	School 79	XXXXX			YES
District P	School 80	XXXXX			YES
District P	School 81	XXXXX			YES
District Q	School 82	XXXXX			YES
District Q	School 83	XXXXX			YES
District R	School 84	XXXXX			YES
District R	School 85	XXXXX			YES
District R	School 86	XXXXX			YES
District R	School 87	XXXXX			YES
District R	School 88	XXXXX			YES
District S	School 89	XXXXX			YES

District T	School 90	XXXXX			YES
District U	School 91	XXXXX			YES
District V	School 92	XXXXX			YES
District W	School 93	XXXXX			YES
District X	School 94	XXXXX			YES
District X	School 95	XXXXX			YES
District X	School 96	XXXXX			YES
District X	School 97	XXXXX			YES
District X	School 98	XXXXX			YES
District X	School 99	XXXXX			YES
District Y	School 100	XXXXX			YES
District Z	School 101	XXXXX			YES
District AA	School 102	XXXXX			YES
District AA	School 103	XXXXX			YES
District BB	School 104	XXXXX			YES
District CC	School 105	XXXXX			YES
District CC	School 106	XXXXX			YES
District DD	School 107	XXXXX			YES
District EE	School 108	XXXXX			YES
District EE	School 109	XXXXX			YES
District EE	School 110	XXXXX			YES
District EE	School 111	XXXXX			YES
District EE	School 112	XXXXX			YES
District FF	School 113	XXXXX			YES
District FF	School 114	XXXXX			YES
District FF	School 115	XXXXX			YES
District FF	School 116	XXXXX			YES

District FF	School 117	XXXXX			YES
District FF	School 118	XXXXX			YES
District FF	School 119	XXXXX			YES
District FF	School 120	XXXXX			YES
District FF	School 121	XXXXX			YES
District FF	School 122	XXXXX			YES
District FF	School 123	XXXXX			YES
District GG	School 124	XXXXX			YES
District HH	School 125	XXXXX			YES
District II	School 126	XXXXX			YES
District JJ	School 127	XXXXX			YES
District JJ	School 128	XXXXX			YES
District JJ	School 129	XXXXX			YES
District KK	School 130	XXXXX			YES
District KK	School 131	XXXXX			YES
District LL	School 132	XXXXX			YES
District MM	School 133	XXXXX			YES
District NN	School 134	XXXXX			YES
District OO	School 135	XXXXX			YES
District OO	School 136	XXXXX			YES
District OO	School 137	XXXXX			YES
District OO	School 138	XXXXX			YES
District PP	School 139	XXXXX			YES
District QQ	School 140	XXXXX			YES
District QQ	School 141	XXXXX			YES
District QQ	School 142	XXXXX			YES

**Attachment 10**

**A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems**

## Chapter 1. Overview

### §101. Regulations of the Program

A. As required by R.S. 17:391.5, R.S. 17:24.3 (Act 621 and Act 9) of the 1977 Louisiana Legislature, and R.S. 17:391.10 (Act 605) of 1980, all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEA's personnel evaluation programs. In passing these acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. Act 506, R.S. 17:391.5, as enacted and amended during the 1992 Regular Session of the Louisiana Legislature, revised and reenacted previous LEA accountability legislation. It included provisions to strengthen and make more uniform the local teacher evaluation practices within the public schools of Louisiana.

C. The guidelines to strengthen local teacher evaluation programs including the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs" and were approved by the BESE in September 1992. These guidelines along with the requirements of the local accountability legislation, form the basis for the local evaluation programs.

D. The BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of Panel I was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 1990s and 2002, the components reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching* (§901), which is a descriptive framework of effective teacher behavior, is intended to be a uniform element that serves as evaluation and assessment criteria in the local teacher evaluation programs.

E. In August 2008, the BESE approved the Performance Expectations and Indicators for Education Leaders to replace the Standards for School Principals in Louisiana, 1998 as criteria for principal evaluation. (Appendix B)

F. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statues related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38 eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by the BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010).

### §105. Purposes of Personnel Evaluation

A. The purposes for which personnel evaluation will be used in Louisiana are as follows:

1. to assure the public that the educational system provides the best opportunities for all children to learn;
2. to assure the public that the most qualified personnel are employed in every position and that effective teaching continues in the classroom;
3. to foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators;
4. to provide support for the assistance/assessment of new teachers;
5. to provide procedures that are necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment.



AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010).

### **§109. Framework for LEA Personnel Evaluation Programs**

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and tailored to the particular needs of the school district. Each school board shall have the responsibility to institute programs that address the particular needs of the school district it represents and the regulations developed by the LDE pursuant to the laws.

B. Certain requirements relative to the design and development of local personnel evaluation programs have been set forth in an effort to facilitate the construction and implementation process. Organizing and numbering the personnel evaluation program plan in a manner consistent with the proposed format will be helpful to the LEA in determining that all elements of evaluation and assessment have been included. A numerical outline will also assist all parties in the review of the plan should such a review be requested or mandated by the BESE. The remainder of this document presents information relative to the criteria for each of the following Sections or elements that should be included in the LEA personnel evaluation program plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

### **Chapter 3. Template for Personnel Evaluation Plans**

#### **§329. Intensive Assistance Programs**

A. This program must be designed for use by all evaluators when it becomes necessary to prepare an Intensive Assistance Program for an evaluatee who has been determined to be in need of certain assistance.

B. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the local school district's standards of performance,

then that evaluatee is placed in an intensive assistance program. When the evaluatee is placed in such a program, he/she is informed in writing of the reason(s) for the placement. Then an intensive assistance plan is developed with the evaluatee. This plan specifies:

1. what the evaluatee must do to strengthen his/her performance, what objective(s) must be accomplished, and what level(s) of performance is/are expected;

2. what assistance/support shall be provided by the school district;

3. a timeline (not to exceed two years) for achieving the objectives and the procedures for monitoring the evaluatee's progress including observations and conferences; and

4. the action that will be taken if improvement is not demonstrated. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists.

C. LEAs must delineate the procedures to be followed if the evaluatee fails to improve within the timelines of the intensive assistance program. R.S. 17:3902 mandates that, if an evaluatee completes the intensive assistance program and still performs unsatisfactorily on a formal evaluation, the local board shall initiate termination proceedings within six months following such unsatisfactory performance.

D. In this section of the LEA evaluation program description, the LEA delineates its process for intensive assistance. The LEA intensive assistance process must conform to the following regulations.

1. An intensive assistance program shall be provided for evaluatees who do not meet the local school district's standards of satisfactory performance.

2. Any evaluatee placed in an intensive assistance program shall be informed in writing of the reason(s) for this placement.

3. An intensive assistance plan shall be developed for any evaluatee placed in such a program.

4. The local school district shall document the professional development support that is necessary to enable the certified and other professional personnel to meet the objectives of his/her plan.

5. The local school district shall take appropriate action in accordance with legislative, SBESE, and local

school board mandates if satisfactory improvement is not demonstrated.

6. The intensive assistance plan must be developed collaboratively by the evaluator and the evaluatee and must contain specific information:

a. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance;

b. an explanation of the assistance/support/resource to be provided by the school district;

c. the evaluatee's and evaluator(s)' names and position titles;

d. a space for indicating the date that the assistance program shall begin;

e. the date when the assistance program shall be completed;

f. the evaluator's and evaluatee's signatures and date lines (Signatures and dates must be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

g. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed two years);

h. an explanation of the provisions for multiple opportunities for the evaluatee to improve (The intensive assistance programs must be designed in such a manner as to provide the evaluatees with more than one opportunity to improve.);

i. the action that will be taken if improvement is not demonstrated.

7. The intensive assistance form must be designed in a manner that would provide for the designation of the level of assistance and a description of performance.

8. Completed intensive assistance plans and all supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the central office.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

**§333. Procedures for Resolving Conflict—Due Process**

A. The LEA must address the following components of due process.

1. The evaluator shall provide the evaluatee with a copy of the evaluation and/or assessment results within 15 working days after the completion of the evaluation. (The LDE strongly recommends that this same procedure be employed with regard to observation reports.)

2. A post-evaluation conference must be held following the evaluation and/or assessment, and prior to the end of the semester or school year in order that the results can be discussed. (This discussion should concern the strengths and weaknesses of the evaluatee.)

3. The evaluation and the assistance and assessment programs shall include procedures for resolving conflict in a fair, efficient, effective, and professional manner.

4. The evaluatee may file his/her own written response to the evaluation or results of the assessment. (A self-evaluation form may not serve as an evaluatee's written response.)

5. The evaluatee may file a written response to the evaluation or results of the assessment that will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question. (The LDE recommends that a timeline for the written response be given.)

6. When evaluatees are not performing satisfactorily, they must be informed in writing.

7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation or the assessment.

8. The evaluatee must be provided with ample assistance to improve performance.

9. The evaluatee may request that an evaluation be conducted by another source, or that a member of an assessment team be replaced. (The LDE recommends that the LEA name the source from which another evaluator or assessor may be selected.)

10. The confidentiality of evaluation and assessment results must be maintained as prescribed by law. (The LDE strongly recommends that copies of all evaluation and assessment documents be maintained in the files of both the evaluator and evaluatee; however, these documents must be maintained in the evaluatee's single official file.) The school board in each school district must take official action in regard to naming the individuals who shall be authorized to enter the official personnel files. The positions of these individuals must be included.

11. Personnel evaluation grievance procedures must be established to follow the proper lines of authority.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

**§335. Staff Development for Personnel Involved in Evaluation**

A. In this Section of the LEA Personnel Evaluation program description, the LEA delineates its plan for staff development. The school district provides training on a continuing basis for all staff involved in the evaluation and assessment process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward teacher evaluation and assessment;
2. a knowledge of state laws and LEA policies governing the evaluation and teacher assistance and assessment processes and associated due process procedures;
3. an understanding of the Louisiana components of effective teaching;
4. an understanding of the Performance Expectations and Indicators for Education Leaders ; and

5. an understanding of the LEA's personnel evaluation and teacher assistance and assessment programs, including the philosophy and purposes, criteria, and procedures.

B. The LEA's plan may include a description of additional training for evaluators and assessors. Training should focus on developing the skills needed to diagnose, strengthen, and/or enhance teaching effectively. It is recommended that the following skill areas be included in the plan and description of the training:

1. data collection skills necessary to document a teacher's performance accurately;
2. data analysis skills necessary to make accurate judgments about a teacher's performance;
3. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;
4. skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness; and
5. skills in writing effective evaluation and assessment reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

**§339. Job Descriptions**

A. The LEA Personnel Evaluation Plan must contain a copy of the job descriptions currently in use in the LEA. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Copies of job descriptions must be distributed to all certified and professional personnel prior to employment. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
<i>Administration</i>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Assistant Superintendent</li> </ol>

Personnel Category	Position or Title
	3. Director 4. Supervisor
	5. Coordinator 6. Principal 7. Assistant Principal
	8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning
	9. Any employee whose position requires certification, but whose title is not given in this list
	10. Any employee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	1. Teachers of Regular and Sp. Ed. students 2.. Special Projects Teachers
Support Services	1. Guidance Counselors 2. Librarians 3. Therapists
	4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning

Personnel Category	Position or Title
	5. Any employee whose position requires certification, but whose title is not given in this list 6. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The local board has the responsibility of developing job descriptions for the various positions in accordance with its evaluation program. The following components must be included in each job description developed:

1. position title;
2. position qualifications must be at least the minimum requirements as stated in *LDE Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications must be established for the position, rather than for the evaluatee.);
3. title of the person to whom the evaluatee reports;
4. title of the person whom the evaluator supervises;
5. performance responsibilities of the evaluatee (refer to \* below);
6. a space for the evaluatee's signature and date; and

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

7. all certified and other personnel shall be provided with their job descriptions prior to the beginning of their employment in the school system in their position and each time their job description is revised.

\*Job descriptions for instructional personnel must include the *Louisiana Components of Effective Teaching*; job descriptions for building-level administrators must include the *Performance Expectations and Indicators*

for *Education Leaders* as part of the performance responsibilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

#### **§345. Statement of Assurance**

A. This Section of the plan includes a statement signed by the superintendent of schools and by the president of the school board assuring that the LEA personnel evaluation program has been revised and approved by the school board that governs the affairs of the LEA. The statement of assurance includes a statement that the LEA personnel evaluation and teacher assistance and assessment programs shall be implemented as written. The original Statement of Assurance must be signed and dated by the LEA Superintendent of Schools and by the President of the LEA's School Board; the LDE requests that the LEA submit the statement of assurance prior to the opening of each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010).

### **Chapter 7. Reporting and Monitoring**

#### **§701. Annual Summary Reporting Format**

A. Each LEA will submit an annual personnel evaluation report to the Department of Education. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the Department of Education, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the LDE include, but are not limited to, the following items:

1. the number of certified and other professional personnel, by categories, who were evaluated as performing satisfactorily;

2. the number of certified and other professional personnel, by categories, who were evaluated as performing unsatisfactorily;

3. the number of certified and other professional personnel, by categories, who resigned because of less than satisfactory evaluations or for other reasons related to job performance;

4. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (include the reasons for termination.);

5. the number of evaluations, by categories, used to evaluate certified and other professional personnel during the reporting period (Distinguish between the number of evaluations performed for personnel in position 0-3 years as opposed to personnel in position 4 or more years.);

6. the number of certified personnel, by categories, who improved (from unsatisfactory to satisfactory) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);

7. the number of formal grievances filed because of unsatisfactory performance ratings or disagreement with evaluation results;

8. the number of formal hearings held because of unsatisfactory performance or disagreement with evaluation results;

9. the number of court cases held because of unsatisfactory job performance (the number reinstated and basic reasons for reinstatement of personnel); and

10. the number of evaluatees who received intensive assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010).

### **Chapter 9. Appendices**

#### **§901. Appendix A. Louisiana Components of Effective Teaching**

##### **Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives. It is not necessary to specify different objectives for each child or groups of children;

2. includes activity/activities that develop objectives. A required number of activities is not specified because this decision must be made by the teacher;

3. identifies and plans for individual differences. It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-observation interview;

4. identifies materials, other than standard classroom materials, as needed for lesson. Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.;

5. states method(s) of evaluation to measure learner outcomes. Evaluation may be formal or informal;

6. develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson\*. The Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) will meet state regulations.

\* For special education teachers only.

### **Domain II. Management**

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;

2. promotes a positive learning climate.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;

2. manages and/or adjusts allotted time for activities planned.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;

2. uses monitoring techniques to facilitate learning. This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

### **Domain III. Instruction**

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson objective(s). Technique(s) may include teacher-directed activity/activities or student-centered activity/activities;

2. sequences lesson to promote learning. Sequencing means that the teacher initiates, develops, and closes the lesson with continuity;

3. uses available teaching material(s) to achieve lesson objective(s);

4. adjusts lesson content when appropriate;

5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. presents content at a developmentally appropriate level. The teacher is knowledgeable of the content and relates it to the abilities and interests of the students;

2. presents accurate subject matter;

3. relates relevant examples, unexpected situations, or current events to the content.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences. The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification;

2. demonstrates ability to communicate effectively with students;

3. stimulates and encourages higher-order thinking at the appropriate developmental levels;

4. encourages student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;

2. uses appropriate and effective assessment techniques. Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or non-verbal;

3. provides timely feedback to students;

4. produces evidence of student academic growth under his/her instruction.

#### **Domain IV. Professional Development**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development. These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research;

evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development. The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V.

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;

2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers.

#### **Domain V. School Improvement**

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;

2. implements school improvement plan at the classroom level;

3. serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;
2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;
3. seeks community involvement in instructional program.

**Louisiana Components of Effective Teaching for Special Education-II**

Field and Pilot tests of the Louisiana Teacher Assessment Program revealed that some of the Component, Attribute, and performance specifications needed to be modified to fit the instruction of certain groups of special education students (i.e., students described as having significant disabilities). While the conceptualizations of teacher knowledge and skills embodied in the original Components list capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings.

**Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives;
2. includes activity/environments that develop objectives;
4. identifies materials/equipment/ resources/ adaptations, other than standard classroom materials, as needed for lesson/activity;
5. states method(s) of evaluation to measure learner outcomes;
6. develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate.

**Domain II. Management**

Management is the organization of the learning environment and maintenance of

student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;
2. promotes a positive learning climate;
3. promotes a healthy, safe environment.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;
2. manages and/or adjusts allotted time for activities and provision of auxiliary services.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;
2. uses monitoring techniques to facilitate learning.

**Domain III. Instruction**

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson/activity objective(s);
2. sequences lesson/activity to promote student learning/development;
3. uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s);
4. adjusts lesson/activity/content when appropriate;
5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:



1. presents functional content appropriate to the learners' capacities;
2. presents relevant subject matter/curriculum content in appropriate settings;
3. illustrates applications of content through examples, unexpected situations, and other means.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences;
2. demonstrates ability to communicate effectively with students;
3. stimulates and encourages independent performance and optimal levels of thinking;
4. promotes student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;
2. uses assessment techniques effectively;
3. provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress;
4. produces evidence of student academic growth under his/her instruction.

#### **Domain IV. Professional Development**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in

workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;
2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).

#### **Domain V. School Improvement**

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;
2. implements school improvement plan at the classroom level;
3. serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;
2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;
3. seeks community involvement in instructional program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010).

### **§903. Appendix B. Performance Expectations and Indicators for Education Leaders**

#### **PERFORMANCE EXPECTATION 1:**

Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to:

1. every student learning;
2. collaboration with all stakeholders;
3. high expectations for all;
4. examining assumptions and beliefs;
5. continuous improvement using evidence.

Narrative:

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to

guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

Element A. High Expectations for All

The vision and goals establish high, measurable expectations for all students and educators.

Indicators. A leader:

1. uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators;
2. aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets);
3. incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities;

4. advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

#### Element B. Shared Commitments to Implement the Vision, Mission, and Goals

The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

Indicators. A leader:

1. establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals;

2. engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals;

3. develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes;

4. communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently;

5. advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

#### Element C. Continuous Improvement toward the Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Indicators. A leader:

1. uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between

current outcomes and goals, and areas for improvement;

2. makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects;

3. uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities;

4. identifies and removes barriers to achieving the vision, mission, and goals;

5. incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs;

6. obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals;

7. revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

#### **PERFORMANCE EXPECTATION 2:**

##### Teaching and Learning

Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to:

1. learning as the fundamental purpose of school;

2. diversity as an asset;

3. continuous professional growth and development;

4. lifelong learning;

5. collaboration with all stakeholders;

6. high expectations for all;

7. student learning.

##### Narrative

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities

to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

#### Element A. Strong Professional Culture

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

Indicators. A leader:

1. develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps;
2. guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student;
3. models openness to change and collaboration that improves practices and student outcomes;
4. develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement;
5. provides support, time, and resources for leaders and staff to examine their own beliefs, values, and

practices in relation to the vision and goals for teaching and learning;

6. provides ongoing feedback using data, assessments, and evaluation methods that improve practice;

7. guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

#### Element B. Rigorous Curriculum and Instruction

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

Indicators. A leader:

1. develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs;

2. provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods;

3. provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning;

4. identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

#### Element C. Assessment and Accountability

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and

accountability strategies to achieve vision, mission, and goals.

Indicators. A leader:

1. develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning;
2. uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality;
3. guides regular analyses and disaggregation of data about all students to improve instructional programs;
4. uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement;
5. interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

**PERFORMANCE EXPECTATION 3:**

Managing Organizational Systems and Safety  
Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Expectation 3:

The education leader believes in, values, and is committed to:

1. a safe and supportive learning environment;
2. collaboration with all stakeholders;
3. equitable distribution of resources;
4. operating efficiently and effectively;
5. management in service of staff and student learning.

Narrative

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an

orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

Element A. Effective Operational Systems

Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

Indicators. A leader:

1. uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system;
2. maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student;
3. facilitates communication and data systems that assure the timely flow of information;
4. oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning;

5. distributes and oversees responsibilities for leadership of operational systems;

6. evaluates and revises processes to continuously improve the operational system.

#### Element B. Aligned Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators. A leader:

1. operates within budget and fiscal guidelines and directs them effectively toward teaching and learning;

2. allocates funds based on student needs within the framework of federal and state rules;

3. aligns resources (such as time, people, space, and money) to achieve the vision and goals;

4. implements practices to recruit and retain highly qualified personnel;

5. assigns personnel to address diverse student needs, legal requirements, and equity goals;

6. conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies;

7. seeks and secures additional resources needed to accomplish the vision and goals.

#### Element C: Protecting the Welfare and Safety of Students and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

Indicators. A leader:

1. advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being;

2. involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior;

3. develops and monitors a comprehensive safety and security plan.

#### PERFORMANCE EXPECTATION 4:

##### Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Dispositions exemplified in Expectation 4:

The education leader believes in, values, and is committed to:

1. high standards for all;  
2. including family and community as partners;

3. respect for the diversity of family composition;

4. continuous learning and improvement for all.

##### Narrative

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

##### Element A. Collaboration with Families and Community Members

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

Indicators. A leader:

1. brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children;

2. involves families in decision making about their children's education;

3. uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages);

4. applies communication and collaboration strategies to develop family and local community partnerships;

5. develops comprehensive strategies for positive community and media relations.

#### Element B. Community Interests and Needs

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

Indicators. A leader:

1. identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education;

2. uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics;

3. seeks out and collaborates with community programs serving students with special needs;

4. capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs;

5. demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

#### Element C. Building on Community Resources

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators. A leader:

1. links to and collaborates with community agencies for health, social, and other services to families and children;

2. develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on);

3. uses public resources and funds appropriately and effectively;

4. secures community support to sustain existing resources and add new resources that address emerging student needs.

#### **PERFORMANCE EXPECTATION 5:**

##### Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

Dispositions exemplified in Expectation 5:

The education leader believes in, values, and is committed to:

1. the common good over personal interests;

2. taking responsibility for actions;

3. ethical principles in all relationships and decisions;

4. modeling high expectations;

5. continuously improving knowledge and skills.

##### Narrative

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary

socializing institution, conferring unique benefits or deficits across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.

Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

#### Element A. Ethical and Legal Standards

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

Indicators. A leader:

1. models personal and professional ethics, integrity, justice, and fairness and expects the same of others;

2. protects the rights and appropriate confidentiality of students and staff;

3. behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

#### Element B. Examining Personal Values and Beliefs

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

Indicators. A leader:

1. demonstrates respect for the inherent dignity and worth of each individual;

2. models respect for diverse community stakeholders and treats them equitably;

3. demonstrates respect for diversity by developing cultural competency skills and equitable practices;

4. assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning;

5. uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals;

6. respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

#### Element C. Maintaining High Standards for Self and Others

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

Indicators. A leader:

1. reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth;

2. models lifelong learning by continually deepening understanding and



practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;

3. develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores);

4. helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods;

5. sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

#### **PERFORMANCE EXPECTATION 6:**

The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Dispositions exemplified in Expectation 6:

The education leader believes in, values, and is committed to:

1. advocate for children and education;

2. influence policies;

3. uphold and improve laws and regulations;

4. eliminate barriers to achievement;

5. build on diverse social and cultural assets.

Narrative

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or

districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

Element A. Exerting Professional Influence

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Indicator. A leader:

1. facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes;

2. actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education;

3. advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

Element B. Contributing to the Educational Policy Environment

Leaders contribute to policies and political support for excellence and equity in education.

Indicators. A leader:

1. operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning;

2. collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates;

3. communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements;

4. advocates for increased support of excellence and equity in education.

Element C. Policy Engagement

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

Indicators. A leader:

1. builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families;

2. supports public policies that provide for present and future needs of children and families and improve equity and excellence in education;

3. advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning;

4. works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

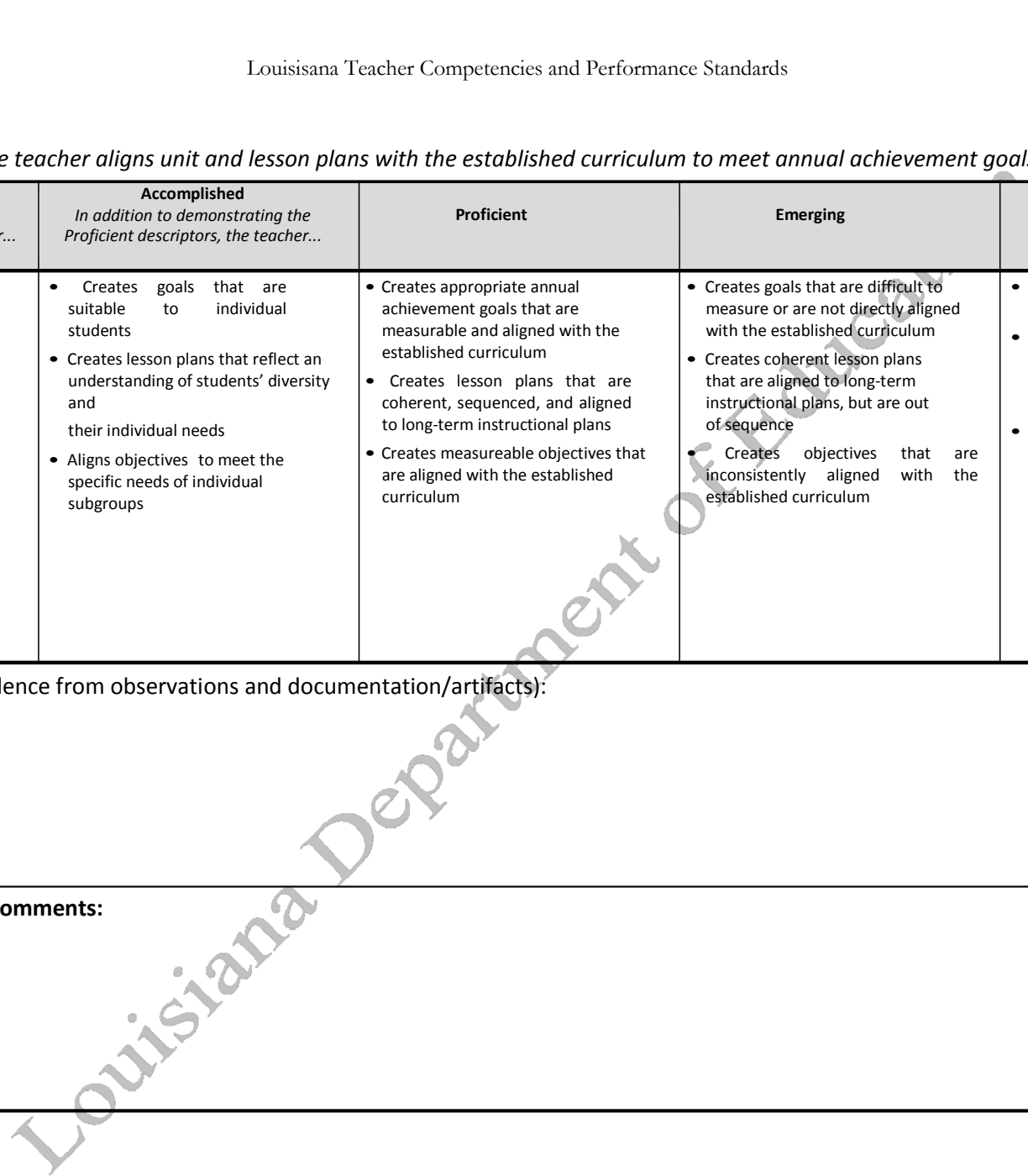
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010).

**PLANNING STANDARD 1:** *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Creates goals that are rigorous and challenging</li> <li>Creates lesson plans that encourage further exploration of new concepts</li> <li>Creates objectives that encourage critical and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals that are suitable to individual students</li> <li>Creates lesson plans that reflect an understanding of students' diversity and their individual needs</li> <li>Aligns objectives to meet the specific needs of individual subgroups</li> </ul>	<ul style="list-style-type: none"> <li>Creates appropriate annual achievement goals that are measurable and aligned with the established curriculum</li> <li>Creates lesson plans that are coherent, sequenced, and aligned to long-term instructional plans</li> <li>Creates measurable objectives that are aligned with the established curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals that are difficult to measure or are not directly aligned with the established curriculum</li> <li>Creates coherent lesson plans that are aligned to long-term instructional plans, but are out of sequence</li> <li>Creates objectives that are inconsistently aligned with the established curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify annual achievement goals</li> <li>Creates lesson plans that are discrete activities lacking coherence, sequencing, and alignment to long-term instructional plans</li> <li>Creates objectives that are not aligned with the established curriculum</li> </ul>

**Evaluator Comments:** (Evidence from observations and documentation/artifacts):

**Teacher Self-Assessment Comments:**



**PLANNING STANDARD 2:** *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Considers opportunities for enrichment and remediation</li> <li>• Plans for resources that are relevant to students' lives and interests</li> <li>• Plans for critical and creative thinking at the appropriate level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Tailors lessons to meet individual student needs</li> <li>• Plans for a wide variety of materials and multimedia resources</li> <li>• Anticipates common content misconceptions or potential sources of confusion and plans accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Plans lessons with a logical sequence of learning activities that support mastery of the lesson objective</li> <li>• Plans use of materials and resources that support mastery of the lesson objective</li> <li>• Identifies and prioritizes content within a lesson that results in student mastery of lesson objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plans activities that are improperly sequenced</li> <li>• Plans for resources that partially support mastery of the lesson objective</li> <li>• Inconsistently identifies and prioritizes content</li> </ul>	<ul style="list-style-type: none"> <li>• Plans activities that are disjointed and do not promote learning</li> <li>• Plans for resources that do not support mastery of the lesson objective</li> <li>• Fails to identify and prioritize content</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**PLANNING STANDARD 3:** *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Collaborates with coworkers to develop assessment options</li> <li>• Plans ways to guide students to identify their own progress and gaps in learning</li> <li>• Identifies metacognitive strategies students can use to self-assess</li> <li>• Looks beyond the classroom for resources to challenge individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Provides multiple ways of measuring mastery</li> <li>• Develops acceleration and remediation plans</li> <li>• Uses results to determine modifications required for individual students to meet long-term learning goals</li> <li>• Incorporates a wide variety of instructional and grouping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Selects or designs formative and summative assessments that are developmentally appropriate, aligned with learning objectives, and differentiated according to student needs</li> <li>• Records and regularly reviews student achievement data at the objective level; identifies progress and gaps in student learning and reflects on practice</li> <li>• Plans pre- and post-tests and uses student achievement results to modify and adjust instructional plans to meet long-term learning goals</li> <li>• Analyzes student data and plans modifications of content, activities, and resources to meet individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently plans for use of formative and summative assessments</li> <li>• Inconsistently records and reviews student achievement data at the objective level</li> <li>• Inconsistently uses student achievement results to modify and adjust instructional plans</li> <li>• Inconsistently analyzes and uses student data to inform modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to plan for use of formative and summative assessments</li> <li>• Fails to record and regularly review student achievement data at the objective level</li> <li>• Fails to use student achievement results to modify and adjust instructional plans</li> <li>• Does not analyze student data</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**INSTRUCTION STANDARD 1:** *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Demonstrates a high awareness of students' developmental needs when presenting content</li> <li>• Integrates content into interdisciplinary units</li> <li>• Engages students in authentic problem-based or project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates advanced knowledge of content</li> <li>• Teaches students to make meaningful connections that deepens their understanding</li> <li>• Exposes students to career opportunities related to content</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is clear and accurate with an appropriate level of depth</li> <li>• Connects content to students' prior knowledge and other disciplines</li> <li>• Creates relevance by connecting content to student interests or real-life and previous experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is lacking in depth</li> <li>• Inconsistently connects content to students' prior knowledge and other disciplines</li> <li>• Inconsistent in creating relevance for students</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is unclear or inaccurate</li> <li>• Fails to connect content to students' prior knowledge and other disciplines</li> <li>• Fails to create relevance for students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

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**INSTRUCTION STANDARD 2:** *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Fosters critical and creative thinking at the appropriate level of challenge</li> <li>• Uses materials that are optimal for the achievement of lesson objectives</li> <li>• Questions lead students to further inquiry</li> <li>• Provides opportunities for students to give academic feedback to one another to increase learning</li> <li>• Allows students to formulate groups to reflect on and evaluate their learning</li> <li>• Teaches students how to self-assess and use metacognitive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates strategies to meet the needs of all students</li> <li>• Uses a wide variety of materials and multimedia resources</li> <li>• Questions are at various levels and are appropriately sequenced</li> <li>• Helps students to assess their own understanding during a lesson</li> <li>• Uses groups that are flexible in composition and strategically determined</li> <li>• Provides constructive and frequent feedback to student on their progress toward their learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of appropriate and engaging instructional strategies</li> <li>• Uses a variety of appropriate and engaging activities</li> <li>• Consistently uses a variety of questioning techniques that are purposeful, provide for sufficient wait time, and require responses from a variety of students</li> <li>• Assesses student responses and provides clear, timely, academic feedback</li> <li>• Uses grouping strategies that are varied and appropriate for the objective</li> <li>• Uses formal and informal assessments for diagnostic, formative, and summative purposes and shares results with students</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a limited variety of instructional strategies</li> <li>• Uses limited activities and materials</li> <li>• Uses a limited variety of questioning techniques</li> <li>• Inconsistently assesses student responses</li> <li>• Uses limited grouping strategies</li> <li>• Results are not consistently analyzed or consistently shared with students</li> </ul>	<ul style="list-style-type: none"> <li>• Does not vary instructional strategies</li> <li>• Uses inappropriate activities and materials</li> <li>• Asks only lower-level questions</li> <li>• Fails to assess student responses</li> <li>• Fails to use grouping strategies</li> <li>• Results are not analyzed or shared with students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**INSTRUCTION STANDARD 3:** *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher..</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Makes lesson objectives relevant to real life and other disciplines</li> <li>• Addresses content in a way that demonstrates a deep knowledge of the subject matter</li> <li>• Provides appropriate scaffolding for differentiated lessons</li> <li>• Provides remediation, enrichment, and acceleration to further student understanding of material</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how the lesson objective relates to prior and future learning</li> <li>• Presents content at a pace that is appropriate for students</li> <li>• Monitors and adjusts instruction as lesson proceeds</li> <li>• Demonstrates high learning expectations for all students commensurate with their development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates lesson objectives to all students and references objectives throughout the lesson</li> <li>• Accurately presents content that is current, age appropriate, and aligned with lesson objectives</li> <li>• Structures lesson to include introduction of new concepts, modeling, guided and independent practice, reflection, and closure</li> <li>• Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>• Writes lesson objective on the board, but only indirectly connects to it during the lesson</li> <li>• Addresses content in a shallow manner</li> <li>• Structures lesson without including one or more key elements</li> <li>• Adjusts and differentiates instruction for identified special needs students only</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to relate learning to the lesson objective</li> <li>• Delivers content inaccurately</li> <li>• Delivers lesson without coherent structure</li> <li>• Plans whole class activities that ignore individual learning needs</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				



**ENVIRONMENT STANDARD 1:** *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Implements classroom management plan with student input that promotes trust and teamwork</li> <li>• Creates classroom environment where misbehavior and disruptions are rare</li> <li>• Creates an environment where students encourage others to follow routines and procedures</li> <li>• Creates an environment where students transition independently</li> </ul>	<ul style="list-style-type: none"> <li>• Implements classroom management plan which students understand and embrace</li> <li>• Anticipates unacceptable behavior and minimizes disruptions</li> <li>• Creates an environment where students follow routines and procedures without prompting</li> <li>• Creates an environment where students require little direction for transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Implements classroom rules, consequences, and expectations that foster learning and appropriate behavior</li> <li>• Handles unacceptable behavior and disruptions efficiently and effectively</li> <li>• Creates a classroom environment where students know and follow all necessary routines and procedures</li> <li>• Creates an environment where students transition from one activity to the next, resulting in minimal loss of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently enforces classroom rules</li> <li>• Handles unacceptable behavior and disruptions inconsistently</li> <li>• Creates a classroom environment where students require regular teacher prompting</li> <li>• Provides confusing directions or lack of structure which results in lengthy transition times</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to enforce classroom rules</li> <li>• Does not redirect misbehavior</li> <li>• Does not establish clear routines or procedures</li> <li>• Does not plan for transitions</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**ENVIRONMENT STANDARD 2:** *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Configures classroom to support multiple types of activities simultaneously</li> <li>• Promotes respect for, and understanding of, students' diversity</li> <li>• Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>• Configures classroom to support individual, small, and large group learning</li> <li>• Actively listens and pays attention to students' needs and responses</li> <li>• Encourages students to explore new ideas and take academic risks</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom, materials, and resources in a way that is accessible to students and supports learning</li> <li>• Creates a classroom environment where interactions between teacher and students are caring and respectful</li> <li>• Communicates high academic expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom in a way that partially supports learning</li> <li>• Interacts in a way that shows favoritism</li> <li>• Communicates high academic expectations for only some students</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom in a way that does not support learning</li> <li>• Interacts in an uncaring or disrespectful manner</li> <li>• Fails to communicate high academic expectations for students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**ENVIRONMENT STANDARD 3:** *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Makes parents aware of opportunities and services for student enrichment and remediation outside the classroom</li> <li>• Encourages students to monitor and adjust learning strategies to meet objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides constructive and frequent feedback on student progress toward learning goals</li> <li>• Encourages students to self-reflect on progress toward objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Shares relevant and timely student results with parents, caregivers, and key personnel</li> <li>• Creates opportunities for students to review results on progress toward objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Shares student results inconsistently</li> <li>• Inconsistently reviews results with students</li> </ul>	<ul style="list-style-type: none"> <li>• Does not share student results</li> <li>• Does not review results with students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**PROFESSIONALISM STANDARD 1:** *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Follows through with goal achievement by seeking out professional growth opportunities</li> <li>Leads professional development and mentors coworkers on ways to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals to help strengthen weaker areas</li> <li>Shares new understandings with coworkers</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on individual performance, including identifying areas of strength and areas for improvement</li> <li>Engages in professional development based on identified areas for improvement and uses learning to change practice</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently reflects on individual performance</li> <li>Sporadically engages in professional development based on identified areas for improvement and is inconsistent in using learning to change practice</li> </ul>	<ul style="list-style-type: none"> <li>Fails to reflect on individual performance</li> <li>Does not engage in professional development based on identified areas for improvement</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

Louisiana Department of Education

**PROFESSIONALISM STANDARD 2:** *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Leads efforts outside the school to promote student academic achievement</li> <li>Mentors others in collaboration</li> <li>Provides parental workshops focusing on areas of need to equip them with the tools to help their students achieve</li> </ul>	<ul style="list-style-type: none"> <li>Leads school projects to promote student academic achievement</li> <li>Organizes and leads collaborative work efforts across grade levels</li> <li>Targets hard-to-reach families to build an alliance of support for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Participates in activities that promote students' academic achievement and contribute to the school's mission</li> <li>Collaborates with other school professionals to support student achievement</li> <li>Creates an environment that encourages families and community members to visit, participate, and support classroom and school activities</li> </ul>	<ul style="list-style-type: none"> <li>Participates infrequently in activities that promote students' academic achievement</li> <li>Collaborates inconsistently with other school professionals</li> <li>Does not make an effort to involve hard-to-reach families</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in activities that promote students' academic achievement</li> <li>Does not collaborate with other school professionals</li> <li>Does not encourage families and community members to visit, participate, or support classroom and school activities</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comment</b></p>				

**Teacher Performance Standards and Documentation Log:**

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

Standards	Examples of Documentation	Documentation Included
<p><b>Instruction Standard 1:</b> <i>The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Samples of student learning history or profile</li> <li>• Examples and alternative examples used for explanations of learning content</li> </ul>	
<p><b>Instruction Standard 2:</b> <i>The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Technology samples on disk</li> <li>• Video of teacher using various instructional strategies</li> <li>• Sample discussions on instructional methods (.e.g., descriptions of the duration of the instructional methods and how they will be used to achieve the learning objectives)</li> <li>• Activities pictures</li> </ul>	
<p><b>Instruction Standard 3:</b> <i>The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.</i></p>	<ul style="list-style-type: none"> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students</li> <li>• Samples of extension or remediation activities</li> <li>• Video or annotated photographs of class working on differentiated activities</li> <li>• Video of teacher instructing various groups at different levels of challenge</li> </ul>	
<p><b>Environment Standard 1:</b> <i>The teacher implements routines, procedures, and structures that promote learning and individual responsibility.</i></p>	<ul style="list-style-type: none"> <li>• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> <li>• Diagram of the classroom with identifying comments</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	N/A

Standards	Examples of Documentation	Documentation Included
<p><b>Environment Standard 2:</b>  <i>The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.</i></p>	<ul style="list-style-type: none"> <li>• Samples of materials used to challenge students</li> <li>• Samples of materials used to encourage creative and critical thinking</li> <li>• Video of lesson with students problem-solving challenging problems</li> </ul>	<p>N/A</p>
<p><b>Environment Standard 3:</b>  <i>The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.</i></p>	<ul style="list-style-type: none"> <li>• Sample analysis on student learning progress</li> <li>• Sample correspondences to parents/guardians that communicate student learning</li> <li>• Sample student self-evaluation on their achievement of learning goals</li> </ul>	<p>N/A</p>
<p><b>Professionalism Standard 1:</b>  <i>The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.</i></p>	<ul style="list-style-type: none"> <li>• Documentation of presentations given</li> <li>• Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)</li> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Reflection on personal goals</li> <li>• Journals</li> </ul>	
<p><b>Professionalism Standard 2:</b> <i>The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.</i></p>	<ul style="list-style-type: none"> <li>• Samples of communication with students explaining expectations</li> <li>• Parent communication log</li> <li>• Sample of email concerning student progress</li> <li>• Sample of introductory letter to parents/guardians</li> <li>• Sample of communication with peers</li> <li>• Descriptions of projects collaborated with others</li> </ul>	



**Attachment 11a**

**Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: Revised Statute Act 54**

Regular Session, 2010

HOUSE BILL NO. 1033

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN

1 AN ACT

2 To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title  
3 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881  
4 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised  
5 Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S.  
6 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter  
7 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891  
8 through 3895, relative to professional employee quality development; to provide for  
9 evaluation programs for teachers and administrators; to provide for program  
10 purposes and definitions; to provide for local evaluation plans and elements required  
11 for such plans; to provide relative to the powers and duties of the State Board of  
12 Elementary and Secondary Education and local school boards; to provide for an  
13 advisory committee to make recommendations relative to the development of a  
14 value-added assessment model; to require the state superintendent of education to  
15 make certain information available to the public; to provide conditions for the  
16 issuance of teacher and higher level certificates; to delete requirements relative to  
17 informal evaluations; to require reporting; to provide for applicability; to provide for  
18 effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment  
19 Program; and to provide for related matters.

20 Be it enacted by the Legislature of Louisiana:

21 Section 1. R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of  
22 the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart  
23 C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised  
24 of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and  
25 R.S. 17:10.1(D) is hereby enacted to read as follows:

1 §10.1. School and district accountability system; purpose; responsibilities of state  
2 board

3 \* \* \*

4 B. The State Board of Elementary and Secondary Education, hereafter  
5 referred to as the "state board", shall provide for a statewide system of accountability  
6 for schools and school districts based on student achievement and minimum  
7 standards for the approval of schools pursuant to R.S. 17:10. Beginning with the  
8 2011-2012 school year, such system shall be based, in part, on growth in student  
9 achievement using a value-added assessment model as determined by the state board.

10 The program shall include, at a minimum, clear and appropriate standards for schools  
11 and school districts, indicators for the assessment of schools and school districts,  
12 student achievement baselines, student growth targets, and appropriate minimum  
13 levels of student achievement for each public school and school district, rewards and  
14 corrective actions, specific intervals for assessment and reassessment of schools and  
15 school districts, a review process for evaluating growth targets, and technical  
16 assistance.

17 C. The state board shall develop and adopt a policy to invalidate student  
18 achievement growth data using a value-added assessment model for any school year  
19 in which there is a natural disaster or any other unexpected event that results in the  
20 temporary closure of schools.

21 ~~D.(1) The State Board of Elementary and Secondary Education~~ state board  
22 shall, by rule, define "financially at risk" as a status of any city, parish, or other local  
23 public school board the unresolved finding of which subjects the school system and  
24 its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised  
25 Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

26 (2) Each city, parish, or other local public school board shall be notified on  
27 a regular basis by the state Department of Education of its status related to the  
28 elements of the definition of financially at risk.

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SUBPART A. GENERAL PROVISIONS

§3881. Purpose

A. It is the purpose of this Part to establish periodic evaluations of performance and effectiveness, based in part on growth in student achievement using a value-added assessment model as determined by the board, and continuous professional development ~~and periodic monitoring of performance levels~~ as integral aspects of professional careers in education.

~~B. (1) It is the purpose of the teacher assistance and assessment program to provide new teaching employees of the public school systems in this state with a system of leadership and support from experienced educators during the most formative stages of a teacher's experience in Louisiana schools.~~

~~(2) It is further the purpose of the teacher assistance and assessment program to provide assurance to the state, prior to the issuance of a permanent teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the basic components of effective teaching determined by the state to be the basis for effective professional performance.~~

C. It is the purpose of the professional employee evaluation program to:

(1) Provide assurance to the citizens of the state that the quality of instruction and administrative performance in each public school system, building, and classroom is being ~~monitored~~ evaluated and maintained at levels essential for effective schools. in an attempt to ensure that every student is taught by an effective teacher and every school is managed by an effective school leader.

(2) Provide clear performance expectations and significant regular information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers and administrators in the public schools while protecting their dignity and right to fair and equitable treatment.

(3) Provide a consistent means for teachers and administrators to obtain assistance in the development of essential teaching or administrative skills.

(4) ~~To establish~~ Establish professional development as an integral and expected part of a professional career in education, including both the employee's

1 commitment to participating and the employer's commitment to providing the time  
2 and resources necessary.

3 §3882. Definitions.

4 For the purposes of this Part, the following definitions shall apply:

5 (1) ~~"Administrator" means any person whose employment requires~~  
6 ~~professional certification issued under the rules of the board or who is employed in~~  
7 ~~a professional capacity other than a teacher. "Board" means the State Board of~~  
8 Elementary and Secondary Education.

9 (2) ~~"Assessment" means the process by which the state determines whether~~  
10 ~~a teacher who is seeking to retain or acquire a regular teacher certificate can~~  
11 ~~sufficiently demonstrate the components of effective teaching to qualify for the~~  
12 ~~teaching credential being sought.~~

13 (3)(2) ~~"Components of effective teaching" means the elements of teaching~~  
14 ~~performance defined by the board, upon the advice of a panel of persons representing~~  
15 in formal, recognized collaboration with educators and ~~others~~ other stakeholders  
16 involved in education, to be critical to providing effective classroom instruction. As  
17 used in the ~~assessment and~~ evaluation programs, the term includes any elements of  
18 the components being rated.

19 (4) ~~"Evaluation" means the process by which a local board monitors the~~  
20 ~~continuing performance of its teachers and administrators.~~

21 (5) ~~"Evaluation period" means the period of time during each school year~~  
22 ~~during which the evaluation program provided in Subpart C of this Part will be~~  
23 ~~conducted.~~

24 (6)(a) ~~For the purposes of the teacher assistance and assessment program,~~  
25 ~~"teacher" means any full-time employee of a local board who is engaged to directly~~  
26 ~~and regularly provide instruction to students in any elementary, secondary, or special~~  
27 ~~education school setting who is not an administrator, who is so employed for the first~~  
28 ~~time in a school in this state after August 1, 1994, and who either holds a regular~~  
29 ~~teaching certificate which when issued was valid for three years or who is authorized~~  
30 ~~under law or board regulation to teach temporarily while seeking a regular teaching~~

1           ~~certificate. For the purposes of the teacher assistance and assessment program,~~  
 2           ~~"teacher" shall not include any experienced teacher moving to Louisiana from~~  
 3           ~~another state who provides appropriate evaluation results from his immediate~~  
 4           ~~previous teaching assignment.~~

5                   ~~(b) For the purposes of the personnel evaluation program, "teacher" means~~  
 6           ~~any person employed as a full-time employee of a local board who is engaged to~~  
 7           ~~directly and regularly provide instruction to students in any elementary, secondary,~~  
 8           ~~or special education school setting, including a librarian, an assessment teacher, a~~  
 9           ~~speech therapist, and a counselor, who is not an administrator, who has successfully~~  
 10           ~~completed the teacher assistance and assessment program, as required in Subpart B~~  
 11           ~~of this Part, or who is not required to participate in the teacher assistance and~~  
 12           ~~assessment program.~~

13                   ~~(3) "Department" means the state Department of Education.~~

14                   ~~(4) "Evaluation" means the process by which a local board monitors the~~  
 15           ~~continuing performance of its teachers and administrators.~~

16                   ~~(5) "Local board" means a city, parish, or other local public school board.~~

17                   ~~(6) "Performance expectations " means the elements of effective leadership~~  
 18           ~~approved by the board that shall be included as evaluation criteria for all~~  
 19           ~~building-level administrators.~~

20                   ~~(7) "Teacher" or "Administrator" means any person whose employment~~  
 21           ~~requires professional certification issued under the rules of the board.~~

22           §3883. State Board of Elementary and Secondary Education; powers and duties

23                   A. The board shall:

24                   (1) Establish the components of effective ~~teaching. These components~~  
 25           ~~teaching, including measures of effectiveness, which~~ shall be periodically reviewed  
 26           and revised as necessary. ~~as becomes appropriate with increased experience and~~  
 27           ~~knowledge.~~

28                   (2) Develop, adopt, and promulgate, in accordance with the Administrative  
 29           Procedure Act, all rules necessary for the implementation of this Part.

1                   (3) Set standards ~~for the assessment teams in the assistance and assessment~~  
2 ~~program~~ to use in determining whether the teacher has successfully ~~completed the~~  
3 ~~assistance and assessment program~~ and met the assessment evaluation qualifications  
4 for retaining or acquiring regular teacher certification.

5                   (4) ~~Provide for the training of all mentor teachers and assessors for the~~  
6 ~~teacher assistance and assessment program as well as provide for the basis for~~  
7 ~~necessary training for those doing evaluations pursuant to the school personnel~~  
8 ~~evaluation.~~

9                   (5) Conduct training and regular staff development in evaluation skills as  
10 needed.

11                   (5) Develop and adopt grievance procedure requirements for any teacher or  
12 administrator aggrieved by any rating by a local board which results from the  
13 implementation of this Part. Such requirements shall contain, at a minimum,  
14 provisions for the following:

15                   (a) That the teacher or administrator be provided a copy of the evaluation  
16 and the evaluators' data recording forms and any documentation related thereto and  
17 be entitled to respond as provided in R.S. 17:3884.

18                   (b) That the teacher or administrator be assured of due process, including  
19 representation, in all aspects of the evaluation grievance procedures.

20                   (c) That the local board shall administer the evaluation in a fair, objective,  
21 and consistent manner and shall comply with all rules and regulations adopted by the  
22 board and that the failure to do so shall be a grievable matter.

23                   (6)(a) Require the state superintendent of education to appoint and convene  
24 an Educator Evaluation Advisory Committee to make recommendations to the board  
25 regarding the development of a value-added assessment model, the identification of  
26 measures of student growth for grades and subjects for which value-added data is not  
27 available and for personnel for whom value-added data is not available, and the  
28 adoption of standards of effectiveness. The membership of the advisory committee  
29 shall be approved by the board, and at least fifty percent of the membership shall be  
30 comprised of practicing classroom educators. The advisory committee shall include

1            but not be limited to at least two parents of public school students and following  
2            groups or organizations as follows:

3                    (i) One member appointed by the Associated Professional Educators of  
4            Louisiana.

5                    (ii) One member appointed by the Louisiana Association of Educators.

6                    (iii) One member appointed by the Louisiana Federation of Teachers.

7                    (iv) One member appointed by the Louisiana Association of School  
8            Superintendents.

9                    (v) One member appointed by the Louisiana Association of Principals.

10                   (vi) One member appointed by the Louisiana Association of Public Charter  
11           Schools.

12                   (vii) Two members of the Senate Committee on Education, appointed by the  
13           chairman thereof.

14                   (viii) Two members of the House Committee on Education, appointed by the  
15           chairman thereof.

16                   (ix) One member appointed by each member of the State Board of  
17           Elementary and Secondary Education.

18                   (b) The members of the committee shall serve without compensation.

19                   (c) The initial meeting of the committee shall be held not later than  
20           September 30, 2010.

21                   (d) The committee shall submit its initial recommendations to the board and  
22           the Senate and House committees on education by not later than April 30, 2012.

23                   (7) Submit a written report to the Senate Committee on Education and the  
24           House Committee on Education not later than sixty days prior to the 2011 and the  
25           2012 regular sessions of the legislature regarding the status of the development of  
26           the value-added assessment model as specified in R.S. 17:3902(B)(5) and the  
27           methodology used in such development. The committees may meet separately or  
28           jointly and may disapprove the assessment model so presented upon majority vote  
29           of each committee, if the committees determine that the methodology is arbitrary or  
30           not evidence-based.



1                   (8) Beginning in 2013 and thereafter, submit a written report to the Senate  
 2                   Committee on Education and the House Committee on Education, not later than  
 3                   March first of each year, and at such other times as requested by the committees,  
 4                   regarding the implementation, results, and effectiveness of the value-added  
 5                   assessment model as provided in this Part.

6                   ~~(6) Require the department to monitor the assistance and assessment~~  
 7                   ~~program established pursuant to the provisions of this Part. The method to be used~~  
 8                   ~~in monitoring the program shall be established by the department with the approval~~  
 9                   ~~of the board and shall be sufficient to determine whether a program has been~~  
 10                   ~~implemented, to what extent it has been implemented, and whether such program~~  
 11                   ~~complies with the provisions of this Part.~~

12                   ~~(7)(a) Create, by rule, a system to provide a grievance procedure for any~~  
 13                   ~~teacher or administrator aggrieved by any result or action which results from the~~  
 14                   ~~implementation of this Part.~~

15                   ~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

16                   ~~(i) That the teacher or administrator be provided a copy of the assessment or~~  
 17                   ~~evaluation and the assessors' or evaluators' data recording forms and any~~  
 18                   ~~documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

19                   ~~(ii) That the teacher or administrator be assured of due process, including~~  
 20                   ~~representation, in all aspects of the assessment and evaluation grievance procedures,~~  
 21                   ~~including that any hearing officer required to conduct a hearing on a grievance shall~~  
 22                   ~~be an employee of or contracted by the office of the attorney general.~~

23                   ~~(iii) That the agencies and their employees, whether state or local, shall~~  
 24                   ~~administer the program in a fair, objective, and consistent manner, and shall comply~~  
 25                   ~~with all rules and regulations adopted by the board and that the failure to do so shall~~  
 26                   ~~be a grievable matter.~~

27                   B. The board may:

28                   (1) Make recommendations to the legislature regarding any changes needed  
 29                   to this Part.

1                   (2) Establish state review teams, as needed, to review the school personnel  
 2                   evaluation plans for compliance with ~~law and regulation, for the implementation of~~  
 3                   all applicable laws and regulations to implement such evaluation plans and to  
 4                   provide for the exchange of information regarding them.

5                   (3) Continue to develop, test, and improve the process and content of  
 6                   professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups~~  
 7                   ~~and panels.~~ groups.

8                   (4) Continue to expand ~~the opportunity~~ opportunities for the growth and  
 9                   development of professional employees.

10                  (5)(a) Request that the department ~~when deemed necessary to~~ monitor an  
 11                  evaluation ~~program established pursuant to the provisions of this Part.~~ programs as  
 12                  necessary. The method to be used in monitoring such programs shall be established  
 13                  by the department with the approval of the board and shall be sufficient to determine  
 14                  ~~whether such programs have been implemented, to what~~ the extent they to which any  
 15                  programs have been implemented, and whether such programs comply with the  
 16                  provisions of this Part.     The department shall submit a report to the Senate  
 17                  Committee on Education and the House Committee on Education which contains the  
 18                  details of any monitoring methods developed pursuant to this Subparagraph.

19                  (b) If, in conducting such monitoring, the department determines that a  
 20                  school system has failed to implement its evaluation ~~program of personnel evaluation~~  
 21                  or ~~that a school system~~ has otherwise failed to comply with the provisions of this  
 22                  Part, the department shall notify the local board of such failure, and the school  
 23                  system shall correct such failure within sixty calendar days after receiving such  
 24                  notification. The department also shall ~~also~~ notify the board of such failure, by the  
 25                  school system.

26                  (c) If the ~~failures are~~ failure is not corrected within the prescribed sixty  
 27                  calendar days, the department shall notify the board of such continued failure and  
 28                  shall recommend to the board whatever sanctions against such school system the  
 29                  department deems appropriate which may include withholding funds distributed  
 30                  pursuant to the minimum foundation program formula until the corrections are made.

1 The board shall act upon such recommendation within sixty calendar days after its  
2 ~~receipt.~~ receipt of the notification.

3 §3884. ~~Assessment and evaluation~~ Evaluation records; response; access

4 A.(1) Each ~~assessment and~~ evaluation required in this Part shall be  
5 documented in writing and a copy shall be transmitted to the school employee not  
6 later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee  
7 shall have the right to initiate a written reaction or response to the ~~assessment or~~  
8 evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent  
9 attachment to the ~~single~~ official personnel file for the employee.

10 (2) After the ~~assessment or~~ evaluation and any documentation related thereto  
11 has been transmitted to the employee, upon request of the employee, and before the  
12 end of the school year, a meeting shall be held between the employee and the  
13 appropriate official of the local ~~governing~~ board in order that the employee may  
14 respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove,  
15 or strike any information proven to be inaccurate or invalid ~~information~~ as may be  
16 found within the written documentation and from the employee's personnel file. The  
17 employee shall have the right to receive proof by documentation of any item  
18 contained in the ~~assessment or~~ evaluation that the employee believes to be  
19 inaccurate, invalid, or misrepresented. If such documentation is not presented, such  
20 items shall be removed from the ~~assessment or~~ evaluation record and shall not be the  
21 basis for any decision of the board regarding certification or the local board  
22 regarding any employee action.

23 B. Copies of the ~~assessment or~~ evaluation results and any documentation  
24 related thereto of any school employee may be retained by the local board, the board,  
25 or the department and, if retained, are confidential, do not constitute a public record,  
26 and shall not be released or shown to any person except:

27 (1) To the ~~assessed or~~ evaluated school employee or his designated  
28 representative.

29 (2) To authorized school system officers and employees for all personnel  
30 matters, including employment application, and for any hearing, which relates to

1 personnel matters, which includes the authorized representative of any school or  
2 school system, public or private, to which the employee has made application for  
3 employment.

4 (3) For introduction in evidence or discovery in any court action between the  
5 board and a teacher in which either:

6 (a) The competency of the teacher is at issue.

7 (b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of  
8 which is challenged.

9 C. The superintendent of education shall make available to the public ~~such~~  
10 the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical  
11 analyses and evaluations of educational ~~personnel, but shall not reveal information~~  
12 ~~pertaining to the assessment and evaluation report of a particular employee.~~  
13 personnel but shall not reveal information pertaining to the evaluation report of a  
14 particular employee. Beginning with the 2012-2013 school year, such public  
15 information may include school level student growth data as specified in R.S.  
16 17:3902(B)(5).

17 D. Any local board wishing to hire a person who has been ~~assessed or~~  
18 evaluated pursuant to this Chapter, whether that person is already employed by that  
19 school system or not, shall request such person's ~~assessment and~~ evaluation results  
20 as part of the application process. The board to which application is being made  
21 shall inform the applicant that as part of the mandated process, the applicant's  
22 ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall  
23 be given the opportunity to apply, review the information received, and provide any  
24 response or information the applicant deems appropriate.

25 §3885. Beginning and Continuing Teacher Assistance

26 A. During the first three years of employment, beginning teachers shall be  
27 provided by the local board with professional development opportunities and  
28 assistance designed to enhance teaching competencies in accordance with rules and  
29 regulations promulgated by the board.



1                   ~~(3) In every school year when the performance of a teacher or administrator~~  
2                   ~~is not formally evaluated, the local board shall evaluate such employee informally.~~

3                   B. The elements of evaluation ~~are:~~ and standards for effectiveness shall be  
4                   defined by the board pursuant to rules and regulations promulgated for such purpose.  
5                   Such rules and regulations shall require that, at a minimum, local evaluation plans  
6                   contain the following elements:

7                   (1) A job description. The local board shall establish a job description for  
8                   every category of teacher and administrator pursuant to its evaluation plan. Such job  
9                   descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator  
10                  ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job  
11                  description prior to the beginning of his first employment in the school system in his  
12                  position and each time the job description is revised. The teacher or administrator  
13                  shall acknowledge receipt of the job description by signing a copy thereof.

14                  (2) A professional growth plan.     A professional growth plan shall be  
15                  developed by each teacher and administrator, collaboratively with his ~~evaluator,~~  
16                  evaluator or evaluators during the beginning of each evaluation period. Such plan  
17                  shall be designed to assist each teacher and administrator in meeting the standards  
18                  for effectiveness, effectively addressing the social, developmental, and emotional  
19                  needs of students and maintaining a classroom environment that is conducive to  
20                  learning. Each such plan shall include a statement of the professional development  
21                  objectives of the teacher or administrator as well as the strategies the teacher or  
22                  administrator intends to employ toward the realization of each objective.

23                  ~~(3) Self-evaluation. Each teacher and administrator shall, throughout the~~  
24                  ~~evaluation period, conduct a personal review of his performance, assessing strengths~~  
25                  ~~and weaknesses and assessing his progress toward the realization of the objectives~~  
26                  ~~in his professional growth plan.~~

27                  (4) Observation and conferencing. The evaluator or evaluators of each  
28                  teacher or administrator shall conduct a pre-observation conference during which the  
29                  teacher or administrator shall provide the evaluator or evaluators with relevant  
30                  information. A teacher shall provide information concerning the planning of the

1 lesson to be observed as well as any other information the teacher considers  
 2 pertinent. The observation shall occur at a time and place established in advance,  
 3 shall be of sufficient duration to provide meaningful data which, in the case of a  
 4 teacher, shall be not less than the duration of one complete lesson. In the case of a  
 5 teacher, the observation shall be conducted using the components of effective  
 6 teaching, as well as any additional local board criteria included in the job description.  
 7 In the case of an administrator, the observation may consist of the collection of  
 8 prescribed performance documentation and shall be conducted using applicable  
 9 components of effective teaching, elements prescribed by board rule, and any  
 10 additional local board criteria included in the job description. A post-observation  
 11 conference shall be conducted to discuss commendation and recommendations.

12 ~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or  
 13 upon the request of a teacher or administrator he has evaluated, periodically visit the  
 14 teacher or administrator to monitor progress toward achievement of professional  
 15 growth plan objectives and provide support or assistance.

16 (5) Measure of effectiveness. By the beginning of the 2012-2013 school  
 17 year, fifty percent of such evaluations shall be based on evidence of growth in  
 18 student achievement using a value-added assessment model as determined by the  
 19 board for grade levels and subjects for which value-added data is available. For  
 20 grade levels and subjects for which value-added data is not available and for  
 21 personnel for whom value-added data is not available, the board shall establish  
 22 measures of student growth. The model shall take into account important student  
 23 factors, including but not limited to special education, eligibility for free or reduced  
 24 price meals, student attendance, and student discipline. The state board shall develop  
 25 and adopt a policy to invalidate such student growth data for any teacher for any  
 26 school year in which there is a natural disaster or any other unexpected event that  
 27 results in the temporary closure of the school.

28 C.(1) ~~Formal evaluation shall consist of observation and conferencing in~~  
 29 ~~addition to the other elements of evaluation.~~

1                   ~~(2) Informal evaluation shall consist of all elements except observation and~~  
2                   ~~conferencing.~~

3                   ~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators  
4 shall determine whether the teacher or administrator is ~~satisfactory~~ effective or  
5 ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan.       Such  
6 determination shall be transmitted to the local board.

7                   (2)(a) Any teacher or administrator who fails to meet the ~~local board's~~  
8 standard of performance with regard to effectiveness shall be placed in an intensive  
9 assistance program designed to address the complexity of the teacher's deficiencies  
10 and shall be formally re-evaluated. A teacher or administrator shall be informed in  
11 writing of placement in an intensive assistance program and provided in writing with  
12 the reasons for such placement.

13                   (b) Each intensive assistance program shall be ~~individually~~ designed for the  
14 individual teacher or administrator involving collaboratively with the evaluator or  
15 evaluators and the teacher or administrator and shall include at a minimum:

16                   (i) Specific steps ~~that should~~ to be taken to improve.

17                   (ii) The assistance, support, and resources ~~that are~~ to be provided by the local  
18 board.

19                   (iii) An expected time line for achieving the objectives and the procedures  
20 for monitoring progress including observations and conferences. The time line shall  
21 not exceed two years.

22                   (iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

23                   (v) If the intensive assistance program required pursuant to this Paragraph  
24 is not completed in conformity with its provisions or if the teacher or administrator  
25 ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal  
26 evaluation conducted immediately upon completion of the program, then the local  
27 board shall timely initiate termination proceedings pursuant to Part II of Chapter 2  
28 of this Title ~~within six months following such unsatisfactory performance.~~



1                    (3) The board shall determine a standard for highly effective teachers for use  
 2                    by local boards to recognize, reward, and retain teachers who demonstrate a high  
 3                    level of effectiveness.

4                    ~~E. D.~~ Nothing contained in this Section shall diminish the right of the local  
 5                    board to evaluate employees or to make employment decisions or of principals and  
 6                    other employees with supervisory responsibilities to observe the employees they  
 7                    supervise.

8                    §3903. Evaluators; selection and training

9                    A. Each local board shall ~~create~~ establish and maintain an accountability  
 10                    relationships ~~register.~~ register in accordance with rules adopted by the board for such  
 11                    purpose. The register shall contain clear definition of who shall be the evaluator or  
 12                    evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~  
 13                    evaluators of classroom teachers shall ~~always~~ be defined as the school principal or  
 14                    assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory  
 15                    level designees.

16                    B. Every employee with responsibility for evaluating a teacher or  
 17                    administrator shall receive training as provided in this Part.

18                    §3904. Local boards; power and duties

19                    A. Each local board shall:

20                    (1) Develop and maintain a program of local evaluation in accordance with  
 21                    rules and regulation promulgated by the board for every teacher and administrator  
 22                    employed by the local board.

23                    (2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional  
 24                    employee a job description which shall be the statement of performance ~~expectation~~  
 25                    expectations and the basis of any evaluation criteria conducted pursuant to this  
 26                    Subpart. ~~For teachers, the job description shall specifically contain all applicable~~  
 27                    ~~components of effective teaching and any additional elements adopted by the local~~  
 28                    ~~board.~~

1 (3) Cooperate with the board and the department in whatever manner is  
2 necessary to implement this Subpart, including providing for the training of  
3 evaluators.

4 (4) Assist in developing the mechanisms necessary for rapid transmission of  
5 evaluation information and reports to teachers and administrators and for  
6 maintenance of the confidentiality of such information, except for information to be  
7 made available to the public in accordance with R.S. 17:3884(C).

8 (5) Incorporate the evaluation plan required by this Subpart into its general  
9 employee policies.

10 ~~(a) Establish an evaluation steering committee as provided by the board.~~

11 ~~(b) The steering committee shall develop a plan to monitor, review, and~~  
12 ~~submit recommendations to the local board concerning needed changes in the school~~  
13 ~~personnel evaluation plan of the local board.~~

14 (6) Incorporate ~~any~~ the elements of the program in this Subpart into any  
15 performance-based contracts with its employees.

16 B. Each local board ~~may:~~ may

17 ~~(1) Incorporate the evaluation plan required by this Subpart into its general~~  
18 ~~employee policies.~~

19 ~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~  
20 apply to all employees of the board.

21 ~~(3) Incorporate the any elements of the program in this Subpart into any~~  
22 ~~performance-based contracts with its employees.~~

23 §3905. Reports to the department

24 The department may request a local board to submit to the department the  
25 local evaluation plan and the accountability relationships registry, including such  
26 revisions as are made for the succeeding evaluation period and upon such request,  
27 the local board shall provide the requested information in a timely manner.

28 \* \* \*

29 §3997. Charter school employees

30 \* \* \*

1                   D.(1)(a)    The Each governing authority of ~~any a~~ charter school ~~may~~  
2                   determine whether the members of the faculty and staff of the school are going to  
3                   participate in any assessment and evaluation program required by the state, including  
4                   the teacher assistance and assessment program pursuant to the Children First Act.  
5                   For those schools choosing not to participate in the teacher assistance and assessment  
6                   program, three years of successful teaching within the charter school shall be deemed  
7                   to meet the provisions of R.S. 17:3891 which require the successful completion of  
8                   the teacher assistance and assessment program in order to obtain or retain a regular  
9                   teacher certificate. ~~However, such regular teacher certificate is only valid for~~  
10                  teaching within a charter school, and any teacher with such certificate hired to teach  
11                  in a public school other than a charter school shall be required to successfully  
12                  complete the teacher assistance and assessment program. annually shall evaluate  
13                  every teacher and administrator employed at the school using the value-added  
14                  assessment model and measures of student growth as determined by the State Board  
15                  of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

16                  (b) The governing authority of a charter school shall terminate the  
17                  employment of any teacher or administrator determined to be ineffective for three  
18                  consecutive years pursuant to the evaluation required by this Section.

19                  (2) By the beginning of the 2012-2013 school year, fifty percent of each  
20                  teacher and administrator evaluation conducted pursuant to Paragraph (1) of this  
21                  Subsection shall be based on evidence of growth in student achievement using the  
22                  value-added assessment model as determined by the state board for grade levels and  
23                  subjects for which value-added data is available. For grade levels and subjects for  
24                  which value-added data is not available, the state board shall establish measures of  
25                  student growth. The model shall take into account important student factors,  
26                  including but not limited to special education, eligibility for free or reduced price  
27                  meals, student attendance, and student discipline. The state board shall develop and  
28                  adopt a policy to invalidate such student growth data for any teacher for any school  
29                  year in which there is a natural disaster or any other unexpected event that results in  
30                  the temporary closure of the school.

1                   (3) The state superintendent of education shall make available to the public  
2                   the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical  
3                   analyses and evaluations of educational personnel, but shall not reveal information  
4                   pertaining to the evaluation report of a particular employee. Beginning with the  
5                   2012-2013 school year, such public information may include school level student  
6                   growth data as specified in R.S. 17:3902(B)(5).

7                   (4)(a) The State Board of Elementary and Secondary Education may request  
8                   that the state Department of Education monitor evaluation programs established  
9                   pursuant to this Section as necessary. The method to be used in monitoring such  
10                  programs shall be established by the department with the approval of the board and  
11                  shall be sufficient to determine the extent to which any programs have been  
12                  implemented, and whether such programs comply with the provisions of this Section.

13                  (b) If, in conducting such monitoring, the department determines that the  
14                  governing authority of a charter school has failed to implement its evaluation  
15                  program or has otherwise failed to comply with the provisions of this Section, the  
16                  department shall notify the charter school governing authority of such failure, and  
17                  the charter school governing authority shall correct such failure within sixty calendar  
18                  days after receiving such notification. The department also shall notify the State  
19                  Board of Elementary and Secondary Education of such failure, by the charter school  
20                  governing authority.

21                  (c) If the failure is not corrected within the prescribed sixty calendar days,  
22                  the department shall notify the board of such continued failure and shall recommend  
23                  to the board whatever sanctions against such charter school governing authority the  
24                  department deems appropriate, which may include withholding funds distributed  
25                  pursuant to the minimum foundation program formula until the corrections are made.  
26                  The board shall act upon such recommendation within sixty calendar days after its  
27                  receipt of the notification.

28                  Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or  
29                  regulation to the contrary, each city, parish, and other local public school board shall be  
30                  allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

1 on the effective date of this Act. For the 2011-2012 school year, if the State Board of  
2 Elementary and Secondary Education fails to promulgate the rules and regulations necessary  
3 to implement the provisions of this Act at least sixty days prior to the beginning of the  
4 school year, each city, parish, and other local public school board shall be allowed to  
5 continue to use the personnel evaluation plan as prescribed by each board's policy on the  
6 effective date of this Act.

7 Section 3. The Louisiana state superintendent of education and every employee of  
8 the Department of Education who makes over one hundred thousand dollars shall be  
9 evaluated using the same standards and criteria as teachers and administrators evaluated  
10 pursuant to the provisions of this Act.

11 Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised  
12 Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

13 Section 5. This Act shall become effective upon signature by the governor or, if not  
14 signed by the governor, upon expiration of the time for bills to become law without signature  
15 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If  
16 vetoed by the governor and subsequently approved by the legislature, this Act shall become  
17 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:

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**Attachment 11b**

**Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: BESE meeting minutes, December 2011, Highlighted Item 8-C-1**

**LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION DECEMBER 7, 2011**

**The Louisiana Purchase Room**

**Baton Rouge, LA**

The Louisiana State Board of Elementary and Secondary Education met in regular session on December 7, 2011, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 10:39 a.m. by Board President Penny Dastugue and opened with a prayer by Chas Taylor, a student at Port Barre Middle School, St. Landry Parish School System.

Board members present were Mr. Dale Bayard, Mr. John Bennett, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Ms. Louella Givens, Mr. Keith Guice, Ms. Linda Johnson, Mr. Walter Lee, and Mr. Chas Roemer.

Jackson Heckert, a student at Southdowns Pre-School, East Baton Rouge Parish School System, led the Pledge of Allegiance.

Agenda Item 5      On motion of Mr. Lee, seconded by Ms. Bradford, the Board approved the agenda, as printed and disseminated. There were no Emergency Agenda Items. (Schedule 1)

Agenda Item 6      On motion of Ms. Buquet, seconded by Ms. Johnson, the Board approved the minutes of October 19, 2011.

Agenda Item 7      **Report by the State Superintendent of Education**

“Good Morning Board Members. I am delighted to speak with you today.

I would like to start by thanking two very special guests with us today: twelve-year-old Chas Taylor, a 6th grader from Port Barre Elementary in St. Landry Parish, and 4-year-old Jackson Heckert, a preschooler at Southdowns Elementary in East Baton Rouge Parish, for leading us in the invocation and pledge of allegiance this morning.

They are here to help us recognize the 11th annual Inclusive Schools Week. The week highlights and celebrates the progress of our schools in providing a supportive and quality education to our increasingly diverse student population, including students with disabilities.

(Continues on page 2)



As part of this celebration, parents, teachers and administrators are attending the annual Inclusion Matters Conference in Lafayette. It's a chance for them to network and learn about increasing the implementation of effective programs for students who qualify for special education services.

Again, I want to give a heartfelt thanks to Chas and Jackson for being here with us this morning.

In the last two weeks, Louisiana became one of seven states to successfully complete and submit an application for a share of \$200 million in federal funding through Round 3 of Race to the Top.

Because there are now only seven states, Louisiana is eligible for more than \$17 million – about \$5 million more than predicted.

This money will be used to enhance data systems, raise academic standards, improve principal and teacher support and evaluation systems, and implement turnaround interventions in under-performing schools.

Part 2 of the application process is due December 16th. Round 3 awards will be announced later this month.

And, as we push toward making the goal of an 80 percent Cohort Graduation Rate by 2014 a reality, the Office of College and Career Readiness is busy spreading the word about the effectiveness of initiatives the Department offers to support districts and schools.

Local and state educators from North Louisiana are gathered right now in Bossier City for the 2011 Office of College and Career Readiness Summit. Last week, school counselors, teachers, principals, and district leaders attended the South Summit in Lafayette to hear about the middle and high school Initiatives the Department offers.

The two-day Summit, "Tools for Schools: Making it Work!," features exemplary programs and best practices from schools and districts that have succeeded in raising student achievement.

And, since our last meeting, several honors have been awarded to members of our education community.

Last week Ken Bradford, the Director of the Louisiana Virtual School, received the "Making IT Happen" award from the International Society for Technology in Education during a conference in New Orleans.

(Continues on page 3)

This is an internationally recognized award for leaders who successfully integrate technology into the curriculum.

Ken joins a prestigious list of people who have received the award including the former director of education technology at the U.S. Department of Education, several state governors, and a Secretary of Education.

We would like to congratulate Ken for his commitment to innovation at the Louisiana Virtual School.

We also had one of our state's principals and two of our schools honored for their work in effectively raising student achievement.

In October, the Department, along with the Milken Family Foundation, surprised N.P. Trist Middle School Principal Denise Pritchard with a prestigious 2011 Milken Educator Award – one of only 40 awarded in the nation and the 29th for Louisiana since joining the program in 2001.

Under Principal Pritchard's leadership, N.P. Trist Middle school has increased its School Performance Score nearly 25 percent, from 88.3 in 2009 to 109.9 in 2011.

In addition to a check for \$25,000, she receives an all-expenses paid trip to Los Angeles to take part in the Milken Educator Forum.

Congratulations to Principal Denise Pritchard on this extraordinary accomplishment!

And last month, two Louisiana schools, Mermentau Elementary in Acadia Parish and Southside Elementary in Livingston Parish, were honored for outstanding achievement among at-risk or economically-disadvantaged students. Both schools were named Title I Distinguished Schools, having made Adequate Yearly Progress in reading and math for two or more years.

These two schools will be honored again during a national event in January in Seattle. Congratulations to students, faculty, and staff at both schools.

At this time, Madam President, I'd like to ask for personal privilege to address the Board regarding a personal decision that I have made.

(Continues on page 4)

I feel privileged to have had the opportunity to serve Louisiana's children, not only in this role, but throughout my career as an educator. I want to express special thanks to the Administration, members of the Board of Elementary and Secondary Education, and the educational community for their support and for collaborating with us over the last seven months. Although we had a change in leadership, we did not pause in advancing the state's critical reform work. And I am so very grateful for the effort shown by the staff at the Louisiana Department of Education. They never hesitated, and their focus is reflected in the tremendous progress we've made in this relatively short time period. As I reflect on our state's progress, our potential, and the educators and policy makers who have dedicated themselves to our students, my heart is filled with gratitude and hope that we will continue to provide our most precious resource, Louisiana's children, with the education they deserve.

On this note, I have decided to end my tenure with the Louisiana Department of Education the last week in January. Again, I sincerely appreciate the opportunity you have given me to serve.

That concludes my report.

Thank you."

Agenda  
Item 8-A

**Academic Goals and Instructional Improvement Committee**

(Schedule 2)

- 8-A-1 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report from Dr. William Arceneaux on the Council for Development of French in Louisiana (CODOFIL).
- 8-A-2 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following requests from local education agencies for waivers of Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*, §2001. Pupil/Teacher, and Pupil Appraisal Ratios for Public Education:
- a. Terrebonne Parish School System's request to allow the pupil-teacher ratio to increase from 30 to 35 for gifted teachers in four of the 31 schools that provide gifted services;
  - b. Terrebonne Parish School System's request for a continuation of a waiver for projected caseloads of up to 45 students for teachers in the talented program for visual arts, music, and theatre;

(Motion continues on page 5)

- c. Zachary Community School System’s request for a continuation of a waiver to increase the pupil-teacher ratio from 35 to 65 for one teacher in the talented arts program and to increase the pupil-teacher ratio from 35 to 50 for one elementary visual arts teacher; and
- d. St. Tammany Parish School System’s request for a waiver to increase the pupil-teacher ratio from 30 to 60 for Talented Visual Arts and Talented Theatre.

8-A-3 On motion of Ms. Bradford, seconded by Ms. Givens, the Board granted Brumfield vs. Dodd approval for the following school:

- a. Eternity Christian Academy—Calcasieu Parish.

8-A-4 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the update report regarding LAA 2 accountability.

8-A-5 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:

- a. denied the appeal request from Charlotte Ann Mitchell Educational Complex in Bossier Parish for a recalculation of the school’s School Performance Score;
- b. denied the appeal request from Madison Preparatory Academy charter school for a recalculation of the school’s School Performance Score;
- c. denied the appeal request from Lafayette Charter High School in Lafayette Parish for a recalculation of the school’s School Performance Score; and
- d. denied the waiver request from McDonogh #42 with Treme Charter School Association in Orleans Parish to withhold accountability decisions for one year.

8-A-6 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following changes to the textbook adoption cycle to align with the implementation of the Common Core State Standards:

2012-2013 — K-2 Mathematics and K-5 Reading/English Language Arts;

2013-2014 — 3-12 Mathematics and 6-12 Reading/English Language Arts;  
and

2014-2015 — Social Studies.

(Motion continues on page 6)

The remaining subjects in the textbook adoption cycle will move up one year, as follows:

2015-2016 — Career and Technical Education;

2016-2017 — K-12 Science, Computer Education, Health and Physical Education; and

2017-2018 — World Languages, English as a Second Language, Handwriting, Music, and Arts.

- 8-A-7 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the LDE's Five-Year Advanced Placement Plan to increase long-term student participation and performance on AP exams to the national average.
- 8-A-8 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on IBC course substitutions for the LA Core 4 Curriculum.
- 8-A-9 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the 2011-2012 Before and After School Enrichment waivers for the LA 4 Prekindergarten Program. Further, the Board directed the LDE to draft revisions to current legislation that requires districts to seek waivers annually regarding the requirement for enrichment activities, if over time and consistently during the same period of the day, so few children are present for enrichment activities that providing such for all or a portion of the full ten- hour day is not reasonably feasible.
- 8-A-10 On motion of Ms. Bradford, seconded by Ms. Givens, the Board ratified the Louisiana Superintendent of Education's report of personnel actions for the BESE Special Schools (BSS) and the Special School District (SSD).
- 8-A-11 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on the activities of the College and Career Readiness (CCR) Commission and approved the CCR Report Card.
- 8-A-12 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §907. Secondary. Class Times and Carnegie Credit and §1103. Compulsory Attendance, related to requirements for earning Carnegie credit, as recommended by the LDE.
- 8-A-13 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as recommended by the LDE.

- 8-A-14 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §119. Written Policies and §2109. High School Graduation Requirements, as recommended by the LDE.
- 8-A-15 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §409. Calculating a 9-12 Assessment Index, §515. State Assessments and Accountability, and §707. Safe Harbor, relative to removing policy related to GEE as part of the school performance score.
- 8-A-16 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3503. Pre-GED/Skills Option Students and §3507. Option Considerations, relative to removing policy related to the discontinued Pre-GED/Skills Option Program.
- 8-A-17 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3501. Alternative Schools, §3503. Pre-GED/Skills Option Students, and Bulletin 741, *Louisiana Handbook for School Administrators*: §2903. Approval For Alternative Schools/Programs, to ensure compliance with federal regulations and to clearly define alternative schools and alternative programs.
- 8-A-18 On motion of Ms. Bradford, seconded by Ms. Givens, the Board repealed Bulletin 1246, *Cooperative Office Education*, because the LDE legal staff has determined that this document does not contain regulatory policy.
- 8-A-19 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: Chapter 30. Health and Safety Rules and Regulations for Approved Non-Public Three-Year-Old Programs, as presented by the LDE.
- 8-A-20 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2308. Response to Intervention, as presented by the LDE.
- 8-A-21 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2307. Assessment, as presented by the LDE.

- 8-A-22 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators: Chapter 5, §505. Certification of Personnel*, regarding requirements to serve as a Superintendent in Louisiana public schools, as presented by the LDE.
- 8-A-23 On motion of Ms. Bradford, seconded by Ms. Givens, the Board deferred until January 2012: "Consideration of revisions to the Department's Critical Goals."
- 8-A-24 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:
- received the public comments regarding revisions to Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act: Subpart 1. Regulations for Students with Disabilities, §133. Expenditures*, which was advertised as a Notice of Intent in the October 20, 2011, issue of the *Louisiana Register*;
  - directed BESE staff to not move forward with the final adoption of the above mentioned NOI as Rule in January 2012; and
  - directed the LDE to present to the Academic Goals and Instructional Improvement Committee for consideration in January 2012, revised policy language related to implementation of Act 515 of the 2010 Regular Legislative Session, which takes into account public comments received by the Board.

Agenda  
Item 8-B

**Administration and Finance Committee**

(Schedule 3)

- 8-B-1 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the 8(g) Student Enhancement Block Grant projects for elementary/secondary education for FY 2011-2012.
- 8-B-2 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received LDE contracts of \$50,000 and under approved by the Acting State Superintendent of Education.
- 8-B-3 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts of \$50,000 and under approved by the Acting State Superintendent of Education.
- 8-B-4 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts approved by the Acting State Superintendent of Education, the Co-Chairs of Administration and Finance Committee, and the BESE President.

8-B-5 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the quarterly report of expenditures and budget balances of 8(g) projects for FY 2011-2012.

8-B-6 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the Bureau of Internal Audit report entitled, "Time and Attendance Audit for the Six Months Ended December 31, 2010."

8-B-7 On motion of Ms. Johnson, seconded by Mr. Guice, the Board:

- a. received the report on consideration of possibility of including funding for a full-time Louisiana Virtual School in the formula;
- b. received the report on consideration of possibility of including funding for Dual Enrollment in the formula;
- c. received the technical adjustment to the MFP Membership Definition for At-Risk students to align the virtual school students with the MFP Resolution; and
- d. received the report on the Evaluation Results for those LEA's/Districts failing to meet the 70% Instructional Requirement, based on FY 2009-2010 Annual Financial Report (AFR) data.

8-B-8 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the MFP Student Count Comparison.

8-B-9 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the LDE budget.

**School and District Support - Competitive**

8-B-10 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation:	High Risk Pool Grant
Amount:	\$180,278
Funding Period:	09/01/11 – 09/30/12
Source of Funds:	Federal

(Motion continues on page 10)



Purpose: Louisiana Department of Education (LDE) has set aside approximately 1.9 million dollars to provide assistance to local education agencies through the establishment of a High Risk Pool. High Risk Pool refers to federal set-aside funds available to provide additional supports to LEAs serving disabled students with high-cost needs. The Reauthorized Individuals with Disabilities Education Act (IDEA) introduced a major provision designed to provide funding flexibility for states and districts with respect to funding high-costs special education services for high-need students. The change was introduced in response to concerns that costs for services for children with the most severe disabilities negatively impact the resources of districts and states, thus, making it extremely difficult to provide individualized supports and services necessary for students to thrive in the education setting. The LDE Division of NCLB and IDEA combined are excited to be able to support the disabled children in our state through this activity.

Basis of Allocation: Approved LEAs must meet the required criteria as outlined under IDEA and state guidelines. At a minimum, qualifying LEAs must demonstrate, through individual student documentation, that services to high-needs students in their LEA are negatively impacting the LEAs budget. This must be evidenced by individual services to students exceeding three times the per pupil expenditure for the state. The Division of IDEA and NCLB Support established this activity as a state priority through the Louisiana's IDEA State Plan for FY 2011-2012 year.

The following considerations were applied to the review and approval process:

- all applicants recommended for funding must meet two criteria outlined through the application process;
- the amount each LEA receives as a state per pupil expenditure was removed from the LEA's requested funding amounts;
- employee benefits, travel, or indirect costs were not justified expenses to support this activity; and
- student-specific salaries, special equipment and supplies, professional services, and special transportation needs were considered as funding priorities through this process.

**Student Centered Goals - Competitive**

8-B-11 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Model Regional Alternative Education Pilot Site Grant  
Amount: \$2,250,000  
Funding Period: 07/01/11 – 06/30/12  
Source of Funds: State

Purpose: The state general funds awarded to the two recipients, determined through the competitive bid process, will support the implementation of innovative regional alternative education schools/programs through a partnership with multiple LEAs.

Basis of Allocation: This allocation is a distribution of funds for St. James Parish and Recovery School District which are currently implementing Model Regional Alternative Education Pilot sites for the FY 2011-2012.

**Departmental Support - Other**

8-B-12 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: USDA Team Nutrition Training Grant  
Amount: \$32,300  
Funding Period: 01/01/12 – 04/30/13  
Source of Funds: Federal

Purpose: The School Food Authorities from six local educational agencies (LEAs) agreed to pilot two four-week cycle menus that will be developed by a chef from the John Folse Culinary Institute in Nicholls State University (NSU). The menus must comply with the USDA Healthier US School Challenge initiative. The chef will work closely with Terrebonne Parish.

Basis of Allocation: Districts were selected based on meeting criteria set forth by a USDA Team Nutrition Training Grant Proposal. Terrebonne Parish will work directly with a chef at the John Folse Culinary Institute at Nicholls State University to develop and pilot menus that meet USDA Healthier US School Challenge (HUSCC) criteria. The other five districts were selected to get geographical and demographic representation to pilot the menus. The USDA Grant RFP required states to guarantee that at least

(Motion continues on page 12)

50 schools would submit HUSSC applications. Terrebonne Parish will receive \$700 per school, and all other districts participating in the grant will receive \$550 per school. Because Terrebonne Parish will be the lead district in the grant and will work face-to-face with the chef from NSU, Terrebonne Parish will receive a higher rate.

**Student Centered Goals - Other**

8-B-13 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum (Special Case Participant Stipend)

Amount: \$625.75

Funding Period: 07/01/11 – 06/30/12

Source of Funds: State

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of \$500. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. Participants receive the stipend in 2 installments upon meeting the attendance requirements. Participants must have attended all days of the workshop in order to receive the stipend.

8-B-14 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8<sup>th</sup> Grade Mathematics  
Comprehensive Curriculum (Installment 2)  
Amount: \$3,754.50  
Funding Period: 07/01/11 – 06/30/12  
Source of Funds: IAT-8(g)

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of \$250. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. The stipend will only be awarded to participants once the workshop series is completed on January 21, 2012. Participants must have attended all days of the workshop in order to receive the stipend.

#### **Human Capital**

8-B-15 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following LDE contract amendment:

Contractor: New Teacher Project  
Previous Contract: Yes  
Contract Period: 07/01/2011 - 06/30/2012  
Original Contract Amount: \$500,000.00  
Amended Amount: \$32,040.00

(Motion continues on page 14)

Total Contract Amount: \$532,040.00  
Fund: CPMS – 8(g)  
Competitive Process: No - Sole Source

This amendment will allow the contractor to host biweekly planning meetings relative to Advisory Committee on Educator Evaluation (ACEE) planning, agenda, meeting outcomes and provide guidance relative to ACEE meeting agenda and policy decisions.

8-B-16 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on Dialogues with the applicable districts/LEAs identified in the Fiscal Risk Assessment Process.

**Recovery School District**

8-B-17 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Holly & Smith Architects, APAC  
Previous Contract: Yes  
Amended Amount: \$4,640.00  
Current Contract Value: \$1,989,813.58  
New Contract Value: \$1,903,453.58  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Current Contract Value: New Phillis Wheatley Elementary School – Task One: Provides for the reimbursable expense fee due to the designer for fees paid by the designer for the Conditional Use Permit for New Phillis Wheatley Elementary School.

8-B-18 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Howard Performance Architecture, LLC  
Previous Contract: Yes  
Amended Amount: -\$57,552.61  
Current Contract Value: \$1,649,844.90  
New Contract Value: \$1,592,292.29  
Contract Period: 03/23/2009 - 03/23/2012  
Fund: FEMA  
Competitive Process: Yes

(Motion continues on page 15)

Description of Service: New Bienville Elementary School – Task One: Adjusts the designer fee for basic services required by the revised contract from \$1,510,045.00 to \$1,442,877.00, which is based on the actual low bidder’s price of \$18,880,000.00 from bids received September 9, 2010, for the new Bienville Elementary School. (Decrease - \$67,168.00) Task Two: Provides for reimbursable expense fee for reproduction cost and finalizing conditional use approval for new Bienville Elementary School.

8-B-19 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Perez, APC  
Previous Contract: Yes Amended  
Amount: \$4,640.00  
Current Contract Value: \$3,338,169.49  
New Contract Value: \$3,392,809.49  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New high school at Edward Livingston School - Task One: Provides for reimbursable expense due to the designer for fees paid by the designer for the Conditional Use Permit Fees for new high school at Edward Livingston School.

8-B-20 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: SCNZ Architects, LLC  
Previous Contract: Yes  
Amended Amount: \$838.05  
Current Contract Value: \$6,000.00  
New Contract Value: \$6,838.05  
Contract Period: 10/11/2010 - 10/11/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Installation of canopies at Joseph A. Craig Elementary School - Task One: Provides for reimbursable expense for reprographic and reproduction costs associated with the advertisement and solicitation for installation of new canopies at Joseph A. Craig Elementary School.

8-B-21 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Shelly Hammond Provosty, LLC  
Previous Contract: Yes  
Amended Amount: \$75,000.00  
Current Contract Value: \$275,000.00  
New Contract Value: \$350,000.00  
Contract Period: 06/15/2010 - 06/15/2012  
Fund: MFP  
Competitive Process: No, True Professional

Description of Service: This contract provides for the legal representation of the interests of the Recovery School District, the Louisiana Department of Education, and BESE (the state) in the matter of Orleans Parish School Board v. Lexington Insurance Company, et al, Civil District Court for the Parish of Orleans, State of Louisiana, Docket No. 2006-7342, Division "E", Section 7 and any litigation relating to the lawsuit. The state intervened in the lawsuit filed by the Orleans Parish School Board against its insurer(s) in order to recover insurance proceeds that Orleans alleges it is owed by its insurer(s) arising out of Hurricane Katrina. The state has an interest in the litigation because the Recovery School District is entitled, pursuant to La. R.S. 17:10.7 and La. R.S. 17:1990, to receive insurance proceeds recovered by the Orleans Parish School Board.

8-B-22 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Trapolin-Peer Architects, APC – VMDO  
Architects, PC – A Joint Venture  
Previous Contract: Yes  
Amended Amount: \$390,815.00  
Current Contract Value: \$3,273,471.00  
New Contract Value: \$3,664,286.00  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New high school at George Washington Carver - Task One: Adjusts the designer's fee for basic services required for the contract from \$3,237,677.00 to \$3,626,212.00, which is based on the revised AFC of \$50,406,792.00. Furthermore, the contract will be broken into two separate projects:

(Motion continues on page 17)

1. New high school at George Washington Carver Project No.: 2009-0756-0001  
A/E Fee = \$3,617,391.00  
AFC = \$50,332,692.00 Increase \$379,714.00
2. Test Pile Program for George Washington Carver Project No. 2009-0756-0002  
A/E Fee = \$8,821.00 – (Test Pile Program increase \$8,821.00)  
AFC = \$74,100.00 actual bid amount from bids received June 2, 2010

(The total Increase for Task One is \$388,535.00 for new high school at George Washington Carver.)

8-B-23

On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	VergesRome Architects, APAC
Previous Contract:	Yes
Amended Amount:	\$22,968.00
Current Contract Value:	\$609,956.00
New Contract Value:	\$632,924.00
Contract Period:	09/16/2010 - 09/16/2013
Fund:	FEMA
Competitive Process:	Yes

Description of Service: (Include per diem rates, if applicable.): Mothballing of closed schools – safe and secure Israel M. Augustine Middle School, Louis D. Armstrong Elementary School, Andrew J. Bell Junior High School, Oretha C. Haley Elementary School, Lorraine Hansberry Elementary School, Morris F.S. Jeff Elementary School, Valena C. Jones Elementary School, George Mondy Elementary School, and John A. Shaw Elementary School - Task One: The designer's fee for basic services is being adjusted for Israel M. Augustine Middle School – safe and secure New Project No.: 2011-0864-0001 \$71,059.00 to \$55,504.00 due to the adjustment of the AFC from \$750,000.00 to \$449,000.00 (Decrease -\$15,555.00).

Task Two: The designer's fee for basic services is also being adjusted due to the addition of a new project - Mothballing of Closed Schools Safe and Secure Phase I – Reroofing at Israel M. Augustine Middle School Project No.: 2010-0858-0001, which is based on the actual bid price of \$301,000.00 from bids received July 6, 2011. (Add \$38,523.00)



8-B-24 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: VergesRome Architects, APC  
Previous Contract: Yes  
Amended Amount: \$47,680.00  
Current Contract Value: \$2,802,016.10  
New Contract Value: \$2,849,696.10  
Contract Period: 06/15/2007 - 06/15/2012  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Lake Area High School - Task One: Adjusts the designer's basic services fee based upon the final construction contract amount for change orders not attributable to the designer. The total adjusted change order value is \$691,941.00 plus the previous AFC value of \$35,580,000.00 equals the new adjusted AFC value of \$36,271,941.00. The revised designer's basic services fee based on the new adjusted AFC value of \$36,271,941.00 is \$2,662,373.00.

8-B-25 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Yeates & Yeates Architects, LLC  
Previous Contract: Yes  
Amended Amount: \$7,000.00  
Current Contract Value: \$2,456,577.13  
New Contract Value: \$2,463,577.13  
Contract Period: 06/15/2007 - 06/15/2012  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New Fannie C. Williams Elementary School - Task One: Provides for the additional services fee for additional designer services provided by the designer after approval to proceed for design, construction documents, construction administration and bid phase for an agreed upon lump sum amount of \$7,000.00 for the new Fannie C. Williams Elementary School.

8-B-26 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the

following allocations by funding category for the FY 2012-2013 8(g) Annual Program and Budget and the following focus areas: (Motion

continues on page 19)

Allocations

- a. \$11,777,500 or 48.1% of the total budget for the Student Enhancement Block Grant Program and
- b. \$11,777,500 or 48.1% of the total budget for the Statewide Grant Program.

Focus Areas

- a. Prekindergarten Programs for At-Risk Four-Year Olds and
- b. Proven Instructional Strategies in English Language Arts, Math, Science, Social Studies, and Technology.

8-B-27 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the FY 2012-2013 8(g) Statewide Program allocations as follows:

College and Career Readiness for Middle and High School 21st Century Learners (LDE)	\$ 2,269,600
Effective Teachers, Effective Leaders (LDE)	\$ 2,957,900
Next Generation: Common Core (LDE)	\$ 1,500,000
LEAP for the 21st Century (LDE)	\$ 2,565,000
School Turnaround Innovations (LDE)	\$ 2,000,000
Academic/Vocational Enhancement of BESE Special Schools (LSD, LSVI, SEC)	\$ 90,000
Enhancement of the LA Instructional Material Center for the Blind and Visually Impaired (LSVI)	\$ 75,000
World Language Model Program (LDE)	\$ 170,000
Louisiana Renaissance Language Immersion Program (LDE)	\$ 150,000
<b>Total</b>	<b>\$11,777,500</b>

8-B-28 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report of the FY 2012-2013 BESE Budget Request.

8-B-29 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the reports related to the 2011 Legislative Action Plan.

Agenda **Minimum Foundation Program (MFP) Public Hearing** (Schedule 4)  
Item 8-B1

8-B1-1 On motion of Ms. Johnson, seconded by Mr. Lee, the Board received the minutes of the Minimum Foundation Program (MFP) Public Hearing held December 6, 2011.

Agenda **Educator Effectiveness Committee** (Schedule 5)  
Item 8-C

**8-C-1** On motion of Mr. Lee, seconded by Ms. Buquet, the Board approved, as a Notice of Intent, revision of Bulletin 130, *Regulations for the Evaluation and Assessment of School Personnel*, in its entirety and in accordance with Act 54 of the 2010 Regular Legislative Session.

8-C-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board revoked the Louisiana teaching certificate (Type B 84599) of Mr. Stephen McKay Hurst, based upon his conviction of a felony.

8-C-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board denied the request from Mr. Osceola Free for a hearing regarding the issuance of a Louisiana teaching certificate appropriate to his credentials.

Agenda **School Innovation and Turnaround Committee** (Schedule 6)  
Item 8-D

8-D-1 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deleted from the agenda: "Consideration of a request for an amendment to the charter governing the New Orleans Charter Science and Mathematics Academy, operated by Collegiate Academies, to rename the school to Sci Academy."

8-D-2 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received a report regarding Teachers' Retirement System of Louisiana (TRSL) matters at BESE-authorized charter schools governed by the Algiers Charter Schools Association. Further, the Board received notification regarding non-material amendments to the charter contracts of O. Perry Walker Senior High School, Martin Behrman Elementary School, Dwight D. Eisenhower Elementary School, McDonogh #32 Elementary School, and William J. Fischer Elementary School, all operated by Algiers Charter School Association, Inc., indicating the schools' intent to allow employees to enroll in TRSL.

\* \* \* \* \*

Public comments regarding Item 8-D-3 were received from Ms. Catherine Boozer.

8-D-3 On motion of Mr. Roemer, seconded by Ms. Johnson, the Board deferred until January 2012: "Consideration of granting Milestone SABIS Academy, operated by Innovators in Milestone, Inc., a five year charter school contract extension and a report from the LDE regarding when rules promulgated by BESE pertaining to the extension of charter school contracts have taken effect."

Ms. Givens was recorded as being opposed to the motion.

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The Board was provided with a handout entitled, "Overview of performance for CharterSchools USA in Florida with similar at-risk populations."

Lengthy discussion followed.

8-D-4 On motion of Mr. Garvey, seconded by Ms. Givens, the Board approved the Type 2 charter application submitted by Lake Charles Charter Academy Foundation, Inc., subject to the following conditions:

1. Lake Charles Charter Academy must score at or above AUS (75 or above) for its 2011-2012 Assessment Index or make five (5) points of growth from its pre-assessment index.
2. Lake Charles Charter Academy Foundation, Inc., must submit a satisfactory financial plan such that the instructional spending requirement set forth by the Board in the Minimum Foundation Program can be met, as determined by the LDE.
3. Lake Charles Charter Academy Foundation, Inc., must satisfactorily address any governance issues resulting from the bond issuance for Lake Charles Charter Academy, as determined by the LDE.
4. The opening of the school is contingent upon the completion of a pre-opening checklist and execution of the charter contract no later than 60 days prior to the beginning of the school year in which the school opens.

8-D-5 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of Type 2 Charter Applications for Tangipahoa Charter School Association, Inc., and The Delta Charter Group."

8-D-6 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board denied the Type 2 charter school application for Lafayette Parish submitted by Outreach Community Development Corporation, Inc.

8-D-7 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the recommendation of the LDE and authorized the Type 2 charter application submitted by the Outreach Community Development Corporation, Inc., to commence operation in St. Landry Parish, contingent upon all of the following conditions being met:

- completion of a pre-opening checklist;
- addressing any special considerations set forth in the Evaluation and

Recommendation Summary recommendations; and

- execution of the charter contract no later than April 30 of the year in which the charter school opens.

Further, the Board authorized the Board President to sign the charter contract only after the LDE verifies that the applicant has provided the LDE with the aforementioned information.

8-D-8 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Type 5 charter school applications submitted by the following organizations, as recommended by the LDE:

- Crescent Leadership Academy (alternative high school);
- Collegiate Academies;
- Future is Now Schools: New Orleans;
- The Friends of King School, Inc.;
- KIPP New Orleans, Inc.;
- Choice Foundation, A Non-Profit Corporation;
- ReNEW – Reinventing Education (2 applications, including 1 alternative high school);
- Rocketship Education Louisiana (8 applications); and
- New Orleans College Preparatory Academies.

Further, the Board directed that, prior to the opening of each of the aforementioned charter schools, all of the following conditions must be met:

- completion of a pre-opening checklist;
- address any special considerations set forth in the Evaluation and Recommendation Summary recommendations;

(Motion continues on page 23)

- assignment of an existing RSD-operated school by the Superintendent of the RSD, not later than March 2012. If an assignment is not made, the authority to open the school may be deferred until a later date or may be rescinded, based on a recommendation by the Superintendent of the RSD. The LDE staff will report on the status of applicants and their school assignments during the March 2012 School Innovation and Turnaround Committee meeting; and
- execution of the charter contract no later than April 30 of the year in which the charter school opens.

The Board directed that final approval of the charter application shall not be effective until the aforementioned contingencies are met, the LDE verifies that the contingencies are met, and the charter contract is executed (signed by president of the non-profit corporation and the BESE President).

- 8-D-9 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for Akili Academy of New Orleans, operated by Akili Academy of New Orleans, for the remainder of their initial five year term, as recommended by the LDE.
- 8-D-10 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Crocker Arts and Technology School, operated by Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above, reaching the school's growth target by the end of the 2011-2012 school year, and continuing to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012, as recommended by the LDE.
- 8-D-11 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the contract for KIPP Central City Primary, operated by KIPP New Orleans, Inc., for the remainder of their initial five year term, as recommended by the LDE.
- 8-D-12 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Miller-McCoy Academy for Mathematics and Business, operated by Miller-McCoy Academy for Mathematics and Business, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above (above AUS), reaching the school's growth target by the end of the 2011-2012 school year; continuing to manage the budget to achieve a fund balance of greater than five percent with a clean financial risk assessment in fiscal year 2011-2012; and addressing significant facilities, health, and safety findings by January 15, 2012, as recommended by the LDE.

8-D-13 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for New Orleans Charter Science and Mathematics Academy, operated by Advocates for Science and Mathematics Education, Inc., for the remainder of their initial five year term, as recommended by the LDE.

8-D-14 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received the voluntary charter surrender submitted by the Board of Directors of Sojourner Truth Academy, Inc., and approved the LDE's recommendation for Sojourner Truth Academy to continue to operate until June 30, 2012, in accordance with the terms of a Memorandum of Understanding.

8-D-15 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for The MAX Charter School, operated by the Maxine Giardina Charter School, Inc., subject to the following renewal contract provisions and conditions, which include:

- an admissions/enrollment policy aligned to the school's stated mission of serving students with dyslexia and other language-related learning differences, as identified in Bulletin 1903, *Regulations and Guidelines for Education of Dyslexic Students*; and
- an alternative charter evaluation framework for student performance that is tailored to the unique student population served, and includes and significantly weights student performance on state standardized tests, in addition to other measures of student performance per Bulletin 126, *Charter Schools*, §1503(B)(5)(a), as approved by the LDE. Such evaluation framework will continue to include and significantly weight student performance on state standardized tests, in addition to other measures of student performance.

Further, the school must address the following:

- implement a plan to provide alternative education, in the event of any suspensions and/or expulsions;
- improve outreach and recruiting of at-risk students and student documentation;
- comply strictly with IDEA and admissions/enrollment policies to ensure that all eligible students have an opportunity to attend the school and receive required services; and
- establish clear, written guidelines for the provision of meals to students, and for the documentation and reporting required per La. R.S. 17:192.1 regarding meals.

- 8-D-16 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Algiers Technology Academy, operated by Algiers Charter School Association, Inc., subject to the condition that the charter school will continue to manage the budget to reduce its deficit by fiscal year 2012-2013, and be on track in achieving a fund balance of greater than five percent by fiscal year 2014-2015, as recommended by the LDE.
- 8-D-17 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc., subject to the conditions that the charter school continue management of budget and accounting procedures to work toward a fund balance of greater than five percent and a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-18 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the contract for Arthur Ashe Charter School, operated by Firstline Schools, Inc., subject to the conditions that the charter school continue to improve academic achievement by achieving growth targets for 2011-2012 and 2012-2013 school years, and continue to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-19 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a nine year renewal of the charter contract for KIPP Central City Academy, operated by KIPP New Orleans, Inc., subject to the condition that the charter school continue to manage internal accounting procedures to ensure a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-20 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a non-renewal of the charter for McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.

It was noted for the record that RSD Superintendent White confirmed that he will continue to give current school leaders of McDonogh 42 Elementary Charter School an opportunity to remain involved with the school.



- 8-D-21 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for New Orleans College Preparatory Academy, operated by New Orleans College Preparatory Academies, Inc., subject to the conditions that the charter school achieve an SPS of 75.0 or above by the 2011-2012 school year, achieve their growth targets in the renewal term, and provide evidence of implementation of improved procedures for discipline of special education students.
- 8-D-22 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Memorandum of Understanding (MOU) between BESE, the RSD, and the Board of Directors for Advance Baton Rouge (ABR), regarding the transition plans for Dalton Elementary School, Glen Oaks Middle School, Lanier Elementary School, Prescott Middle School, and Pointe Coupee Central High School.
- Further, as part of the agreement, the Board received the phase out plan of ABR as a CMO over the next 18 months with a phase out as follows:
- Commencing on January 1, 2012, the RSD and ABR will jointly operate Prescott Middle School and Pointe Coupee Central High School through June 30, 2012.
    - On July 1, 2012, RSD will be the sole operator at Prescott Middle School and Pointe Coupee Central High School.
  - Commencing on January 1, 2012, the RSD and ABR will jointly operate Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School through June 30, 2013.
    - On July 1, 2013, RSD will be the sole operator of Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School.
    - ABR and the RSD shall develop a dissolution plan for the ABR Charter Schools by January 1, 2012.
- 8-D-23 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the model dissolution plan for the charter school closure and transfer process.
- 8-D-24 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the process by which the LDE will allocate continuation and new grant funding for the 2011-2012 Charter School Program Grant cycle.

- 8-D-25 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received an update report from the Recovery School District on Capital Projects for October 2011, which includes the October 2011 Superintendent's Report; the BESE Monthly Report regarding open construction contracts as of November 7, 2011; the October 2011 Program Update for RSD Phase 1 Projects; and the 2011 3rd Quarterly Report.
- 8-D-26 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*, and Bulletin 129, *The Recovery School District*, to ensure that no students attending a failing school that is being closed or reconstituted are assigned to another failing school or a watch list school unless the district enters into and meets conditions outlined in a Memorandum of Understanding (MOU) with the LDE."
- 8-D-27 On motion of Ms. Givens, seconded by Ms. Bradford, the Board received a report on RSD schools that will have been under the jurisdiction of the RSD for five or more years at the conclusion of the 2011-2012 school year, and approved the RSD recommendations regarding the continuation of those schools in the RSD, detailed below.

The following RSD schools have met the criteria to be eligible to choose whether to remain in the RSD or transfer to their former local education authority (LEA). The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD. Further, the Board directed that the following schools be allowed to notify BESE, no later than January 11, 2012, of their intention to return to their Local Education Agency, such notification to be considered by the Board in January 2012:

- Arthur Ashe Charter School, operated by Firstline Schools, Inc.
- KIPP Central City Academy, operated by KIPP New Orleans, Inc.
- Dr. Martin Luther King, Jr. Charter School for Science and Technology, operated by The Friends of King School, Inc.
- McDonogh #15: A KIPP Transformation School, operated by KIPP New Orleans, Inc.
- Dwight D. Eisenhower Elementary School, operated by Algiers Charter School Association, Inc.
- Martin Behrman Elementary School, operated by Algiers Charter School Association, Inc.

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- Edward H. Phillips Learning Academy, operated by KIPP New Orleans, Inc.
- Sophie B. Wright Learning Academy, operated by Institute of Academic Excellence, Inc.

The following schools are RSD direct-run schools labeled AUS (earning an SPS below 65.0) for the 2010-2011 school year. The Board directed the following actions, as recommended by the RSD:

- Dr. Charles R. Drew Elementary
  - o Phase-out; close at the conclusion of the 2011-2012 school year
  - o Possible charter conversion process, beginning in the 2013-2014 school year
- George Washington Carver High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- John McDonogh High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- Joseph Craig Elementary
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- Murray Henderson Elementary
  - o Phase-out; close at the conclusion of the 2012-2013 school year
- Paul Habans Elementary
  - o Remain in the RSD as a direct-run school for the 2012-2013 school year
  - o Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter

(Motion continues on page 29)

- Sarah T. Reed High
  - o Remain in the RSD as direct-run school or charter conversion, beginning in the 2012-2013 school year, if an approved charter operator exists
  - o Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter
- Schwarz Academy
  - o Charter conversion after the conclusion of the 2011-2012 school year, dependent on charter application approval
- Walter L. Cohen High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year

The following schools do not meet the performance criteria to be eligible to choose to return to their former LEAs, nor are they direct-run AUS schools that require a formal decision by the RSD. The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD:

- A.P. Tureaud Elementary
- McDonogh City Park Academy, operated by New Orleans Charter Foundation, Inc.
- Algiers Technology Academy, operated by Algiers Charter School Association, Inc.
- McDonogh #32 Elementary School, operated by Algiers Charter School Association, Inc.
- Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc.
- McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.
- Benjamin Banneker Elementary School
- Nelson Elementary School, operated by New Beginnings Schools Foundation, Inc.
- H.C. Schaumburg Elementary
- New Orleans College Preparatory School, operated by New Orleans College Preparatory Academies, Inc.
- Singleton Charter School, operated by Dryades YMCA (Motion

continues on page 30)

- O. Perry Walker Senior High School, operated by Algiers Charter School Association, Inc.
- James Johnson Elementary
- Pierre A. Capdau Learning Academy, operated by New Beginnings Schools Foundation, Inc.
- Lafayette Academy, operated by Choice Foundation, Inc.
- S.J. Green Learning Academy, operated by Firstline Schools, Inc.
- Langston Hughes Academy Charter School, operated by NOLA 180, Inc.
- William J. Fischer Elementary School, operated by Algiers Charter School Association, Inc.
- Mary D. Coghill Elementary.

Agenda  
Item 9

**Board Advisory Council Reports**

Agenda  
Item 9-A

**Nonpublic School Commission**

(Schedule 7)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Nonpublic School Commission meeting held November 1, 2011, and approved the tentative agenda for February 7, 2012.

Agenda  
Item 9-B

**Superintendents' Advisory Council**

(Schedule 8)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Superintendents' Advisory Council meeting held November 17, 2011, and approved the tentative agenda for February 16, 2012.

Agenda  
Item 10

**Board Advisory Council Appointments**

There were no Advisory Council appointments in December 2011.

Agenda  
Item 11

**Received and/or Referred**

(Schedule 9)

Public comments regarding Agenda Item 11 were received from Ms. Angela Alef, the People, LLC.

Agenda  
Item 11-A

On motion of Ms. Bradford, seconded by Ms. Johnson, the Board received the Resolution from the Lafayette Parish School Board regarding early childhood education for all students.

Agenda  
Item 12

On motion of Ms. Bradford, seconded by Mr. Garvey, the Board allowed Ms. Glenny Lee Buquet to continue to serve as Co-Chair of the Blue Ribbon Commission for Educational Excellence until June 30, 2012.

Agenda  
Item 13

The Board recognized and presented out-going BESE members with the following Resolutions.

**A RESOLUTION**

**WHEREAS,** Glenny Lee Buquet was elected to the Board of Elementary and Secondary Education in 1992 and served twenty consecutive years, including five terms as Board President; and

**WHEREAS,** Mrs. Buquet, in addition to being a committed wife and mother, previously worked as a speech and English teacher and opened a tutorial school for children with reading disabilities; and

**WHEREAS,** Mrs. Buquet is dedicated to literacy and reading comprehension, as shown through her commitment and leadership as former Chair of the Literacy and Numeracy Committee and is dedicated to the accountability and improvement of teacher preparation and alternative preparation programs, as shown through her commitment to the development and use of the Value-Added Model; and

**WHEREAS,** Mrs. Buquet is devoted to redefining educator certification requirements in the quest to produce highly effective and highly qualified educators in the state of Louisiana, as exemplified through her service as Co-Chair of the Blue Ribbon Commission for Educational Excellence, as Chair of the Quality Leaders/Educators Committee, and currently as Co-Chair of the Educator Effectiveness Committee; and

**WHEREAS,** Mrs. Buquet is supportive of the teachers and students of this state, as she has never failed to recognize and acknowledge individual accomplishments of students and educators.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Glenny Lee Buquet for her years of dedicated public service and her leadership in the aforementioned areas; and

(Continues on page 32)

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her children and grandchildren. The Board will forever be indebted to her lifelong contribution to education for the state of Louisiana.

Penny Dastugue                      Ollie Tyler  
Board President                      Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Keith Guice was elected to the Board of Elementary and Secondary Education in November 2007 and served two terms as Board President; and

**WHEREAS,** Mr. Guice worked for thirty-six years as a teacher, counselor, principal, and supervisor of instruction, and served his last 15 years as Superintendent of Catahoula Parish Schools; and

**WHEREAS,** Mr. Guice is dedicated to social justice and equal education opportunities for all children, and has shown his commitment and leadership as the director of a youth program in the Louisiana Delta for the United States Department of Labor serving youth involved with the Louisiana Juvenile Justice System; and

**WHEREAS,** Mr. Guice supports leadership and professional development and is dedicated to empowering the local education agencies to establish fair and sound policies that adhere to state requirements, and has shown his commitment as a member of the Quality Leaders/Educators Committee and the Educator Effectiveness Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Keith Guice for his years of dedicated public service and his leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community and enjoy his family.

Penny Dastugue                      Ollie Tyler  
Board President                      Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Louella Givens-Harding was elected to the Board of Elementary and Secondary Education in November 2003 and served two terms as a board member; and

**WHEREAS,** Mrs. Givens-Harding works as an attorney-at-law and as Chief Executive Officer of House Call Home Health Care, and previously served as Assistant City Attorney for the City of New Orleans, a Title 1 Specialist for New Orleans Public Schools, an Assistant Professor of Health Sciences at the University of Texas Health Center at Galveston, and as an Assistant Professor of Business Administration at Texas Southern University; and

**WHEREAS,** Mrs. Givens-Harding is dedicated to urban schools and has shown her commitment and leadership as a current member of the School Innovation and Turnaround Committee and previously as Vice-Chair of the State Authorized School Oversight Committee, as a member of the Recovery School District Committee, as well as the School and District Accountability Commission; and

**WHEREAS,** Mrs. Givens-Harding is dedicated to community support for education, as evidenced through her devotion to her constituents in the aftermath of Hurricane Katrina, and has shown her commitment previously as the Chair of the Legislative Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Louella Givens-Harding for her years of dedicated public service to her community and to the state of Louisiana, and for her leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her business endeavors, community involvement, and family.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education



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**A RESOLUTION**

**WHEREAS,** Linda Johnson was elected to the Board of Elementary and Secondary Education in November 1999 and has served on the Board for twelve consecutive years, including three terms as Board President; and

**WHEREAS,** Miss Johnson previously worked as the Human Resources Supervisor for Georgia Gulf Corporation and serves as an active member of many civic organizations, including the Iberville Chamber of Commerce, the Iberville Economic Development Commission and the Louisiana Chemical Society; and

**WHEREAS,** Miss Johnson is dedicated to early childhood education and has shown her commitment and leadership as a member of the Iberville Head Start Advisory Council and the Children’s Cabinet; and is committed to the development of policies based on the confidence that every school can improve and show continuous growth, as evidenced through her years of service on the Accountability Commission as well as the High School Redesign Commission; and

**WHEREAS,** Miss Johnson is dedicated to meeting the academic needs of all students in Louisiana, and has demonstrated this commitment by serving as a member of the Board Administration/Relations Committee and the LaSIP/LaGEAR UP Board; and

**WHEREAS,** Miss Johnson has maintained a strength of conviction that is consistent and unwavering regarding the development of education policy by serving as current Co-Chair of the Administration and Finance Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Miss Linda Johnson for her years of dedicated public service and her leadership in the aforementioned areas; and

(Continues on page 35)

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her community involvement and family.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Dale Bayard was elected to the Board of Elementary and Secondary Education in November 1999 and served twelve consecutive years; and

**WHEREAS,** Mr. Bayard currently works as a financial advisor and serves as an active member of many civic nonprofit organizations; and

**WHEREAS,** Mr. Bayard is dedicated to school accountability and has shown his commitment and leadership as a member of the Accountability Commission and as the current Co-Chair of the Academic Goals and Instructional Improvement Committee; and

**WHEREAS,** Mr. Bayard is dedicated to improving student assessment, has continuously supported the teachers and students of the state of Louisiana, contributed thought provoking discussions regarding the BESE and LDE budgets and contracts, and has shown his commitment and leadership as a member of the Louisiana Educational Assessment Testing Commission.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Dale Bayard for his years of dedicated public service and his leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community, enjoy his family and friends, and pursue his dedication to and passion for the state of Louisiana.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education

**BOARD MINUTES**

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**DECEMBER 7, 2011**

With no further business to come before the Board, the meeting was adjourned at 12:54 p.m.