

*This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).*

The Honorable Ian Rosenblum  
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: *Louisiana*

*Please check all that apply:*

- Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:
  - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (*Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools*).
  - Section 1111(h)(1)(C)(iii)(I) (*Other Academic indicator results for schools that are not high schools*).
  - Section 1111(h)(1)(C)(v) (*School Quality or Student Success indicator results*).
  - Section 1111(h)(1)(C)(vi) (*Progress toward meeting long-term goals and measurements of interim progress*).
  - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

*Louisiana's participation rates were 97.5% and as a result, Louisiana schools will have valid and reliable assessment data from English language arts, mathematics, science, and social studies assessments for analysis and instructional planning. In addition, the state offered four administrations of the ACT in 2020-2021 which can also be used by educators. The department provides a variety of reports that disaggregate the data by subtests, subgroups, and by instructional mode (virtual vs. inperson). Given the unprecedented nature of the previous year, the waiver of accountability reporting will provide school and system leaders an opportunity to focus on how interruptions in instructional learning impacted student performance in unique ways to advance academic achievement.*

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

- The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or *EDFacts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).
- The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

*Louisiana has continued to collect data on the access to technology in schools and have shared this via a dashboard linked on our website. Additionally, the department is completing an annual data certification process for the following indicators:*

- 1. The Dropout/Credit Accumulation Index data will be used to summarize the number of Carnegie credits Louisiana freshmen earned in 2020-2021.*
- 2. The Interests and Opportunities Index data will be used to summarize the degree to which students had access to diverse areas of learning to develop skills and talents.*
- 3. The strength of diploma Index data will be used to summarize the additional credentials, such as Dual Enrollment courses, AP courses, and industry based credentials for high-wage, high-demand jobs, earned by the 2020 graduation cohort.*

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

- Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

*The department's School Improvement team will continue to support schools by using Believe to Achieve, the state's roadmap to improving outcomes for all Louisiana children. Believe to Achieve includes the department's belief statements, state data to help track progress toward Louisiana's six critical goals and the new priorities that will direct the department's efforts to achieve the critical goals. Each priority outlines focus areas for the key actions and initiatives.*

*Consistent with our previous waiver request to the department, we will maintain previous labels and resume identifying new schools as quickly as possible in fall 2022. The state department continues to provide strong guidance to systems and schools in providing resources to students that address academic decline experienced due to the pandemic and academic gaps that persisted prior to the pandemic.*

- The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature

OR

Typed Name and Date



Preston Cade Brumley 9/24/2021

By typing my name here, I am affirming submission of this waiver on behalf of the State.

9/20/2021

Attached to this cover page is the public feedback received from the public and interested local educational agencies in response to our public feedback opportunity on the proposed waiver to ED regarding accountability reporting for the 2020-2021 school year.

The majority of stakeholders indicated support for the issuance of a waiver. For those which did not support the waiver and provided additional details they seek transparency in how schools performed.

The department recognizes how important it is that parents, educators, and the public have access to data on student learning and success. The department plans to continue to post data to our public data center and will work to ensure the Louisiana School Finder is updated with relevant data about school performance that can be used to help inform decisions about student supports for the 2021-2022 academic year. Additionally, the department will work to create a timeline to share simulated school performance score data for year over year comparison purposes.

I don't know how other districts feel about the lack of school performance scores again this year, but in my simple opinion I believe we need a new baseline. Not only did the pandemic have an effect on student and school performance, but for our district, so did rezoning schools. Moving into this school year, it's going to be easy to blame the pandemic again. We need to move on and get out of this cycle. The hurricanes the last 2 years have kept students out of school completely (no power = no learning at all). I have listed a few points below.

## Why do we need school performance scores this year?

- Why not?
- Louisiana was in school last year. Teaching and learning may have looked different than in the past and we may not have been able to intervene as well, but we were in school unlike the spring of 2020.
- **Not sharing the data devalues the work of our educators and assessment & accountability**
- Districts, schools, students, and parents who do have a growth mindset are not afraid of the reality of last year and the effect on student/school performance - we welcome the challenge
- Educators worked hard to lift up our students all year
- While most schools will see a decrease in achievement in the accountability realm, many held their own and some even progressed!
- The schools that showed progress need to share and celebrate - especially if it's the difference between a lower letter grade and a higher one
- If there is a "choice" to exit a label (UIR/CIR) then there should be a choice to keep a higher score if attained.
- The Interests and Opportunities index is taking the edge off the drop in the assessment index (but only accountability "eyes" know this)
- In accountability, the use of the higher science index from 2016-2017 (5 years ago now) compared to the index from 2018-2019 (new science test) will continue to have a negative impact on a school performance score if the 2020-2021 data does not count.
- The students and staff in the respective schools in 2020-2022 are considerably different compared to 2018-2019 - for example, 3rd graders in 2019 are now in 6th grade (and at a different school site typically).
- Families who have school choice are making decisions based on the 2018-2019 SPS. All they would have is the 2019 SPS to go by to make decisions for next school year. Having to sit on an old score (again) jeopardizes schools that are growing and need enrollment.
- It is also important to communicate improvements in subgroup performance - a letter grade on School Finder from 2 years ago does not communicate this to the public.
- Rather than no SPS, if approved, then how about advertise both scores (2019 and 2021) - that is the transparency everyone wants to see and learn. Schools could have the choice of taking the higher of the two.
- A 2021 SPS will be a new baseline - so let's go!

**From:** [Henry Mancuso](#)  
**To:** [Accountability](#)  
**Subject:** 2020-2021 Waiver from ESSA  
**Date:** Friday, September 10, 2021 1:44:03 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Thank you for the opportunity to comment.

The calendar year 2020 was a period we all seemed to want over-with! Everyone dealt with the impact of Covid-19 and virtual learning. We in SW Louisiana added two hurricanes to the mix with displaced students, more virtual education, damaged facilities, etc.

Turning the page to 2021 didn't make things a whole lot better – an ice storm and a flood – and Covid remained a concern and a threat for all educators.

Yes, I do support a one-year waiver from the accountability system due to the many reasons that academic outcomes were not positive.

However, the waiver cannot, in my opinion, simply be a free ride for everyone. If there is evidence of serious neglect of duty or lack of effort, that “somehow” needs to be noted. In the same way, if it is noted that a School, despite all the challenges, “held their own” or improved, there ought to be some way to recognize or affirm that school's work and the leadership shown by administrators. Perhaps that is too much to ask. The waiver is the subject of this email and I support the request of a waiver.

Henry Mancuso  
Superintendent, Charter Schools of Lake Charles  
[henry.mancuso@lccp.us](mailto:henry.mancuso@lccp.us)  
337.304.0604

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**From:** [Shelia Matute](#)  
**To:** [Accountability](#)  
**Subject:** Accountability  
**Date:** Thursday, August 26, 2021 5:56:38 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Yes, I believe Louisiana should/must follow suit with other states and request a waiver. I also believe that in fairness to the many students that were retained from promotion in grades K-8 must be given the opportunity to be placed in their right grade level after successfully passing a grade level assessment and the end of the second quarter of the current grade in which they are presently enrolled.

For example, my daughter failed 6th grade, I enrolled her in Sophie B Wright Junior H. S. for 6 -8th grade. She attended 6th grade for the first half of the year, then in January, she passed the test, and was placed in the 7th grade. She graduated H.S. on schedule and with good grades.



**Sheila B. Matute, M.Ed.**

**Director Day Care / Head Start  
DRYADES YMCA**

2220 Oretha C. Haley Blvd., New Orleans, LA 70113

**P** 504 522-8811 **C** 504 333-3228

**E** [smatute@dryadesymca.com](mailto:smatute@dryadesymca.com)

<https://www.dryadesymca.org>

The Y: We're for youth development, healthy living, and social responsibility.

**From:** [Dawn Fausto](#)  
**To:** [Accountability](#)  
**Subject:** accountability freeze  
**Date:** Friday, August 27, 2021 7:22:56 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Please FREEZE accountability until we are able to get our students in school consistently and back on track. With another school year affected by Covid already, this is a huge concern for us.

Thank you,  
Dawn Fausto  
Bossier Parish Schools



**From:** [Lillie Williams-Hearne](#)  
**To:** [Accountability](#)  
**Subject:** Comment on State's Proposed 2020-2021 School Year Accountability Waiver  
**Date:** Monday, September 13, 2021 11:08:56 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Good Morning.

??

I sent the notice about public comment submissions to district and school administrators in the Lincoln Parish.?? Below is a comment from one of the district administrators.

??

*Is it possible to make SY 2020-2021 a ???hold harmless??? SPS year wherein only the SPS, indices, and subgroup performances that stand to benefit the schools will be reported and/or used for those schools, including counting as a year toward moving a school out of CIR/UIR status?*

??

*It looks like the example/draft waiver is an ???all or nothing??? waiver request that will ask for all SPS reporting/use to be waived as was done for SY 2019-2020 data.?? While schools will use the 2020-2021 data to make instructional decisions to best support and advance academic and overall student growth, such a waiver would also freeze the labels that were assigned based on the SY 2018-2019 results.*

??

*Our schools and stakeholders relentlessly worked extremely hard during a very difficult year and they are deserving of earning credit for the progress and academic gains that were made last year in spite of the plethora of obstacles that were present.?? A hold harmless approach to 2020-2021 SPS would allow the schools to earn credit for their hard work.??*

??

Thank you for the opportunity to review the proposal and share comments.

??

*Lillie Williams-Hearn, Ed.D.*

Assessment and Accountability Supervisor

Lincoln Parish School Board

410 South Farmerville Street

Ruston, Louisiana?? 71270

Phone: 318-255-1430 ext. 236

Fax: 318-251-9056

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**From:** [DEL-TIMOKO DUNBAR](#)  
**To:** [Accountability](#)  
**Subject:** Comments regarding waiving accountability 20-21  
**Date:** Thursday, September 9, 2021 9:46:04 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Good morning,

Praying you were able to get through hurricane IDA unscathed.

My comments

I looked at my schools' SPS scores and I am unclear if the picture painted is accurate. Would the state be open to looking at a formula that would *include* the last year of traditional instruction as opposed to **only** measuring growth from one year to the next?

*For example.*

Growth over two years would be student scores from 2019-2020, student scores from 2020-2021= Progress 2021-2022.

~Best

D. Clark Dunbar

Personnel Facilitator

w:337-948-3657 ext. 10291

**From:** [Mary Ann Doyle](#)  
**To:** [Accountability](#)  
**Subject:** Dispense with Letter Grades 2021-2022  
**Date:** Friday, August 27, 2021 9:22:36 AM

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EXTERNAL EMAIL: Please do not click on links or attachments unless you know the content is safe.

To: LA State Department of Education

As a resident and certified teacher of the State of Louisiana with many years experience as a teacher and a teacher educator in LA, it is my belief that our most essential services must be directed at meeting the learning needs of our students. The global pandemic continues to ravage our communities and many LA families have lost parents, grandparents, young adults, and even children to this virus. Our school communities are currently under enormous stress and this situation is still worsening. The conditions challenge rather than support learning environments. Dispensing with letter grades is an appropriate action to take for the sake of all Louisiana K-12 schools. I urge the State Department of Education to make and announce this decision at the earliest possible moment.

Respectfully,  
Mary Ann Doyle, Ph. D.

Sent from my iPhone

**From:** [Reginald Williams](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver - Public Input  
**Date:** Friday, August 27, 2021 1:34:47 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

GA,

I support the LDOE seeking a waiver to pause federal accountability for the 2020-2021 school year based on the impact of COVID-19 on student learning.

I furthermore support the state superintendent's efforts/proposal to revise our school scoring system and ask that BESE take action on the proposal ASAP.

Thank you,  
Reginald Williams

**From:** [Jennifer Foster](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver Comment  
**Date:** Thursday, August 26, 2021 3:54:59 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

As Supervisor of Assessment and Accountability in Iberia Parish, we fully support the waiver request and believe it is in the best interests of educators, students, and families.

Thanks,

--

*Jennie Foster*  
Supervisor of Assessment & Accountability  
Iberia Parish School Board  
337-364-7641

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**From:** [Cleve Hill](#)  
**To:** [Accountability](#)  
**Subject:** ESSA WAIVER REQUEST  
**Date:** Thursday, August 26, 2021 3:33:34 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

TO WHOM IT CONCERNS;

One of the main reasons data is collected on student achievement results is to create a fair and objective means to assess student progress and growth. However, when there are major disruptions on data collection efforts, such as a lower number of students in school, the limited access to remote learning by large numbers of students, and more recently a decline in the number of certified teachers, the data that is collected is greatly skewed. Skewed data occurred in the 2020-2021 school year and it promises to be skewed in 2021-2022. Therefore, it is not only fair that this waiver request be granted it is the only logical and practical thing to do.

Cordially,

O. Cleveland Hill, Ed. D., Associate Professor  
Educational Leadership  
University of Holy Cross  
New Orleans, LA 70131

**From:** [Tischa Mays](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver  
**Date:** Thursday, August 26, 2021 4:32:31 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I agree that the ESSA waiver is necessary for the past school year, as students missed so much instruction, and teachers were out with sickness as well. Students who were on virtual sometimes didn't log on for lessons, and many weren't held accountable by parents for their school work.

**From:** [ALVESTER BARFIELD](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver  
**Date:** Thursday, August 26, 2021 2:29:04 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I certainly am in favor of the pause in federal accountability for struggling districts who lost months at the end of the 2019-2020 school year and faced many challenges because of COVID in 2020-2021 year. Many districts had students and teachers out due to COVID. Also the virtual aspect that parents had with students staying at home did not produce what was needed to close academic gaps.

--

Alvester Barfield  
Lead Teacher/IRLA Instructor  
Red River Academic Academy  
[abarfield@rbulldogs.com](mailto:abarfield@rbulldogs.com)

**Red River Parish Public Schools Mission Statement**

**Red River Parish Schools provide excellent education: Every Child, Every Day, Whatever it Takes.**

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**From:** [Sherri Caskey](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver  
**Date:** Friday, August 27, 2021 10:42:09 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

To hold our school districts, their faculty and staff, accountable to the requirements and expectations of a typical school year would be an injustice. The issues of internet access for all, as well as student accountability to do the virtual work with and without parental assistance, left educators feeling inept and frustrated. With the daily struggles they face in a typical classroom setting trying to engage unmotivated or struggling students, there were so many added disruptions and challenges during that year. The impact that Covid has had on our students and their academic success is not insurmountable, but time is needed for all schools to overcome the time lost. Low performing schools who were labeled before Covid know they had issues to work on, but those same schools cannot work on those targets if the students are not consistently there - virtual or in person. For other schools to receive labels for circumstances out of their control (Covid and its many effects) would be a disservice and only add to their current concerns of Covid's ongoing impact -- quarantined or sick students.

The waiver should be granted. The school districts are not shying away from the impact of Covid, but trying new and innovative ways to get their students back on track and prepared for the world.

Thank you for allowing me this forum,  
Sherri Caskey

**From:** [ALVESTER BARFIELD](#)  
**To:** [Accountability](#)  
**Subject:** ESSA Waiver  
**Date:** Thursday, August 26, 2021 2:29:04 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I certainly am in favor of the pause in federal accountability for struggling districts who lost months at the end of the 2019-2020 school year and faced many challenges because of COVID in 2020-2021 year. Many districts had students and teachers out due to COVID. Also the virtual aspect that parents had with students staying at home did not produce what was needed to close academic gaps.

--

Alvester Barfield  
Lead Teacher/IRLA Instructor  
Red River Academic Academy  
[abarfield@rrbulldogs.com](mailto:abarfield@rrbulldogs.com)

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**From:** [bethlaine](#)  
**To:** [Accountability](#)  
**Subject:** ESSA  
**Date:** Thursday, August 26, 2021 7:40:39 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I am in support of the waiver for accountability ESSA for the 2020-2021 school year. Due to the pandemic many children missed out on the opportunity to learn at their best due to interruptions due to COVID. Teachers also suffered trying to teach online and hybrid models. Thus burden was huge and our teachers are to be commended for their dedication during this difficult time. There is no way we can have a true picture of our students' progress and growth with family illness and quartered times not to mention the loss of life experienced and the loss of income, etc. This would not be a true picture. Therefore, I support the waiver for accountability scores for the year.

Thank you for seeing this as a need.

Beth Laine

Louisiana resident for many years.

Sent from my T-Mobile 5G Device

**From:** [candy.lajaunie](#)  
**To:** [Accountability](#)  
**Date:** Thursday, August 26, 2021 10:53:10 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

We should not freeze accountability. The schools have had ample enough time to get there act together and provide adequate teaching whether the child was in person or at home. Terrebonne Parish FAILED and continues to fail with at home schooling; therefore, they should be held accountable for their failures.

**From:** [Alexius, Caroline](#)  
**To:** [Accountability](#)  
**Date:** Thursday, August 26, 2021 5:27:51 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

LEAP testing and other high-stakes testing (not related to college entrance) should be waived for the 2021-2022 school year. Students are quarantined, sick, and left home while parents work. Grades are suffering as well as student learning. Virtual school is not meeting most student needs as we witnessed for the 2020-2021 school year.

Most students are not motivated to bother attending virtual school, and this needs to be taken into account.

An option is that if a student misses too many days, remove them from this year and restart next year. Also, if a student is failing due, consider pausing this year and restarting them next year.

Teachers are drowning, administration is drowning, and despite hard work and effort, many students are not following through during quarantine.

Further, special education students are not being allowed to learn at the level of need. This needs to be addressed during Covid shutdowns.

Thank you.

Caroline Alexius, M.ED  
Special Education Inclusion Teacher  
Lisa Park Elementary School  
985-876-1055

**From:** [Kim Polander](#)  
**To:** [Accountability](#)  
**Date:** Friday, August 27, 2021 7:08:13 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I agree that we should pause.

**From:** [THOMAS R LAIRD](#)  
**To:** [Accountability](#)  
**Date:** Monday, September 13, 2021 11:05:25 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Waiver is somewhat acceptable as many situations were beyond the control of school systems, students, teachers, and parents. However, if a school did increase over the prior year, some notification should be provided. Since so many schools apparently showed no rise in SPS simply state no increase in SPS and just list those that did increase in SPS and if a whole letter grade that should be noted also. Also, change to year by year sps increase points for increases to not begin again until at least year after this.

**From:** [Tammie Bowers](#)  
**To:** [Accountability](#); [believers240413@yahoo.com](mailto:believers240413@yahoo.com)  
**Subject:** Public comment  
**Date:** Thursday, August 26, 2021 6:47:11 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

It is good idea to support our schools in these uncertain times. My concern is for the struggling students who truly have gotten lost in all the deaths, sicknesses, and what feels like abandonment. Please, find an area to address the drop out and at-risk students who will suffer more than they know. When the virus is no longer a factor, and our schools are better equip to service our children. Remember those youth who need help from themselves. Please don't throw them away or forget about them because many still need to be reminded of the importance of a good education. Thank you for all you do. Keep up the good work. Stay safe. Tammie WHB Cade



**From:** [Madora Abney](#)  
**To:** [Accountability](#)  
**Subject:** SPS Scores  
**Date:** Saturday, August 28, 2021 6:39:58 AM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

Our school has been in UIR status for the past several years. Our teachers worked extremely hard during a difficult year and our school scores came up. Please consider allowing those schools in CIR or UIR status whose scores came up to have their new SPS score. It would be detrimental to my faculty and students to not be able to celebrate all their hard work by our school score not being allowed to show its growth. Thank you for your consideration.

--

**Madora Abney**  
**Principal**  
**R.V. Kerr Elementary School**  
**(318) 549-6565**



"The best preparation for tomorrow is doing your best today." H. Jackson Brown, Jr.

**From:** [Hennessy Melancon](#)  
**To:** [Accountability](#)  
**Subject:** Waiver  
**Date:** Thursday, August 26, 2021 3:36:35 PM

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EXTERNAL EMAIL: Please do not click on links or attachments unless you know the content is safe.

As a principal of a school, there is no rational reason why we should've publicly shamed and held accountable for such inconsistencies in our school year. Not just a pandemic, but multiple weather events interrupted the teaching and learning process. Also will the parent get a score since most virtual student were not successful. A school system that was not designed to be a virtual school should not be held accountable for the 2020-21.

Hennessy Melancon,  
Cut Off, LA.

Sent from my iPhone

**From:** [TRAHAN, LAUREN](#)  
**To:** [Accountability](#)  
**Subject:** Waiver Support  
**Date:** Thursday, August 26, 2021 6:07:59 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

I support the waiver for accountability for the 2020-21 school year. Students braved illness, quarantine, hurricanes and virtual learning and suffered for it. Teachers as well did the best that they could to stay well and keep student learning going. The 20-21 school year was a mix of growth while it was still recovering from being hit hard from school shut down in March of 2020. A waiver this year would keep systems stable, motivated, and most of all accurate in reporting of academic data.

**Sincerest thanks,**

***Lauren E. Trahan, Assistant Principal***

**Abbeville High School**

***Click on the Wildcats logo below for Contact Information***



**From:** [Seward, Jane](#)  
**To:** [Accountability](#)  
**Subject:** Waiver  
**Date:** Thursday, August 26, 2021 2:44:55 PM

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**EXTERNAL EMAIL:** Please do not click on links or attachments unless you know the content is safe.

The 20-21 school year was unprecedented. We experienced Covid, Hurricanes, and Ice storm catastrophes. Our school system did a valiant job-in my opinion-of caring for children. Way back, 33 years ago, when I went through teacher training I learned about Malslow's hierarchy of needs. As a system we knew we had to do everything possible to address our children's physiological and safety needs. Our students had not been to school since March of the prior spring. They started school on a hybrid system and then had major disruptions due to the two hurricanes that ravaged everyone of our schools; only to have the same thing happen a few months later with the historic ice storm. I am truly proud of our school system and all of our staff for taking parts and pieces and managing to complete a year where students could participate in some sort of normalcy. Grades are important, academic progress is important, but sometimes mental and physical well-being should be counted more than a student's progress. I implore you to waive the scores from last year. We know we did everything in our power to give these students some semblance of normalcy in a chaotic year.

--

Jane Seward  
Information Systems Manager  
Grant Parish School Board  
318-627-3274 (phone)  
318-627-2842 (fax)

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**From:** [Ashley Anderson](#)  
**To:** [Accountability](#)  
**Subject:** Waiver  
**Date:** Thursday, August 26, 2021 3:09:55 PM

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As a parent of a student in the Louisiana public school system and as an employee with the Bossier Parish school system, I am in support of the waiver currently proposed to freeze school accountability for the 2021-2022 school year. The 2020-2021 school year as everyone knows was one in which we all found ourselves in uncharted territory and navigated the best we could. Please honor all the accountability waiver requests.

Thank you,

**Ashley Anderson**  
**School Counselor (L-Z)**  
**SBLC Chairperson**  
**Rusheon Middle School**  
**2401 Old Minden Rd.**  
**Bossier City, LA. 71112**  
**Office#: 549-6619**  
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**Main#: 549-6610**



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"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." - **Margaret Mead, anthropologist**

**From:** [Selina Holden](#)  
**To:** [Accountability](#)  
**Subject:** Waiver  
**Date:** Tuesday, September 14, 2021 5:38:56 PM

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Our students have faced unprecedented interruptions in their education for two years. They are resilient but have been pushed not only academically but emotionally due to the two hurricanes and ice storm and a pandemic. As educators we tried our best to continue with the best education possible while also providing emotional support. There is no denying school expectations fell short but the schools should be given a chance to prove themselves without being penalized. The schools in LA should be granted the waiver

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