

Louisiana ESEA Waiver Request Appendices

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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.

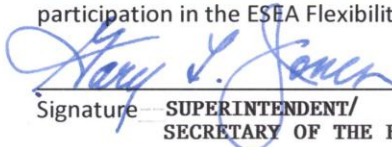
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. 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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- 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 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. 3rd St, 5th 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.

Sincerely,


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.

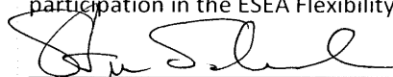
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement.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

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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.


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.

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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.

William S. Slaughter
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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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*



BOARD OF REGENTS

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Baton Rouge, LA 70821-3677
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www.regents.state.la.us*

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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, 5th 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:

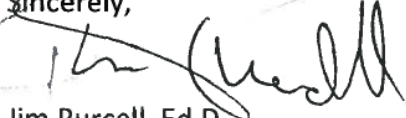
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- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school 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,

A handwritten signature in black ink, appearing to read "Jim Purcell", written over a horizontal line.

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
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:

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- 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.

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.

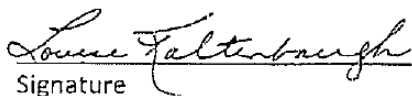
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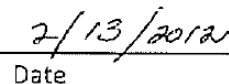
- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing 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


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.

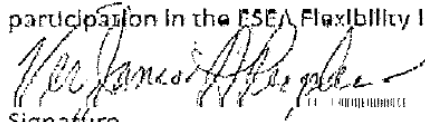
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from efficient implementation.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

- 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 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.

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

2/10/12
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;
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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.



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.

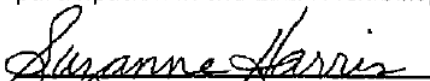
Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. 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

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 Knapp
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:

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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.

Deborah Randolph
Signature President

2/14/12
Date

"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.

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- 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:

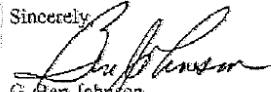
- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
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We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Sincerely,


G. Ben Johnson
President & CEO

Board of Directors

William D. Aaron, Jr., Chairman
D. Mark Singletary, Vice Chairman
Yvonne Mitchell-Grubb, Secretary
Fred Parker, Treasurer
Patricia C. Denechoud, Immediate Past Chairman

Mullady Voelker Allford

Justin T. Augustine, III
Loren Blanchard
Mark E. Blanchard
Sheila E. Burns
Stephen S. Caputo
Cristina Fowler Chauvin
Lucy Chun
Melissa A. Gibbs
Michael P. Gnaou
Keith M. Hitchens
Gary B. LaGrange
John Little
Calvin Mackle

Jennifer Keating Magee

Alton K. McRea
Charles W. Nelson
Karan Rawls
Steve Sawyer
E. Paige Samsenbrenner
Gary B. Silbert
David B. St. Etienne
Harling Stewart
Charles C. Teamer, Sr.
Roderic Teamer
Chris Tataro
Michael Tubbs
Joel Vilmenoy
James M. Williams
Maggie V. Woodruff
Jimmie Woods

Post Chairman

Joseph C. Conizaro
Patricia C. Denechoud
Alden J. McDonald, Jr.
E. Fredrick Prais, Jr.
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;
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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.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Tipton", with a stylized flourish at the end.

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:

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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

Linda McKee, Director

2-10-12
Date



College of Education
Office of the Dean

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:

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"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.



Signature
Dean, College of Education

2-10-12

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:

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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.

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

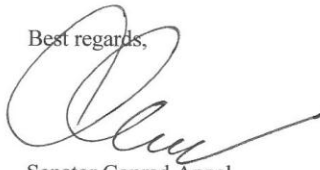
John White
February 17, 2011
Page Two

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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:

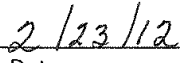
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We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.


Signature


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)

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)

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,

A handwritten signature in cursive script that reads "Joyce P. Haynes".

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)

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), **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**

<p>State Team</p>	<ul style="list-style-type: none"> ▪ Support Districts and Schools in implementation process ▪ Maintain knowledge of CCSS/ PARCC ▪ Develop Transitional and New LCC ▪ Ensure alignment of Transitional and new LCC and Assessment Materials (including all supporting systems such as EAGLE & PASS) ▪ Develop and present training to be used at state, district/regional, and school level workshops ▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS ▪ Assist districts and schools in identification and removal of barriers to implementation ▪ Participate in state and district level training ▪ Collect and analyze student results during transition and implementation period ▪ Plan an overall communication strategy
<p>District Team</p>	<p>District Leadership (Superintendents, Independent School and Charter School Directors)</p> <ul style="list-style-type: none"> ▪ Maintain awareness of timeline and implementation plan ▪ Prioritize local professional development around supporting implementation of new standards ▪ Allocate focused resources and support (as needed) ▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS ▪ Collect and analyze student results to monitor implementation ▪ Ensure timely communication to parents and students about CCSS <p>District CCSS/ PARCC specialist</p> <ul style="list-style-type: none"> ▪ Serve as chief liaison between LDOE and school teams ▪ Maintain knowledge of CCSS/ PARCC ▪ Understand the relationship among curriculum, instruction, and assessment ▪ Support the training and implementation of CCSS ▪ Collect implementation fidelity data to target need for additional training ▪ Provide additional training (as needed) ▪ Communicate barriers and questions to LDOE staff
<p>School Training Teams</p> <p>Note: School Team makeup can be flexible to accommodate existing leadership teams in schools</p>	<p>Principal</p> <ul style="list-style-type: none"> ▪ Identify and participate in school level team (include principal as a member) ▪ Arrange time for faculty professional development ▪ Support School Training Team ▪ Ensure timely communication to parents and students about CCSS <p>School Training Team</p> <ul style="list-style-type: none"> ▪ Train, redeliver, model, and provide feedback on implementation of the new standards (within their respective school)

	<ul style="list-style-type: none">▪ Identify and communicate barriers to success▪ Monitor student formative assessment data, problem solve to identify student needs, and support targeted instructional techniques
Higher Ed Teams	<ul style="list-style-type: none">▪ Ensure adequate knowledge and skills necessary for teaching new standards▪ Prepare teachers to use formative and summative assessment tools for instructional decisions▪ Communicate to preservice teachers about the content shift in ELA and mathematics as well as the paradigm shift in teaching practices▪ Participate in LDOE Content Training

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 19th Judicial District Court, Parish of East Baton Rouge, State of Louisiana. The laws of the State of Louisiana, without regard to Louisiana law on conflicts of law, shall govern this contract.

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 21st 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 (8th grade) and PLAN (10th 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 "21st 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 (6th - 7th grade); Discover (8th - grade 10th grade); College Planner (11th grade and beyond); and Pathway Transitions (11th 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 21st 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 8th and 9th 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 21st 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 21st 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

Date	Action
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

Date	Action
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	Reduce Dropouts and Increase High School Graduation Rates	4-Year Cohort Graduation Rate ¹	64.8	67.0	80.0
2	Increase Readiness for Postsecondary Education	% of students graduating with LA Core-4 ²	58.5	62.5	72.5
		% of graduating class with ACT score of 18 or higher in English and 19 or higher in Math ³	46.1	51.1	58.1
3	Increase Career Readiness of Students	# 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	Increase Participation and Completion Rate in Postsecondary Education	% of Public School 11th Graders Enrolling in a LA Public Postsecondary Institution within 4 Years (Includes Dual Enrollment) ⁴	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	*	*	*

¹The 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

² Baseline for this measure is TOPS Core.

³ Baseline and targets provided by LA Board of Regents

⁴ Baseline provided by LA Board of Regents using LDE 2002-03 Grade 11 data file.

	Increase the Number of Public Postsecondary ⁵ 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.

⁵ 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 8th and 10th 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

Date	Overall Project Timeline
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)
Date	Development of Integrated Data Repository Timeline
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.
Date	Development of Reporting System Timeline
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.
Date	Development of New Data Systems Timeline
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

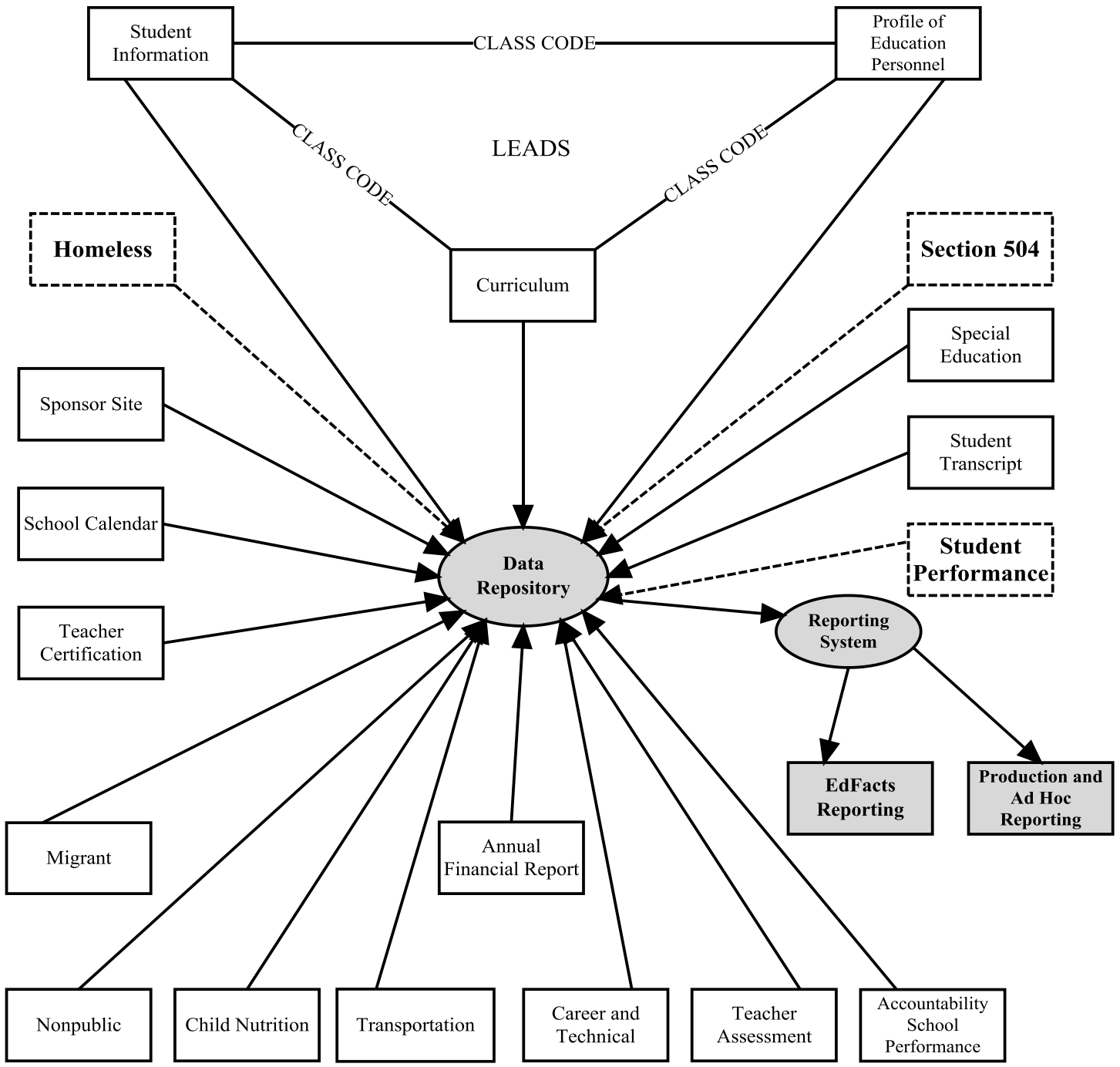
Date	Action
04/09	LDE awarded USDOE Longitudinal Data Systems Grant (\$4 M) to fund Phase 1 (PreK-12).
06/09 – 12-09	Held meetings to work collaboratively with LDE, BOR, LWC, LOFSA, DSS, DPSC, OJJ and the Picard Center for Childhood Development and Lifelong Learning with the intention of planning for 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

Date	Action
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.

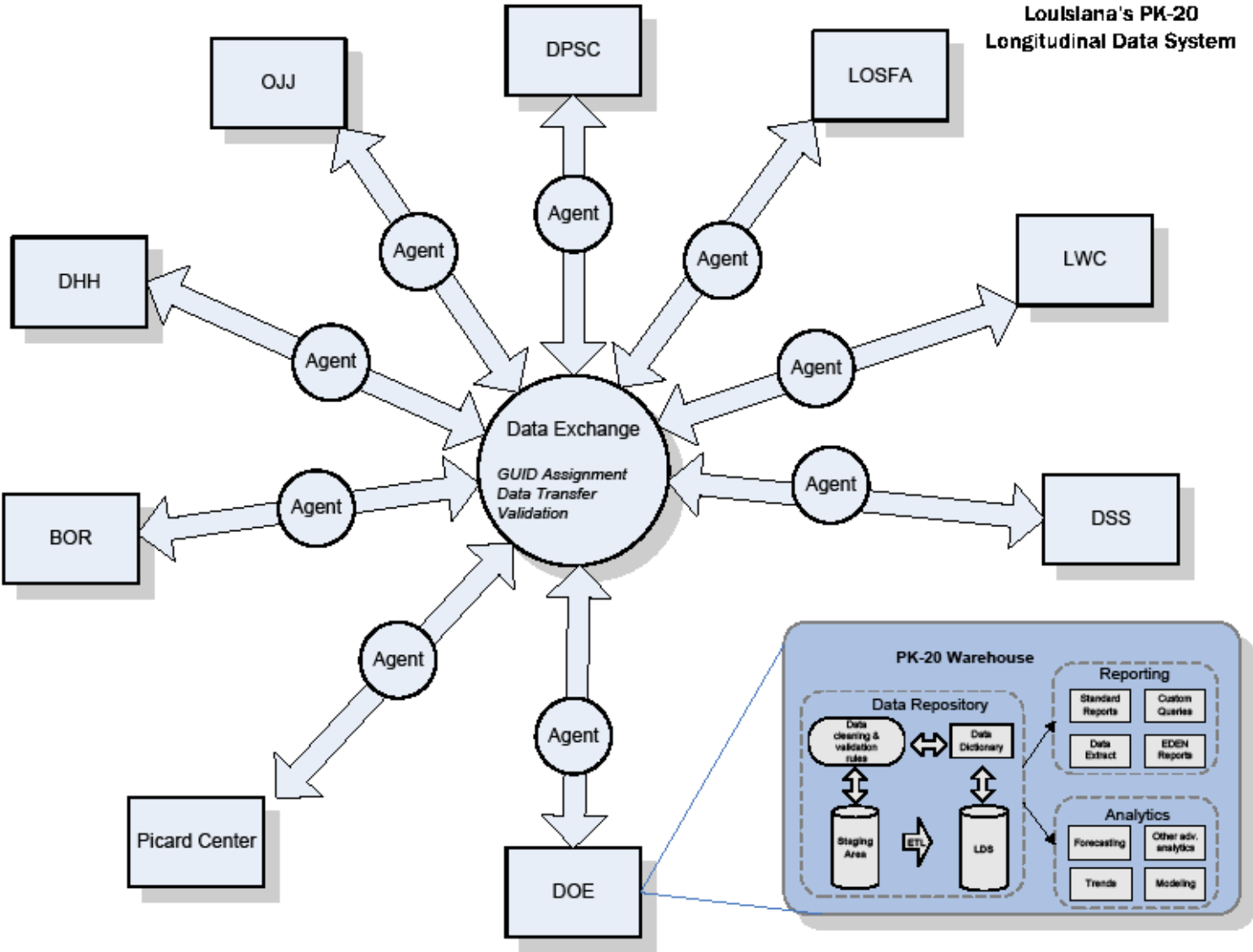
Phase 1 (Pre-K12)

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
Graduation Exit Exams (GEE)					
iLEAP (G9)	✓	✓			
GEE English/Math (G10)	✓	✓	✓		
GEE Science/Social Studies (G11)	✓	✓	✓	✓	
End of Course Tests (EOC)					
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 11th 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 11th-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
ACT				
All 11th Graders				✓
WorkKeys*				
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
- 21st-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 th 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 12th 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
	1	2	3	4	5	6	1	2	3	4	< 60	
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:

- 9th 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 9th 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 (4th-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 21st-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 21st century technology. LVS employs proven distance-learning techniques and pilots the use of new technologies to address the need to foster 21st 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 21st 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 9th-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, 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*;
 - [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

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"> Place an effective school leader, or leadership team, with a proven record of turning around schools Replace ineffective instructional staff Recruit, place and retain highly effective instructional staff <ul style="list-style-type: none"> Offer stipend to work in turnaround schools/ participate in extended time Reward high performance Modify the school organizational structure to support turnaround goals Employ a fair and rigorous teacher evaluation system that takes student outcomes into account Pursue modified 	<ul style="list-style-type: none"> Increase autonomy: <ul style="list-style-type: none"> Control over financial resources (e.g. per pupil funding, share of central office budget, fed grants) Choice of staff for their building Ability to choose school design, schedule, and calendar Control over selection and management of Supporting Partners Clear away bureaucratic barriers to allow leaders to focus on instruction: <ul style="list-style-type: none"> Implement streamlined procurement processes Waive certain district and state programs 	<ul style="list-style-type: none"> Turnaround leader must demonstrate the ability to: <ul style="list-style-type: none"> Develop and communicate a vision and strategic plan that stresses the need for urgent and dramatic change Set and drive challenging goals that aim for a high standard of performance despite barriers Establish a culture of high expectations among adults and students Build strategic coalitions and implement shared decision making Use data to drive decisions and measure/monitor the 	<ul style="list-style-type: none"> Extend and transform school calendar and/or school schedule to maximize instructional time Adopt and communicate an instructional framework and curriculum that is: <ul style="list-style-type: none"> Based in research Rigorous Aligned to state standards <ul style="list-style-type: none"> Employ Response to Intervention in literacy/math Differentiate instruction based on student needs, (e.g. serve ELL, SPED, overage/under credited populations) Continually employ quantitative and qualitative data in a structured manner to 	<ul style="list-style-type: none"> Increase the amount and effectiveness of job-embedded, data-driven professional development for teachers Explicitly tie all professional development efforts to school goals, primarily to increases in student achievement Facilitate a professional culture by increasing common planning time and building a learning community Use student performance data to understand teacher weaknesses and provide customized support Extend and transform school calendar and/or school schedule to maximize professional
<p>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.</p>					

Appendix 3.A: Teacher and Leader Standards

COMPETENCY

PERFORMANCE STANDARD

PLANNING
Planning Standard 1: <i>The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.</i>
Planning Standard 2: <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>
Planning Standard 3: <i>The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.</i>
INSTRUCTION
Instruction Standard 1: <i>The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.</i>
Instruction Standard 2: <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>
Instruction Standard 3: <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
Environment Standard 1: <i>The teacher implements routines, procedures, and structures that promote learning and individual responsibility.</i>
Environment Standard 2: <i>The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.</i>
Environment Standard 3: <i>The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.</i>
PROFESSIONALISM
Professionalism Standard 1: <i>The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.</i>
Professionalism Standard 2: <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
Ethics And Integrity Standard 1: <i>The leader demonstrates compliance with all legal and ethical requirements.</i>
Ethics and Integrity Standard 2: <i>The leader publicly articulates a personal educational philosophy or set of beliefs to coworkers.</i>
Ethics and Integrity Standard 3: <i>The leader creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.</i>
Ethics and Integrity Standard 4: <i>The leader models respect for diversity.</i>
INSTRUCTIONAL LEADERSHIP
Instructional Leadership Standard 1: <i>The leader establishes goals and instructional and leadership expectations.</i>
Instructional Leadership Standard 2: <i>The leader plans, coordinates, and evaluates teaching and the curriculum.</i>
Instructional Leadership Standard 3: <i>The leader promotes and participates in teacher learning and development.</i>
Instructional Leadership Standard 4: <i>The leader creates a school environment that develops and nurtures teacher collaboration.</i>
STRATEGIC THINKING
Strategic Thinking Standard 1: <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>
Strategic Thinking Standard 2: <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>
Strategic Thinking Standard 3: <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
Resource Management Standard 1: <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>
Resource Management Standard 2: <i>The leader allocates financial resources to ensure successful teaching and learning.</i>
Resource Management Standard 3: <i>The leader creates a safe, healthy environment to ensure effective teaching and learning.</i>
EDUCATIONAL ADVOCACY
Educational Advocacy Standard 1: <i>The leader provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.</i>
Educational Advocacy Standard 2: <i>The leader stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.</i>
Educational Advocacy Standard 3: <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:

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>Instruction Standard 1: <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"> • Samples of handouts/presentation visuals • Samples of student learning history or profile • Examples and alternative examples used for explanations of learning content 	
<p>Instruction Standard 2: <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"> • Samples of handouts/presentation visuals • Technology samples on disk • Video of teacher using various instructional strategies • 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) • Activities pictures 	
<p>Instruction Standard 3: <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"> • Summary of consultation with appropriate staff members regarding special needs of individual students • Samples of extension or remediation activities • Video or annotated photographs of class working on differentiated activities • Video of teacher instructing various groups at different levels of challenge 	
<p>Environment Standard 1: <i>The teacher implements routines, procedures, and structures that promote learning and individual responsibility.</i></p>	<ul style="list-style-type: none"> • List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Diagram of the classroom with identifying comments • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	N/A

Standards	Examples of Documentation	Documentation Included
<p>Environment Standard 2: <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"> • Samples of materials used to challenge students • Samples of materials used to encourage creative and critical thinking • Video of lesson with students problem-solving challenging problems 	<p>N/A</p>
<p>Environment Standard 3: <i>The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.</i></p>	<ul style="list-style-type: none"> • Sample analysis on student learning progress • Sample correspondences to parents/guardians that communicate student learning • Sample student self-evaluation on their achievement of learning goals 	<p>N/A</p>
<p>Professionalism Standard 1: <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"> • Documentation of presentations given • Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Reflection on personal goals • Journals 	
<p>Professionalism Standard 2: <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"> • Samples of communication with students explaining expectations • Parent communication log • Sample of email concerning student progress • Sample of introductory letter to parents/guardians • Sample of communication with peers • Descriptions of projects collaborated with others 	

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)
INITIAL STUDENT ASSESSMENT Criteria	-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
INDICATOR(s) of SUCCESS	-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
ALIGNMENT TO CURRENT STANDARDS/ GLEs	-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)
GOAL ATTAINMENT	-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 proficiency 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 List](#)
[Verified Data](#)
[Teacher Results Report](#)

[View By Teacher](#)
[View All Teachers](#)

Student Teacher Achievement Result (STAR) Report Summary Sheet

School Year:

School District:

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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

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Must have at least 5 students who qualify for analysis to get drill-down

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

School District/Organization	Schools
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
Total	328

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

	Overall	English-L Language Arts	Reading	Mathematics	Science	Social Studies
Students	257,252	249,588	173,816	249,382	210,429	207,638
Teachers	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 3rd grade, so 4th graders would have their matched 3rd grade achievement data as predictors of 4th 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 6th grade. The students available for assessment in science and social studies were attenuated because the 9th 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 4th grade than any other grade level in the assessed span due to high stakes testing in 4th grade. Additionally, re-standardization was also required by the social context of test administration. For example, 8th 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 8th grade compared to all neighboring grades. Failure to attend to this phenomenon would result in teachers in the 7th and 9th grades being consistently found to be substantially less effective than teachers in the 8th grade as a result of the social consequences of the test.

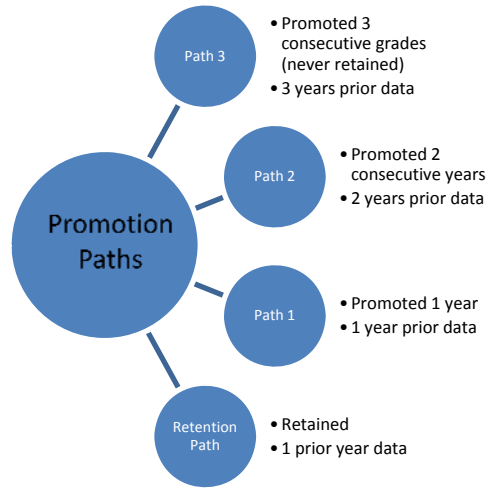


Figure 1. Diagram of promotional paths

Table 3. Number of Students in Each Promotional Path by Content Area

	English- Language Arts	Reading	Mathematics	Science	Social Studies
Path 3	125,967	72,247	125,918	97,392	96,460
Path 2	47,980	40,544	48,045	45,679	45,472
Path 1	63,436	55,703	63,276	59,604	59,300
Retention Path	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)

Variable
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.

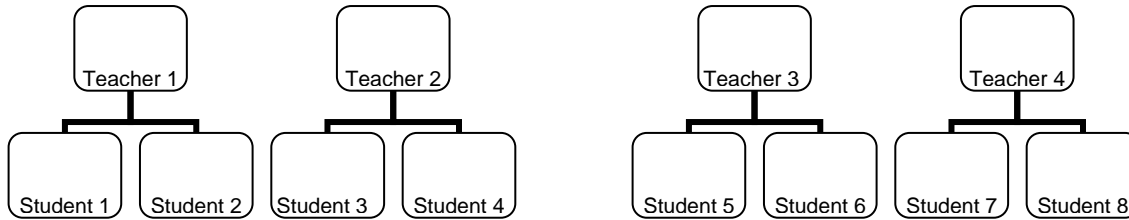
Step 1. In the first step, data within each path were analyzed using a regression model with classroom centering to obtain the regression coefficients for each predictor. One of the challenges associated with deriving predictor coefficients is accounting for the possibility that the predictors are correlated 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., 7th 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

2008-2009 Rank	2009-2010 Rank				
	<i>Bottom 1% - 10%</i>	<i>Bottom 11% - 20%</i>	<i>Middle 21% - 80%</i>	<i>Top 81% - 90%</i>	<i>Top 91% - 99%</i>
<i>Bottom 1% - 10%</i>	22.3% (126)	17.5% (99)	52.7% (298)	4.9% (28)	2.7% (15)
<i>Bottom 11% - 20%</i>	17.1% (92)	15.2% (82)	59.7% (321)	5.0% (27)	3.0% (16)
<i>Middle 21% - 80%</i>	9.9% (575)	9.8% (566)	63.2% (3,656)	9.5% (551)	7.6% (437)
<i>Top 81% - 90%</i>	3.2% (17)	6.1% (33)	55.4% (298)	17.7% (95)	17.7% (95)
<i>Top 91% - 99%</i>	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

Minimum Number of Students Available*	2007-2008 to 2009-2010 Correlation Coefficient <i>(number of teachers)</i>	2008-2009 to 2009-2010 Correlation Coefficient <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

Minimum Number of Students Available*	2007-2008 to 2009-2010 Correlation Coefficient <i>(number of teachers)</i>	2008-2009 to 2009-2010 Correlation Coefficient <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

Content Area	Variable	Correlation	Minimum Change	Maximum Change
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

Content Area	Variable	Correlation	Minimum Change	Maximum Change
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

Content Area	Variable	Percentage of Teachers with 1-2 point change	Percentage of Teachers with 2+ point change
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

Variable	Coefficient	Standard Error	T-ratio	Approximate Degrees of Freedom	P-Value
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

Variable	Coefficient	Standard Error	T-ratio	Approximate Degrees of Freedom	P-Value
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

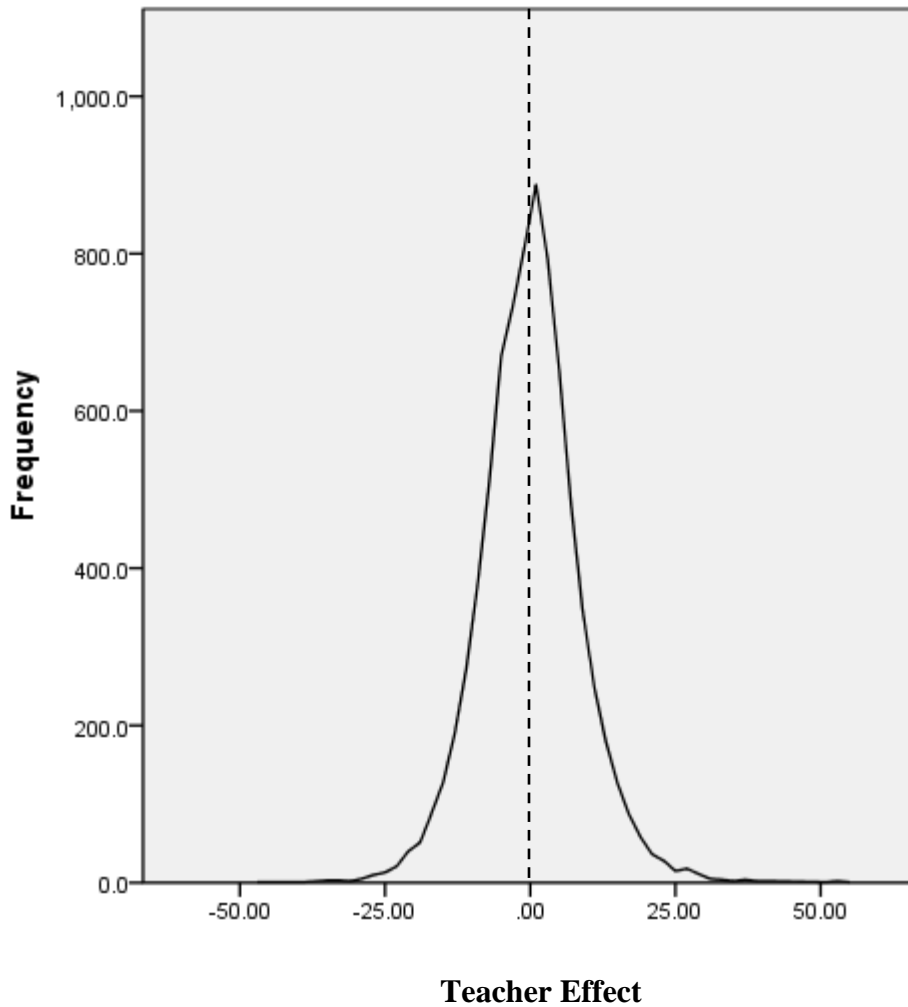


Figure 4. Reading Teacher Effects

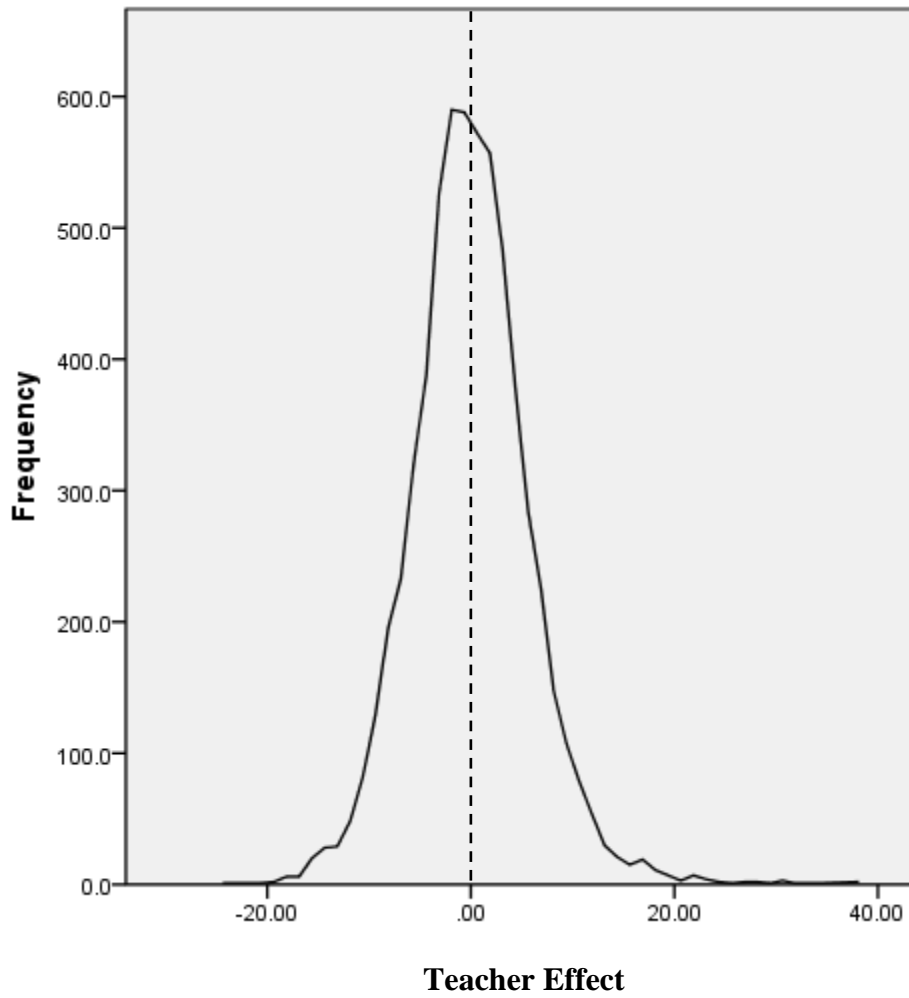


Figure 5. Mathematics Teacher Effects

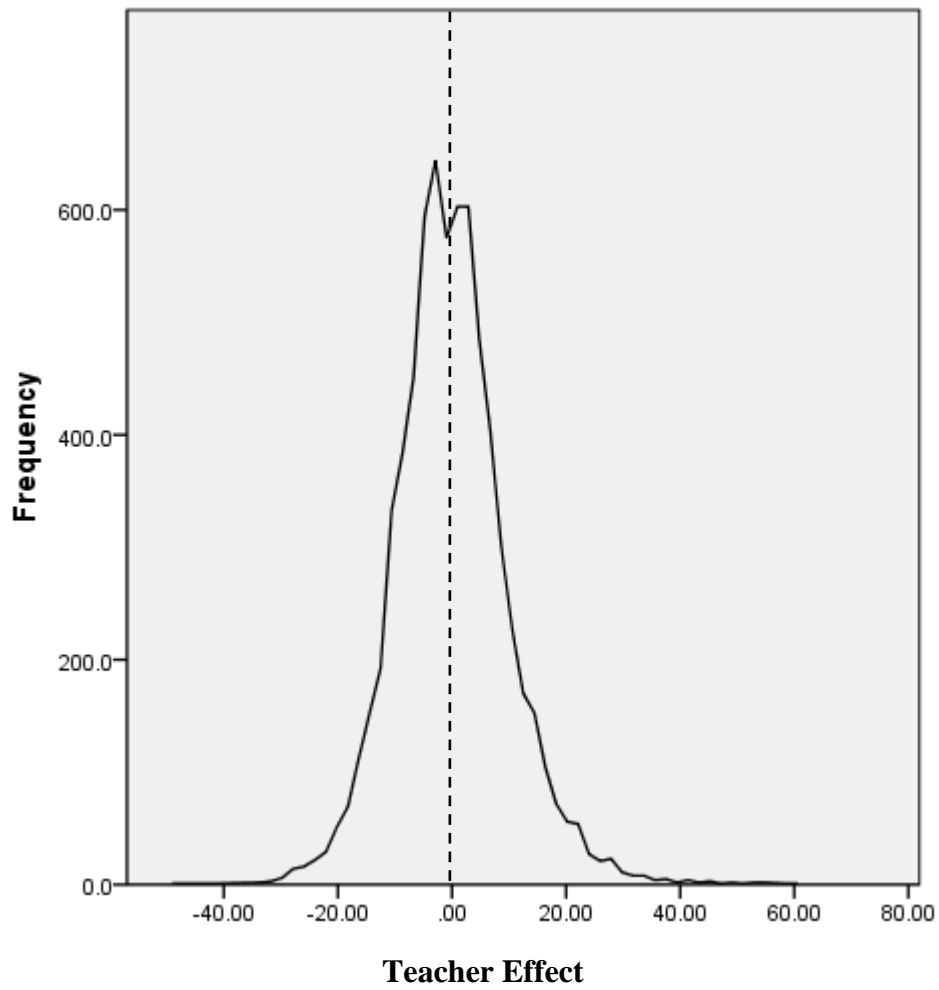


Figure 6. Science Teacher Effects

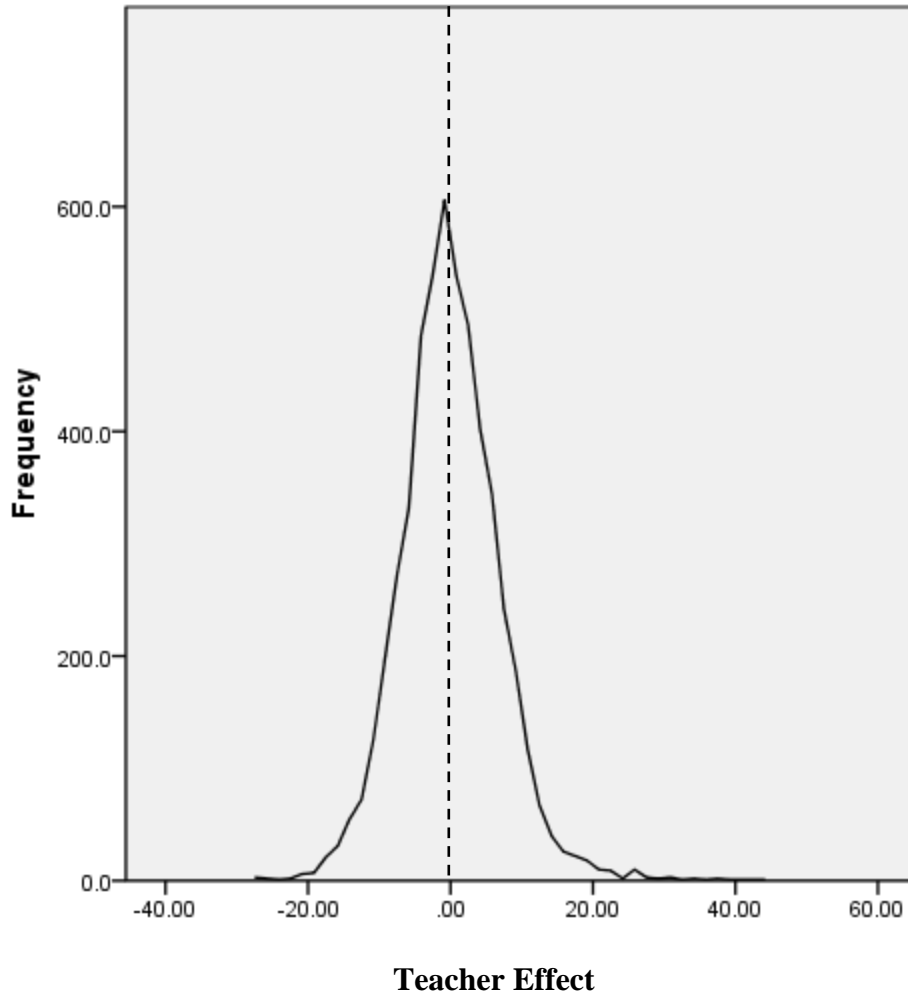
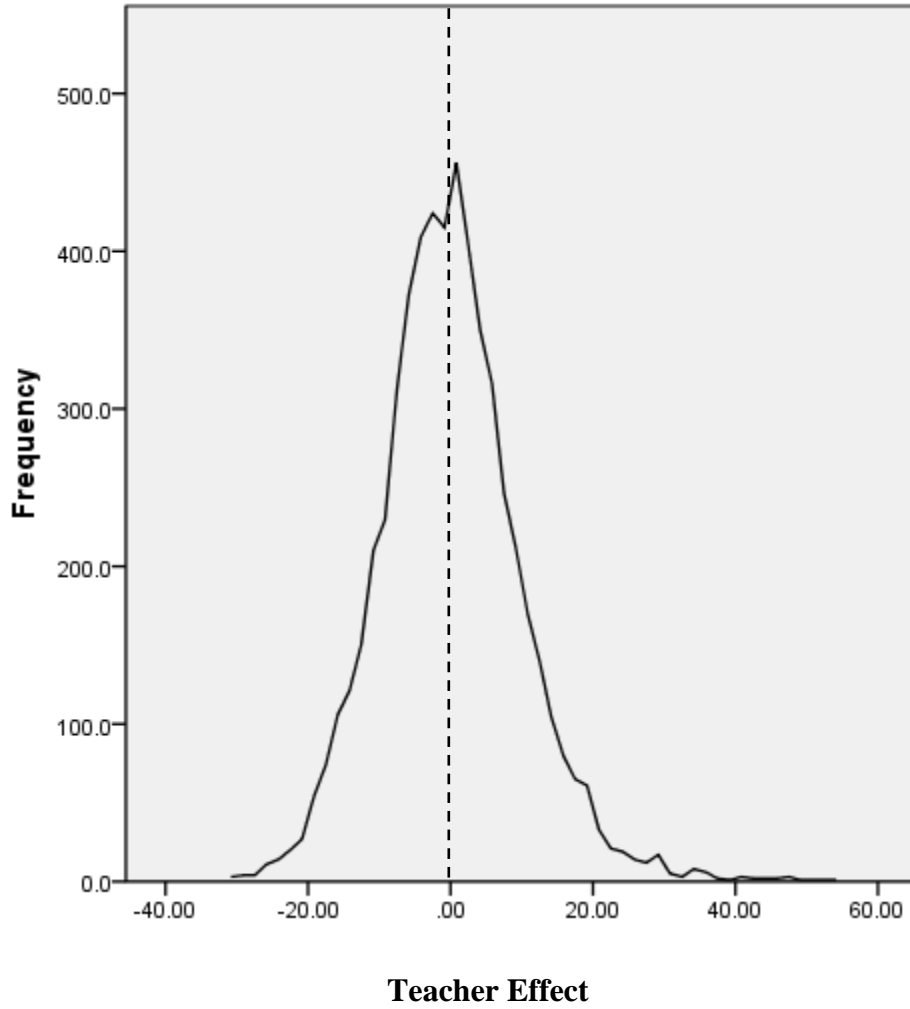


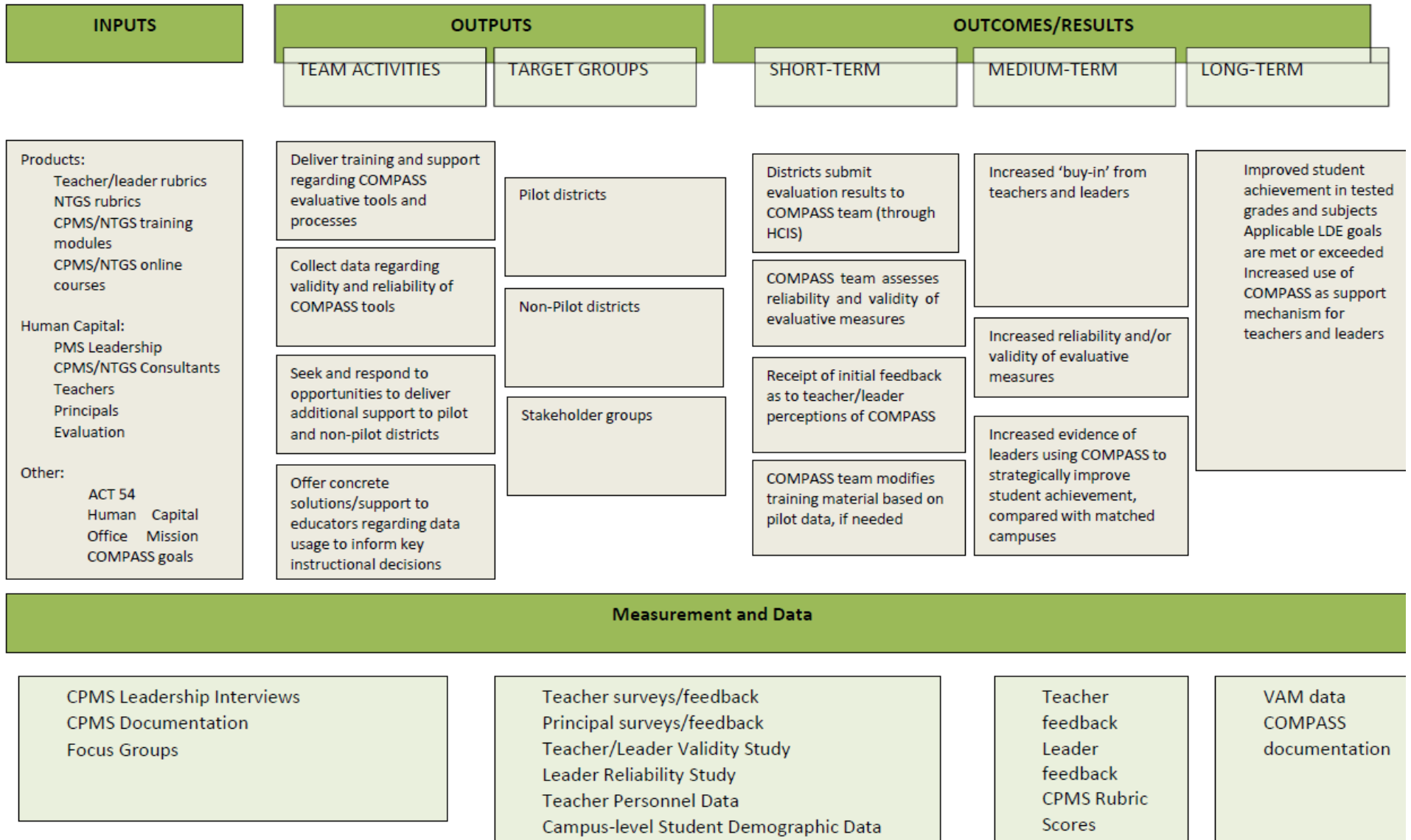
Figure 7. Social Studies Teacher Effects



Appendix 3.F: Logic Models

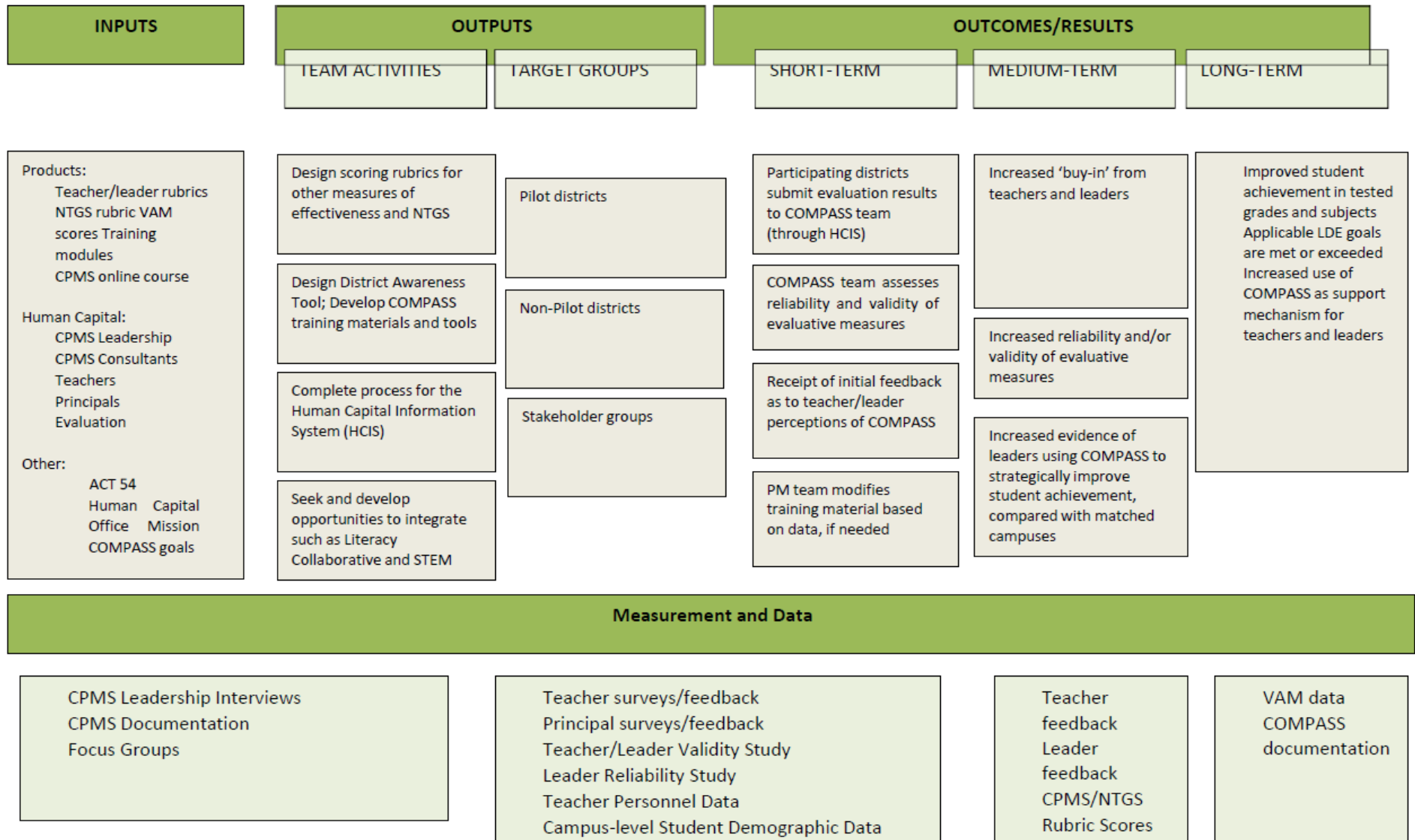
COMPASS Team Logic Models- Implementation Team

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?



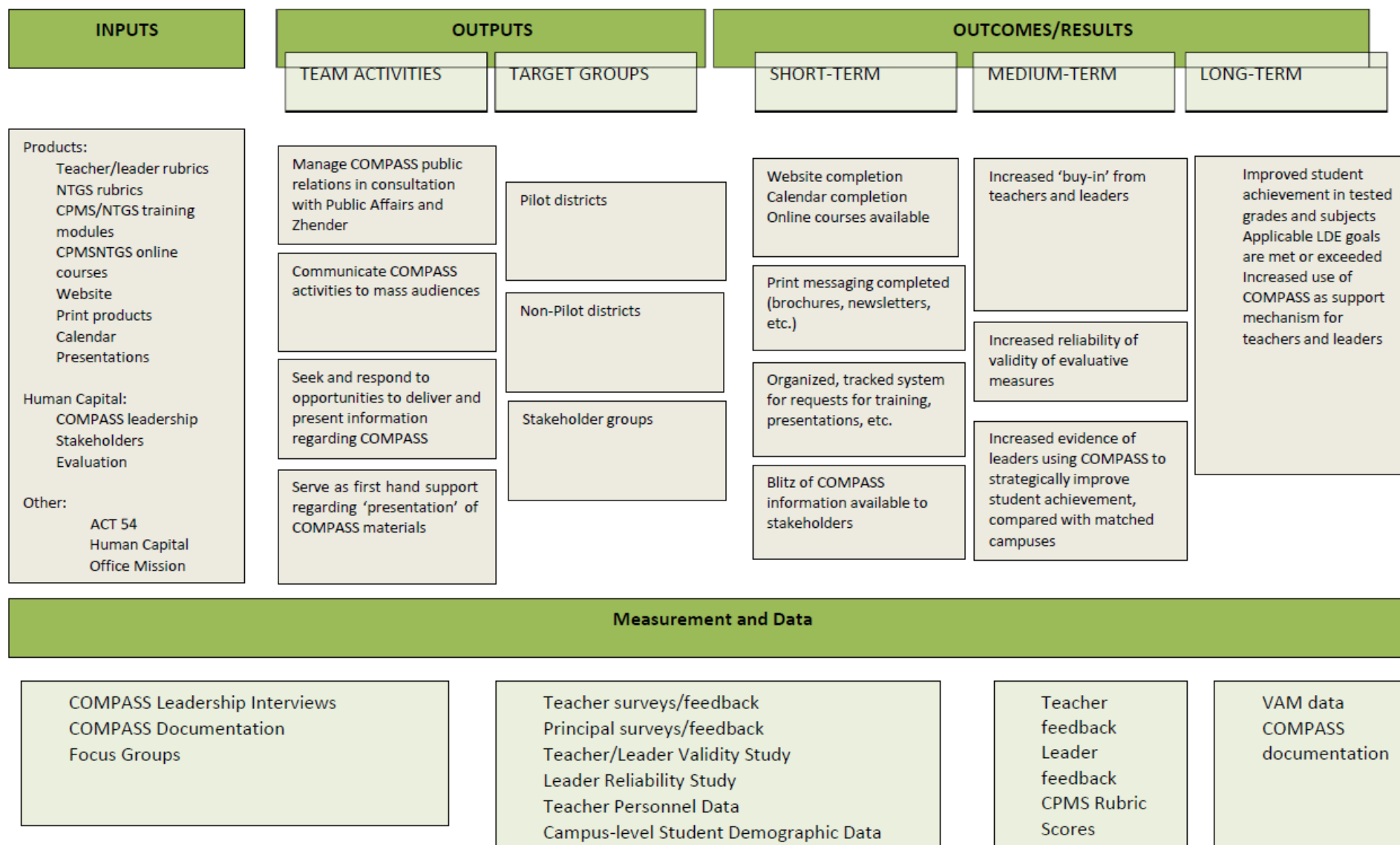
COMPASS Team Logic Models- Performance Management Team

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?



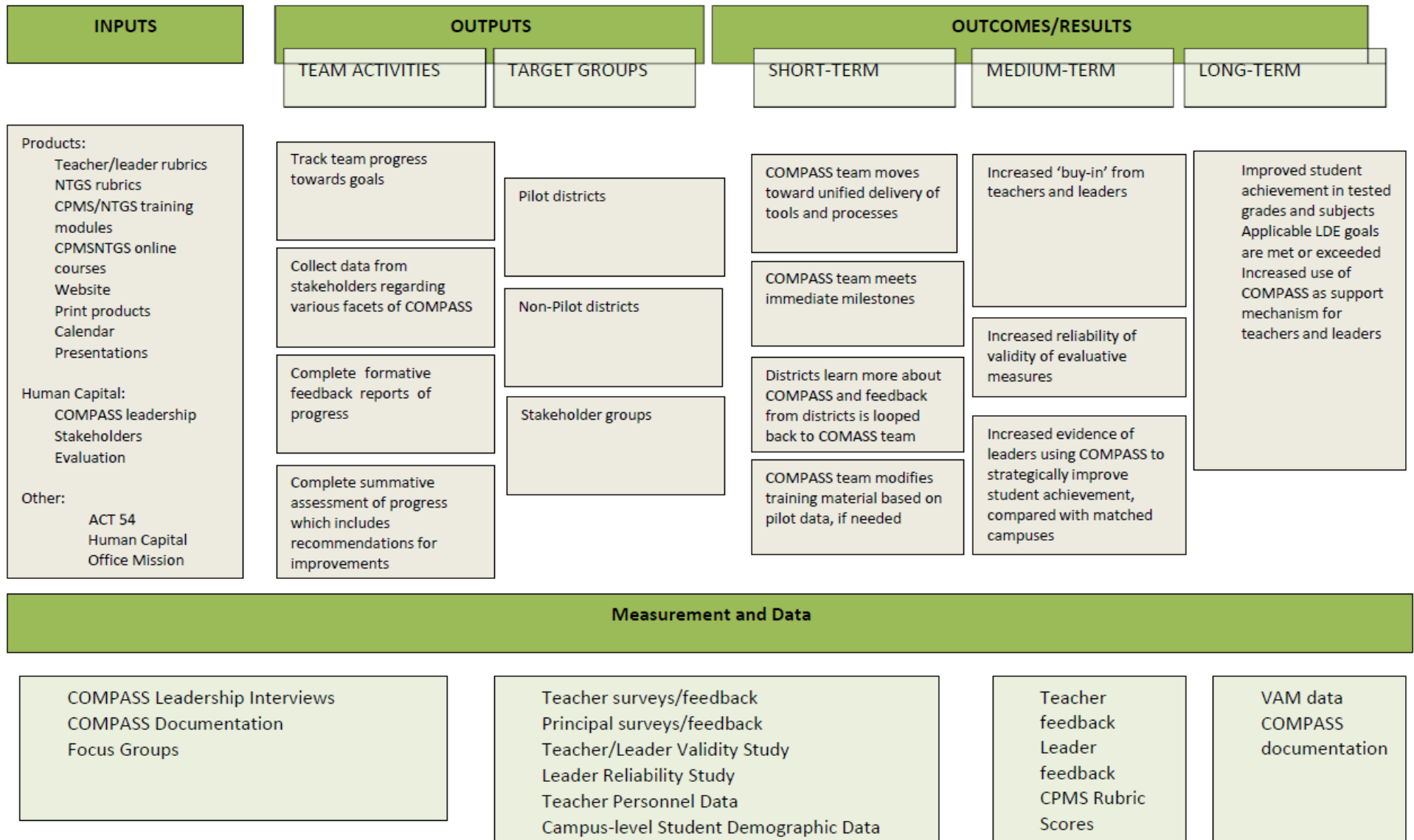
COMPASS Team Logic Models- Stakeholder Relations

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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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 oppourtuny 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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
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
DECEMBER 2011	<u>Communications:</u> <ul style="list-style-type: none"> • Analysis of Communications Efforts • Development of Marketing Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan 	<u>Communications:</u> <ul style="list-style-type: none"> • Analysis of Communications Efforts • Development of Marketing Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan 	<u>Communications:</u> <ul style="list-style-type: none"> • Analysis of Communications Efforts • Development of Marketing Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan
	<u>NTGS:</u> <ul style="list-style-type: none"> • Training regarding NTGS implementation <ul style="list-style-type: none"> ○ overall guidance offered in terms of establishing Student Learning Targets (SLTs) • Provide list of state-approved common assessments to districts <ul style="list-style-type: none"> ○ overall guidance on creation of NTGS assessments, if applicable 	<u>NTGS:</u> <ul style="list-style-type: none"> • Establish District Assessment Team • Choose representative for Regional Assessment Team • Apply for state approval of common assessments not listed on pre-approved state list • Deliver training to district administrators • First District Assessment Team meeting • Regional Assessment Team meeting 	<u>NTGS:</u> <ul style="list-style-type: none"> • Complete NTGS training with CPMS liaisons and coaches <ul style="list-style-type: none"> ○ make contact with COMPASS liaison and coach
	<u>Qualitative Process:</u>	<u>Qualitative Process:</u>	<u>Qualitative Process:</u>
	<u>Value-Added:</u>	<u>Value-Added:</u>	<u>Value-Added:</u>
	<u>Policy:</u>	<u>Policy:</u>	<u>Policy:</u>



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"> • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ Dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter) 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ Dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter) 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter)
	<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"> • Establish baseline data for NTGS grade-levels/ subjects • Draft SLTs for NTGS grade levels/subjects • <i>Beginning of Year (BOY)- Goal Setting Meeting</i> <ul style="list-style-type: none"> ○ establish 2012/13 SLTs
	<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"> Develop Teacher/Principal Job Descriptions HCIS design phase - business requirements defined Develop AP rubric 	<ul style="list-style-type: none"> District Review (30) by HR Directors Districts nominate participants for workgroup to review state's initial draft 	<ul style="list-style-type: none"> CPMS Team CPMS Team NA
	<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	<p><u>Communications:</u></p>	<p><u>Communications:</u></p>	<ul style="list-style-type: none"> <u>Communications:</u>



Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings 	<ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings 	<ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings
	<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"> • Districts begin change management plan • Create standard communication pak for districts to send <ul style="list-style-type: none"> - Policy update to district • Develop 30 minute webinars to share evaluation process, rubrics and approved (BESE) standards of effectiveness • Secure CPMS team PMCs • Deliver district information Sessions w/ HR Dir. 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> • Convene HR Directors to conduct change readiness assessment • Begin revisions/updates to district personnel plans • Pilot district testimonials - Update on Pilot/NTGS • HR Directors prepare to host district information sessions (bulletin updates are ok; preference F2F) 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> • CPMS Team • Communications Mgr. • Div. Director & CPMS Director • CPMS Team



Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> HCIS build phase - in process 		
	<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"> COMPASS Video in Circulation during Presentations COMPASS e-news Web Marketing COMPASS News Release Social Media Marketing Media Advertisements via Radio COMPASS Story Pitches (Print) 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations COMPASS e-news Web Marketing COMPASS News Release Social Media Marketing Media Advertisements via Radio COMPASS Story Pitches (Print) 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations COMPASS e-news Web Marketing COMPASS News Release Social Media Marketing Media Advertisements via Radio



Month	State Action	District Action	Campus Action
			<ul style="list-style-type: none"> • COMPASS Story Pitches (Print))
	<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"> • Campus/Teacher request to modify SLT to district • <i>Middle of Year (MOY)- Progress Review Meeting</i> • Finalize SLT for NTGS teachers
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> • Orientation week for CPMS PMCs • Finalize Training strategy and plan • HCIS build phase – in process • Determine budget to pay incentives for district Trainers 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> • Select district COMPASS trainers to share insights • NTGS teacher trainers share process to determine measure of student progress 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> • CPMS Director • Div. Director, CPMS Dir. and vendor • CPMS Team • CPMS Director
	<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>Legislative Session Begins. 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"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances 	<ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances 	<ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances
	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> • <i>Random State Progress Checkpoints (Mid-Year Meeting)</i> <ul style="list-style-type: none"> ○ <i>request feedback data</i> 	<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"> Mid-Pilot Evaluation of Progress 		
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Communicate Training plan Select 2012-2013 COMPASS Training Team 	<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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	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"> • COMPASS Video in Circulation during • Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing
	<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"> • End of Year (EOY)- Goal Attainment Meeting • Evaluator determines if SLTs are accomplished
	<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"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing
	<u>NTGS:</u>	<u>NTGS:</u>	<u>NTGS:</u>

Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> • <i>Random State Progress Checkpoints</i> (Goal Attainment Meeting) • <i>request feedback data</i> 	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"> • District COMPASS Team • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS 	<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>Legislative Session Ends. 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"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories <p><u>NTGS:</u></p> <ul style="list-style-type: none"> • <i>request feedback data</i> • Data analysis and interpretation for 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • -COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories <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"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories <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"> • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing

Month	State Action	District Action	Campus Action
	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> • Training regarding NTGS implementation <ul style="list-style-type: none"> ○ overall guidance offered in terms of establishing Student Learning Targets (SLTs) • Provide list of state-approved common assessments to districts <ul style="list-style-type: none"> ○ overall guidance on creation of NTGS assessments, if applicable 	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> • Establish District Assessment Team • Choose representative for Regional Assessment Team • Apply for state approval of common assessments not listed on pre-approved state list • Deliver training to district administrators • First District Assessment Team meeting 	<p><u>NTGS:</u></p> <ul style="list-style-type: none"> • Complete online NTGS training course <ul style="list-style-type: none"> ○ make contact with COMPASS liaison and coach
	<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"> • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS • Certification of Evaluators • PD available via the Learning Management System 	<p><u>Qualitative Process:</u></p> <p>Teachers</p> <ul style="list-style-type: none"> • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS
	<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"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing News Releases Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing News Releases Social Media Marketing 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing News Releases Social Media Marketing
	<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"> o Establish baseline data for NTGS grade-levels/subjects o Draft SLTs for NTGS grade levels/subjects
	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Provide on-going training and 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Establish and distribute campus level goals 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Teachers complete self-assessment



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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"> Provide on-going training for campus level administrators <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"> Begin Goal Setting and Professional Growth Planning for 2012/13 <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"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing Deployment of COMPASS News Release Social Media Marketing <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"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing Deployment of COMPASS News Release Social Media Marketing <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"> COMPASS Video in Circulation during Presentations COMPASS e-news Website Marketing Deployment of COMPASS News Release Social Media Marketing <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"> • Provide on-going district support • Create report to monitor statewide goal setting implementation • COMPASS coaches provide support to district and campus evaluators 	<u>Qualitative Process:</u> <ul style="list-style-type: none"> • Provide on-going support for campus level administrators • Complete campus-wide state data request for goal setting implementation • Begin Site Visits 	<u>Qualitative Process:</u> <ul style="list-style-type: none"> • End Goal Setting and Professional Growth Planning for 2012/13 • Begin Observations
	<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"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases 	<u>Communications:</u> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases 	<u>Communications:</u> <ul style="list-style-type: none"> • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases



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Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> Social Media Marketing 	<ul style="list-style-type: none"> Social Media Marketing 	<ul style="list-style-type: none"> Social Media Marketing
	<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"> Provide on-going district support to evaluators COMPASS coaches create and implement plan for inter-rater reliability State progress checkpoint 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Provide on-going support for campus level administrators Continue Site visits 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Continue Observations
	<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"> COMPASS Video in Circulation during Presentations 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations 	<p><u>Communications:</u></p> <ul style="list-style-type: none"> COMPASS Video in Circulation during Presentations

Month	State Action	District Action	Campus Action
	<ul style="list-style-type: none"> COMPASS e-news Website Marketing COMPASS News Releases Social Media Marketing 	<ul style="list-style-type: none"> COMPASS e-news Website Marketing COMPASS News Releases Social Media Marketing 	<ul style="list-style-type: none"> COMPASS e-news Website Marketing COMPASS News Releases Social Media Marketing
	<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"> Provide on-going district support for mid-year evaluation COMPASS coaches continue inter-rater reliability 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Provide on-going support for mid-year evaluation Begin mid-year evaluation for campuses Continue Site visits 	<p><u>Qualitative Process:</u></p> <ul style="list-style-type: none"> Begin mid-year evaluations Continue Observations
	<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

Summary Report on the Advisory Committee on Educator Evaluation (ACEE)

November 2011

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.¹

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.

¹ 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 th percentile on the STAR math assessment; <u>37.4%</u> scored between the 25 th and the 49 th percentile; <u>21.8%</u> scored at the 50 th percentile or above. This year average scores of individual students will improve by <u>15%</u> for students who scored below the 25 th percentile, a minimum of <u>10%</u> for students that scored between the 25 th and 49 th percentile and at least <u>5%</u> for students that scored at the 50 th 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 th 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

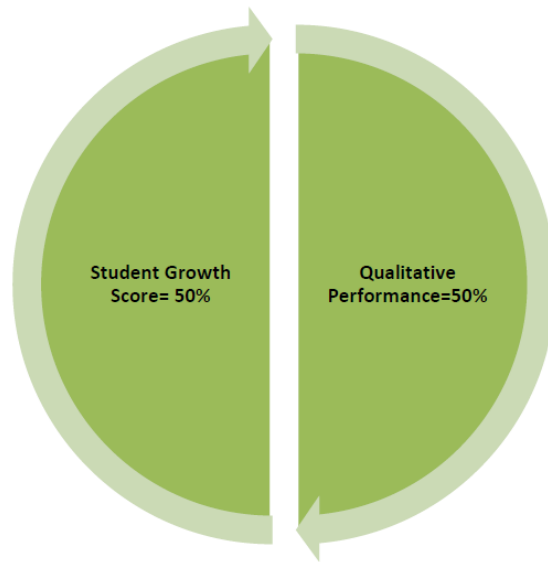
Appendix C includes the 11 standards that accompany the teacher competencies and the 17 standards that accompany the leader competencies.

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.



$$\frac{(\text{Student Growth Score} + \text{Qualitative Performance Score})}{2} = \text{Final Evaluation Score}$$

2

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

7

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:

8

(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:

10

(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:

12

(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.

13

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:

14

(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.*

15

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

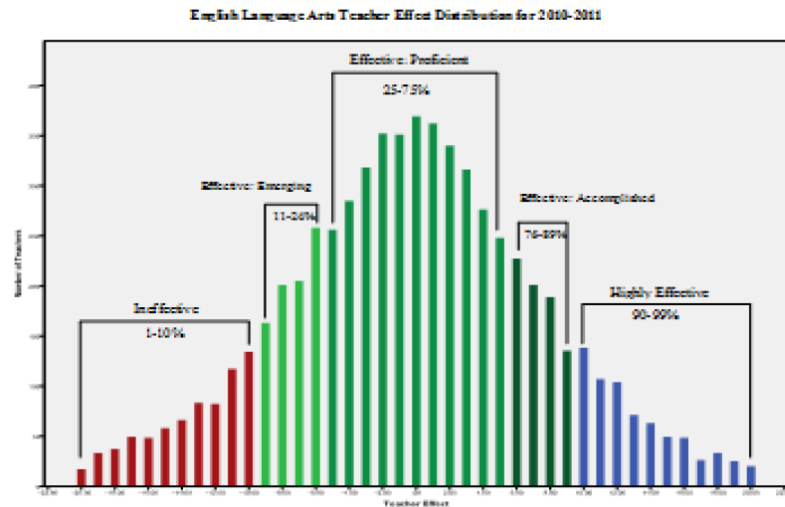
Librarian Student Learning Target: All students will pick books with which they are comfortable and will enjoy reading.

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.*

Louisiana's Draft of Teacher and Leader Competencies and Performance Standards

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

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. 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) 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.