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**Attachment 1**

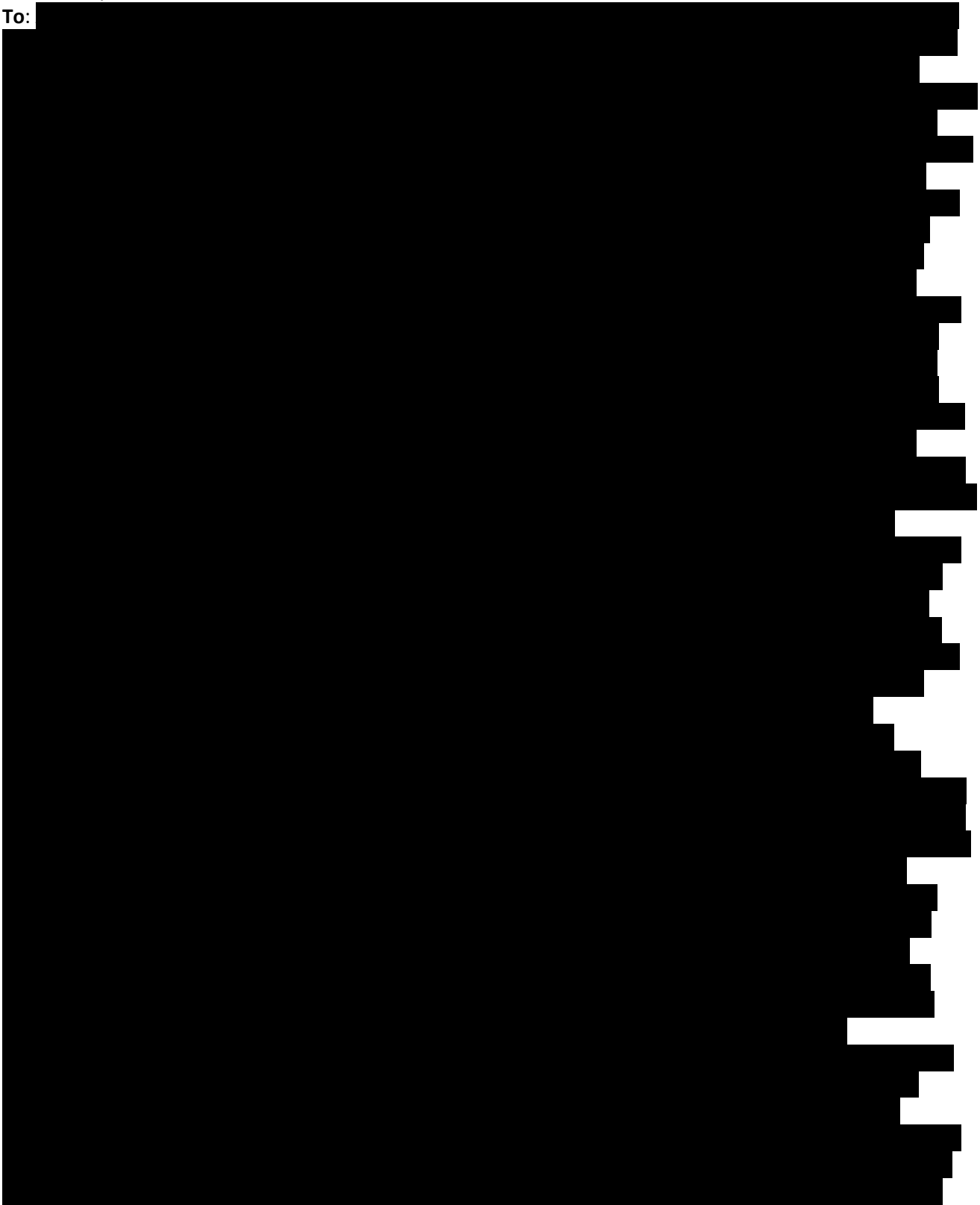
**Notice to LEAs**

**Email to LEAs**

**From:** Ollie Tyler

**Sent:** Friday, October 28, 2011 01:51 PM

**To:**





**Subject:** ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:

<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>.

Superintendents and charter school leaders, please invite your staff to respond to this survey as well. Should you have any questions, please email [esea@la.gov](mailto:esea@la.gov). Thank you for your input into this process.

Sincerely,

Ollie S. Tyler  
Acting State Superintendent of Education  
Louisiana Department of Education

**Email to the Board of Elementary and Secondary Education (BESE)**

**From:** Ollie Tyler

**Sent:** Friday, October 28, 2011 01:46 PM

**To:** [REDACTED]

**Cc:** Ollie Tyler; Vicky Thomas

**Subject:** ESEA Flexibility Stakeholder Survey

Dear BESE Members:

Below is a survey that I am sending to all LEA's & charter schools to obtain input on the ESEA waivers. The Governor's staff has reviewed and approved of this first step in the process. Please let me know if you have any questions.

Ollie

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

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The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

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Superintendents and charter school leaders, please invite your staff to respond to this survey as well. Should you have any questions, please email [esea@la.gov](mailto:esea@la.gov). Thank you for your input into this process.

Sincerely,

Ollie S. Tyler

Acting State Superintendent of Education

Louisiana Department of Education

**Email to External Stakeholders**

**From:** Vicky Thomas **On Behalf Of** Ollie Tyler

**Sent:** Tuesday, November 08, 2011 3:20 PM

**To:**



**Subject:** ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:

<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>.

Should you have any questions, please email [esea@la.gov](mailto:esea@la.gov). Thank you for your input into this process.

Sincerely,

Ollie

Ollie S. Tyler

Acting State Superintendent of Education

P.O. Box 94064



**Attachment 2a**

**Comments on request received from LEAs (Stakeholder Survey)**

**<http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey>**



## ESEA Flexibility Stakeholder Survey

**1. What principles do you believe are most important to include in an accountability system? Check all that apply.**

- Displays transparency
- Is easy to communicate
- Clearly differentiates school and subgroup performance
- Clearly differentiates district and individual school performance
- Rewards high-performing schools and requires interventions in persistently low performing schools
- Motivates improvement
- Ensures that students have a high-performing school option

Other (please specify)

**2. What goals should an accountability system promote and measure? Check all that apply.**

- Proficiency/performing on grade level
- Readiness for college and careers
- Graduating on time
- Narrowing the achievement gap

Other (please specify)

**3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.**

- Ultimate goal of all students proficient/on grade level
- Expectations for annual student growth (i.e., growth targets)
- Required interventions/remedies for low-performing schools
- Required interventions/remedies for schools with achievement gaps
- Ability for students attending low-performing schools to attend higher performing public schools
- Ability for students attending schools with achievement gaps to attend higher performing public schools
- State support for persistently failing schools or schools approaching failing status

Other (please specify)

**4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.**

- Few incentives for growth beyond the AUS bar

- Limited recognition of growth
  - Insufficient required interventions that effectively address low academic performance
  - Restrictions on the use of federal funds intended to support school improvement
  - Reporting requirements
  - Operational restrictions or bureaucracies
- Other (please specify)

**5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?**

**6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.**

- Financial rewards for schools
  - Financial rewards for educators
  - Public recognition
  - Relief from reporting requirements
  - Ability to operate with higher levels of autonomy
- Other (please specify)

**7. In what areas could schools and districts benefit most from flexibility? Check all that apply.**

- Use of Title I funds
  - Use of Title II funds
  - Use of Title III funds
  - Use of Rural and Low-Income School Program funds
  - Use of after-school program funds
  - Use of additional strategies, in lieu of or in addition to Supplemental Education Services
  - Reporting requirements (e.g., Highly-Qualified teacher reports)
  - Hiring requirements (e.g., Highly-Qualified restrictions)
- Other (please specify)

**8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.**

- School-wide interventions that are currently limited to certain eligible students

- District-wide interventions that are currently limited to certain eligible schools
  - Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information
  - Extended day and/or year program
  - Training and support for the educator evaluation system
  - Performance incentives
  - School-wide benchmarking system
  - Reconstitution of school or conversion of school to an autonomous school or charter school
  - Implementation of a new, proven school model
- Other (please specify)

**9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?**

- Very confident
- Somewhat confident
- Not sure
- Not confident

**10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.**

- Additional financial resources to support implementation of proven strategies
  - Ability to use existing funds more flexibly
  - Assistance in recruiting and retaining highly effective school leaders
  - Assistance in recruiting and retaining highly effective educators
  - High-quality professional development and targeted assistance to address areas of weakness based on evaluation data
  - Creation of a district school turnaround office
  - Recruiting and selecting charter school operators experienced in school turnaround
  - Support in reconstituting or closing low-performing schools
  - LDE assistance in implementing district-wide and school-wide interventions
  - Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools
  - Assistance obtaining experts to advise on successful implementation of reforms
- Other (please specify)

**11. Do you believe that Louisiana's student proficiency goals, AUS bar, and Critical Goals should:**

- Be increased/more aggressive
- Be decreased/less aggressive
- Remain the same

**12. When discussing the accountability system, which terminology do you use to describe school performance?**

- School Performance Score
- LDOE Critical Goals
- Adequate yearly progress
- Other (please specify)

**13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?**

- Yes
- No
- Unsure

**14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?**

- Yes
- No
- Unsure

**15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?**

- Yes
- No
- Undecided

**16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?**

- Yes
- No
- Undecided

**17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?**

- Yes
- No
- Undecided

**18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?**

- Yes
- No
- Undecided

**19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?**

- Yes
- No
- Undecided







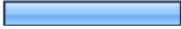
**20. Please choose the title that best reflects your role in education. I am a:**

- Superintendent
- School system administrator
- Principal
- Educator
- Parent
- Business/community leader
- Education advocate





**Attachment 2b**

**Comments on request received from LEAs (results from survey)**

**1. What principles do you believe are most important to include in an accountability system? Check all that apply.**


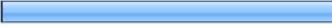





		Response Percent	Response Count
Displays transparency		49.3%	338
Is easy to communicate		75.4%	517
Clearly differentiates school and subgroup performance		51.9%	356
Clearly differentiates district and individual school performance		52.5%	360
Rewards high-performing schools and requires interventions in persistently low performing schools		49.7%	341
<b>Motivates improvement</b>		<b>77.3%</b>	<b>530</b>
Ensures that students have a high-performing school option		32.2%	221
	Other (please specify)		94
		<b>answered question</b>	<b>686</b>
		<b>skipped question</b>	<b>9</b>

**2. What goals should an accountability system promote and measure? Check all that apply.**







		Response Percent	Response Count
Proficiency/performing on grade level		85.4%	583
Readiness for college and careers		63.1%	431
Graduating on time		43.2%	295
Narrowing the achievement gap		58.1%	397
	Other (please specify)		71
		answered question	683
		skipped question	12



**3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.**

		Response Percent	Response Count
Ultimate goal of all students proficient/on grade level		67.5%	447
Expectations for annual student growth (i.e., growth targets)		64.5%	427
Required interventions/remedies for low-performing schools		65.1%	431
Required interventions/remedies for schools with achievement gaps		47.9%	317
Ability for students attending low-performing schools to attend higher performing public schools		25.5%	169
Ability for students attending schools with achievement gaps to attend higher performing public schools		19.2%	127
State support for persistently failing schools or schools approaching failing status		50.0%	331
	Other (please specify)		73
		<b>answered question</b>	<b>662</b>
		<b>skipped question</b>	<b>33</b>

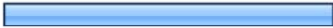




**4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.**

		Response Percent	Response Count
Few incentives for growth beyond the AUS bar		41.8%	276
Limited recognition of growth		42.7%	282
Insufficient required interventions that effectively address low academic performance		44.2%	292
Restrictions on the use of federal funds intended to support school improvement		54.2%	358
Reporting requirements		26.8%	177
Operational restrictions or bureaucracies		56.8%	375
	Other (please specify)		104
		answered question	660
		skipped question	35









**5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?**

	Response Count
	303
answered question	303
skipped question	392

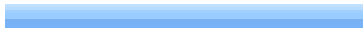


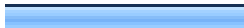


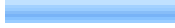


**6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.**

		Response Percent	Response Count
Financial rewards for schools		60.4%	402
Financial rewards for educators		57.5%	383
Public recognition		51.2%	341
Relief from reporting requirements		35.7%	238
Ability to operate with higher levels of autonomy		56.5%	376
	Other (please specify)		52
		answered question	666
		skipped question	29





**7. In what areas could schools and districts benefit most from flexibility? Check all that apply.**

		Response Percent	Response Count
Use of Title I funds		74.7%	484
Use of Title II funds		42.6%	276
Use of Title III funds		33.3%	216
Use of Rural and Low-Income School Program funds		45.2%	293
Use of after-school program funds		60.2%	390
Use of additional strategies, in lieu of or in addition to Supplemental Education Services		47.7%	309
Reporting requirements (e.g., Highly-Qualified teacher reports)		27.6%	179
Hiring requirements (e.g., Highly-Qualified restrictions)		31.6%	205
	Other (please specify)		50
		<b>answered question</b>	<b>648</b>
		<b>skipped question</b>	<b>47</b>










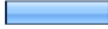

**8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.**

		Response Percent	Response Count
School-wide interventions that are currently limited to certain eligible students		62.3%	414
District-wide interventions that are currently limited to certain eligible schools		40.8%	271
Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information		53.8%	357
Extended day and/or year program		41.3%	274
Training and support for the educator evaluation system		36.7%	244
Performance incentives		49.2%	327
School-wide benchmarking system		29.5%	196
Reconstitution of school or conversion of school to an autonomous school or charter school		12.2%	81
Implementation of a new, proven school model		25.5%	169
	Other (please specify)		54
answered question			684
skipped question			31

**9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?**

		Response Percent	Response Count
Very confident		6.3%	43
Somewhat confident		27.8%	191
Not sure		29.3%	201
Not confident		36.7%	252
		answered question	687
		skipped question	8




**10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.**

		Response Percent	Response Count
Additional financial resources to support implementation of proven strategies		69.1%	461
Ability to use existing funds more flexibly		59.4%	396
Assistance in recruiting and retaining highly effective school leaders		38.2%	255
Assistance in recruiting and retaining highly effective educators		47.1%	314
High-quality professional development and targeted assistance to address areas of weakness based on evaluation data		58.3%	389
Creation of a district school turnaround office		12.3%	82
Recruiting and selecting charter school operators experienced in school turnaround		7.8%	52
Support in reconstituting or closing low-performing schools		18.6%	124
LDE assistance in implementing district-wide and school-wide interventions		23.4%	156
Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools		18.7%	125
Assistance obtaining experts to advise on successful implementation of reforms		24.1%	161




Other (please specify) 96

answered question	667
skipped question	28

**11. Do you believe that Louisiana’s student proficiency goals, AUS bar, and Critical Goals should:**




		Response Percent	Response Count
Be increased/more aggressive		18.7%	123
Be decreased/less aggressive		30.5%	201
Remain the same		50.8%	335
		answered question	659
		skipped question	36

**12. When discussing the accountability system, which terminology do you use to describe school performance?**


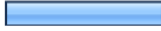

		Response Percent	Response Count
School Performance Score		80.4%	546
LDOE Critical Goals		2.1%	14
Adequate yearly progress		17.5%	119
		Other (please specify)	32
		answered question	679
		skipped question	16






**13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?**

		Response Percent	Response Count
Yes		61.9%	427
No		17.5%	121
Unsure		20.6%	142
answered question			690
skipped question			5

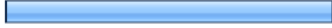


**14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?**

		Response Percent	Response Count
Yes		46.6%	320
No		28.6%	196
Unsure		24.8%	170
answered question			686
skipped question			9




**15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?**

		Response Percent	Response Count
Yes		80.6%	555
No		12.2%	84
Undecided		7.3%	50
answered question			689
skipped question			6




**16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?**

		Response Percent	Response Count
Yes		60.2%	415
No		22.9%	158
Undecided		16.8%	116
answered question			689
skipped question			6




**17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?**

		Response Percent	Response Count
Yes		54.1%	372
No		27.7%	190
Undecided		18.2%	125
answered question			687
skipped question			8








**18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?**

		Response Percent	Response Count
Yes		73.4%	504
No		11.8%	81
Undecided		14.8%	102
answered question			687
skipped question			8

**19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?**

		Response Percent	Response Count
Yes		68.9%	474
No		19.5%	134
Undecided		11.6%	80
		<b>answered question</b>	<b>688</b>
		<b>skipped question</b>	<b>7</b>

**20. Please choose the title that best reflects your role in education. I am a:**

		Response Percent	Response Count
Superintendent		3.5%	24
School system administrator		18.7%	129
Principal		12.6%	87
<b>Educator</b>		<b>58.1%</b>	<b>400</b>
Parent		2.8%	19
Business/community leader		1.7%	12
Education advocate		2.6%	18
		<b>answered question</b>	<b>689</b>
		<b>skipped question</b>	<b>6</b>

**Attachment 3**

**Notice and information provided to public regarding the request**

*Note: Information is available on the LDOE website for the public to view.  
([http://www.louisianaschools.net/topics/esea\\_waiver.html](http://www.louisianaschools.net/topics/esea_waiver.html))*

#### **Attachment 4**

**Evidence that the State has formally adopted college-and-career-ready content standards consistent with State's standards adoption process (BESE meeting minutes (Highlighted Item 9-J-3), Executive Summary and Recommendations July 2010)**

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION JULY 1, 2010

The Louisiana Purchase Room  
Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on July 1, 2010, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:08 a.m. by Board President Keith Guice and opened with a prayer by Ms. Donyell McGlathery, representing Educate Now.

Board members present were Mr. Dale Bayard, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Mr. Keith Guice, Mr. Walter Lee, and Mr. Chas Roemer.

Mr. John Bennett, Ms. Louella Givens, and Ms. Linda Johnson were absent.

Mr. Nick Lemoine, a student at University High School, led the Pledge of Allegiance.

Agenda Item 5 On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the agenda, as printed and disseminated, with the addition of Emergency Agenda Items 14 – 21. (Schedule 1)

Agenda Item 6 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board approved the minutes of May 20, 2010, and June 8, 2010.

Agenda Item 7 **Notices of Intent**

Agenda Item 7-A **Notices of Intent duly advertised in the March 2010 issue of the Louisiana Register and ready for final adoption.**

Agenda Item 7-A-1 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption Bulletin 119, *Louisiana School Transportation Specifications and Procedures*: Chapters 1 – 31.

Agenda Item 7-A-2 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §2111. Assessment Requirements for a State Diploma.

- Agenda  
Item 7-A-3 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2317. High Schools, §2318. The College and Career Diploma, §2319. The Career Diploma, §2341. English, §2347. Health Education, §2353. Mathematics, §2361. Science, and §2363. Social Studies.
- Agenda  
Item 7-A-4 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2377. General Career and Technical Education.
- Agenda  
Item 7-A-5 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2347. Health Education.
- Agenda  
Item 7-A-6 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §901. Scheduling.
- Agenda  
Item 7-A-7 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §343. Unsafe Schools.
- Agenda  
Item 7-A-8 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1706, *Regulations for the Implementation of the Children with Exceptionalities Act*: §151. Adoption of State Complaint Procedures and Early Resolution Program, §152. Formal Written Complaints Filing and Content Requirements, §153. Formal Written Complaint Procedures, §160. Participation in Assessments, §230. LEA Jurisdiction, §301. Parental Consent, §512. Hearing Rights, §601. State Monitoring and Enforcement, §603. State Use of Targets and Reporting, §607. Public Attention, §705. Subgrants to LEAs, §802. State Administration, §803. Subgrants to LEAs, and §905. Definitions.
- Agenda  
Item 7-A-9 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1929, *Louisiana Accounting and Uniform Governmental Handbook*: Chapters 1 – 13.
- Agenda  
Item 7-B **Notices of Intent duly advertised in the April 2010 issue of the Louisiana Register and ready for final adoption after July 19, 2010.**



Agenda Item 7-B-1      On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §613. Calculating a Graduation Index, §1101. Performance Labels, §1601. Entry Into and Exit From Academically Unacceptable School Status, §4311. Performance Labels, §5101. Definition of a Distinguished Educator, and §5103. Role of the Distinguished Educator.

The Board agreed to take Agenda Item 13 out of order.

Agenda Item 13      Secretary of State Jay Dardenne provided Board members with handouts entitled “Continuing the Legacy – Character Education Program” and “Continuing the Legacy – Character Education Program – Lesson Plan Grades 9-12” and reviewed that information with the Board. Mr. Dardenne introduced Ms. Memory Seymour, who developed the curricula for this program. Ms. Seymour responded to Board members’ questions. Mr. Dardenne stated that he would provide the entire curricula to State Superintendent Pastorek.

On motion of Mr. Lee, seconded by Ms. Bradford, the Board received the report regarding the character education program modeled after Coach Eddie Robinson; endorsed the “Developing Necessary Attributes (DNA) for Life Development Program;” and directed the LDE to review possible strategies for implementation of the program, working with Secretary of State Jay Dardenne and his staff to develop those strategies.

Agenda Item 8

**Report by the State Superintendent of Education**

State Superintendent Pastorek stated that the entirety of his report would be presented by Ms. Leslie Jacobs.

Ms. Jacobs provided the Board members with a detailed analysis of the progress of schools in New Orleans. She provided Board members with a PowerPoint presentation entitled “Public Schools in New Orleans, June 2010” and reviewed that information with the Board. Ms. Jacobs also provided Board members with information entitled “2010 English and Math - All Grades (3-11) - % of Students Basic and Above” and “English and Math: Performance Gains - 2005 vs. 2010 – All Performance Levels.”

Ms. Jacobs also provided the Board with a handout entitled “Leslie’s Notebook,” which contained information regarding High School Performance, 2005 Pre-Katrina, Post-Katrina to Today, the GEE, and the Drop Out Struggle. This information indicated that overall school quality has improved, student performance is on the rise, and more seniors are graduating.

Agenda  
Item 9-A

**Board Administration/Relations Committee**

(Schedule 2)

- 9-A-1 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report on out-of-state travel to be reimbursed by the LDE for non- employees.
- 9-A-2A On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Local Teacher Quality (S052), (LDE), for FY 2010-2011.
- 9-A-2B On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, LEAP for the 21st Century (S005), (LDE), for FY 2010-2011.
- 9-A-2C On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Academic/ Vocational Enhancement of BESE Special Schools (S036C), (SEC), for FY 2010-2011.
- 9-A-2D On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Quality Classroom Literacy and Numeracy Support Initiative, (S059), (LDE), for FY 2010-2011.
- 9-A-2E On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Louisiana’s Adolescent Literacy Plan (S064), (LDE), for FY 2010-2011.
- 9-A-2F On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Foreign Language Model Program, (S003), (LDE), for FY 2010-2011.

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On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received and referred to the Board Administration/Relations Committee for August 2010: Reconsideration of the BESE Annual Meeting Schedules for the remainder of 2010 and for 2011.

- 9-A-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the staff to advertise for professional services to conduct program evaluations for FY 2010-2011 and to review applications and make recommendations for evaluators to the Committee.

- 9-A-4 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received an update report regarding The Race to the Top grant and retained the item on the agenda.
- 9-A-5 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding the reauthorization of the Elementary and Secondary Education Act (ESEA).
- 9-A-6 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding virtual learning opportunities in Louisiana and other states.

Agenda **Finance Committee** (Schedule 3)  
 Item 9-B

- 9-B-1 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts of \$50,000 and under approved by the State Superintendent of Education and received by the Board.
- 9-B-2 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts over \$50,000 approved by the Board.
- 9-B-3 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on federal/state grants received by the LDE.
- 9-B-4 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report from the LDE’s Director of Internal Audit.

**Grants and Allocations**

**Disadvantaged or Disabled Student Support - Formula**

- 9-B-5 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation:	Title I School Improvement Grants
Amount:	\$17,924,635
Funding Period:	07/01/10 – 09/30/11
Source of Funds:	Federal

(Motion continues on page 6)

Purpose: The purpose of these funds is to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. Only districts that have Title I schools in School Improvement qualify for the Title I School Improvement funds.

Basis of Allocation: Every AUS 1 and SI 1 school receives a \$91,440 base amount. Every AUS 2 and SI 2 school receives a base amount of \$92,500. One AUS 3 school receives a base amount of \$93,455. All AUS 5, 6, and 7 schools receive the same base amount of \$94,325. The balance of the allocation was allocated on a \$259 per pupil basis.

9-B-6

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships

Amount: \$293,000

Funding Period: 07/01/10 - 06/30/11

Source of Funds: IAT-DSS

Purpose: The purpose of the *Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships* is to provide high-quality early childhood educational experiences through a diverse delivery model to four-year old children who are considered to be "at risk" of not achieving later academic success. The program will provide six hours per day of educational experiences through a partnership with two school districts (Livingston and Ouachita) and two private child care providers within those districts. The program will be offered at no cost to those children whose families qualify for free/reduced price meals. Programs will adhere to Cecil J. Picard LA 4 Early Childhood Program approved guidelines and regulations.

Basis of Allocation: Two school districts were chosen for this program based on their efforts to promote the diverse delivery model of offering prekindergarten programs, available eligible 4-5 star rated child care centers, and the LEA's ability to implement high-quality early childhood programs. Monies are allocated on a per-classroom basis; one per district. Allocations are based on \$100,000 per classroom in order to provide services to 20 students eligible for free/reduced price meals for the 6-hour educational portion of the day.

### **School and Community - Formula**

9-B-7 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Migrant Education  
Amount: \$1,726,405  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The Migrant Education Program provides funding to eligible entities to help migratory children to overcome educational disruption, cultural language barriers, social isolation, and other factors that inhibit the ability of such children to achieve high academic standards.

Basis of Allocation: The eight approved Local Operating Agencies (LOAs) are eligible to receive an initial allocation based on the substantially approvable applications submitted. Allocation amounts are determined by a funding formula. Each LOA is awarded an equal amount per student and an additional amount for students determined to be most at-risk for academic failure.

9-B-8 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the contracts of \$50,000 and under approved by the State Superintendent of Education.

9-B-9 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Education Excellence Fund.

9-B-10 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the audit report of the LDE – FY 2008-2009.

9-B-11 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Bureau of Internal Audit-Annual Audit Plan.

9-B-12 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the revised FY 2010-2011 MFP Resolution (revised June 16, 2010).

9-B-13 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the proposed MFP Formula Study Agenda for FY 2010-2011.

9-B-14 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the student-based budgeting.

9-B-15 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Fiscal Dialogues as a result of the Fiscal Risk Assessment process for FY 2009-2010.

9-B-16 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Type 2 Charter School Allocation.

### **Grants and Allocations**

#### **Disadvantaged and Disabled Student Support - Competitive**

9-B-17 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Stewart B. McKinney Homeless Act  
Amount: \$915,372  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The federal McKinney-Vento Homeless Assistance grants ensure that all homeless children and youth have equal access to the same free, appropriate public education as any non-homeless child or youth. These are competitive grants and are awarded on a three-year cycle with continuation applications filed annually. The FY 2010-2011 award will provide continuation funding for year three of the three-year grant award period.

Basis of Allocation: Homeless projects and consortium awards are based on a proportionate share of the allocation. All homeless projects and consortiums receive an initial award with a base, plus a per pupil amount determined by the number of identified homeless students.

9-B-18 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Even Start Family Literacy  
Amount: \$1,154,702  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: Federal

Purpose: The purpose of this program is to break the cycle of poverty and illiteracy by integrating early childhood education, adult education, parenting education, and parent/child interactive literacy activities into a unified family

(Motion continues on page 9)

literacy program. Implementation is achieved through cooperative projects that build on existing community resources to create a new range of services, to promote academic achievement of children and adults, and to assist them in achieving challenging state and student performance standards.

Basis of Allocation: Competitive subgrants are awarded on a four-year funding cycle through a process mandated by ESEA, Title I, Part B, Subpart 3, of the No Child Left Behind Act of 2001. Preliminary allocations for substantially approvable projects are submitted to BESE for its approval at the June meeting. Final allocations will be submitted to BESE for approval after the final allocation is received from USDOE.

9-B-19

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants  
Amount: \$8,100,405.41  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools.

The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

9-B-20 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants – Recovery Act  
Amount: \$21,455,472.97  
Funding Period: 07/01/10 - 09/30/11  
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools. The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

**Quality Educators - Competitive**

9-B-21 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Math and Science Partnerships  
Amount: \$63,000  
Funding Period: 04/01/09 – 09/30/10  
Source of Funds: Federal

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Purpose: The purpose of the Math Science Partnership Projects, established under Title II, Part B, of NCLB Act of 2001, is to assist districts as they create opportunities for enhanced and ongoing professional development for mathematics and science teachers. The MSP program has been designed to improve the academic achievement of students by enhancing content knowledge and teaching skills of classroom math and science teachers.

Basis of Allocation: This is a redistribution of funding. One school did not expend all of the Math and Science Partnership funds allocated. Math Science Partnership subgrants will be awarded on a competitive basis to school systems who partner with the science, technology, engineering, and/or mathematics departments at institutions of higher learning. All districts were eligible to participate in a partnership. The amount of funds to be awarded to any district is based on the program proposals and review scores.

**Classroom Technology - Competitive**

9-B-22 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: EETT - TLTC  
Amount: \$1,785,026  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The purpose of the competitive Enhancing Education Through Technology Title II-D program is to assist high need school systems in improving student achievement through the effective use of technology. Grant funding will serve to enhance ongoing efforts to improve teaching and learning through the use of technology. For the grant cycle, 07/01/10 to 09/30/11, there is one competitive award category: Regional Teaching, Learning, and Technology Centers (TLTC). This grant establishes one TLTC in each BESE region which services its surrounding districts. TLTCs serve as an extension of the LDE and assist with the development and implementation of technology integrated professional development and leadership programs.

Basis of Allocation: This grant is awarded through a competitive process and is open to high-need districts with a poverty rate of 17.6% or above or eligible partnerships consisting of high-need and non high-need districts. Out-of-State review teams evaluate all eligible proposals using a prescribed

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rubric and by conducting an interview with prospective applicants. The total FY 2010-2011 federal EETT Title II-D allocation award amount is approximately \$1,878,974.00. The LDE retains 5% administrative funds from the grant, which equates to approximately \$93,948.00. After administrative funds have been deducted, 100% of the remaining funds are awarded as competitive grants.

**School and Community Support - Competitive**

9-B-23 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Carl Perkins Career and Technical Education  
Amount: \$9,014,368  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: IAT-LCTCS

Purpose: The purpose of this program is to more fully develop the academic, vocational, and technical skills of secondary students who elect to enroll in a career and technical education program by: (1) building on the state and local efforts to develop challenging academic standards; (2) promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students; and (3) providing professional development and technical assistance that will improve career and technical education programs, services, and activities.

Basis of Allocation: Allocations are computed according to the proportional number of youth population within the LEA and the number of low-income youth within the LEA. Allocations are computed by LCTCS staff.

**Adult Education - Competitive**

9-B-24 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – State Funds  
Amount: \$ 2,400,650  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: State

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Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/ performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-25

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Funds  
Amount: \$3,461,840  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent

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responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-26 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Supplemental Funds  
Amount: \$226,000  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

Purpose: The purpose of this program is to provide funding to operate consortia of adult education programs in designated districts that serve as the fiscal agent to partnering districts.

Basis of Allocation: The Louisiana State Plan for Adult Education states that up to 5% of the federal adult education dollars may be set aside for family literacy projects. Applications were read and ranked by a panel of readers, according to established selection criteria. Applicants who met the selection criteria for funding were listed in rank order from highest to lowest score. Allocations were then made until all available funds were awarded, based on the following calculation: (Base of \$75,000 for applicants with no other family literacy funding, such as the Even Start Family Literacy Program, + a per family amount of \$332.22).

9-B-29 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal One Stop Centers  
Amount: \$72,461  
Funding Period: 07/01/10 – 09/30/11  
Source of Funds: Federal

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Purpose: The Louisiana State Plan for Adult Education states that an amount equal to 1% of the federal flow through dollars will be dedicated to the One Stop Centers designated within each Workforce Investment Area of the state, to support adult education activities at that site. The adult education One Stop negotiators will determine how these funds will best support adult education instructional activities in the One Stop Centers.

Basis of Allocation: One percent of the federal allocation is equally divided and distributed to the fiscal agents for each of the identified adult education One Stop negotiators in the eighteen (18) Workforce Investment areas.

**Disadvantaged /Disabled Student Support - Other**

9-B-30

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Positive Behavioral Intervention and Support Program  
Amount: \$578,000.00  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: Federal

Purpose: The Louisiana Department of Education (LDE) will provide allocations to eight local education agencies (LEAs) to serve as fiscal agent for their respective regional Positive Behavioral Intervention and Support (PBIS) consortium. As fiscal agent for an Education Region, the LEAs will be responsible for securing and providing services (e.g., PBIS trainers, materials) in accordance with an approved budget; providing timely billing and accounting services; and submitting quarterly reports to the LDE. It is the LDE's position that full statewide implementation of PBIS can be achieved more efficiently and expediently through the use of consortiums within each Education Region to assist with program implementation rather than through program administration at the state level only. PBIS provides a positive and effective alternative to traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in school, resulting in an improved climate and increased academic performance.

Basis of Allocation: Eight local education agencies (LEAs) were selected to serve as fiscal agent for the Positive Behavioral Intervention and Support Program (PBIS) within their respective education Region. The LEAs were selected based on experience and prior service as a fiscal agent for PBIS implementation. Each LEA will receive a flat amount of \$72,250. The available program budget of \$578,000 was equally divided amount the eight LEAs.

9-B-31 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: The Cecil J. Picard LA 4 Early Childhood Program  
Amount: \$74,577,807  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: State and IAT

Purpose: The Cecil J. Picard LA 4 Early Childhood Program provides high quality early childhood educational experiences to four-year-old children who are considered to be “at-risk” of not achieving later academic success. The LA 4 Program provides six hours per day of educational experiences and four hours of before- and after-school enrichment activities. The program will be offered at no cost to those children whose families qualify for free or reduced lunch. Programs will adhere to state approved guidelines and regulations.

Basis of Allocation: All school systems and charter schools are eligible to submit an application for funding. Monies are allocated on a per pupil basis, based upon estimates submitted by the applicant. Award amounts are based on the reported October 2009 student participation for each of the participating school systems. Each recipient is allocated \$4,648.92 per child for the 6-hour portion of the day and an additional \$1,125 per student for the before- and after-school enrichment portion of the day.

**Quality Educators - Others**

9-B-32 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana School Turnaround Specialist – Cohort III Amount: \$368,487.00  
Funding Period: 07/01/10–09/30/11  
Source of Funds: IAT – 8(g)

Purpose: This is a leadership development program that borrows heavily from the corporate world. It is designed to strengthen the organizational and instructional leadership skills of currently certified and experienced principals so as to prepare them to lead low-performing schools to higher student achievement. The Louisiana School Turnaround Specialist (LSTS) program is designed to recruit, groom, and build a cadre of school leaders prepared to turn around failing schools and addresses the ongoing support

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component of the Louisiana Educational Leaders Network (LELN). The program builds upon existing research that identifies rigorous selection criteria, significant integrated field-based and mentoring experiences, relevant coursework, and strong coordination with local schools and districts as critical to leader preparation and turning around failing schools. The major components of the program focus on improving overall student achievement levels through an intense leadership curriculum delivered by Louisiana Universities that were selected and trained as Regional Program Providers.

Basis of Allocation: In order to provide support to districts and program candidates, funds have been allocated to districts selected to participate in Cohorts III of the LSTS Program. These funds are to be utilized to enroll selected candidates, district advocates, and school leadership members in LSTS program activities at their assigned university provider. Districts are eligible for up to \$5,849.00 in funding per LSTS candidate and school. A total of 63 candidates and schools from 20 different districts will receive allocations.

**School Accountability and Improvement - Other**

9-B-33 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All-Academy  
Presenters  
Amount: \$120,000  
Funding Period: 07/01/10 – 09/30/10  
Source of Funds: Federal

Purpose: *Ensuring Literacy for All* – ELFA Academy presenters will present Language Essentials for Teachers of Reading (LETRS) Foundations to the 2010-2011 schools in the Literacy Initiative. Administrators, coaches, teachers, and interventionists will understand why their reading programs incorporate specific components and activities using best teaching practices.

Basis of Allocation: Allocations are computed at \$300 per day for each presenter times the number of days. There are 61 ELFA Academy presenters for Language Essentials for Teachers of Reading (LETRS) Foundation.

9-B-34 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All Initiative- Literacy Schools

Amount: \$4,262,384

Funding Period: 07/01/10 – 06/30/11

Source of Funds: State

Purpose: *Ensuring Literacy and Numeracy for All* is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Literacy Schools.

Basis of Allocation: \$32,048 is allocated to each of the One Hundred Thirty- Three (133) Ensuring Literacy for All Schools.

9-B-35 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana's Adolescent Literacy Plan – High Schools

Amount: \$420,000

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The fundamental purpose of this program is to increase the graduation rate to 80% by 2014 in the 14 participating high schools by improving the literacy achievement of students in these schools, using Louisiana's Adolescent Literacy Plan. The state intends to flow through funds to eight (8) districts for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplement reading intervention program materials and/or services.

Basis of Allocation: These funds are for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplemental reading intervention program materials and/or services. Each of the 14 high schools will receive \$30,000.



9-B-36

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana's Adolescent Literacy Plan – Middle Schools

Amount: \$484,020

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The purpose of this grant is to provide targeted literacy intervention programs to assist in transitioning the Options Program into a College and Career Readiness Program and to implement the statewide plan for Adolescent Literacy. By improving proficiency in reading for adolescent students reading two or more years below grade level, the program aims to increase the graduation rate to 80% by 2014. The state intends to flow through funds to six (6) districts for salaries for a certified teacher interventionist; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools.

Basis of Allocation: These funds are for salaries; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools. Each of the six middle schools will be funded \$80,670.

9-B-37

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Numeracy for All

Amount: \$783,225

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT-8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fourth grade. The numeracy section focuses on Louisiana's youngest learners, students in grades K-5. The state intends to flow through funds to each of the numeracy districts to help pay the salary and benefits of a numeracy coach or certified teacher interventionist in each school to include twenty-five (25) schools.

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Basis of Allocation: \$31,329 is allocated for each of the twenty-five (25) Ensuring Numeracy for All schools. These funds are for partial salaries and benefits for twenty-five (25) numeracy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Numeracy for All Initiative.

9-B-38 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy for All  
Amount: \$4,166,757  
Funding Period: 07/01/10 – 06/30/11  
Source of Funds: IAT – 8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fifth grade. The literacy section focuses on Louisiana’s youngest learners, students in grades PreK-4. The state intends to flow through funds to each of the literacy districts to help pay the salary and benefits of a literacy coach or certified teacher interventionist in each school to include one hundred thirty-three (133) schools.

Basis of Allocation: \$31,329 is allocated for each one hundred thirty-three (133) Ensuring Literacy for All schools. These funds are for partial salaries and benefits for the one hundred thirty-three (133) literacy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Literacy for All Initiative.

9-B-39 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Numeracy Schools  
Amount: \$801,200  
Funding Period: 07/01/10- 06/30/11  
Source of Funds: State

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Numeracy Schools.

Basis of Allocation: \$32,048 is allocated for each of the twenty-five (25) Ensuring Numeracy for All Schools.

- 9-B-40 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the FY 2010-2011 Louisiana Department of Education Budget.
- 9-B-41 On motion of Mr. Lee, seconded by Mr. Bayard, the Board directed that an item be placed on the August 2010 Board Administration/Relations Committee agenda to address the question of its membership in the National Association of State Boards of Education (NASBE).
- 9-B-41A On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received a report on the FY 2009-2010 and FY 2010-2011 BESE Budget.

**Action**

**Student and School Standards**

- 9-B-42 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

<u>Contractor</u>	<u>Amount</u>
Cengage Learning, Inc.	\$0.00
CEV Multimedia, Ltd.	\$0.00
EMC Publishing, LLC	\$0.00
Glencoe/McGraw-Hill	\$0.00
Goodheart-Willcox Publisher	\$0.00
Pearson Education, publishing as Prentice Hall (HSC	\$0.00
Pearson Education Inc., publishing as Pearson Prentice Hall	\$0.00
Previous Contract:	No
Contract Amount:	N/A
Contract Period:	07/01/10 - 06/30/17
Fund:	N/A
Competitive Process:	Yes

Description of Service: Publishers agree to maintain an adequate supply and to provide approved materials to LEAs with approved Grades 9-12 Career and Technical Education textbooks and instructional materials at a fixed cost for seven years. Publishers also agree to reduce cost if at any time the same item is offered to any school, school system, or school board in the United States at a lower cost. Current BESE policy provides for the LDE to administer the state textbook program and to ensure that high quality instructional materials are made available to every school and school system at a fixed price for seven years. This price must, at all times, be the lowest price available anywhere in the United States.

**Special Consideration**

**Executive Office of the Superintendent – Charter Schools Office**

9-B-43 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Association of Charter School Authorizers  
(NACSA)  
Previous Contract: Yes  
Contract Amount: \$245,750.00  
Contract Period: 06/01/10 - 06/30/11  
Fund: Federal-Charter School Grant  
Competitive Process: No - Sole Source

Description of Service: This contract will assist with the Information Sessions for Applicants and manage the charter application evaluation process for up to 20 applications and coordinate LDE staff and retain external consultants during June-December 2010. The contract is necessary in order to fulfill Act 35 of the 2005 First Special Session of the Louisiana Legislature, which requires that the LDE/RSD conduct a process for the review of charter school applications that meet the standards of NACSA. NACSA has been approved as a sole-source provider. The services herein described will ensure assistance from NACSA on the charter school application and approval cycle through June 2010.

**Executive Office of the Superintendent – Literacy and Numeracy**

9-B-44 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: University of Louisiana at Lafayette  
Previous Contract: Yes  
Contract Amount: \$1,050,000.00  
Contract Period: 07/01/10 - 06/30/13  
Fund: State – LA 4 Early Childhood State  
Competitive Process: No - Exempt by La. R.S.

Description of Service: This contractor will implement a research program adequate to assess program quality and effectiveness, including both short and long-term outcomes for young children in Louisiana. The contractor will review the submission by each school system participating in the LA 4 program for statutory requirements and program quality, conduct onsite

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reviews to assure congruence between the plans and program, as

implemented. A final report will be provided to LDE and BESE reflecting the results of the research topics related to the impact of the program. Year 1 - 2010-2011 = \$350,000; Year 2 - 2011-2012 = \$350,000; Year 3 -2012-2013 = \$350,000. This Interagency Agreement will provide an independent, comprehensive, and objective review of the LA 4 program offered by local school systems to young children who are considered to be at-risk of not achieving later academic success.

**Management and Finance**

9-B-45 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Federal Education Group, PLLC  
Previous Contract: Yes  
Original Amount: \$45,000.00  
Amendment Amount: \$30,000.00  
New Contract Amount: \$75,000.00  
Begin Date: 07/01/09  
Original End Date: 06/30/10  
Revised End Date: 06/30/11  
Fund: Federal- Ed- Finance Consol Admin  
Competitive Process: No - Exempt by La. R.S. 39:1494

Description of Service: This contract will advise the LDE, under the Federal Education Group, in interpreting federal status and regulations, provide training to LDE staff on various federal programs, and assist the LDE in complying with the requirements of federal programs. The contractor will provide assistance to the LDE in an effort to ensure compliance with federal regulations and effective implementation of federal programs.

**Special School District**

9-B-46 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Fanisha Ford  
Previous Contract: Yes  
Contract Amount: \$62,400.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal IAT Title XIX  
Competitive Process: No - Exempt by La. R.S. 39:1494 (Motion

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Description of Service: This contract will provide highly skilled and clinically

appropriate Occupational Therapy Services to maximize independence, allowing the client to function and reside in the least restrictive environment possible, and promote medical well-being through therapeutic intervention; will evaluate, plan, and provide intervention for referred clients and modify intervention and priorities, as indicated, to achieve intervention goals and objectives; and will evaluate clients to determine baseline function and need for intervention in the following areas: oral motor function, sensory motor fine and gross motor function, sensory integration, cognitive –perceptual, tone management, mobility, psychological function, social function, etc. Per Diem Rate: 20 hours per week/\$60.00 per Hr. NTE \$62,400.00.

9-B-47 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Deaf Academy  
Previous Contract: Yes  
Contract Amount: \$52,675.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal/IDEA-Special Education  
Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract will provide an educational program that addresses the strengths and challenges in basic skills area such as reading, writing, math, and vocational readiness according to the Individual Educational Program (IEP) for a Louisiana School for the Deaf student who is a patient at the National Deaf Academy and enrolled in the Charter School at National Deaf Academy. The National Deaf Academy provides mental health services to students who are deaf or hard of hearing. These services are not available in the state of Louisiana. Students have multiple disabilities and require residential mental health treatment and educational services for students who are deaf.

**Office of Educator Support**

9-B-48 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
(LSMSA)  
Previous Contract: Yes Contract  
Amount: \$76,639.50

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Contract Period: 07/01/10 - 06/30/11

Fund: State - High School Redesign Advanced Placement

Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contractor will collaborate with the Division of Technology (DOT) staff in the identification of needed Advanced Placement personnel and instructional materials; employ needed Advanced Placement online instructors - those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors; maintain files of Advanced Placement project staff, along with teaching certificates and resumes; and collaborate with DOT staff in the evaluation of Advanced Placement online personnel. A part of the Louisiana Virtual School initiative is to provide students across the state with access to Advanced Placement courses in partnership with LSMSA, as outlined in the BESE-approved 8(g) 2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

9-B-49 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
Previous Contract: Yes  
Contract Amount: \$280,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: State - LCET Algebra One Pilot  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will collaborate with Division of Technology (DOT) staff in the identification of needed personnel. Also, the contract will employ needed Algebra I online instructors-those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors. This contract will maintain files of project staff, along with teaching certificates and resumes, as well as collaborate with DOT staff in the evaluation of Algebra I online personnel. The justification for this contract is the contractor can provide the infrastructure to most efficiently support the Algebra I Online program by providing administrative and functional support.

9-B-50 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts  
(LSMSA)  
Previous Contract: Yes  
Contract Amount: \$128,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Self Generated Fund- LVS  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. The other part of the initiative for the Louisiana Virtual School is to provide required courses to schools across the state in partnership with LSMSA, as outlined in the BESE-approved 8(g) 2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

**School and Community Support**

9-B-51 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana State University-Baton Rouge  
Previous Contract: Yes  
Contract Amount: \$686,855.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal - OEIA IDEA School Improvement  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: The purpose of this Interagency Agreement is to have LSU provide support to Louisiana's State Improvement Grant (LaSIG)/State Personnel Development Grant (SPDG) at both the state and district levels by funding the LaSIG/SPDG Project Co-Director, Coordinator, Facilitator, Site Liaisons, and Evaluator/Internal Effectiveness positions. This agreement is designed to ensure that the goals and objectives of LaSIG/SPDG are achieved. The LaSIG/SPDG is designed to improve systems of professional development and service delivery at the state level and improve student outcomes at the district, campus, and individual levels. This contract is designed to: (1) assist in the development and

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coordination of the LaSIG/SPDG activities and (2) fulfill the goals and objectives of this federally funded project. Federal funds are available through the State Personnel Development Grant award to cover the cost of this contract.

9-B-52 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Recovery School District  
Previous Contract: Yes  
Original Amount: \$1,200,000.00  
Amendment Amount: \$-150,000.00  
New Contract Amount: \$1,050,000.00  
Contract Period: 05/01/09 - 04/30/11  
Fund: Federal- 21<sup>st</sup> Century Community Learning  
Center Flow Through  
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. This amendment reduces the contract amount by \$150,000.00, thereby reducing Year 2 funding from \$600,000 to \$450,000. This decrease in funding is based upon the contractor's failure to meet specified performance measures related to children served and expenditures.

9-B-53 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: The Harvest Baptist Church  
Previous Contract: No  
Contract Amount: \$150,000.00  
Contract Period: 06/01/10 - 05/31/11  
Fund: Federal – 21<sup>st</sup> Century Community Learning  
Center Flow Through Federal  
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. The justification for this contract is that NCLB regulations governing the 21<sup>st</sup> Century Community Learning Centers Program require after-school services be administered through subgrantees. The after-school services are aligned with the LDE's Literacy and Numeracy Initiatives to improve academic performance of participants.

9-B-54 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Children's Hospital, Ventilator Assisted Care Project  
Previous Contract: Yes  
Contract Amount: \$139,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal - OEIA IDEA B  
Competitive Process: No - Exempted by La. R.S. 39:1494.1.

Description of Service: This contract will provide training, technical assistance, and follow-up services for children who are chronically ill, have complex low incidence disorders, or have conditions requiring very specialized follow up and/or treatment. The contract will also provide LEA personnel, community agencies, and other concerned individuals with information regarding the medical, academic, and social issues relative to the integration of children with special or complex health needs into the classroom. The contract will serve children who have complex health conditions; unique medical, academic, and social issues related to the classroom. This contract requires the skills of trained medical personnel to address these issues and provide support to LEA personnel.

9-B-55 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Families Helping Families at the Crossroads of Louisiana, Inc.  
Previous Contract: Yes  
Original Amount: \$76,000.00  
Amendment Amount: \$65,000.00  
New Contract Amount: \$141,000.00  
Contract Period: 07/01/10 - 06/30/11  
Fund: Federal- OEIA IDEA B  
Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract has been amended for the expansion of the goals and deliverables to include a statewide sports program for children with physical or visual disabilities. This amendment, in the amount of \$65,000, brings the total fee of the contract to \$141,000.00. The justification for this contract is less than 25% of school-aged students with disabilities in Louisiana have the opportunity to participate in an organized sports program. Students who are physically disabled and use

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wheelchairs or who are significantly visually impaired have extremely limited options, as Special Olympics is designed for individuals with cognitive impairments. This contract will provide an equal opportunity for these students to access and successfully participate in an organized sports program uniquely designed to meet their needs.

Agenda **High School Redesign Committee** (Schedule 4)  
Item 9-C

9-C-1 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the status report on the Louisiana Virtual School.

9-C-2 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board approved the revisions to the "Career Technical Education Areas of Concentration" booklet for FY 2010-2011.

9-C-3 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the report on the Professional School Counselors' Task Force.

Agenda **Legal/Due Process Committee** (Schedule 5)  
Item 9-D

9-D-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of allowing the issuance of a Louisiana teaching certificate appropriate to his credentials for Mr. Osceola Free."

Agenda **Legislative Committee** (Schedule 6)  
Item 9-E

9-E-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2009 Legislative Action Plan.

9-E-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the LDE to ask representatives of the following organizations, as amended, to serve on the task force created by SCR 101 of the 2010 Regular Legislative Session:

- LA Parent Training and Information Center,
- LA Together for the Education of All Children,
- The Advocacy Center,
- Turning Point Partners,
- Center for Restorative Approaches,
- Southern Poverty Law Center,

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- Family and Educational Services, and
- Juvenile Justice Project of Louisiana.

Representatives of the organizations mentioned above are in addition to the organizations already specified in SCR 101, which requests BESE to establish a task force to review student discipline statutes and make recommendations for necessary revisions.

9-E-3 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2010 Legislation Session.

Agenda **Literacy and Numeracy Committee** (Schedule 7)  
Item 9-F

9-F-1 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board received the report on the *Louisiana Literacy Plan: Literacy for All.*

9-F-2 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the “Louisiana’s Response to Intervention (RTI) Implementation Plan.”

Agenda **Quality Leaders/Educators Committee** (Schedule 8)  
Item 9-G

9-G-1 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the reports regarding the following Professional Development Program opportunities:

- Individual Teacher Professional Growth (ITPG) and
- TAP: The System for Teacher and Student Advancement.

9-G-2 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the “Teacher Certification Appeals Council Report - May 5, 2010.”

9-G-3 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the appointment of Ms. Sheila Monus to represent the Association of Professional Educators of Louisiana (A+PEL) on the Teacher Certification Appeals Council, as recommended by the LDE. Ms. Monus replaces Mr. Tim Francis on the Council.

9-G-4 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the LDE’s request to submit a Teacher Incentive Fund (TIF) grant proposal to the USDOE and authorized the Board President to sign a letter of support, prepared by the LDE, to accompany the grant proposal.

9-G-5

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for General/Special Education Mild-Moderate: An Integrated to Merged Approach:

Grambling State University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.A. Secondary English Education and Mild/Moderate Grades 6-12; B.S. Secondary Mathematics Education and Mild/Moderate Grades 6-12; and B.A. Secondary Social Studies Education and Mild/Moderate Grades 6-12.

Louisiana State University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Louisiana Tech University – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Northwestern State University – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Master of Arts in Teaching Alternate Elementary Education Grades 1-5 and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Southeastern Louisiana University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Southern University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5; and B.S. Middle Grades 4-8 (Mathematics and Science) and Mild/Moderate Grades 4-8.

University of Louisiana at Monroe – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Secondary Education Grades 6-12 (Biology, Chemistry, English, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12; Master of Arts in Teaching Alternate

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Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Chemistry, English, General Science, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12.

University of New Orleans – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Biology, Chemistry, Earth Science, Mathematics, Physics, and General Science) and Mild/Moderate Grades 6-12.

B.S. Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; and Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Xavier University - Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; and Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Mathematics, Chemistry, English, French, Spanish, Physics, and Social Studies) and Mild/Moderate Grades 6-12.

The New Teacher Project – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Mathematics, Biology, Chemistry, Physics, General Science, Social Studies, Spanish, and French) and Mild/Moderate Grades 6-12.

9-G-6

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for Certification-Only Alternative Path to Certification:

Louisiana State University at Alexandria – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, English, Mathematics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

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Louisiana State University and Agricultural and Mechanical College – Secondary Grades 6-12 in Agriculture, Business, Family and Consumer Science, and Marketing; and All-Level Grades K-12 Instrumental Music and Vocal Music.

Louisiana State University at Shreveport – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, Chemistry, English, Mathematics, Physics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

Louisiana Tech University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Business, Spanish, Social Studies, English, Mathematics, Physics, Speech, Family and Consumer Science, Biology, and Chemistry.

McNeese State University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Biology, Chemistry, Environmental Science, Business, English, French, Spanish, General Science, Mathematics, and Social Studies; and All-Level Grades K-12 Art, Health and Physical Education, Instrumental Music, and Vocal Music.

Nicholls State University – Elementary Grades 1-5, Secondary Grades 6-12 in Business, French, Spanish, Social Studies, English, Mathematics, General Science, Biology, and Chemistry.

Northwestern State University – All-Level Grades K-12 Instrumental Music and Vocal Music.

Our Lady of Holy Cross College – Elementary Grades 1-5; and Secondary Grades 6-12 in Biology, Chemistry, Family and Consumer Science, French, General Science, Spanish, Speech, Social Studies, Business, Physics, and English.

Southeastern Louisiana University – Secondary Grades 6-12 in Agriculture, Biology, Business, Chemistry, Computer Science, English, Family and Consumer Science, Mathematics, Physics, Social Studies, Speech, and Technology Education; All-Level Grades K-12 Art, French, German, Latin, Spanish, Health and Physical Education, Instrumental Music, and Vocal Music; Special Education Early Intervention Birth to Five Years.

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Southern University and Agricultural and Mechanical College – Middle Grades 4-8 Science, Mathematics, and Social Studies; Secondary Grades 6-12 in Biology, Chemistry, Computer Science, Mathematics, Physics, and Social Studies; All-Level Grades K-12 in Spanish.

Southern University at New Orleans – Early Childhood Grades PK-3; and Elementary Grades 1-5.

Tulane University – Early Childhood Grades PK-3; Secondary Grades 6-12 Social Studies, English, Biology, Chemistry, Physics, Mathematics, French, Spanish, German, and Italian; All-Level Grades K-12 Dance.

University of Louisiana at Lafayette - Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 English, Mathematics, Science, and Social Studies; Secondary Grades 6-12 Agriculture, Biology, Chemistry, Earth Science, Business, English, Family and Consumer Science, General Science, Mathematics, Social Studies, Physics, Speech, and Technology Education; All-Level Grades K-12 Health and Physical Education, Art, Instrumental Music, Vocal Music, French, German, and Spanish; and Special Education - Early Intervention Birth to Five Years.

University of New Orleans – Secondary Education Grades 6-12 English, Mathematics, Biology, Chemistry, Earth Science, General Science, Physics, Social Studies, French, German, and Spanish; Special Education Significant Disabilities 1-12.

9-G-7 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the following teacher education programs:

University of New Orleans – College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): in Biology, Chemistry, Earth Science, English, Mathematics, and Social Studies.

Louisiana College – Practitioner Teacher Program in Early Childhood Grades PK-3.

Further, the Board received the report regarding the termination of the Bachelor of Arts in Foreign Languages (Grades 6-12) degree program at the University of New Orleans.

9-G-8 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the elimination of the Department of Education at Dillard University.



- 9-G-9 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 5. Standards for Secondary Career and Technical Trade and Industrial Education Personnel, §505. CTTIE-1 and CTTIE-2 Certificates, regarding Certified Nursing Assistant (CNA) Eligibility Requirements and Certified Nursing Assistant, Program Coordinator Eligibility Requirements.
- 9-G-10 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 2. Louisiana Teacher Preparation Programs, Subchapter A. Traditional Teacher Preparation Programs, §205. Minimum Requirements for Approved Regular Education Programs for Grades PK-3: Adopted May 24, 2001; Effective July 1, 2002; §207. Minimum Requirements for Approved Regular Education Programs for Grades 1-5: Adopted May 24, 2001; Effective July 1, 2002; §209. Minimum Requirements for Approved Regular Education Programs for Grades 4-8: Adopted May 24, 2001; Effective July 1, 2002; §211. Minimum Requirements for Approved Regular Education Programs for Grades 6-12: Adopted May 24, 2001; Effective July 1, 2002; §213. College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): Adopted November 18, 2003; Effective January 1, 2004; and §215. Minimum Requirements for Approved Regular Education All-Level Programs for Grades K-12: Adopted November 2003; Effective August 1, 2005.
- 9-G-11A On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 996, *Standards for Approval of Teacher Education Programs*: Chapters 2-6, regarding the state approval process for non-university private provider teacher and educational leader preparation programs, as presented by the LDE.
- 9-G-11B On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board directed that in August 2010 the LDE provide proposed policy language that will grant the LDE flexibility to modify the 12 month cycle for non-university private provider teacher and educational leader preparation program proposals that are not recommended for approval.
- 9-G-12 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 8. Certification Appeal Process, §805. Application Packet.

9-G-13 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the addition of a sub-category entitled "Education Quality" to the Quality Leaders/Educators Committee agenda.

9-G-14 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the education of children with autism and the LDE's intent to submit proposed policy language for an Ancillary Board Certified Behavioral Analyst license to the Board in fall of 2010.

Agenda **Recovery School District Committee** (Schedule 9)  
Item 9-H

9-H-1 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding Recovery School District contracts of \$50,000 and under approved by the State Superintendent of Education.

9-H-2 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding RSD contracts and leases for "Receive and Defer."

9-H-3 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board deleted Agenda Items IV.A.1., "Consideration of Type 5 Charter School Annual Performance Report using the new evaluation framework;" IV.A.1.a., "Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation;" and IV.A.1.b., "Consideration of the renewal of BESE-authorized charter schools that are ending their fifth year of operation (Capdau Elementary)." Further, the Board referred to the

Recovery School District Committee the following Standing Agenda Item:  
"Consideration of the extension of the charters for Type 5 charter schools in the third year of operation and the renewal of the charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June)."

9-H-4 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the extensions and renewals of the charters for the following Type 5 charter schools, as amended:

- three year renewal: Pierre A. Capdau Learning Academy,
- two-year extension: New Orleans College Preparatory, (Motion

continues on page 38)

- one-year extension with placement on contract probation:
  - Algiers Technology Academy,
  - Andrew H. Wilson Charter School,
  - Arthur Ashe Charter School,
  - Langston Hughes Academy Charter School,
  - McDonogh 42 Elementary Charter School,
  - KIPP Central City Academy, and
  - Abramson Science and Technology Charter School (contingent upon the school submitting and completing a plan of action to satisfactorily correct deficiencies noted during the formal and follow-up site visits this spring).

9-H-5 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the Type 5 charter application per the conditional application cycle held spring 2010 for Choice Foundation – New Orleans Charter Elementary School (Esperanza).

Final charter contract approval is contingent upon the LDE’s approving the charter contract and the signing of the charter contract by the authorized representative of the non-profit corporation and the BESE President.

Authorization to operate New Orleans Charter Elementary in the 2010-2011 school year is subject to the following conditions being met:

- completing the approved pre-opening checklist,
- meeting any other requirements contained in staff recommendations, and
- signing the charter contract no later than July 31, 2010.

Further, the Board authorized the Board President to sign the charter contract only after verification from staff that items due on or before July 31, 2010, in the pre-opening checklist have been received.

Further, the Board allowed Choice Foundation to take operational control of the school beginning July 1, 2010.

9-H-6 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on the percentage of students with disabilities in Type 5 Charter Schools, including the LDE’s follow-up and recommendations on Type 5 Charter Schools with an enrollment of students with disabilities of 5% or less.

9-H-7 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on student test scores and School Performance Scores of all RSD schools operated and chartered.

- 9-H-8 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on Type 5 charter contracts and requests for amendments.
- 9-H-9 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report on Capital Projects.
- 9-H-10 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report regarding meetings of the Oversight Committee for the School Facilities Master Plan for New Orleans.
- 9-H-11 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a policy matrix that addresses how school operators are matched to facilities in the RSD.
- 9-H-12 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding start-up charters.
- 9-H-13 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the ongoing cost of operating RSD buildings/facilities.
- 9-H-14 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved Updates to Performance Standards for School Facilities Master Plan for Orleans Parish – Revision 2.0 (March 2010).
- 9-H-15 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report from Education Finance staff concerning Type 5 charter school budgets and expenditure reports, including irregularities or concerns.
- 9-H-16 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2009-2010 RSD expenditures and budget balances, including a comparison between actual revenues and expenses incurred compared to budgeted revenues and expenses.
- 9-H-17 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the Langston Hughes financial investigation, which includes the mechanism used to notify the Board of the investigation and date notification was sent.
- 9-H-18 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the 2010-2011 Budget for the Recovery School District.
- 9-H-19 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2008 unresolved overtime for security officers.

9-H-20 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding a funding source identified through cooperation with the Orleans Parish School Board for conducting a demographic study and a report on how the funds have been expended.

9-H-21 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding RSD contracts approved by the State Superintendent of Education, the Chair of the Finance Committee, and the BESE President.

**Consulting and Professional Services Contracts**

9-H-22 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: ARAMARK Educational Services, LLC Previous  
Contract No  
Contract Amount: \$8,896,693.00  
Contract Period: 07/01/10 to 06/30/11  
Fund: Child Nutrition MFP  
Competitive Process: Yes

Description of Service: This contract will ensure that meals and snacks are provided to students in accordance with the United States Department of Agriculture and Louisiana Department of Education regulations that govern the National School Lunch, Breakfast, and Snack programs. It also provides the staff, management, food, and supplies to support day to day meal services to students and staff in schools operating under the Recovery School District's School Food Authority. This contract is required because there are no employees in the District to provide food services to RSD students. This contract is essential for providing summer food service beginning July 1, 2010, without an executed contract.

9-H-23 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Marilyn Burns Education Associates dba Math  
Solutions  
Previous Contract Yes  
Contract Amount: \$286,400.00  
Contract Period: 07/01/10 to 05/31/11  
Fund: Title II  
Competitive Process: No - Education Program Specialist

(Motion continues on page 41)

Description of Service: This contract will improve instructional support and professional development for teachers teaching mathematics using a school site-based, data-driven approach. This contract will also improve teacher practice and content knowledge in the area of mathematics across grade levels. The Louisiana Department of Education is currently utilizing this model in the Ensuring Numeracy for All Initiative.

9-H-24 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	McGlinchey Stafford (Michael Rubin)
Previous Contract	Yes
Original Amount:	\$500,000.00
Amended Amount:	\$350,000.00
New Amount:	\$850,000.00
Contract Period:	04/01/09 to 04/01/12
Fund:	SGF
Competitive Process:	No - True Professional

Description of Service: The contractor will continue to provide professional legal representation of the interests of the state and/or any named agency or department or any named individual thereof in matters relating to the Recovery School District.

McGlinchey Stafford has been providing representation for the State Board of Elementary and Secondary Education, the Department of Education, and the Recovery School District in the litigation captioned *Eddy Oliver, et al v. Orleans Parish School Board*, Docket 2005-12244, Civil District Court for the Parish of Orleans, state of Louisiana. This suit is a class action for damages brought by several thousand teachers employed by the Orleans Parish School Board who were terminated after Hurricane Katrina. Attorneys for the plaintiffs have asserted that their claims exceed \$200,000,000. The plaintiffs are also challenging the constitutionality of the Recovery School District legislation. Recently, the Louisiana Supreme Court denied the State Defendants' writ to have the suit dismissed. A tentative trial date of January 2011 has been set. As this case progresses toward trial, defense costs are expected to increase.

9-H-25 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	The Southern Initiative of the Algebra Project
Previous Contract	Yes
Contract Amount:	\$276,140.48

(Motion continues on page 42)

Contract Period: 07/01/10 to 06/30/11  
Fund: Title II  
Competitive Process: No - Education Program Specialist

Description of Service: This contract will provide professional development workshops for teachers who teach mathematics and provide site based development and building of parent/community by training parents. The contract will establish school design teams at each school to ensure the Algebra Project activities meet the specific needs of the school. This project will achieve the following:

- improve teacher practice and content knowledge in mathematics across grade levels,
- improve educational outcomes of historically underperforming students in mathematics and related disciplines,
- strengthen the ties between targeted schools and parents and communities to ensure that targeted students benefit from access to a high quality education, and
- increase significantly the number of students who pass Algebra I in the eighth grade and high school courses.

9-H-26

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: TransPar Group, Inc.  
Previous Contract Yes  
Original Amount: \$568,000.00  
Amended Amount: \$528,000.00  
New Amount: \$1,096,000.00  
Contract Period: 07/01/09 to 06/30/10  
Amended End Date 06/03/11  
Fund: MFP  
Competitive Process: Yes

Description of Service: This amendment is to extend the contract period for one (1) additional year and to adjust the cost for one (1) additional year of service. The contractor is providing the management and oversight of the Recovery School District's school bus transportation services. It will also pursue full utilization of time and capacity to consolidate bus routes with the goal of achieving cost savings.

9-H-27 On motion of Mr. Roemer the , seconded by Ms. Dastugue, the Board approved following contract:

Contractor: Previous University of LA at Lafayette  
Contract Contract No  
Amount: Contract \$186,356.00  
Period: Fund: 05/03/10 to 06/30/11  
Competitive Process: Safe Schools/Healthy Students Initiative Grant  
No - Interagency Agreement

Description of Service: The contractor will provide services in the development of an evaluation plan that addresses the five elements of Safe Schools/Healthy Students Initiative Grant. The contractor will also be responsible for the collection and the analysis of all data and the completion of required reports.

9-H-28 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Urban League of Greater New Orleans  
Previous Contract Yes  
Contract Amount: \$250,000.00  
Contract Period: 07/01/09 to 06/30/10  
Fund: State General Funds  
Competitive Process: No - Cooperative Endeavor Agreement

Description of Service: This agreement provides for the establishment of an Urban League Parent Information Center (PIC) which will provide valid and reliable data to parents to support informed school choice decisions.

#### **Architectural and Engineering Amendments and Contracts**

9-H-29 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Farnsworth Group, Inc.  
Previous Contract Yes  
Original Amount: \$1,192,800.00  
Amended Amount: \$363,336.00  
New Amount: \$1,556,136.00  
Contract Period: 03/11/10 to 03/11/13  
Fund: FEMA  
Competitive Process: Yes

(Motion continues on page 44)



Description of Service: This amendment provides for additional services for Envelope Commissioning Services at Parkview Elementary School, Osborne Elementary School, Woodson Elementary School, Bienville Elementary School, Crocker Elementary School, Colton Elementary School and Booker T. Washington High School. (Increase \$363,336.00)

9-H-30 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Farnsworth Group, Inc.
Previous Contract	Yes
Contract Amount:	\$1,856,608.00
Contract Period:	04/30/10 to 04/30/13
Fund:	FEMA
Competitive Process:	Yes

Description of Service: This project provides for the commissioning services for five schools, plus two new and renovated schools, in Orleans Parish. It also allows the commissioning services to verify that:

- all commissioned systems reflect the owner's design standards and project requirements;
- systems are complete,
- systems are functioning properly upon occupancy,
- facility staffs have adequate system documentation and training (\$1,388,854.00).

In addition, this project adjusts the designer's fee for additional services, as allowed by contract, which is based on the amounts set forth in the proposal from Farnsworth Group, Inc., dated April 22, 2010, for envelope commissioning services, referenced in section 2.0 project description/location of Request for Qualifications Solicitation No.: 2009-02 (\$467,754.00).

9-H-31 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Farnsworth Group, Inc.
Previous Contract	Yes
Original Amount:	\$952,790.00
Amended Amount:	\$120,878.00
New Amount:	\$1,073,668.00
Contract Period:	12/01/07 to 11/30/10
Fund:	FEMA
Competitive Process:	Yes

(Motion continues on page 45)

Description of Service: This amendment provides the following:

- additional services for envelope commissioning services at Fannie C. Williams Elementary School and William Frantz Elementary School (Increase \$96,078.00) and
- adjusts the basic service fee due to the project being separated into two phases, originally constructed as one phase. The two phases allow for the addition of site visit and functional test scope, due to the separation of the project at Langston Hughes Elementary School (Increase \$24,800.00).

9-H-32

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: HMS Architects, Inc  
Previous Contract: Yes  
Contract Amount: \$66,561.00  
Contract Period: 06/17/10 to 06/17/13  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This contract provides for the design services for roof repair and replacement, which includes roof removal and replacement of the existing built-up roofs, vertical parapet, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, coping and perimeter fence, all where applicable, at the following locations:

- Gaudet/Lake Forest Charter, project #2010-0799-0001 (\$37,967.00);
- McDonogh #15 Elementary School, project #2010-0800-0001 (\$2,168.00);
- Dwight D. Eisenhower Elementary School, project #2010-0801-0001 (\$6,586.00);
- Andrew Jackson Elementary School, project #2010-0802-0001 (\$3,731.00);
- Paul B. Habans Elementary School, project #2010-0803-0001 (\$2,182.00);
- Sylvania F. Williams Elementary School, project #2010-0804-0001 (\$682.00);
- Murray Henderson Elementary School, project #2010-0805-0001 (\$666.00);
- Joseph S. Clark Sr. High School, project #2010-0806-0001 (\$474.00);
- and
- Alfred Lawless Sr. High School, which also includes fence repair, project #2010-0807-0001 (\$12,105.00).

9-H-33

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor:	Howard Performance Architecture, LLC
Previous Contract:	Yes
Original Amount:	\$1,636,468.66
Amended Amount:	\$13,376.24
New Amount:	\$1,649,844.90
Contract Period:	03/23/09 to 03/23/12
Fund:	FEMA
Competitive Process:	Yes

Description of Service: The amendment at the new Bienville Elementary School provides the following:

- adjusts the designer's fee for basic services required by the contract, based on breaking out the project into two parts: the test pile program basic services fee of \$4,392.00, which is based on the low bidder's price of \$34,000.00; and the new construction basic services fee of \$1,510,045.00, which is based on the AFC of \$19,821,000.00 (Increase \$1,969.00);
- additional service fee for subdivision survey services dated 02/15/10 from Dading, Marques & Associates, LLC, plus the 10% additional administrative markup (Increase \$495.00);
- additional service fee for traffic impact analysis dated 02/14/10 from Urban Systems Associates, Inc., plus the 10% additional administrative markup at site (Increase \$7,150.00);
- additional service fee for the State Fire Marshall review fee dated 02/09/10, plus the 10% additional administrative markup (Increase \$357.50);
- additional service fee for the subdivision fee dated 04/26/10 from City of New Orleans, plus the 10% additional administrative markup (Increase \$247.50); and
- additional service fee for plan printing dated 02/11/10 from N.O. Reproductions, LLC, plus the additional administrative markup (Increase \$3,157.24).

9-H-34

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor:	M3A Architecture, PLLC
Previous Contract:	Yes
Original Amount:	\$62,760.25

(Motion continues on page 47

Amended Amount: (\$7,965.00)  
New Amount: \$54,795.25  
Contract Period: 01/22/09 to 01/22/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the additional services fee for site survey required from \$15,800.00 to \$7,835.00 for the demolition of Bradley Elementary School.

9-H-35 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: M3A Architecture, PLLC  
Previous Contract: Yes  
Contract Amount: \$62,795.00  
Contract Period: 06/17/10 to 06/17/12  
Amended End Date: 06/15/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: The project at Jordan Elementary School provides the following:

- Site survey, environmental assessment, design, and construction contract administration of the main building structures, as outlined in the scope below. The designer will be responsible for all work, including assessing the site for any potential hazardous materials; designing project contract documents, including plans and specifications; preparing bid information and documents; construction quality contract; plan review by appropriate governmental entities; and administration of construction contract for duration of project (\$36,285.00);
- Additional services for sampling of hazardous materials, environmental and a site survey, plus 10% allowable administrative markup (\$26,510.00).

9-H-36 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Richard C. Lambert Consultants, LLC Previous  
Contract: Yes  
Contract Amount: \$67,193.00  
Contract Period: 06/17/10 to 06/17/13

(Motion continues on page 48)

Fund: FEMA  
Competitive Process: Yes

Description of Service: This project consists of the design services for the roof repair and replacement for the Recovery School District. The designer shall refine and complete the program for repairs and replacement, construction and contract documents, which includes roof removal and replacement of the existing built-up roofs, vertical parapet flashings, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, and coping and perimeter fence, all where applicable.

This project includes the following locations:

- McDonogh #42 Elementary School, project #2010-0789-0001 (\$36,334.00);
- Einstein Charter School, project #2010-0790-0001 (\$9,269.00);
- Dr. Martin Luther King Charter, project #2010-0791-00001 (\$6,412.00);
- Albert Wicker Elementary School, project #2010-0792-00001 (\$2,502.00);
- A.P. Tureaud Elementary School, project #2010-0793-0001 (\$1,870.00);
- McDonogh #32 Elementary School, project #2010-0794-00001 (\$905.00);
- Edgar P. Harney Elementary School, project #2010-0795-0001 (\$584.00);
- McDonogh #28 Jr. High School, project #2010-0796-0001 (\$325.00);
- Harriet R. Tubman Elementary School, project #2010-0797-0001 (\$325.00);
- and
- Joseph A Hardin Elementary School, which includes fence repair, project #2010-0798-0001 (\$8,667.00).

9-H-37 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Shaw Environmental & Infrastructure  
Previous Contract: Yes  
Original Amount: \$58,753.00  
Contract Period: 06/18/09 to 06/18/10  
Amended End Date: 06/18/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Avery-Alexander Elementary School from 06/18/10 to 06/18/11.

9-H-38 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved

the following contract amendment:

Contractor: Shaw Environmental & Infrastructure  
Previous Contract: Yes  
Original Amount: \$49,017.50  
Contract Period: 06/18/09 to 06/18/10  
Amended End Date: 06/18/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of John W. Hoffman Elementary School from 06/18/10 to 06/18/11.

9-H-39 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: SRF Group Consulting, LLC  
Previous Contract: Yes  
Contract Amount: \$100,614.20  
Contract Period: 08/06/09 to 08/06/10  
Amended End Date 08/06/11  
Fund: FEMA  
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Livingston Middle School from 08/06/10 to 08/06/11.

9-H-40 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Shelly Hammond Provosty, LLC  
Previous Contract Yes  
Contract Amount: \$275,000.00  
Contract Period: 6/15/10 to 6/15/12  
Fund: Finance  
Competitive Process: No True Professional

(Motion continues on page 50)

Description of Service: The Contractor will provide professional legal representation of the state in the litigation captioned *Orleans Parish School*

*Board v. Lexington Insurance Company, et al.*, Civil District Court for the Parish of Orleans, state of Louisiana, Docket No. 2006-7342, Division "E," Section 7 and in any litigation relating to this lawsuit.

Contract Justification: The Office of General Counsel does not have the resources at its disposal to devote to this litigation. Therefore, it is necessary to contract with a law firm that has the resources and manpower to handle the litigation.

9-H-41 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor:	Public Consulting Group, Inc.
Previous Contract:	Yes
Original Amount:	\$1,696,500.00
Amended Amount:	\$370,750.00
New Amount:	\$2,067,250.00
Contract Period:	1/1/08 to 6/30/10
Amended End Date:	6/30/11
Fund:	IDEA
Competitive Process:	Yes

Description of Service: The Consultant will support the Recovery School District to help enable Medicaid reimbursement for school-based services and assist in the Behavior Plus application to support positive behavior management for all students in the RSD. In addition, the consultant will continue the ongoing hosting of web-based single platform Special Education Management Solution, changes based on SER changes, ongoing phone, online, Webinar support.

Contract Justification: Support Recovery School District in enabling Medicaid reimbursement for school-based services.

9-H-42 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report from the State Superintendent of Education for waiver of the RSD Procurement Policy.

9-H-43 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved a Cooperative Endeavor Agreement with Orleans Parish School Board for Orleans Parish School Board to provide Child Search services under the Individuals with Disabilities Act (IDEA) requirements.

9-H-44 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved as a Notice of Intent Bulletin 129, *The Recovery School District* (LAC 28:CXLV), Chapters 1 and 11.

Agenda **State Authorized School Oversight Committee** (Schedule 10)  
Item 9-I

9-I-1 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on the Regional Educational Service Centers.

9-I-2 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on charter school issues and informational reports.

9-I-3 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on requests for Brumfield vs. Dodd approval.

9-I-4 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved personnel actions requiring Board approval for the Special School District (SSD).

9-I-5 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on the school calendars for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-6 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on Technology Plans for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-7 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved policy changes for BESE Special Schools, as follows:

- Add the following language to the Admissions Requirements:
  - f* Students applying for admission to LSD must have the classification of deaf or hard of hearing as the primary exceptionality on their evaluations. Students applying for admission to LSVI must have the classification of blind or visually impaired as the primary exceptionality on their evaluations.
  - f* A student must live within a commuting distance [25 miles or less of actual travel distance] from LSD/LSVI to be considered as a day school candidate. The Director may consider special circumstances or daily commute time on an individual basis.

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- Change the following to the Residential Admissions Requirements:

*f* ~~Baton Rouge~~ LSD/LSVI

- Add the following language to the Release Procedures:

*f* LSD/LSVI may release a student from enrollment when the student’s IEP team determines that the school is not appropriate for the student.

*f* LSD/LSVI may deny admission or continued enrollment to a student and release a student from LSD/LSVI if the school administration determines that the program is inappropriate for the student’s individual needs.

9-I-8 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the Education Finance staff concerning Type 1-4 charter school budgets and expenditure reports, including irregularities or concerns.

9-I-9 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.1., as follows: “Consideration of a report from Education Finance staff concerning Type 2 charter school budgets and expenditure reports, including irregularities or concerns.”

9-I-10 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board deleted Agenda Items IV.B.2., “Consideration of Types 2 and 4 Charter School Annual Performance Report using the new evaluation framework,” and IV.B.2.a., “Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation.”

9-I-11 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board referred to the State Authorized School Oversight Committee the addition of the following Standing Agenda Item: “Consideration of the extension of the charters for Types 2 and 4 charter schools in the third year of operation and the renewal of charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June).”

9-I-12 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board granted a one-year extension of the charter for The MAX Charter School (Type 2) and placed the school on contract probation.

9-I-13 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.3., as follows: “Consideration of a report on Types 2 and 4 charter contracts and requests for amendments.”

9-I-14 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved the following LDE recommended amendments to the charter of the International School of Louisiana concerning curriculum and staff language requirements:

- Eliminate the mandate to use the French National Curriculum as the basis for the curriculum in ISL's program. Instead, ISL proposes to align with the Louisiana Comprehensive Curriculum (LCC).
- Eliminate the mandate to use the International Baccalaureate Organization as the basis for the curriculum in ISL's Spanish program. Again, ISL proposes to align with the LCC.
- Eliminate the mandate that the foreign language teachers must be native speakers of their language and those teachers must be certified by the French Ministry of Education.

9-I-15 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on non-material amendments to the charter of (Type 2) Delhi Charter School.

9-I-16 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the LDE Legal staff that explains/defines the authority that school boards have over Types 1, 3, and 4 charter schools regarding policy and procedure.

9-I-17 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved recommendations from the LDE regarding the composition of the Virtual Education Study Group, with the stipulation that the group include three BESE members.

Agenda **Student/School Performance and Support Committee** (Schedule 11)  
Item 9-J

9-J-1 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding requests from local education agencies for waivers of policy contained in Bulletins, submitted by the State Superintendent of Education.

9-J-2 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the 2009-2010 Nonpublic Annual School Report and the 2010-2011 Nonpublic School Academic Classifications.

**9-J-3** On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the Common Core State Standards in English and Math.

- 9-J-4 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding removal of all PreK-2 schools from the current accountability program.
- 9-J-5 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the requests from the St. Tammany Parish School System and the St. Bernard Parish School System to allow Salmen High School and Chalmette High School to begin using graduation data in their 2010 Baseline School Performance Scores.
- 9-J-6 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the reports regarding the LA 4 Prekindergarten Program and the 8(g) Model Early Childhood Program entitled, "LA 4 Prekindergarten Program, 8(g) Model Early Childhood Program, and Title I Preschool Program Entrance/Eligibility Requirements and Common Assessments" and the Picard Center's "Executive Summary Spring 2010."
- 9-J-7 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the Supplemental Educational Services Provider List for the 2010-2011 school year.

\* \* \* \* \*

Mr. Bayard requested that the LDE provide in August 2010 information on how the Career Diploma Act has been integrated into the "Transitions" process.

- 9-J-8 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the "Transitions" framework, a process to eliminate the Pre- GED Skills/Options Program and prepare all students for college and career success.
- 9-J-9 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of the Louisiana Alternative Education Program Model and Standards."
- 9-J-10 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding the BESE-approved Home Study Program.
- 9-J-11 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board referred to the Superintendents' Advisory Council proposed revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as requested by the LDE.
- 9-J-12 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved

as a Notice of Intent revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §107. School Approval, §115. Pre-Kindergarten/Kindergarten, §305. Professional Staff Development, §905. Age Requirements, §2103. Minimum Time Requirements, §2109. High School Graduation Requirements, §2323. Mathematics, and §3303. Definitions.

9-J-13 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: “Consideration of revisions to Bulletin 105, *Louisiana Content Standards for Programs Serving Four-Year Old Children*.”

9-J-14 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved as a Notice of Intent revisions to Bulletin 111, *Louisiana School, District, and State Accountability System*: §603. Determining a Cohort for Graduation, §611. Documenting a Graduation Index, §701. Subgroup Component Indicators, §708. Calculating a Graduation Rate, and §709. Failing the Subgroup Component.

9-J-15 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: “Consideration of policy recommendations regarding criminal records/ background checks for center staff of any after-school program in response to issues raised in the letter from Colleen L. Kirchem, New Orleans Outreach Operations Manager, to James D. Caldwell, Attorney General, dated January 13, 2010.”

Agenda **Board Advisory Council Reports**  
Item 10

Agenda On motion of Ms. Dastugue, seconded by Mr. Bayard, the Board received the minutes  
Item 10-A of the Nonpublic School Commission meeting held on June 1, 2010, and approved the tentative agenda for August 31, 2010.

(Schedule12)

Agenda **Board Advisory Council Appointments** (Schedule13)  
Item 11

On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the appointment of Superintendent William L. “Trey” Folse, III, to the Superintendents’ Advisory Council upon the recommendation of Mr. Jim Garvey. Superintendent Folse replaces former Superintendent Gayle Sloan on the Council.

Agenda **Received and/or Referred**

Item 12

Agenda Item 12-A On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 12-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the Sherwood Forest site and return it to the OPSB, to be designated for Phase I of the School Facilities Master Plan for construction of a K-8 school. (Schedule 14)

Agenda Item 12-B On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 08-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the New Orleans Free School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule 15)

Agenda Item 12-C On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 09-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the John F. Kennedy High School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule 16)

Agenda Item 12-D On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received the Resolution from the Washington Parish School Board, which urges and requests every member of the Washington Parish Legislative Delegation to vigorously oppose House Bill 1404 or any such bill that would exempt any local sales or use tax revenue without the expressed authorization of the levying governmental entity or authorized by the voters of the parish. (Schedule 17)

Agenda Item 12-E On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the High School Redesign Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: Family and Consumer Sciences Course Offerings (LAC 28: CXV.2379). (Schedule 18)

Agenda Item 12-F On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 4., Subchapter A., Section 411. School Nurse. (Schedule 19)

Agenda  
Item 12-G            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, relative to Act 54 of the 2010 Regular Legislative Session, which repeals the Louisiana Teacher Assistance and Assessment Program (LaTAAP). (Schedule20)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-H referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, regarding adoption of passing scores for the following PRAXIS exams: Special Education: Core Knowledge and Applications (#0354), Special Education: Core Knowledge and Mild to Moderate Applications (#0543), and Special Education: Core Knowledge and Severe to Profound Applications (#0545). (Schedule21)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-I referred to the State Authorized School Oversight Committee: Consideration of a presentation from the Orleans Parish School Board (OPSB) regarding the status of the OPSB's renewal of the charters for their charter schools and the LEAP, iLEAP, and GEE test results for the OPSB's charter and direct-operated schools.

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-J referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 1196, *Louisiana Food and Nutrition Programs, Policies of Operation: Chapters 3, 5, 7, 25, 29, 33, 34, and 35.* (Schedule22)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-K referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education programs. (Schedule23)

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education schools. (Schedule24)

Item 12-L

Agenda            On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*, required by Acts 214, 223, 240, and 413 of the 2009 Louisiana Legislative Session. (Schedule25)

Item 12-M

Agenda  
Item 14                    **Received and/or Referred**

Agenda                    On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to  
Item 14-A                    the High School Redesign Committee: Consideration of a request for a study/report  
from the LDE regarding possible policy revisions to allow districts with schools using 4  
x 4 Block Scheduling to permit 28  
Carnegie Units for graduation rather than the 24 Carnegie units currently required in  
state policy for the College and Career Diploma Pathway.

Agenda                    On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to  
Item 14-B                    the High School Redesign Committee: Consideration of the Bridging the Skills Gap  
Communication Plan.

At this point in the meeting, Mr. Guice relinquished the Chair to Mr. Lee.

Agenda                    On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board received the report  
Item 15                    regarding an RSD contract amendment to the RSD/OPSB Cooperative Endeavor  
Agreement for Payment of the RSD’s pro rata share of Advance Funding costs.  
(Schedule26)

\* \* \* \* \*

Ms. Dastugue stated that she would work with BESE’s Executive Director to prepare a  
receive and refer item for the Finance Committee regarding Finance policy that would  
address what types of items should come to the Board for approval, and what types of  
items should come to the Board for informational purposes, from a constitutional,  
statutory, and legal perspective.

Agenda                    On motion of Ms. Buquet, seconded by Mr. Garvey, the Board received the report and  
Item 16                    approved the voluntary surrender of the charter for Esperanza Charter School by the  
Esperanza Charter School Association, Inc., with the condition that the Association will  
continue to work with the LDE to take all necessary closure procedures.  
(Schedule27)

Mr. Guice resumed the Chair.

Agenda                    On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report  
Item 17                    regarding an amendment to the agreement between the Orleans Parish School Board  
(OPSB) and the Recovery School District (RSD) for the RSD to Provide Alternative  
Education Services to the OPSB.

(Schedule28)

Agenda  
Item 18

On motion of Ms. Buquet, seconded by Ms. Bradford, the Board approved the following emergency allocations, as recommended by the LDE, for the LDE and Board agencies:

1. Allocation: EMPLOY/JAG – LA  
Amount: \$720,000.00  
Funding Period: 06/30/10 – 07/01/11  
Source of Funds: IAT-TANF

Purpose: The purpose of the Educational Mission to Prepare Louisiana Youth (EMPLoY) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school and graduating with a GED or Career Diploma. EMPLoY students master necessary skills in career competencies and occupational exploration, which improves their rates of academic success and employment. The EMPLoY program requires districts to ensure: (1) 80% of tier 1 students are dually enrolled and (2) tier 1-3 students receive intense reading intervention through the use of state approved software.

2. Allocation: Jobs for America's Graduates - LA  
Amount: \$2,750,000.00  
Funding Period: 06/30/10 - 07/01/11  
Source of Funds: IAT - TANF

Purpose: The Jobs for America's Graduates – Louisiana (JAG-LA) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school through graduation to obtain a high school diploma or a GED and, during that time, to improve their rate of academic success and employment.

(Schedule 29)

Agenda  
Item 19

On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board approved the following contracts, as recommended by the LDE, for the LDE and Board agencies:

Office of Career and Technical Education

1. Contractor: Louisiana Community and Technical College  
System (LCTCS)  
Previous Contract: Yes

(Motion continues on page 60)



Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$11,411,879.00  
Source of Funds: Incoming Funds  
Competitive Process: No - MOU

Description of Service: This MOU provides for the day-to-day leadership activities and administration of the secondary allocation of the Carl Perkins Career and Technical Education funds. This MOU details responsibilities of the LDE and details the distribution of funds through each agency. The LDE is responsible for 49% (\$11,411,970) of the total state allocation. The exact breakdown of funds is as follows: the LDE receives 56% of the flow through funds which are directed to the LEAs; 40% of the administration funds; and 50% of the leadership funds. The disbursement of the total state allocation is detailed in Attachment A of the backup documentation. The Louisiana Community and Technical College System is the fiscal agent for the Carl Perkins fund. This MOU addresses the secondary portion of these funds. This MOU covers the portion of the Perkins funds dedicated to secondary leadership and administrative activities and the secondary flow through portion of these funds.

#### Executive Office of the Superintendent

2. Contractor: Louisiana State University  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$213,765.00  
Source of Funds: State Research Group  
Competitive Process: No - Exempt by R.S. 39:1494.1 A (8)

Description of Service: This contract will promote and direct the Science, Technology, Engineering and Math (STEM) efforts of the LDE, as directed by the State Superintendent of Education. Through this contract, the contractor agrees to permit Mr. Guillermo Ferreyra, a professor at LSU, to serve as Executive Director of Science, Technology, Engineering, and Math (STEM) for the Louisiana Department of Education. Mr. Ferreyra, in his capacity as Executive Director for STEM, will direct the overall educational efforts of the LDE in this area.

(Motion continues on page 61)

School and Community Support

3. Contractor: Computer Aid, Inc.  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/13  
Total Amount: \$978,432.00  
Source of Funds: Federal IDEA Part B  
Competitive Process: Yes

Description of Service: The contractor will provide on-going system maintenance and enhancements for all components of the Special Education Reporting database (SER). Yr. 1 - 07/01/10 through 06/30/11 will be \$326,144.00; Yr. 2 - 07/01/11 through 06/30/12 will be \$326,144.00; Yr. 3 - 07/01/12 through 06/30/13 will be \$326,144.00. The on-going system maintenance will enable LDE to continue to facilitate better data exchange with LEAs and other state and federal agencies.

School and Community Support

4. Contractor: Louisiana School for Math, Science, and the Arts (LSMSA)  
Previous Contract: Yes  
Begin Date: 07/01/10  
End Date: 06/30/11  
Total Amount: \$2,106,542.00  
Source of Funds: LA Virtual School Flow Through IAT 8 (g)  
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A (8)

Description of Service: The contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. A part of the Louisiana Virtual School initiative is to provide required courses to schools across the state in partnership with LSMSA as outlined in the BESE-approved 8(g) 2010-11 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.  
(Schedule30)

Agenda  
Item 20

State Superintendent Pastorek introduced Ms. Karen Burke, who provided the Board with a PowerPoint presentation entitled "LDE Reorganization Plan – June 25, 2010." Ms. Burke reviewed this information with the Board.

(Continues on page 62)

State Superintendent Pastorek announced that Ms. Burke would fill the position of Chief Operating Officer for Departmental Support; Ms. Erin Bendily will lead Parental Options; Dr. Guillermo Ferreyra will lead Science, Technology, Engineering, and Math (STEM); and Ms. Gayle Sloan will lead District Support.

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Louisiana Department of Education's reorganization plan.

Agenda  
Item 21

On motion of Mr. Garvey, seconded by Mr. Bayard, the Board went into Executive Session at 11:08 a.m. to discuss litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244.

A Roll Call Vote was taken.

Yeas: Mr. Bayard, Ms. Bradford, Ms. Buquet, Ms. Dastugue, Mr. Garvey, Mr. Roemer, and Mr. Guice.

Nays: None.

Abstentions: None.

Absent: Mr. Bennett, Ms. Givens, Ms. Johnson, and Mr. Lee.

The Roll Call Vote on the motion to go into Executive Session passed. It was noted that no votes would be taken while the Board was in Executive Session; all votes would be made in public.

\* \* \* \* \*

On motion of Ms. Dastugue, seconded by Mr. Roemer, the Board reconvened into Regular Session at 11:27 a.m. A quorum was present.

Agenda  
Item 21

No further action was taken regarding Agenda Item 21, "Consideration of an Executive Session on litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244."

With no further business to come before the Board, the meeting was adjourned at 11:28 p.m.

**Attachment 6**

**State's Race to the Top Assessment Memorandum of Understanding (MOU)**

**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top – Comprehensive Assessment Systems Grant**

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND  
CAREERS MEMBERS**

*JUNE 3, 2010*

**I. Parties**

This Memorandum of Understanding (“MOU”) is made and effective as of this eight day of June 2010, (the “Effective Date”) by and between the State of *Louisiana* and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

**II. Scope of MOU**

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

**III. Background – Comprehensive Assessment Systems Grant**

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

**IV. Purpose and Goals**

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

## **V. Definitions**

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

## **VI. Key Deadlines**

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

**VII. Consortium Membership**

**A. Membership Types and Responsibilities**

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
  - a. The eligibility criteria for a Governing State are as follows:
    - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
    - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
    - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state’s overall participation in all aspects of the project, including:
    - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
    - communication to keep the state board of education, governor’s office and appropriate legislative leaders and committees informed of the consortium’s activities and progress on a regular basis;
    - participation by local schools and education agencies in pilot tests and field test of system components; and
    - identification of barriers to implementation.
  - Participate in the management of the assessment development process on behalf of the Consortium;
  - Represent the chief state school officer when necessary in Governing Board meetings and calls;
  - Participate on Design Committees that will:
    - Develop the overall assessment design for the Consortium;
    - Develop content and test specifications;
    - Develop and review Requests for Proposals (RFPs);
    - Manage contract(s) for assessment system development;
    - Recommend common achievement levels;
    - Recommend common assessment policies; and
    - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement



the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
  - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
  - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
  - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
  - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
  - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
  - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
  - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

### **3. Participating State**

- a. The eligibility criteria for a Participating State are as follows:
  - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
  - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
  - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
  - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

**4. Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

**B. Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

**C. Application Process For New Members**

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

**D. Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

## **VIII. Consortium Governance**

This section of the MOU details the process by which the Consortium shall conduct its business.

### **A. Governing Board**

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
  - a. Overall design of the assessment system;
  - b. Common achievement levels;
  - c. Consortium procurement strategy;
  - d. Modifications to governance structure and decision-making process;
  - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
    - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
    - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
  - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
  - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
  - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
  - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
  - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
  - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
  - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
  - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
  - c. The Governing Board Chair shall have the following responsibilities:
    - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
  - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
  - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
  - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
  - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
  - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

**B. Design Committees**

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
  - a. Recommendations are made on a consensus basis, with input from the Participating States.
  - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
  - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
  - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.



3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
  - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

### **C. General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
  - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
  - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
  - a. Participation in conference calls and/or webinars;
  - b. Written responses to draft documents; and
  - c. Participation in Google groups that allow for quick response to documents under development.

### **IX. Benefits of Participation**

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

**X. Binding Commitments and Assurances**

**A. Binding Assurances Common To All States – Participating and Governing**

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
  - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
  - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
  - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
  - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

**B. Additional Binding Assurances By Governing States**

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

## **XI. Financial Arrangements**

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

## **XII. Personal Property**

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

## **XIII. Liability and Risk of Loss**

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

## **XIV. Resolution of Conflicts**

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

## **XV. Modifications**

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

## **XVI. Duration, Renewal, Termination**

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

## **XVII. Points of Contact**

Communications with the State regarding this MOU should be directed to:

*Name: Scott N. Norton*

*Mailing Address: P.O. Box 94604, Baton Rouge, LA 70804*

*Telephone: (225) 342-1308*

*Fax: (225) 219-0474*

*E-mail: Scott.Norton@LA.GOV*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

## **XVIII. Signatures and Intent To Join in the Consortium**

The State of Louisiana hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Louisiana agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

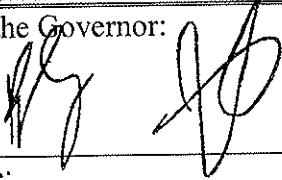
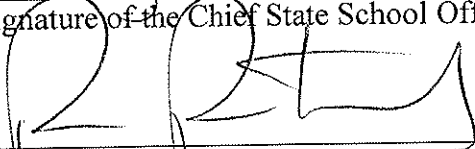

*Signatures required:*

- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

<b>State of:</b>	
Signature of the Governor: 	
Printed Name: Bobby Jindal	Date: 6/9/10
Signature of the Chief State School Officer: 	
Printed Name: Paul G. Pastorek	Date: 6/8/10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Keith Guice	Date: 6/8/10

**ADDENDUM 2:**  
LOUISIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING  
PROPOSED ASSESSMENT SYSTEM

**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For**  
**Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR**  
**IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

*June 13, 2010*

*Plan of Louisiana*

Louisiana State laws and board policies were reviewed to identify current barriers to implementing the proposed assessment system. As a result of this review, Louisiana has already revised one state law and found several others that may need minor revisions prior to transitioning to a new assessment system. In addition, there are several board policies that will need revision prior to new assessments being implemented in 2014-2015. These revisions to Louisiana laws and policies would allow for the new assessments to replace the current assessment program.

The following references in the Louisiana Revised Statutes (R.S.) are directly related to the statewide assessment program and have been revised or will need to be revised to fully transition to the new assessments in grades 3-8 and high school:

- Act 116 of the 2010 Regular Legislative Session expands the options for types of tests that are allowed at grades 3, 5, 6, 7 and 9 in Louisiana. Prior to this Act, tests at those grades included norm-referenced testing components, resulting in an augmented norm-referenced test model. The PARCC consortium will use a criterion-referenced model, so this change will allow for Louisiana's participation. Tests at other grades already used the criterion-referenced test model so no additional changes are needed regarding test type.
- Louisiana Revised Statutes 17:24.4 contain references to Louisiana's current testing program, and some additional minor updating may be helpful, although none of the remaining language would prohibit participation in the PARCC-developed assessments.
- In addition, Louisiana's assessment programs are detailed in *Bulletin 118: Statewide Assessment Standards and Practices* (<http://www.doa.louisiana.gov/osr/lac/28v111/28v111.doc>), the official assessment policy manual of the Louisiana State Board of Elementary and Secondary Education (BESE). This document contains numerous references to the current assessment programs (LEAP, iLEAP, GEE) that will need to be updated.



**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

**MEMORANDUM OF UNDERSTANDING**  
For  
**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For  
Assessment of Readiness for College and Careers Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION  
IN CONSORTIUM PROCUREMENT PROCESS**

*June 3, 2010*

The signature of the chief procurement official of **Louisiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers (“Consortium”) Members constitutes an assurance that the chief procurement official has determined that **Louisiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium’s procurement processes described herein.

**I. Consortium Procurement Process**

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a “best value” basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education’s grant regulation at 34 CFR § 80.36, “Procurement,” and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 (“ARRA”).
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

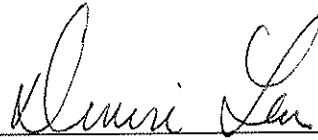
5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
  - a. Issue the Request for Proposal;
  - b. Receive and evaluate responsive proposals;
  - c. Make source selection determinations on a best value basis;
  - d. Execute a contract with the awardee(s);
  - e. Administer awarded contracts.
  
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
  - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
    - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
    - ii. Receive and evaluate responsive proposals;
    - iii. Make source selection determinations on a best value basis;
    - iv. Execute a contract with the awardee(s);
    - v. Administer awarded contracts.
  
  - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

**II. Assurance Regarding Participation in Consortium Procurement Process**

I, **Denise Lea**, in my capacity as the chief procurement official for **Louisiana** confirm by my signature below that **Louisiana** may, consistent with the procurement laws and regulations of **Louisiana**, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



Name: Denise Lea

Title: Chief Procurement Officer

6/15/10

[DATE]

**Attachment 8**

**A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematic for the “all students” group and all subgroups**

2010-2011 Statewide Proficiency

Grade	ELA % Proficient	Math % Proficient
3	69%	69%
4	74%	71%
5	68%	67%
6	71%	70%
7	69%	67%
8	67%	60%
GEE	60%	69%

**Attachment 9**

**Table 2: Reward, Priority, and Focus Schools**

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

RSD	Crocker Arts and Technology School	02084		YES	
RSD	The Intercultural Charter School	02077		YES	
RSD	Akili Academy of New Orleans	02071		YES	
RSD	New Orleans Charter Science and Math Academy	02068		YES	
RSD	Sojourner Truth Academy	02070		YES	
RSD	Miller-McCoy Academy	02067		YES	
RSD	NOLA College Prep Charter School	02041		YES	
RSD	Langston Hughes Academy Charter School	00976		YES	
RSD	Andrew H. Wilson Charter School	00979		YES	
RSD	Abramson Science & Technology Charter School	02054		YES	
RSD	Kenilworth Science and Technology School	00389		YES	
RSD	James M. Singleton Charter School	01208		YES	
RSD	Dr. M.L.K. Charter School for Science & Tech.	00414		YES	
RSD	McDonogh #28 City Park Academy	00936		YES	
RSD	Lafayette Academy of New Orleans	00914		YES	
RSD	Esperanza Charter School	00872		YES	
RSD	McDonogh #42 Elementary Charter School	00944		YES	
RSD	Martin Behrman Elementary School	00835		YES	



RSD	Dwight D. Eisenhower Elementary School	00883		YES	
RSD	William J. Fischer Elementary School	00885		YES	
RSD	McDonogh #32 Elementary School	00938		YES	
RSD	O.P. Walker Senior High School	00972		YES	
RSD	Algiers Technology Academy	02057		YES	
RSD	Joseph A. Craig School	00870		YES	
RSD	Benjamin Banneker Elementary School	00935		YES	
RSD	Walter L. Cohen High School	00867		YES	
RSD	Dr. Charles Richard Drew Elementary School	00974		YES	
RSD	Paul B. Habans Elementary School	00900		YES	
RSD	Murray Henderson Elementary School	00905		YES	
RSD	John McDonogh Senior High School	00928		YES	
RSD	James Weldon Johnson School	00909		YES	
RSD	Sarah Towles Reed Senior High School	01933		YES	
RSD	A.P. Tureaud Elementary School	00869		YES	
RSD	Schwarz Alternative School	02020		YES	
RSD	G.W. Carver High School	00861		YES	
RSD	L. B. Landry High School	00916		YES	

RSD	H.C. Schaumburg Elementary School	00964		YES	
RSD	Mary D. Coghill Elementary School	00866		YES	
RSD	St. Helena Central Middle School	01158		YES	
RSD	Linear Leadership Academy	00174		YES	
RSD	Sophie B. Wright Inst.of Academic Excellence	00981		YES	
RSD	KIPP Believe College Prep (Phillips)	00958		YES	
RSD	KIPP McDonogh 15 School for the Creative Arts	00932		YES	
RSD	KIPP Central City Academy	02043		YES	
RSD	KIPP Central City Primary	02079		YES	
RSD	KIPP New Orleans Leadership Academy	02307		YES	
RSD	Samuel J. Green Charter School	00897		YES	
RSD	Arthur Ashe Charter School	00947		YES	
RSD	John Dibert Community School	00877		YES	
District A	School 1	XXXXX			YES
District B	School 2	XXXXX			YES
District B	School 3	XXXXX			YES
District B	School 4	XXXXX			YES
District B	School 5	XXXXX			YES
District C	School 6	XXXXX			YES
District D	School 7	XXXXX			YES
District E	School 8	XXXXX			YES

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

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

District M	School 63	XXXXX			YES
District M	School 64	XXXXX			YES
District M	School 65	XXXXX			YES
District M	School 66	XXXXX			YES
District M	School 67	XXXXX			YES
District M	School 68	XXXXX			YES
District M	School 69	XXXXX			YES
District M	School 70	XXXXX			YES
District M	School 71	XXXXX			YES
District M	School 72	XXXXX			YES
District N	School 73	XXXXX			YES
District N	School 74	XXXXX			YES
District N	School 75	XXXXX			YES
District N	School 76	XXXXX			YES
District O	School 77	XXXXX			YES
District P	School 78	XXXXX			YES
District P	School 79	XXXXX			YES
District P	School 80	XXXXX			YES
District P	School 81	XXXXX			YES
District Q	School 82	XXXXX			YES
District Q	School 83	XXXXX			YES
District R	School 84	XXXXX			YES
District R	School 85	XXXXX			YES
District R	School 86	XXXXX			YES
District R	School 87	XXXXX			YES
District R	School 88	XXXXX			YES
District S	School 89	XXXXX			YES

District T	School 90	XXXXX			YES
District U	School 91	XXXXX			YES
District V	School 92	XXXXX			YES
District W	School 93	XXXXX			YES
District X	School 94	XXXXX			YES
District X	School 95	XXXXX			YES
District X	School 96	XXXXX			YES
District X	School 97	XXXXX			YES
District X	School 98	XXXXX			YES
District X	School 99	XXXXX			YES
District Y	School 100	XXXXX			YES
District Z	School 101	XXXXX			YES
District AA	School 102	XXXXX			YES
District AA	School 103	XXXXX			YES
District BB	School 104	XXXXX			YES
District CC	School 105	XXXXX			YES
District CC	School 106	XXXXX			YES
District DD	School 107	XXXXX			YES
District EE	School 108	XXXXX			YES
District EE	School 109	XXXXX			YES
District EE	School 110	XXXXX			YES
District EE	School 111	XXXXX			YES
District EE	School 112	XXXXX			YES
District FF	School 113	XXXXX			YES
District FF	School 114	XXXXX			YES
District FF	School 115	XXXXX			YES
District FF	School 116	XXXXX			YES

District FF	School 117	XXXXX			YES
District FF	School 118	XXXXX			YES
District FF	School 119	XXXXX			YES
District FF	School 120	XXXXX			YES
District FF	School 121	XXXXX			YES
District FF	School 122	XXXXX			YES
District FF	School 123	XXXXX			YES
District GG	School 124	XXXXX			YES
District HH	School 125	XXXXX			YES
District II	School 126	XXXXX			YES
District JJ	School 127	XXXXX			YES
District JJ	School 128	XXXXX			YES
District JJ	School 129	XXXXX			YES
District KK	School 130	XXXXX			YES
District KK	School 131	XXXXX			YES
District LL	School 132	XXXXX			YES
District MM	School 133	XXXXX			YES
District NN	School 134	XXXXX			YES
District OO	School 135	XXXXX			YES
District OO	School 136	XXXXX			YES
District OO	School 137	XXXXX			YES
District OO	School 138	XXXXX			YES
District PP	School 139	XXXXX			YES
District QQ	School 140	XXXXX			YES
District QQ	School 141	XXXXX			YES
District QQ	School 142	XXXXX			YES

**Attachment 10**

**A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems**



## Chapter 1. Overview

### §101. Regulations of the Program

A. As required by R.S. 17:391.5, R.S. 17:24.3 (Act 621 and Act 9) of the 1977 Louisiana Legislature, and R.S. 17:391.10 (Act 605) of 1980, all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEA's personnel evaluation programs. In passing these acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. Act 506, R.S. 17:391.5, as enacted and amended during the 1992 Regular Session of the Louisiana Legislature, revised and reenacted previous LEA accountability legislation. It included provisions to strengthen and make more uniform the local teacher evaluation practices within the public schools of Louisiana.

C. The guidelines to strengthen local teacher evaluation programs including the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs" and were approved by the BESE in September 1992. These guidelines along with the requirements of the local accountability legislation, form the basis for the local evaluation programs.

D. The BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of Panel I was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 1990s and 2002, the components reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching* (§901), which is a descriptive framework of effective teacher behavior, is intended to be a uniform element that serves as evaluation and assessment criteria in the local teacher evaluation programs.

E. In August 2008, the BESE approved the Performance Expectations and Indicators for Education Leaders to replace the Standards for School Principals in Louisiana, 1998 as criteria for principal evaluation. (Appendix B)

F. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statues related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38 eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by the BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010).

### §105. Purposes of Personnel Evaluation

A. The purposes for which personnel evaluation will be used in Louisiana are as follows:

1. to assure the public that the educational system provides the best opportunities for all children to learn;
2. to assure the public that the most qualified personnel are employed in every position and that effective teaching continues in the classroom;
3. to foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators;
4. to provide support for the assistance/assessment of new teachers;
5. to provide procedures that are necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010).

### **§109. Framework for LEA Personnel Evaluation Programs**

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and tailored to the particular needs of the school district. Each school board shall have the responsibility to institute programs that address the particular needs of the school district it represents and the regulations developed by the LDE pursuant to the laws.

B. Certain requirements relative to the design and development of local personnel evaluation programs have been set forth in an effort to facilitate the construction and implementation process. Organizing and numbering the personnel evaluation program plan in a manner consistent with the proposed format will be helpful to the LEA in determining that all elements of evaluation and assessment have been included. A numerical outline will also assist all parties in the review of the plan should such a review be requested or mandated by the BESE. The remainder of this document presents information relative to the criteria for each of the following Sections or elements that should be included in the LEA personnel evaluation program plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

### **Chapter 3. Template for Personnel Evaluation Plans**

#### **§329. Intensive Assistance Programs**

A. This program must be designed for use by all evaluators when it becomes necessary to prepare an Intensive Assistance Program for an evaluatee who has been determined to be in need of certain assistance.

B. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the local school district's standards of performance,

then that evaluatee is placed in an intensive assistance program. When the evaluatee is placed in such a program, he/she is informed in writing of the reason(s) for the placement. Then an intensive assistance plan is developed with the evaluatee. This plan specifies:

1. what the evaluatee must do to strengthen his/her performance, what objective(s) must be accomplished, and what level(s) of performance is/are expected;

2. what assistance/support shall be provided by the school district;

3. a timeline (not to exceed two years) for achieving the objectives and the procedures for monitoring the evaluatee's progress including observations and conferences; and

4. the action that will be taken if improvement is not demonstrated. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists.

C. LEAs must delineate the procedures to be followed if the evaluatee fails to improve within the timelines of the intensive assistance program. R.S. 17:3902 mandates that, if an evaluatee completes the intensive assistance program and still performs unsatisfactorily on a formal evaluation, the local board shall initiate termination proceedings within six months following such unsatisfactory performance.

D. In this section of the LEA evaluation program description, the LEA delineates its process for intensive assistance. The LEA intensive assistance process must conform to the following regulations.

1. An intensive assistance program shall be provided for evaluatees who do not meet the local school district's standards of satisfactory performance.

2. Any evaluatee placed in an intensive assistance program shall be informed in writing of the reason(s) for this placement.

3. An intensive assistance plan shall be developed for any evaluatee placed in such a program.

4. The local school district shall document the professional development support that is necessary to enable the certified and other professional personnel to meet the objectives of his/her plan.

5. The local school district shall take appropriate action in accordance with legislative, SBESE, and local

school board mandates if satisfactory improvement is not demonstrated.

6. The intensive assistance plan must be developed collaboratively by the evaluator and the evaluatee and must contain specific information:

a. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance;

b. an explanation of the assistance/support/resource to be provided by the school district;

c. the evaluatee's and evaluator(s)' names and position titles;

d. a space for indicating the date that the assistance program shall begin;

e. the date when the assistance program shall be completed;

f. the evaluator's and evaluatee's signatures and date lines (Signatures and dates must be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

g. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed two years);

h. an explanation of the provisions for multiple opportunities for the evaluatee to improve (The intensive assistance programs must be designed in such a manner as to provide the evaluatees with more than one opportunity to improve.);

i. the action that will be taken if improvement is not demonstrated.

7. The intensive assistance form must be designed in a manner that would provide for the designation of the level of assistance and a description of performance.

8. Completed intensive assistance plans and all supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the central office.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

**§333. Procedures for Resolving Conflict—Due Process**

A. The LEA must address the following components of due process.

1. The evaluator shall provide the evaluatee with a copy of the evaluation and/or assessment results within 15 working days after the completion of the evaluation. (The LDE strongly recommends that this same procedure be employed with regard to observation reports.)

2. A post-evaluation conference must be held following the evaluation and/or assessment, and prior to the end of the semester or school year in order that the results can be discussed. (This discussion should concern the strengths and weaknesses of the evaluatee.)

3. The evaluation and the assistance and assessment programs shall include procedures for resolving conflict in a fair, efficient, effective, and professional manner.

4. The evaluatee may file his/her own written response to the evaluation or results of the assessment. (A self-evaluation form may not serve as an evaluatee's written response.)

5. The evaluatee may file a written response to the evaluation or results of the assessment that will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question. (The LDE recommends that a timeline for the written response be given.)

6. When evaluatees are not performing satisfactorily, they must be informed in writing.

7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation or the assessment.

8. The evaluatee must be provided with ample assistance to improve performance.

9. The evaluatee may request that an evaluation be conducted by another source, or that a member of an assessment team be replaced. (The LDE recommends that the LEA name the source from which another evaluator or assessor may be selected.)

10. The confidentiality of evaluation and assessment results must be maintained as prescribed by law. (The LDE strongly recommends that copies of all evaluation and assessment documents be maintained in the files of both the evaluator and evaluatee; however, these documents must be maintained in the evaluatee's single official file.) The school board in each school district must take official action in regard to naming the individuals who shall be authorized to enter the official personnel files. The positions of these individuals must be included.

11. Personnel evaluation grievance procedures must be established to follow the proper lines of authority.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

**§335. Staff Development for Personnel Involved in Evaluation**

A. In this Section of the LEA Personnel Evaluation program description, the LEA delineates its plan for staff development. The school district provides training on a continuing basis for all staff involved in the evaluation and assessment process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward teacher evaluation and assessment;
2. a knowledge of state laws and LEA policies governing the evaluation and teacher assistance and assessment processes and associated due process procedures;
3. an understanding of the Louisiana components of effective teaching;
4. an understanding of the Performance Expectations and Indicators for Education Leaders ; and

5. an understanding of the LEA's personnel evaluation and teacher assistance and assessment programs, including the philosophy and purposes, criteria, and procedures.

B. The LEA's plan may include a description of additional training for evaluators and assessors. Training should focus on developing the skills needed to diagnose, strengthen, and/or enhance teaching effectively. It is recommended that the following skill areas be included in the plan and description of the training:

1. data collection skills necessary to document a teacher's performance accurately;
2. data analysis skills necessary to make accurate judgments about a teacher's performance;
3. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;
4. skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness; and
5. skills in writing effective evaluation and assessment reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

**§339. Job Descriptions**

A. The LEA Personnel Evaluation Plan must contain a copy of the job descriptions currently in use in the LEA. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Copies of job descriptions must be distributed to all certified and professional personnel prior to employment. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
<i>Administration</i>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Assistant Superintendent</li> </ol>

Personnel Category	Position or Title
	3. Director 4. Supervisor
	5. Coordinator 6. Principal 7. Assistant Principal
	8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning
	9. Any employee whose position requires certification, but whose title is not given in this list
	10. Any employee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	1. Teachers of Regular and Sp. Ed. students 2.. Special Projects Teachers
Support Services	1. Guidance Counselors 2. Librarians 3. Therapists 4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning

Personnel Category	Position or Title
	5. Any employee whose position requires certification, but whose title is not given in this list 6. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The local board has the responsibility of developing job descriptions for the various positions in accordance with its evaluation program. The following components must be included in each job description developed:

1. position title;
2. position qualifications must be at least the minimum requirements as stated in *LDE Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications must be established for the position, rather than for the evaluatee.);
3. title of the person to whom the evaluatee reports;
4. title of the person whom the evaluator supervises;
5. performance responsibilities of the evaluatee (refer to \* below);
6. a space for the evaluatee's signature and date; and

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

7. all certified and other personnel shall be provided with their job descriptions prior to the beginning of their employment in the school system in their position and each time their job description is revised.

\*Job descriptions for instructional personnel must include the *Louisiana Components of Effective Teaching*; job descriptions for building-level administrators must include the *Performance Expectations and Indicators*

for *Education Leaders* as part of the performance responsibilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

#### **§345. Statement of Assurance**

A. This Section of the plan includes a statement signed by the superintendent of schools and by the president of the school board assuring that the LEA personnel evaluation program has been revised and approved by the school board that governs the affairs of the LEA. The statement of assurance includes a statement that the LEA personnel evaluation and teacher assistance and assessment programs shall be implemented as written. The original Statement of Assurance must be signed and dated by the LEA Superintendent of Schools and by the President of the LEA's School Board; the LDE requests that the LEA submit the statement of assurance prior to the opening of each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010).

### **Chapter 7. Reporting and Monitoring**

#### **§701. Annual Summary Reporting Format**

A. Each LEA will submit an annual personnel evaluation report to the Department of Education. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the Department of Education, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the LDE include, but are not limited to, the following items:

1. the number of certified and other professional personnel, by categories, who were evaluated as performing satisfactorily;

2. the number of certified and other professional personnel, by categories, who were evaluated as performing unsatisfactorily;

3. the number of certified and other professional personnel, by categories, who resigned because of less than satisfactory evaluations or for other reasons related to job performance;

4. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (include the reasons for termination.);

5. the number of evaluations, by categories, used to evaluate certified and other professional personnel during the reporting period (Distinguish between the number of evaluations performed for personnel in position 0-3 years as opposed to personnel in position 4 or more years.);

6. the number of certified personnel, by categories, who improved (from unsatisfactory to satisfactory) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);

7. the number of formal grievances filed because of unsatisfactory performance ratings or disagreement with evaluation results;

8. the number of formal hearings held because of unsatisfactory performance or disagreement with evaluation results;

9. the number of court cases held because of unsatisfactory job performance (the number reinstated and basic reasons for reinstatement of personnel); and

10. the number of evaluatees who received intensive assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010).

### **Chapter 9. Appendices**

#### **§901. Appendix A. Louisiana Components of Effective Teaching**

##### **Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives. It is not necessary to specify different objectives for each child or groups of children;

2. includes activity/activities that develop objectives. A required number of activities is not specified because this decision must be made by the teacher;

3. identifies and plans for individual differences. It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-observation interview;

4. identifies materials, other than standard classroom materials, as needed for lesson. Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.;

5. states method(s) of evaluation to measure learner outcomes. Evaluation may be formal or informal;

6. develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson\*. The Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) will meet state regulations.

\* For special education teachers only.

### **Domain II. Management**

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;

2. promotes a positive learning climate.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;

2. manages and/or adjusts allotted time for activities planned.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;

2. uses monitoring techniques to facilitate learning. This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

### **Domain III. Instruction**

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson objective(s). Technique(s) may include teacher-directed activity/activities or student-centered activity/activities;

2. sequences lesson to promote learning. Sequencing means that the teacher initiates, develops, and closes the lesson with continuity;

3. uses available teaching material(s) to achieve lesson objective(s);

4. adjusts lesson content when appropriate;

5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. presents content at a developmentally appropriate level. The teacher is knowledgeable of the content and relates it to the abilities and interests of the students;

2. presents accurate subject matter;

3. relates relevant examples, unexpected situations, or current events to the content.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences. The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification;

2. demonstrates ability to communicate effectively with students;

3. stimulates and encourages higher-order thinking at the appropriate developmental levels;

4. encourages student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;

2. uses appropriate and effective assessment techniques. Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or non-verbal;

3. provides timely feedback to students;

4. produces evidence of student academic growth under his/her instruction.

#### **Domain IV. Professional Development**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development. These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research;

evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development. The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V.

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;

2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers.

#### **Domain V. School Improvement**

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;

2. implements school improvement plan at the classroom level;

3. serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:



1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;
2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;
3. seeks community involvement in instructional program.

**Louisiana Components of Effective Teaching for Special Education-II**

Field and Pilot tests of the Louisiana Teacher Assessment Program revealed that some of the Component, Attribute, and performance specifications needed to be modified to fit the instruction of certain groups of special education students (i.e., students described as having significant disabilities). While the conceptualizations of teacher knowledge and skills embodied in the original Components list capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings.

**Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives;
2. includes activity/environments that develop objectives;
4. identifies materials/equipment/ resources/ adaptations, other than standard classroom materials, as needed for lesson/activity;
5. states method(s) of evaluation to measure learner outcomes;
6. develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate.

**Domain II. Management**

Management is the organization of the learning environment and maintenance of

student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;
2. promotes a positive learning climate;
3. promotes a healthy, safe environment.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;
2. manages and/or adjusts allotted time for activities and provision of auxiliary services.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;
2. uses monitoring techniques to facilitate learning.

**Domain III. Instruction**

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson/activity objective(s);
2. sequences lesson/activity to promote student learning/development;
3. uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s);
4. adjusts lesson/activity/content when appropriate;
5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. presents functional content appropriate to the learners' capacities;
2. presents relevant subject matter/curriculum content in appropriate settings;
3. illustrates applications of content through examples, unexpected situations, and other means.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences;
2. demonstrates ability to communicate effectively with students;
3. stimulates and encourages independent performance and optimal levels of thinking;
4. promotes student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;
2. uses assessment techniques effectively;
3. provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress;
4. produces evidence of student academic growth under his/her instruction.

#### **Domain IV. Professional Development**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in

workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;
2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).

#### **Domain V. School Improvement**

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;
2. implements school improvement plan at the classroom level;
3. serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;
2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;
3. seeks community involvement in instructional program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010).

### **§903. Appendix B. Performance Expectations and Indicators for Education Leaders**

#### **PERFORMANCE EXPECTATION 1:**

Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to:

1. every student learning;
2. collaboration with all stakeholders;
3. high expectations for all;
4. examining assumptions and beliefs;
5. continuous improvement using evidence.

Narrative:

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to

guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

Element A. High Expectations for All

The vision and goals establish high, measurable expectations for all students and educators.

Indicators. A leader:

1. uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators;
2. aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets);
3. incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities;

4. advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

#### Element B. Shared Commitments to Implement the Vision, Mission, and Goals

The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

Indicators. A leader:

1. establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals;

2. engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals;

3. develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes;

4. communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently;

5. advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

#### Element C. Continuous Improvement toward the Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Indicators. A leader:

1. uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between

current outcomes and goals, and areas for improvement;

2. makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects;

3. uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities;

4. identifies and removes barriers to achieving the vision, mission, and goals;

5. incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs;

6. obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals;

7. revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

#### **PERFORMANCE EXPECTATION 2:**

##### Teaching and Learning

Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to:

1. learning as the fundamental purpose of school;

2. diversity as an asset;

3. continuous professional growth and development;

4. lifelong learning;

5. collaboration with all stakeholders;

6. high expectations for all;

7. student learning.

##### Narrative

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities

to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

#### Element A. Strong Professional Culture

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

Indicators. A leader:

1. develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps;
2. guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student;
3. models openness to change and collaboration that improves practices and student outcomes;
4. develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement;
5. provides support, time, and resources for leaders and staff to examine their own beliefs, values, and

practices in relation to the vision and goals for teaching and learning;

6. provides ongoing feedback using data, assessments, and evaluation methods that improve practice;

7. guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

#### Element B. Rigorous Curriculum and Instruction

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

Indicators. A leader:

1. develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs;

2. provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods;

3. provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning;

4. identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

#### Element C. Assessment and Accountability

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and

accountability strategies to achieve vision, mission, and goals.

Indicators. A leader:

1. develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning;
2. uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality;
3. guides regular analyses and disaggregation of data about all students to improve instructional programs;
4. uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement;
5. interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

**PERFORMANCE EXPECTATION 3:**

Managing Organizational Systems and Safety  
Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Expectation 3:

The education leader believes in, values, and is committed to:

1. a safe and supportive learning environment;
2. collaboration with all stakeholders;
3. equitable distribution of resources;
4. operating efficiently and effectively;
5. management in service of staff and student learning.

Narrative

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an

orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

Element A. Effective Operational Systems

Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

Indicators. A leader:

1. uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system;
2. maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student;
3. facilitates communication and data systems that assure the timely flow of information;
4. oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning;

5. distributes and oversees responsibilities for leadership of operational systems;

6. evaluates and revises processes to continuously improve the operational system.

#### Element B. Aligned Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators. A leader:

1. operates within budget and fiscal guidelines and directs them effectively toward teaching and learning;

2. allocates funds based on student needs within the framework of federal and state rules;

3. aligns resources (such as time, people, space, and money) to achieve the vision and goals;

4. implements practices to recruit and retain highly qualified personnel;

5. assigns personnel to address diverse student needs, legal requirements, and equity goals;

6. conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies;

7. seeks and secures additional resources needed to accomplish the vision and goals.

#### Element C: Protecting the Welfare and Safety of Students and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

Indicators. A leader:

1. advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being;

2. involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior;

3. develops and monitors a comprehensive safety and security plan.

#### PERFORMANCE EXPECTATION 4:

##### Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Dispositions exemplified in Expectation 4:

The education leader believes in, values, and is committed to:

1. high standards for all;  
2. including family and community as partners;

3. respect for the diversity of family composition;

4. continuous learning and improvement for all.

##### Narrative

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

##### Element A. Collaboration with Families and Community Members

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

Indicators. A leader:

1. brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children;

2. involves families in decision making about their children's education;

3. uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages);

4. applies communication and collaboration strategies to develop family and local community partnerships;

5. develops comprehensive strategies for positive community and media relations.

#### Element B. Community Interests and Needs

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

Indicators. A leader:

1. identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education;

2. uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics;

3. seeks out and collaborates with community programs serving students with special needs;

4. capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs;

5. demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

#### Element C. Building on Community Resources

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators. A leader:

1. links to and collaborates with community agencies for health, social, and other services to families and children;

2. develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on);

3. uses public resources and funds appropriately and effectively;

4. secures community support to sustain existing resources and add new resources that address emerging student needs.

#### **PERFORMANCE EXPECTATION 5:**

##### Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

Dispositions exemplified in Expectation 5:

The education leader believes in, values, and is committed to:

1. the common good over personal interests;

2. taking responsibility for actions;

3. ethical principles in all relationships and decisions;

4. modeling high expectations;

5. continuously improving knowledge and skills.

##### Narrative

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary



socializing institution, conferring unique benefits or deficits across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.

Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

#### Element A. Ethical and Legal Standards

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

Indicators. A leader:

1. models personal and professional ethics, integrity, justice, and fairness and expects the same of others;
2. protects the rights and appropriate confidentiality of students and staff;
3. behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

#### Element B. Examining Personal Values and Beliefs

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

Indicators. A leader:

1. demonstrates respect for the inherent dignity and worth of each individual;
2. models respect for diverse community stakeholders and treats them equitably;
3. demonstrates respect for diversity by developing cultural competency skills and equitable practices;
4. assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning;
5. uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals;
6. respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

#### Element C. Maintaining High Standards for Self and Others

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

Indicators. A leader:

1. reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth;
2. models lifelong learning by continually deepening understanding and

practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;

3. develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores);

4. helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods;

5. sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

#### **PERFORMANCE EXPECTATION 6:**

The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Dispositions exemplified in Expectation 6:

The education leader believes in, values, and is committed to:

1. advocate for children and education;

2. influence policies;

3. uphold and improve laws and regulations;

4. eliminate barriers to achievement;

5. build on diverse social and cultural assets.

Narrative

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or

districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

Element A. Exerting Professional Influence

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Indicator. A leader:

1. facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes;

2. actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education;

3. advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

Element B. Contributing to the Educational Policy Environment

Leaders contribute to policies and political support for excellence and equity in education.

Indicators. A leader:

1. operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning;
2. collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates;
3. communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements;
4. advocates for increased support of excellence and equity in education.

Element C. Policy Engagement

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

Indicators. A leader:

1. builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families;
2. supports public policies that provide for present and future needs of children and families and improve equity and excellence in education;
3. advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning;
4. works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

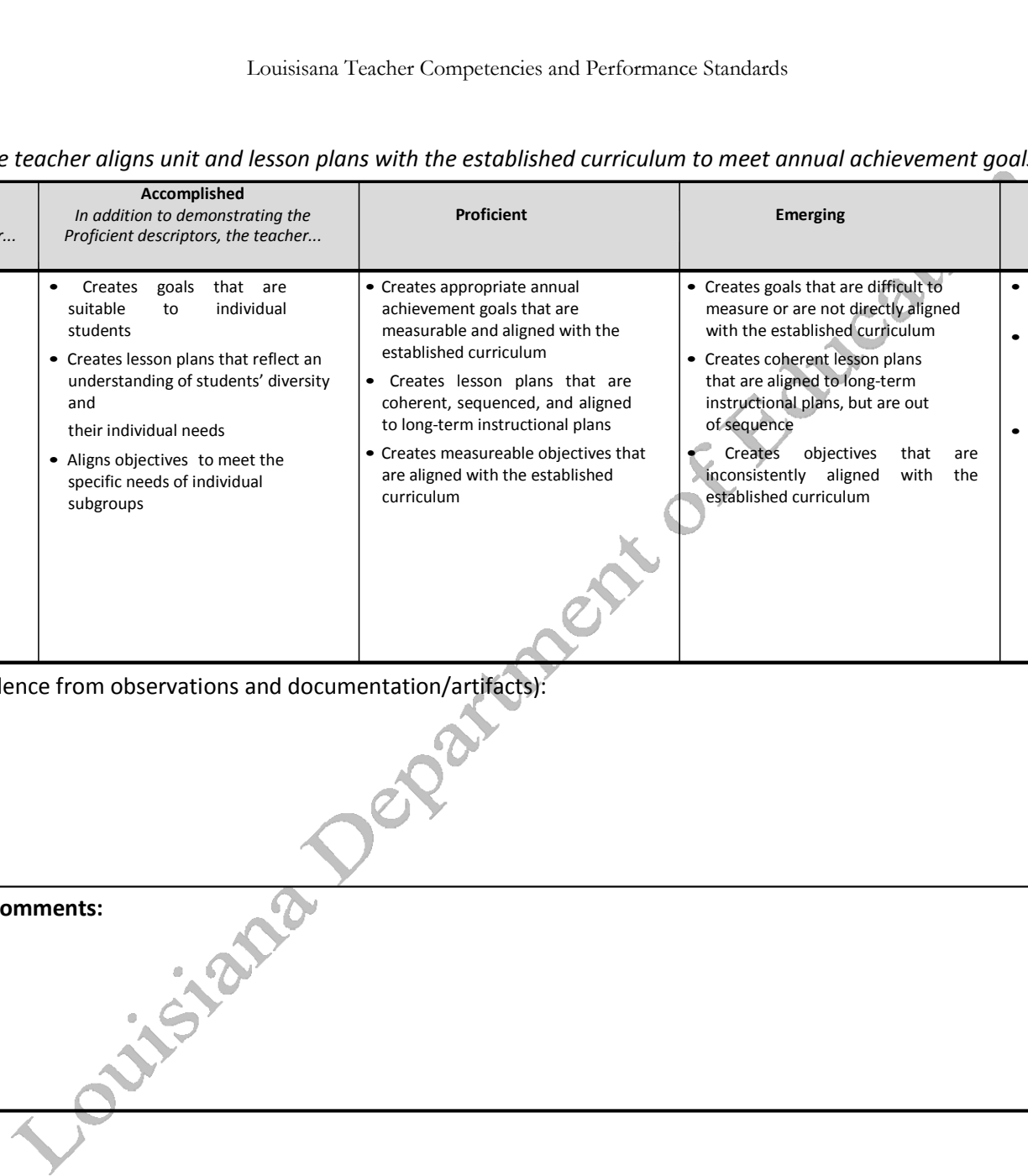
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010).

**PLANNING STANDARD 1:** *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Creates goals that are rigorous and challenging</li> <li>Creates lesson plans that encourage further exploration of new concepts</li> <li>Creates objectives that encourage critical and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals that are suitable to individual students</li> <li>Creates lesson plans that reflect an understanding of students' diversity and their individual needs</li> <li>Aligns objectives to meet the specific needs of individual subgroups</li> </ul>	<ul style="list-style-type: none"> <li>Creates appropriate annual achievement goals that are measurable and aligned with the established curriculum</li> <li>Creates lesson plans that are coherent, sequenced, and aligned to long-term instructional plans</li> <li>Creates measurable objectives that are aligned with the established curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals that are difficult to measure or are not directly aligned with the established curriculum</li> <li>Creates coherent lesson plans that are aligned to long-term instructional plans, but are out of sequence</li> <li>Creates objectives that are inconsistently aligned with the established curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify annual achievement goals</li> <li>Creates lesson plans that are discrete activities lacking coherence, sequencing, and alignment to long-term instructional plans</li> <li>Creates objectives that are not aligned with the established curriculum</li> </ul>

**Evaluator Comments:** (Evidence from observations and documentation/artifacts):

**Teacher Self-Assessment Comments:**



**PLANNING STANDARD 2:** *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Considers opportunities for enrichment and remediation</li> <li>• Plans for resources that are relevant to students' lives and interests</li> <li>• Plans for critical and creative thinking at the appropriate level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Tailors lessons to meet individual student needs</li> <li>• Plans for a wide variety of materials and multimedia resources</li> <li>• Anticipates common content misconceptions or potential sources of confusion and plans accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Plans lessons with a logical sequence of learning activities that support mastery of the lesson objective</li> <li>• Plans use of materials and resources that support mastery of the lesson objective</li> <li>• Identifies and prioritizes content within a lesson that results in student mastery of lesson objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plans activities that are improperly sequenced</li> <li>• Plans for resources that partially support mastery of the lesson objective</li> <li>• Inconsistently identifies and prioritizes content</li> </ul>	<ul style="list-style-type: none"> <li>• Plans activities that are disjointed and do not promote learning</li> <li>• Plans for resources that do not support mastery of the lesson objective</li> <li>• Fails to identify and prioritize content</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**PLANNING STANDARD 3:** *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Collaborates with coworkers to develop assessment options</li> <li>• Plans ways to guide students to identify their own progress and gaps in learning</li> <li>• Identifies metacognitive strategies students can use to self-assess</li> <li>• Looks beyond the classroom for resources to challenge individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Provides multiple ways of measuring mastery</li> <li>• Develops acceleration and remediation plans</li> <li>• Uses results to determine modifications required for individual students to meet long-term learning goals</li> <li>• Incorporates a wide variety of instructional and grouping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Selects or designs formative and summative assessments that are developmentally appropriate, aligned with learning objectives, and differentiated according to student needs</li> <li>• Records and regularly reviews student achievement data at the objective level; identifies progress and gaps in student learning and reflects on practice</li> <li>• Plans pre- and post-tests and uses student achievement results to modify and adjust instructional plans to meet long-term learning goals</li> <li>• Analyzes student data and plans modifications of content, activities, and resources to meet individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently plans for use of formative and summative assessments</li> <li>• Inconsistently records and reviews student achievement data at the objective level</li> <li>• Inconsistently uses student achievement results to modify and adjust instructional plans</li> <li>• Inconsistently analyzes and uses student data to inform modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to plan for use of formative and summative assessments</li> <li>• Fails to record and regularly review student achievement data at the objective level</li> <li>• Fails to use student achievement results to modify and adjust instructional plans</li> <li>• Does not analyze student data</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**INSTRUCTION STANDARD 1:** *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Demonstrates a high awareness of students' developmental needs when presenting content</li> <li>• Integrates content into interdisciplinary units</li> <li>• Engages students in authentic problem-based or project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates advanced knowledge of content</li> <li>• Teaches students to make meaningful connections that deepens their understanding</li> <li>• Exposes students to career opportunities related to content</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is clear and accurate with an appropriate level of depth</li> <li>• Connects content to students' prior knowledge and other disciplines</li> <li>• Creates relevance by connecting content to student interests or real-life and previous experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is lacking in depth</li> <li>• Inconsistently connects content to students' prior knowledge and other disciplines</li> <li>• Inconsistent in creating relevance for students</li> </ul>	<ul style="list-style-type: none"> <li>• Presents content that is unclear or inaccurate</li> <li>• Fails to connect content to students' prior knowledge and other disciplines</li> <li>• Fails to create relevance for students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

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**INSTRUCTION STANDARD 2:** *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Fosters critical and creative thinking at the appropriate level of challenge</li> <li>• Uses materials that are optimal for the achievement of lesson objectives</li> <li>• Questions lead students to further inquiry</li> <li>• Provides opportunities for students to give academic feedback to one another to increase learning</li> <li>• Allows students to formulate groups to reflect on and evaluate their learning</li> <li>• Teaches students how to self-assess and use metacognitive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates strategies to meet the needs of all students</li> <li>• Uses a wide variety of materials and multimedia resources</li> <li>• Questions are at various levels and are appropriately sequenced</li> <li>• Helps students to assess their own understanding during a lesson</li> <li>• Uses groups that are flexible in composition and strategically determined</li> <li>• Provides constructive and frequent feedback to student on their progress toward their learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of appropriate and engaging instructional strategies</li> <li>• Uses a variety of appropriate and engaging activities</li> <li>• Consistently uses a variety of questioning techniques that are purposeful, provide for sufficient wait time, and require responses from a variety of students</li> <li>• Assesses student responses and provides clear, timely, academic feedback</li> <li>• Uses grouping strategies that are varied and appropriate for the objective</li> <li>• Uses formal and informal assessments for diagnostic, formative, and summative purposes and shares results with students</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a limited variety of instructional strategies</li> <li>• Uses limited activities and materials</li> <li>• Uses a limited variety of questioning techniques</li> <li>• Inconsistently assesses student responses</li> <li>• Uses limited grouping strategies</li> <li>• Results are not consistently analyzed or consistently shared with students</li> </ul>	<ul style="list-style-type: none"> <li>• Does not vary instructional strategies</li> <li>• Uses inappropriate activities and materials</li> <li>• Asks only lower-level questions</li> <li>• Fails to assess student responses</li> <li>• Fails to use grouping strategies</li> <li>• Results are not analyzed or shared with students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				



**INSTRUCTION STANDARD 3:** *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher..</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Makes lesson objectives relevant to real life and other disciplines</li> <li>• Addresses content in a way that demonstrates a deep knowledge of the subject matter</li> <li>• Provides appropriate scaffolding for differentiated lessons</li> <li>• Provides remediation, enrichment, and acceleration to further student understanding of material</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how the lesson objective relates to prior and future learning</li> <li>• Presents content at a pace that is appropriate for students</li> <li>• Monitors and adjusts instruction as lesson proceeds</li> <li>• Demonstrates high learning expectations for all students commensurate with their development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates lesson objectives to all students and references objectives throughout the lesson</li> <li>• Accurately presents content that is current, age appropriate, and aligned with lesson objectives</li> <li>• Structures lesson to include introduction of new concepts, modeling, guided and independent practice, reflection, and closure</li> <li>• Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>• Writes lesson objective on the board, but only indirectly connects to it during the lesson</li> <li>• Addresses content in a shallow manner</li> <li>• Structures lesson without including one or more key elements</li> <li>• Adjusts and differentiates instruction for identified special needs students only</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to relate learning to the lesson objective</li> <li>• Delivers content inaccurately</li> <li>• Delivers lesson without coherent structure</li> <li>• Plans whole class activities that ignore individual learning needs</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**ENVIRONMENT STANDARD 1:** *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*

<p><b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i></p>	<p><b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i></p>	<p><b>Proficient</b></p>	<p><b>Emerging</b></p>	<p><b>Unacceptable</b></p>
<ul style="list-style-type: none"> <li>• Implements classroom management plan with student input that promotes trust and teamwork</li> <li>• Creates classroom environment where misbehavior and disruptions are rare</li> <li>• Creates an environment where students encourage others to follow routines and procedures</li> <li>• Creates an environment where students transition independently</li> </ul>	<ul style="list-style-type: none"> <li>• Implements classroom management plan which students understand and embrace</li> <li>• Anticipates unacceptable behavior and minimizes disruptions</li> <li>• Creates an environment where students follow routines and procedures without prompting</li> <li>• Creates an environment where students require little direction for transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Implements classroom rules, consequences, and expectations that foster learning and appropriate behavior</li> <li>• Handles unacceptable behavior and disruptions efficiently and effectively</li> <li>• Creates a classroom environment where students know and follow all necessary routines and procedures</li> <li>• Creates an environment where students transition from one activity to the next, resulting in minimal loss of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently enforces classroom rules</li> <li>• Handles unacceptable behavior and disruptions inconsistently</li> <li>• Creates a classroom environment where students require regular teacher prompting</li> <li>• Provides confusing directions or lack of structure which results in lengthy transition times</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to enforce classroom rules</li> <li>• Does not redirect misbehavior</li> <li>• Does not establish clear routines or procedures</li> <li>• Does not plan for transitions</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**ENVIRONMENT STANDARD 2:** *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Configures classroom to support multiple types of activities simultaneously</li> <li>• Promotes respect for, and understanding of, students' diversity</li> <li>• Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>• Configures classroom to support individual, small, and large group learning</li> <li>• Actively listens and pays attention to students' needs and responses</li> <li>• Encourages students to explore new ideas and take academic risks</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom, materials, and resources in a way that is accessible to students and supports learning</li> <li>• Creates a classroom environment where interactions between teacher and students are caring and respectful</li> <li>• Communicates high academic expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom in a way that partially supports learning</li> <li>• Interacts in a way that shows favoritism</li> <li>• Communicates high academic expectations for only some students</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges the classroom in a way that does not support learning</li> <li>• Interacts in an uncaring or disrespectful manner</li> <li>• Fails to communicate high academic expectations for students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**ENVIRONMENT STANDARD 3:** *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>• Makes parents aware of opportunities and services for student enrichment and remediation outside the classroom</li> <li>• Encourages students to monitor and adjust learning strategies to meet objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides constructive and frequent feedback on student progress toward learning goals</li> <li>• Encourages students to self-reflect on progress toward objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Shares relevant and timely student results with parents, caregivers, and key personnel</li> <li>• Creates opportunities for students to review results on progress toward objectives and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Shares student results inconsistently</li> <li>• Inconsistently reviews results with students</li> </ul>	<ul style="list-style-type: none"> <li>• Does not share student results</li> <li>• Does not review results with students</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

**PROFESSIONALISM STANDARD 1:** *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher...</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Follows through with goal achievement by seeking out professional growth opportunities</li> <li>Leads professional development and mentors coworkers on ways to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Creates goals to help strengthen weaker areas</li> <li>Shares new understandings with coworkers</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on individual performance, including identifying areas of strength and areas for improvement</li> <li>Engages in professional development based on identified areas for improvement and uses learning to change practice</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently reflects on individual performance</li> <li>Sporadically engages in professional development based on identified areas for improvement and is inconsistent in using learning to change practice</li> </ul>	<ul style="list-style-type: none"> <li>Fails to reflect on individual performance</li> <li>Does not engage in professional development based on identified areas for improvement</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comments:</b></p>				

Louisiana Department of Education

**PROFESSIONALISM STANDARD 2:** *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

<b>Exemplary</b> <i>In addition to demonstrating the Accomplished descriptors, the teacher..</i>	<b>Accomplished</b> <i>In addition to demonstrating the Proficient descriptors, the teacher...</i>	<b>Proficient</b>	<b>Emerging</b>	<b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Leads efforts outside the school to promote student academic achievement</li> <li>Mentors others in collaboration</li> <li>Provides parental workshops focusing on areas of need to equip them with the tools to help their students achieve</li> </ul>	<ul style="list-style-type: none"> <li>Leads school projects to promote student academic achievement</li> <li>Organizes and leads collaborative work efforts across grade levels</li> <li>Targets hard-to-reach families to build an alliance of support for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Participates in activities that promote students' academic achievement and contribute to the school's mission</li> <li>Collaborates with other school professionals to support student achievement</li> <li>Creates an environment that encourages families and community members to visit, participate, and support classroom and school activities</li> </ul>	<ul style="list-style-type: none"> <li>Participates infrequently in activities that promote students' academic achievement</li> <li>Collaborates inconsistently with other school professionals</li> <li>Does not make an effort to involve hard-to-reach families</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in activities that promote students' academic achievement</li> <li>Does not collaborate with other school professionals</li> <li>Does not encourage families and community members to visit, participate, or support classroom and school activities</li> </ul>
<p><b>Evaluator Comments:</b> (Evidence from observations and documentation/artifacts):</p>				
<p><b>Teacher Self-Assessment Comment</b></p>				

**Teacher Performance Standards and Documentation Log:**

Competency	Standard	Evidenced From
Planning	Planning Standard 1	Documentation and Observation
	Planning Standard 2	Documentation and Observation
	Planning Standard 3	Documentation and Observation
Instruction	Instruction Standard 1	Documentation and Observation
	Instruction Standard 2	Documentation and Observation
	Instruction Standard 3	Documentation and Observation
Environment	Environment Standard 1	Observation
	Environment Standard 2	Observation
	Environment Standard 3	Observation
Professionalism	Professionalism Standard 1	Documentation
	Professionalism Standard 2	Documentation

Standards	Examples of Documentation	Documentation Included
<p><b>Instruction Standard 1:</b> <i>The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Samples of student learning history or profile</li> <li>• Examples and alternative examples used for explanations of learning content</li> </ul>	
<p><b>Instruction Standard 2:</b> <i>The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.</i></p>	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Technology samples on disk</li> <li>• Video of teacher using various instructional strategies</li> <li>• Sample discussions on instructional methods (.e.g., descriptions of the duration of the instructional methods and how they will be used to achieve the learning objectives)</li> <li>• Activities pictures</li> </ul>	
<p><b>Instruction Standard 3:</b> <i>The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.</i></p>	<ul style="list-style-type: none"> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students</li> <li>• Samples of extension or remediation activities</li> <li>• Video or annotated photographs of class working on differentiated activities</li> <li>• Video of teacher instructing various groups at different levels of challenge</li> </ul>	
<p><b>Environment Standard 1:</b> <i>The teacher implements routines, procedures, and structures that promote learning and individual responsibility.</i></p>	<ul style="list-style-type: none"> <li>• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> <li>• Diagram of the classroom with identifying comments</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	N/A



Standards	Examples of Documentation	Documentation Included
<p><b>Environment Standard 2:</b>  <i>The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.</i></p>	<ul style="list-style-type: none"> <li>• Samples of materials used to challenge students</li> <li>• Samples of materials used to encourage creative and critical thinking</li> <li>• Video of lesson with students problem-solving challenging problems</li> </ul>	<p>N/A</p>
<p><b>Environment Standard 3:</b>  <i>The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.</i></p>	<ul style="list-style-type: none"> <li>• Sample analysis on student learning progress</li> <li>• Sample correspondences to parents/guardians that communicate student learning</li> <li>• Sample student self-evaluation on their achievement of learning goals</li> </ul>	<p>N/A</p>
<p><b>Professionalism Standard 1:</b>  <i>The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.</i></p>	<ul style="list-style-type: none"> <li>• Documentation of presentations given</li> <li>• Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)</li> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Reflection on personal goals</li> <li>• Journals</li> </ul>	
<p><b>Professionalism Standard 2:</b> <i>The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.</i></p>	<ul style="list-style-type: none"> <li>• Samples of communication with students explaining expectations</li> <li>• Parent communication log</li> <li>• Sample of email concerning student progress</li> <li>• Sample of introductory letter to parents/guardians</li> <li>• Sample of communication with peers</li> <li>• Descriptions of projects collaborated with others</li> </ul>	

**Attachment 11a**

**Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: Revised Statute Act 54**

Regular Session, 2010

HOUSE BILL NO. 1033

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN

1 AN ACT

2 To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title  
3 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881  
4 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised  
5 Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S.  
6 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter  
7 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891  
8 through 3895, relative to professional employee quality development; to provide for  
9 evaluation programs for teachers and administrators; to provide for program  
10 purposes and definitions; to provide for local evaluation plans and elements required  
11 for such plans; to provide relative to the powers and duties of the State Board of  
12 Elementary and Secondary Education and local school boards; to provide for an  
13 advisory committee to make recommendations relative to the development of a  
14 value-added assessment model; to require the state superintendent of education to  
15 make certain information available to the public; to provide conditions for the  
16 issuance of teacher and higher level certificates; to delete requirements relative to  
17 informal evaluations; to require reporting; to provide for applicability; to provide for  
18 effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment  
19 Program; and to provide for related matters.

20 Be it enacted by the Legislature of Louisiana:

21 Section 1. R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of  
22 the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart  
23 C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised  
24 of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and  
25 R.S. 17:10.1(D) is hereby enacted to read as follows:

1 §10.1. School and district accountability system; purpose; responsibilities of state  
2 board

3 \* \* \*

4 B. The State Board of Elementary and Secondary Education, hereafter  
5 referred to as the "state board", shall provide for a statewide system of accountability  
6 for schools and school districts based on student achievement and minimum  
7 standards for the approval of schools pursuant to R.S. 17:10. Beginning with the  
8 2011-2012 school year, such system shall be based, in part, on growth in student  
9 achievement using a value-added assessment model as determined by the state board.

10 The program shall include, at a minimum, clear and appropriate standards for schools  
11 and school districts, indicators for the assessment of schools and school districts,  
12 student achievement baselines, student growth targets, and appropriate minimum  
13 levels of student achievement for each public school and school district, rewards and  
14 corrective actions, specific intervals for assessment and reassessment of schools and  
15 school districts, a review process for evaluating growth targets, and technical  
16 assistance.

17 C. The state board shall develop and adopt a policy to invalidate student  
18 achievement growth data using a value-added assessment model for any school year  
19 in which there is a natural disaster or any other unexpected event that results in the  
20 temporary closure of schools.

21 ~~D.(1) The State Board of Elementary and Secondary Education~~ state board  
22 shall, by rule, define "financially at risk" as a status of any city, parish, or other local  
23 public school board the unresolved finding of which subjects the school system and  
24 its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised  
25 Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

26 (2) Each city, parish, or other local public school board shall be notified on  
27 a regular basis by the state Department of Education of its status related to the  
28 elements of the definition of financially at risk.

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SUBPART A. GENERAL PROVISIONS

§3881. Purpose

A. It is the purpose of this Part to establish periodic evaluations of performance and effectiveness, based in part on growth in student achievement using a value-added assessment model as determined by the board, and continuous professional development ~~and periodic monitoring of performance levels~~ as integral aspects of professional careers in education.

~~B. (1) It is the purpose of the teacher assistance and assessment program to provide new teaching employees of the public school systems in this state with a system of leadership and support from experienced educators during the most formative stages of a teacher's experience in Louisiana schools.~~

~~(2) It is further the purpose of the teacher assistance and assessment program to provide assurance to the state, prior to the issuance of a permanent teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the basic components of effective teaching determined by the state to be the basis for effective professional performance.~~

C. It is the purpose of the professional employee evaluation program to:

(1) Provide assurance to the citizens of the state that the quality of instruction and administrative performance in each public school system, building, and classroom is being ~~monitored~~ evaluated and maintained at levels essential for effective schools. in an attempt to ensure that every student is taught by an effective teacher and every school is managed by an effective school leader.

(2) Provide clear performance expectations and significant regular information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers and administrators in the public schools while protecting their dignity and right to fair and equitable treatment.

(3) Provide a consistent means for teachers and administrators to obtain assistance in the development of essential teaching or administrative skills.

(4) ~~To establish~~ Establish professional development as an integral and expected part of a professional career in education, including both the employee's

1 commitment to participating and the employer's commitment to providing the time  
2 and resources necessary.

3 §3882. Definitions.

4 For the purposes of this Part, the following definitions shall apply:

5 (1) ~~"Administrator" means any person whose employment requires~~  
6 ~~professional certification issued under the rules of the board or who is employed in~~  
7 ~~a professional capacity other than a teacher. "Board" means the State Board of~~  
8 Elementary and Secondary Education.

9 (2) ~~"Assessment" means the process by which the state determines whether~~  
10 ~~a teacher who is seeking to retain or acquire a regular teacher certificate can~~  
11 ~~sufficiently demonstrate the components of effective teaching to qualify for the~~  
12 ~~teaching credential being sought.~~

13 (3)(2) ~~"Components of effective teaching" means the elements of teaching~~  
14 ~~performance defined by the board, upon the advice of a panel of persons representing~~  
15 in formal, recognized collaboration with educators and ~~others~~ other stakeholders  
16 involved in education, to be critical to providing effective classroom instruction. As  
17 used in the ~~assessment and~~ evaluation programs, the term includes any elements of  
18 the components being rated.

19 (4) ~~"Evaluation" means the process by which a local board monitors the~~  
20 ~~continuing performance of its teachers and administrators.~~

21 (5) ~~"Evaluation period" means the period of time during each school year~~  
22 ~~during which the evaluation program provided in Subpart C of this Part will be~~  
23 ~~conducted.~~

24 (6)(a) ~~For the purposes of the teacher assistance and assessment program,~~  
25 ~~"teacher" means any full-time employee of a local board who is engaged to directly~~  
26 ~~and regularly provide instruction to students in any elementary, secondary, or special~~  
27 ~~education school setting who is not an administrator, who is so employed for the first~~  
28 ~~time in a school in this state after August 1, 1994, and who either holds a regular~~  
29 ~~teaching certificate which when issued was valid for three years or who is authorized~~  
30 ~~under law or board regulation to teach temporarily while seeking a regular teaching~~

1           ~~certificate. For the purposes of the teacher assistance and assessment program,~~  
 2           ~~"teacher" shall not include any experienced teacher moving to Louisiana from~~  
 3           ~~another state who provides appropriate evaluation results from his immediate~~  
 4           ~~previous teaching assignment.~~

5                   ~~(b) For the purposes of the personnel evaluation program, "teacher" means~~  
 6           ~~any person employed as a full-time employee of a local board who is engaged to~~  
 7           ~~directly and regularly provide instruction to students in any elementary, secondary,~~  
 8           ~~or special education school setting, including a librarian, an assessment teacher, a~~  
 9           ~~speech therapist, and a counselor, who is not an administrator, who has successfully~~  
 10           ~~completed the teacher assistance and assessment program, as required in Subpart B~~  
 11           ~~of this Part, or who is not required to participate in the teacher assistance and~~  
 12           ~~assessment program.~~

13                   ~~(3) "Department" means the state Department of Education.~~

14                   ~~(4) "Evaluation" means the process by which a local board monitors the~~  
 15           ~~continuing performance of its teachers and administrators.~~

16                   ~~(5) "Local board" means a city, parish, or other local public school board.~~

17                   ~~(6) "Performance expectations " means the elements of effective leadership~~  
 18           ~~approved by the board that shall be included as evaluation criteria for all~~  
 19           ~~building-level administrators.~~

20                   ~~(7) "Teacher" or "Administrator" means any person whose employment~~  
 21           ~~requires professional certification issued under the rules of the board.~~

22           §3883. State Board of Elementary and Secondary Education; powers and duties

23                   A. The board shall:

24                   (1) Establish the components of effective ~~teaching. These components~~  
 25           ~~teaching, including measures of effectiveness, which~~ shall be periodically reviewed  
 26           and revised as necessary. ~~as becomes appropriate with increased experience and~~  
 27           ~~knowledge.~~

28                   (2) Develop, adopt, and promulgate, in accordance with the Administrative  
 29           Procedure Act, all rules necessary for the implementation of this Part.

1                   (3) Set standards ~~for the assessment teams in the assistance and assessment~~  
2 ~~program~~ to use in determining whether the teacher has successfully ~~completed the~~  
3 ~~assistance and assessment program~~ and met the assessment evaluation qualifications  
4 for retaining or acquiring regular teacher certification.

5                   (4) ~~Provide for the training of all mentor teachers and assessors for the~~  
6 ~~teacher assistance and assessment program as well as provide for the basis for~~  
7 ~~necessary training for those doing evaluations pursuant to the school personnel~~  
8 ~~evaluation.~~

9                   (5) Conduct training and regular staff development in evaluation skills as  
10 needed.

11                   (5) Develop and adopt grievance procedure requirements for any teacher or  
12 administrator aggrieved by any rating by a local board which results from the  
13 implementation of this Part. Such requirements shall contain, at a minimum,  
14 provisions for the following:

15                   (a) That the teacher or administrator be provided a copy of the evaluation  
16 and the evaluators' data recording forms and any documentation related thereto and  
17 be entitled to respond as provided in R.S. 17:3884.

18                   (b) That the teacher or administrator be assured of due process, including  
19 representation, in all aspects of the evaluation grievance procedures.

20                   (c) That the local board shall administer the evaluation in a fair, objective,  
21 and consistent manner and shall comply with all rules and regulations adopted by the  
22 board and that the failure to do so shall be a grievable matter.

23                   (6)(a) Require the state superintendent of education to appoint and convene  
24 an Educator Evaluation Advisory Committee to make recommendations to the board  
25 regarding the development of a value-added assessment model, the identification of  
26 measures of student growth for grades and subjects for which value-added data is not  
27 available and for personnel for whom value-added data is not available, and the  
28 adoption of standards of effectiveness. The membership of the advisory committee  
29 shall be approved by the board, and at least fifty percent of the membership shall be  
30 comprised of practicing classroom educators. The advisory committee shall include



1            but not be limited to at least two parents of public school students and following  
2            groups or organizations as follows:

3                    (i) One member appointed by the Associated Professional Educators of  
4            Louisiana.

5                    (ii) One member appointed by the Louisiana Association of Educators.

6                    (iii) One member appointed by the Louisiana Federation of Teachers.

7                    (iv) One member appointed by the Louisiana Association of School  
8            Superintendents.

9                    (v) One member appointed by the Louisiana Association of Principals.

10                   (vi) One member appointed by the Louisiana Association of Public Charter  
11           Schools.

12                   (vii) Two members of the Senate Committee on Education, appointed by the  
13           chairman thereof.

14                   (viii) Two members of the House Committee on Education, appointed by the  
15           chairman thereof.

16                   (ix) One member appointed by each member of the State Board of  
17           Elementary and Secondary Education.

18                   (b) The members of the committee shall serve without compensation.

19                   (c) The initial meeting of the committee shall be held not later than  
20           September 30, 2010.

21                   (d) The committee shall submit its initial recommendations to the board and  
22           the Senate and House committees on education by not later than April 30, 2012.

23                   (7) Submit a written report to the Senate Committee on Education and the  
24           House Committee on Education not later than sixty days prior to the 2011 and the  
25           2012 regular sessions of the legislature regarding the status of the development of  
26           the value-added assessment model as specified in R.S. 17:3902(B)(5) and the  
27           methodology used in such development. The committees may meet separately or  
28           jointly and may disapprove the assessment model so presented upon majority vote  
29           of each committee, if the committees determine that the methodology is arbitrary or  
30           not evidence-based.

1                   (8) Beginning in 2013 and thereafter, submit a written report to the Senate  
 2                   Committee on Education and the House Committee on Education, not later than  
 3                   March first of each year, and at such other times as requested by the committees,  
 4                   regarding the implementation, results, and effectiveness of the value-added  
 5                   assessment model as provided in this Part.

6                   ~~(6) Require the department to monitor the assistance and assessment~~  
 7                   ~~program established pursuant to the provisions of this Part. The method to be used~~  
 8                   ~~in monitoring the program shall be established by the department with the approval~~  
 9                   ~~of the board and shall be sufficient to determine whether a program has been~~  
 10                   ~~implemented, to what extent it has been implemented, and whether such program~~  
 11                   ~~complies with the provisions of this Part.~~

12                   ~~(7)(a) Create, by rule, a system to provide a grievance procedure for any~~  
 13                   ~~teacher or administrator aggrieved by any result or action which results from the~~  
 14                   ~~implementation of this Part.~~

15                   ~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

16                   ~~(i) That the teacher or administrator be provided a copy of the assessment or~~  
 17                   ~~evaluation and the assessors' or evaluators' data recording forms and any~~  
 18                   ~~documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

19                   ~~(ii) That the teacher or administrator be assured of due process, including~~  
 20                   ~~representation, in all aspects of the assessment and evaluation grievance procedures,~~  
 21                   ~~including that any hearing officer required to conduct a hearing on a grievance shall~~  
 22                   ~~be an employee of or contracted by the office of the attorney general.~~

23                   ~~(iii) That the agencies and their employees, whether state or local, shall~~  
 24                   ~~administer the program in a fair, objective, and consistent manner, and shall comply~~  
 25                   ~~with all rules and regulations adopted by the board and that the failure to do so shall~~  
 26                   ~~be a grievable matter.~~

27                   B. The board may:

28                   (1) Make recommendations to the legislature regarding any changes needed  
 29                   to this Part.

1                   (2) Establish state review teams, as needed, to review the school personnel  
 2                   evaluation plans for compliance with ~~law and regulation, for the implementation of~~  
 3                   all applicable laws and regulations to implement such evaluation plans and to  
 4                   provide for the exchange of information regarding them.

5                   (3) Continue to develop, test, and improve the process and content of  
 6                   professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups~~  
 7                   ~~and panels.~~ groups.

8                   (4) Continue to expand ~~the opportunity~~ opportunities for the growth and  
 9                   development of professional employees.

10                  (5)(a) Request that the department ~~when deemed necessary to~~ monitor an  
 11                  evaluation ~~program established pursuant to the provisions of this Part.~~ programs as  
 12                  necessary. The method to be used in monitoring such programs shall be established  
 13                  by the department with the approval of the board and shall be sufficient to determine  
 14                  ~~whether such programs have been implemented, to what~~ the extent they to which any  
 15                  programs have been implemented, and whether such programs comply with the  
 16                  provisions of this Part.     The department shall submit a report to the Senate  
 17                  Committee on Education and the House Committee on Education which contains the  
 18                  details of any monitoring methods developed pursuant to this Subparagraph.

19                  (b) If, in conducting such monitoring, the department determines that a  
 20                  school system has failed to implement its evaluation ~~program of personnel evaluation~~  
 21                  or ~~that a school system~~ has otherwise failed to comply with the provisions of this  
 22                  Part, the department shall notify the local board of such failure, and the school  
 23                  system shall correct such failure within sixty calendar days after receiving such  
 24                  notification. The department also shall ~~also~~ notify the board of such failure, by the  
 25                  school system.

26                  (c) If the ~~failures are~~ failure is not corrected within the prescribed sixty  
 27                  calendar days, the department shall notify the board of such continued failure and  
 28                  shall recommend to the board whatever sanctions against such school system the  
 29                  department deems appropriate which may include withholding funds distributed  
 30                  pursuant to the minimum foundation program formula until the corrections are made.

1 The board shall act upon such recommendation within sixty calendar days after its  
2 ~~receipt.~~ receipt of the notification.

3 §3884. ~~Assessment and evaluation~~ Evaluation records; response; access

4 A.(1) Each ~~assessment and~~ evaluation required in this Part shall be  
5 documented in writing and a copy shall be transmitted to the school employee not  
6 later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee  
7 shall have the right to initiate a written reaction or response to the ~~assessment or~~  
8 evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent  
9 attachment to the ~~single~~ official personnel file for the employee.

10 (2) After the ~~assessment or~~ evaluation and any documentation related thereto  
11 has been transmitted to the employee, upon request of the employee, and before the  
12 end of the school year, a meeting shall be held between the employee and the  
13 appropriate official of the local ~~governing~~ board in order that the employee may  
14 respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove,  
15 or strike any information proven to be inaccurate or invalid ~~information~~ as may be  
16 found within the written documentation and from the employee's personnel file. The  
17 employee shall have the right to receive proof by documentation of any item  
18 contained in the ~~assessment or~~ evaluation that the employee believes to be  
19 inaccurate, invalid, or misrepresented. If such documentation is not presented, such  
20 items shall be removed from the ~~assessment or~~ evaluation record and shall not be the  
21 basis for any decision of the board regarding certification or the local board  
22 regarding any employee action.

23 B. Copies of the ~~assessment or~~ evaluation results and any documentation  
24 related thereto of any school employee may be retained by the local board, the board,  
25 or the department and, if retained, are confidential, do not constitute a public record,  
26 and shall not be released or shown to any person except:

27 (1) To the ~~assessed or~~ evaluated school employee or his designated  
28 representative.

29 (2) To authorized school system officers and employees for all personnel  
30 matters, including employment application, and for any hearing, which relates to

1 personnel matters, which includes the authorized representative of any school or  
2 school system, public or private, to which the employee has made application for  
3 employment.

4 (3) For introduction in evidence or discovery in any court action between the  
5 board and a teacher in which either:

6 (a) The competency of the teacher is at issue.

7 (b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of  
8 which is challenged.

9 C. The superintendent of education shall make available to the public ~~such~~  
10 the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical  
11 analyses and evaluations of educational personnel, ~~but shall not reveal information~~  
12 ~~pertaining to the assessment and evaluation report of a particular employee.~~  
13 personnel but shall not reveal information pertaining to the evaluation report of a  
14 particular employee. Beginning with the 2012-2013 school year, such public  
15 information may include school level student growth data as specified in R.S.  
16 17:3902(B)(5).

17 D. Any local board wishing to hire a person who has been ~~assessed or~~  
18 evaluated pursuant to this Chapter, whether that person is already employed by that  
19 school system or not, shall request such person's ~~assessment and~~ evaluation results  
20 as part of the application process. The board to which application is being made  
21 shall inform the applicant that as part of the mandated process, the applicant's  
22 ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall  
23 be given the opportunity to apply, review the information received, and provide any  
24 response or information the applicant deems appropriate.

25 §3885. Beginning and Continuing Teacher Assistance

26 A. During the first three years of employment, beginning teachers shall be  
27 provided by the local board with professional development opportunities and  
28 assistance designed to enhance teaching competencies in accordance with rules and  
29 regulations promulgated by the board.

1                    B. The local board shall provide targeted professional development to  
2                    teachers to address deficiencies identified in the evaluation process

3                    §3886. Teaching credentials; regular certification, permanent certification; effect of  
4                    evaluation

5                    A. If a teacher's evaluation demonstrates that he has met the standard for  
6                    effectiveness as determined by the board, using value-added data, for three years  
7                    during the initial certification or renewal process, a certificate shall be issued or  
8                    renewed unless the board receives evidence from the local board, through an appeal,  
9                    that justifies discontinuation. Similarly, if a teacher's evaluation demonstrates that  
10                  he has not met the standard for effectiveness as determined by the board, using either  
11                  value-added data or other components of the evaluation, for three years during the  
12                  initial certification or renewal process, the board shall not issue or renew a certificate  
13                  unless evidence of effectiveness is received from the local board, through an appeal,  
14                  that justifies the issuance of a certificate.

15                  B. Persons who seek a regular teacher certificate and hold a teacher  
16                  certificate from out of state and have out-of-state teaching experience of three years  
17                  or more shall not be credited with their years of teaching experience in the issuance  
18                  of any teaching credential until receipt of a successful evaluation as provided by  
19                  board policy.

20                                SUBPART C. SCHOOL PERSONNEL EVALUATION

21                    §3901. Applicability

22                    ~~Beginning with the 1994-1995 school year, this~~ This Subpart and the program  
23                    provided herein shall apply to all teachers and administrators.

24                    §3902. Evaluation program; process

25                    ~~A.(1) Not less often than once every three years, every~~ Every teacher and  
26                    ~~administrator who has been employed as such for more than three years by a local~~  
27                    board shall be formally evaluated annually by the local board pursuant to this  
28                    Subpart.

29                    ~~(2) The performance of a teacher or an administrator who has been employed~~  
30                    ~~as such for three years or less shall be formally evaluated annually.~~

1                   ~~(3) In every school year when the performance of a teacher or administrator~~  
2                   ~~is not formally evaluated, the local board shall evaluate such employee informally.~~

3                   B. The elements of evaluation ~~are:~~ and standards for effectiveness shall be  
4                   defined by the board pursuant to rules and regulations promulgated for such purpose.  
5                   Such rules and regulations shall require that, at a minimum, local evaluation plans  
6                   contain the following elements:

7                   (1) A job description. The local board shall establish a job description for  
8                   every category of teacher and administrator pursuant to its evaluation plan. Such job  
9                   descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator  
10                  ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job  
11                  description prior to the beginning of his first employment in the school system in his  
12                  position and each time the job description is revised. The teacher or administrator  
13                  shall acknowledge receipt of the job description by signing a copy thereof.

14                  (2) A professional growth plan.     A professional growth plan shall be  
15                  developed by each teacher and administrator, collaboratively with his ~~evaluator,~~  
16                  evaluator or evaluators during the beginning of each evaluation period. Such plan  
17                  shall be designed to assist each teacher and administrator in meeting the standards  
18                  for effectiveness, effectively addressing the social, developmental, and emotional  
19                  needs of students and maintaining a classroom environment that is conducive to  
20                  learning. Each such plan shall include a statement of the professional development  
21                  objectives of the teacher or administrator as well as the strategies the teacher or  
22                  administrator intends to employ toward the realization of each objective.

23                  ~~(3) Self-evaluation. Each teacher and administrator shall, throughout the~~  
24                  ~~evaluation period, conduct a personal review of his performance, assessing strengths~~  
25                  ~~and weaknesses and assessing his progress toward the realization of the objectives~~  
26                  ~~in his professional growth plan.~~

27                  (4) Observation and conferencing. The evaluator or evaluators of each  
28                  teacher or administrator shall conduct a pre-observation conference during which the  
29                  teacher or administrator shall provide the evaluator or evaluators with relevant  
30                  information. A teacher shall provide information concerning the planning of the

1 lesson to be observed as well as any other information the teacher considers  
 2 pertinent. The observation shall occur at a time and place established in advance,  
 3 shall be of sufficient duration to provide meaningful data which, in the case of a  
 4 teacher, shall be not less than the duration of one complete lesson. In the case of a  
 5 teacher, the observation shall be conducted using the components of effective  
 6 teaching, as well as any additional local board criteria included in the job description.  
 7 In the case of an administrator, the observation may consist of the collection of  
 8 prescribed performance documentation and shall be conducted using applicable  
 9 components of effective teaching, elements prescribed by board rule, and any  
 10 additional local board criteria included in the job description. A post-observation  
 11 conference shall be conducted to discuss commendation and recommendations.

12 ~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or  
 13 upon the request of a teacher or administrator he has evaluated, periodically visit the  
 14 teacher or administrator to monitor progress toward achievement of professional  
 15 growth plan objectives and provide support or assistance.

16 (5) Measure of effectiveness. By the beginning of the 2012-2013 school  
 17 year, fifty percent of such evaluations shall be based on evidence of growth in  
 18 student achievement using a value-added assessment model as determined by the  
 19 board for grade levels and subjects for which value-added data is available. For  
 20 grade levels and subjects for which value-added data is not available and for  
 21 personnel for whom value-added data is not available, the board shall establish  
 22 measures of student growth. The model shall take into account important student  
 23 factors, including but not limited to special education, eligibility for free or reduced  
 24 price meals, student attendance, and student discipline. The state board shall develop  
 25 and adopt a policy to invalidate such student growth data for any teacher for any  
 26 school year in which there is a natural disaster or any other unexpected event that  
 27 results in the temporary closure of the school.

28 C.(1) ~~Formal evaluation shall consist of observation and conferencing in~~  
 29 ~~addition to the other elements of evaluation.~~



1                   ~~(2) Informal evaluation shall consist of all elements except observation and~~  
2                   ~~conferencing.~~

3                   ~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators  
4 shall determine whether the teacher or administrator is ~~satisfactory~~ effective or  
5 ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan.       Such  
6 determination shall be transmitted to the local board.

7                   (2)(a) Any teacher or administrator who fails to meet the ~~local board's~~  
8 standard of performance with regard to effectiveness shall be placed in an intensive  
9 assistance program designed to address the complexity of the teacher's deficiencies  
10 and shall be formally re-evaluated. A teacher or administrator shall be informed in  
11 writing of placement in an intensive assistance program and provided in writing with  
12 the reasons for such placement.

13                   (b) Each intensive assistance program shall be ~~individually~~ designed for the  
14 individual teacher or administrator involving collaboratively with the evaluator or  
15 evaluators and the teacher or administrator and shall include at a minimum:

16                   (i) Specific steps ~~that should~~ to be taken to improve.

17                   (ii) The assistance, support, and resources ~~that are~~ to be provided by the local  
18 board.

19                   (iii) An expected time line for achieving the objectives and the procedures  
20 for monitoring progress including observations and conferences. The time line shall  
21 not exceed two years.

22                   (iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

23                   (v) If the intensive assistance program required pursuant to this Paragraph  
24 is not completed in conformity with its provisions or if the teacher or administrator  
25 ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal  
26 evaluation conducted immediately upon completion of the program, then the local  
27 board shall timely initiate termination proceedings pursuant to Part II of Chapter 2  
28 of this Title ~~within six months following such unsatisfactory performance.~~

1                    (3) The board shall determine a standard for highly effective teachers for use  
 2                    by local boards to recognize, reward, and retain teachers who demonstrate a high  
 3                    level of effectiveness.

4                    ~~E. D.~~ Nothing contained in this Section shall diminish the right of the local  
 5                    board to evaluate employees or to make employment decisions or of principals and  
 6                    other employees with supervisory responsibilities to observe the employees they  
 7                    supervise.

8                    §3903. Evaluators; selection and training

9                    A. Each local board shall ~~create~~ establish and maintain an accountability  
 10                    relationships ~~register.~~ register in accordance with rules adopted by the board for such  
 11                    purpose. The register shall contain clear definition of who shall be the evaluator or  
 12                    evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~  
 13                    evaluators of classroom teachers shall ~~always~~ be defined as the school principal or  
 14                    assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory  
 15                    level designees.

16                    B. Every employee with responsibility for evaluating a teacher or  
 17                    administrator shall receive training as provided in this Part.

18                    §3904. Local boards; power and duties

19                    A. Each local board shall:

20                    (1) Develop and maintain a program of local evaluation in accordance with  
 21                    rules and regulation promulgated by the board for every teacher and administrator  
 22                    employed by the local board.

23                    (2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional  
 24                    employee a job description which shall be the statement of performance ~~expectation~~  
 25                    expectations and the basis of any evaluation criteria conducted pursuant to this  
 26                    Subpart. ~~For teachers, the job description shall specifically contain all applicable~~  
 27                    ~~components of effective teaching and any additional elements adopted by the local~~  
 28                    ~~board.~~

1 (3) Cooperate with the board and the department in whatever manner is  
2 necessary to implement this Subpart, including providing for the training of  
3 evaluators.

4 (4) Assist in developing the mechanisms necessary for rapid transmission of  
5 evaluation information and reports to teachers and administrators and for  
6 maintenance of the confidentiality of such information, except for information to be  
7 made available to the public in accordance with R.S. 17:3884(C).

8 (5) Incorporate the evaluation plan required by this Subpart into its general  
9 employee policies.

10 ~~(a) Establish an evaluation steering committee as provided by the board.~~

11 ~~(b) The steering committee shall develop a plan to monitor, review, and~~  
12 ~~submit recommendations to the local board concerning needed changes in the school~~  
13 ~~personnel evaluation plan of the local board.~~

14 (6) Incorporate ~~any~~ the elements of the program in this Subpart into any  
15 performance-based contracts with its employees.

16 B. Each local board ~~may~~ may

17 ~~(1) Incorporate the evaluation plan required by this Subpart into its general~~  
18 ~~employee policies.~~

19 ~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~  
20 apply to all employees of the board.

21 ~~(3) Incorporate the any elements of the program in this Subpart into any~~  
22 ~~performance-based contracts with its employees.~~

23 §3905. Reports to the department

24 The department may request a local board to submit to the department the  
25 local evaluation plan and the accountability relationships registry, including such  
26 revisions as are made for the succeeding evaluation period and upon such request,  
27 the local board shall provide the requested information in a timely manner.

28 \* \* \*

29 §3997. Charter school employees

30 \* \* \*

1                   D.(1)(a)    The Each governing authority of ~~any a~~ charter school ~~may~~  
2                   determine whether the members of the faculty and staff of the school are going to  
3                   participate in any assessment and evaluation program required by the state, including  
4                   the teacher assistance and assessment program pursuant to the Children First Act.  
5                   For those schools choosing not to participate in the teacher assistance and assessment  
6                   program, three years of successful teaching within the charter school shall be deemed  
7                   to meet the provisions of R.S. 17:3891 which require the successful completion of  
8                   the teacher assistance and assessment program in order to obtain or retain a regular  
9                   teacher certificate. ~~However, such regular teacher certificate is only valid for~~  
10                  teaching within a charter school, and any teacher with such certificate hired to teach  
11                  in a public school other than a charter school shall be required to successfully  
12                  complete the teacher assistance and assessment program. annually shall evaluate  
13                  every teacher and administrator employed at the school using the value-added  
14                  assessment model and measures of student growth as determined by the State Board  
15                  of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

16                  (b) The governing authority of a charter school shall terminate the  
17                  employment of any teacher or administrator determined to be ineffective for three  
18                  consecutive years pursuant to the evaluation required by this Section.

19                  (2) By the beginning of the 2012-2013 school year, fifty percent of each  
20                  teacher and administrator evaluation conducted pursuant to Paragraph (1) of this  
21                  Subsection shall be based on evidence of growth in student achievement using the  
22                  value-added assessment model as determined by the state board for grade levels and  
23                  subjects for which value-added data is available. For grade levels and subjects for  
24                  which value-added data is not available, the state board shall establish measures of  
25                  student growth. The model shall take into account important student factors,  
26                  including but not limited to special education, eligibility for free or reduced price  
27                  meals, student attendance, and student discipline. The state board shall develop and  
28                  adopt a policy to invalidate such student growth data for any teacher for any school  
29                  year in which there is a natural disaster or any other unexpected event that results in  
30                  the temporary closure of the school.

1                   (3) The state superintendent of education shall make available to the public  
2                   the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical  
3                   analyses and evaluations of educational personnel, but shall not reveal information  
4                   pertaining to the evaluation report of a particular employee. Beginning with the  
5                   2012-2013 school year, such public information may include school level student  
6                   growth data as specified in R.S. 17:3902(B)(5).

7                   (4)(a) The State Board of Elementary and Secondary Education may request  
8                   that the state Department of Education monitor evaluation programs established  
9                   pursuant to this Section as necessary. The method to be used in monitoring such  
10                  programs shall be established by the department with the approval of the board and  
11                  shall be sufficient to determine the extent to which any programs have been  
12                  implemented, and whether such programs comply with the provisions of this Section.

13                  (b) If, in conducting such monitoring, the department determines that the  
14                  governing authority of a charter school has failed to implement its evaluation  
15                  program or has otherwise failed to comply with the provisions of this Section, the  
16                  department shall notify the charter school governing authority of such failure, and  
17                  the charter school governing authority shall correct such failure within sixty calendar  
18                  days after receiving such notification. The department also shall notify the State  
19                  Board of Elementary and Secondary Education of such failure, by the charter school  
20                  governing authority.

21                  (c) If the failure is not corrected within the prescribed sixty calendar days,  
22                  the department shall notify the board of such continued failure and shall recommend  
23                  to the board whatever sanctions against such charter school governing authority the  
24                  department deems appropriate, which may include withholding funds distributed  
25                  pursuant to the minimum foundation program formula until the corrections are made.  
26                  The board shall act upon such recommendation within sixty calendar days after its  
27                  receipt of the notification.

28                  Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or  
29                  regulation to the contrary, each city, parish, and other local public school board shall be  
30                  allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

1 on the effective date of this Act. For the 2011-2012 school year, if the State Board of  
2 Elementary and Secondary Education fails to promulgate the rules and regulations necessary  
3 to implement the provisions of this Act at least sixty days prior to the beginning of the  
4 school year, each city, parish, and other local public school board shall be allowed to  
5 continue to use the personnel evaluation plan as prescribed by each board's policy on the  
6 effective date of this Act.

7 Section 3. The Louisiana state superintendent of education and every employee of  
8 the Department of Education who makes over one hundred thousand dollars shall be  
9 evaluated using the same standards and criteria as teachers and administrators evaluated  
10 pursuant to the provisions of this Act.

11 Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised  
12 Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

13 Section 5. This Act shall become effective upon signature by the governor or, if not  
14 signed by the governor, upon expiration of the time for bills to become law without signature  
15 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If  
16 vetoed by the governor and subsequently approved by the legislature, this Act shall become  
17 effective on the day following such approval.

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SPEAKER OF THE HOUSE OF REPRESENTATIVES

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PRESIDENT OF THE SENATE

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GOVERNOR OF THE STATE OF LOUISIANA APPROVED:

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**Attachment 11b**

**Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: BESE meeting minutes, December 2011, Highlighted Item 8-C-1**



**LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION DECEMBER 7, 2011**

**The Louisiana Purchase Room**

**Baton Rouge, LA**

The Louisiana State Board of Elementary and Secondary Education met in regular session on December 7, 2011, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 10:39 a.m. by Board President Penny Dastugue and opened with a prayer by Chas Taylor, a student at Port Barre Middle School, St. Landry Parish School System.

Board members present were Mr. Dale Bayard, Mr. John Bennett, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Ms. Louella Givens, Mr. Keith Guice, Ms. Linda Johnson, Mr. Walter Lee, and Mr. Chas Roemer.

Jackson Heckert, a student at Southdowns Pre-School, East Baton Rouge Parish School System, led the Pledge of Allegiance.

Agenda Item 5      On motion of Mr. Lee, seconded by Ms. Bradford, the Board approved the agenda, as printed and disseminated. There were no Emergency Agenda Items. (Schedule 1)

Agenda Item 6      On motion of Ms. Buquet, seconded by Ms. Johnson, the Board approved the minutes of October 19, 2011.

Agenda Item 7      **Report by the State Superintendent of Education**

“Good Morning Board Members. I am delighted to speak with you today.

I would like to start by thanking two very special guests with us today: twelve-year-old Chas Taylor, a 6th grader from Port Barre Elementary in St. Landry Parish, and 4-year-old Jackson Heckert, a preschooler at Southdowns Elementary in East Baton Rouge Parish, for leading us in the invocation and pledge of allegiance this morning.

They are here to help us recognize the 11th annual Inclusive Schools Week. The week highlights and celebrates the progress of our schools in providing a supportive and quality education to our increasingly diverse student population, including students with disabilities.

(Continues on page 2)

As part of this celebration, parents, teachers and administrators are attending the annual Inclusion Matters Conference in Lafayette. It's a chance for them to network and learn about increasing the implementation of effective programs for students who qualify for special education services.

Again, I want to give a heartfelt thanks to Chas and Jackson for being here with us this morning.

In the last two weeks, Louisiana became one of seven states to successfully complete and submit an application for a share of \$200 million in federal funding through Round 3 of Race to the Top.

Because there are now only seven states, Louisiana is eligible for more than \$17 million – about \$5 million more than predicted.

This money will be used to enhance data systems, raise academic standards, improve principal and teacher support and evaluation systems, and implement turnaround interventions in under-performing schools.

Part 2 of the application process is due December 16th. Round 3 awards will be announced later this month.

And, as we push toward making the goal of an 80 percent Cohort Graduation Rate by 2014 a reality, the Office of College and Career Readiness is busy spreading the word about the effectiveness of initiatives the Department offers to support districts and schools.

Local and state educators from North Louisiana are gathered right now in Bossier City for the 2011 Office of College and Career Readiness Summit. Last week, school counselors, teachers, principals, and district leaders attended the South Summit in Lafayette to hear about the middle and high school Initiatives the Department offers.

The two-day Summit, "Tools for Schools: Making it Work!," features exemplary programs and best practices from schools and districts that have succeeded in raising student achievement.

And, since our last meeting, several honors have been awarded to members of our education community.

Last week Ken Bradford, the Director of the Louisiana Virtual School, received the "Making IT Happen" award from the International Society for Technology in Education during a conference in New Orleans.

(Continues on page 3)

This is an internationally recognized award for leaders who successfully integrate technology into the curriculum.

Ken joins a prestigious list of people who have received the award including the former director of education technology at the U.S. Department of Education, several state governors, and a Secretary of Education.

We would like to congratulate Ken for his commitment to innovation at the Louisiana Virtual School.

We also had one of our state's principals and two of our schools honored for their work in effectively raising student achievement.

In October, the Department, along with the Milken Family Foundation, surprised N.P. Trist Middle School Principal Denise Pritchard with a prestigious 2011 Milken Educator Award – one of only 40 awarded in the nation and the 29th for Louisiana since joining the program in 2001.

Under Principal Pritchard's leadership, N.P. Trist Middle school has increased its School Performance Score nearly 25 percent, from 88.3 in 2009 to 109.9 in 2011.

In addition to a check for \$25,000, she receives an all-expenses paid trip to Los Angeles to take part in the Milken Educator Forum.

Congratulations to Principal Denise Pritchard on this extraordinary accomplishment!

And last month, two Louisiana schools, Mermentau Elementary in Acadia Parish and Southside Elementary in Livingston Parish, were honored for outstanding achievement among at-risk or economically-disadvantaged students. Both schools were named Title I Distinguished Schools, having made Adequate Yearly Progress in reading and math for two or more years.

These two schools will be honored again during a national event in January in Seattle. Congratulations to students, faculty, and staff at both schools.

At this time, Madam President, I'd like to ask for personal privilege to address the Board regarding a personal decision that I have made.

(Continues on page 4)

I feel privileged to have had the opportunity to serve Louisiana's children, not only in this role, but throughout my career as an educator. I want to express special thanks to the Administration, members of the Board of Elementary and Secondary Education, and the educational community for their support and for collaborating with us over the last seven months. Although we had a change in leadership, we did not pause in advancing the state's critical reform work. And I am so very grateful for the effort shown by the staff at the Louisiana Department of Education. They never hesitated, and their focus is reflected in the tremendous progress we've made in this relatively short time period. As I reflect on our state's progress, our potential, and the educators and policy makers who have dedicated themselves to our students, my heart is filled with gratitude and hope that we will continue to provide our most precious resource, Louisiana's children, with the education they deserve.

On this note, I have decided to end my tenure with the Louisiana Department of Education the last week in January. Again, I sincerely appreciate the opportunity you have given me to serve.

That concludes my report.

Thank you."

Agenda  
Item 8-A

**Academic Goals and Instructional Improvement Committee**

(Schedule 2)

- 8-A-1 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report from Dr. William Arceneaux on the Council for Development of French in Louisiana (CODOFIL).
- 8-A-2 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following requests from local education agencies for waivers of Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*, §2001. Pupil/Teacher, and Pupil Appraisal Ratios for Public Education:
- a. Terrebonne Parish School System's request to allow the pupil-teacher ratio to increase from 30 to 35 for gifted teachers in four of the 31 schools that provide gifted services;
  - b. Terrebonne Parish School System's request for a continuation of a waiver for projected caseloads of up to 45 students for teachers in the talented program for visual arts, music, and theatre;

(Motion continues on page 5)

- c. Zachary Community School System’s request for a continuation of a waiver to increase the pupil-teacher ratio from 35 to 65 for one teacher in the talented arts program and to increase the pupil-teacher ratio from 35 to 50 for one elementary visual arts teacher; and
- d. St. Tammany Parish School System’s request for a waiver to increase the pupil-teacher ratio from 30 to 60 for Talented Visual Arts and Talented Theatre.

8-A-3 On motion of Ms. Bradford, seconded by Ms. Givens, the Board granted Brumfield vs. Dodd approval for the following school:

- a. Eternity Christian Academy—Calcasieu Parish.

8-A-4 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the update report regarding LAA 2 accountability.

8-A-5 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:

- a. denied the appeal request from Charlotte Ann Mitchell Educational Complex in Bossier Parish for a recalculation of the school’s School Performance Score;
- b. denied the appeal request from Madison Preparatory Academy charter school for a recalculation of the school’s School Performance Score;
- c. denied the appeal request from Lafayette Charter High School in Lafayette Parish for a recalculation of the school’s School Performance Score; and
- d. denied the waiver request from McDonogh #42 with Treme Charter School Association in Orleans Parish to withhold accountability decisions for one year.

8-A-6 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following changes to the textbook adoption cycle to align with the implementation of the Common Core State Standards:

2012-2013 — K-2 Mathematics and K-5 Reading/English Language Arts;

2013-2014 — 3-12 Mathematics and 6-12 Reading/English Language Arts;  
and

2014-2015 — Social Studies.

(Motion continues on page 6)

The remaining subjects in the textbook adoption cycle will move up one year, as follows:

2015-2016 — Career and Technical Education;

2016-2017 — K-12 Science, Computer Education, Health and Physical Education; and

2017-2018 — World Languages, English as a Second Language, Handwriting, Music, and Arts.

- 8-A-7 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the LDE's Five-Year Advanced Placement Plan to increase long-term student participation and performance on AP exams to the national average.
- 8-A-8 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on IBC course substitutions for the LA Core 4 Curriculum.
- 8-A-9 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the 2011-2012 Before and After School Enrichment waivers for the LA 4 Prekindergarten Program. Further, the Board directed the LDE to draft revisions to current legislation that requires districts to seek waivers annually regarding the requirement for enrichment activities, if over time and consistently during the same period of the day, so few children are present for enrichment activities that providing such for all or a portion of the full ten- hour day is not reasonably feasible.
- 8-A-10 On motion of Ms. Bradford, seconded by Ms. Givens, the Board ratified the Louisiana Superintendent of Education's report of personnel actions for the BESE Special Schools (BSS) and the Special School District (SSD).
- 8-A-11 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on the activities of the College and Career Readiness (CCR) Commission and approved the CCR Report Card.
- 8-A-12 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §907. Secondary. Class Times and Carnegie Credit and §1103. Compulsory Attendance, related to requirements for earning Carnegie credit, as recommended by the LDE.
- 8-A-13 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as recommended by the LDE.

- 8-A-14 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §119. Written Policies and §2109. High School Graduation Requirements, as recommended by the LDE.
- 8-A-15 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §409. Calculating a 9-12 Assessment Index, §515. State Assessments and Accountability, and §707. Safe Harbor, relative to removing policy related to GEE as part of the school performance score.
- 8-A-16 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3503. Pre-GED/Skills Option Students and §3507. Option Considerations, relative to removing policy related to the discontinued Pre-GED/Skills Option Program.
- 8-A-17 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3501. Alternative Schools, §3503. Pre-GED/Skills Option Students, and Bulletin 741, *Louisiana Handbook for School Administrators*: §2903. Approval For Alternative Schools/Programs, to ensure compliance with federal regulations and to clearly define alternative schools and alternative programs.
- 8-A-18 On motion of Ms. Bradford, seconded by Ms. Givens, the Board repealed Bulletin 1246, *Cooperative Office Education*, because the LDE legal staff has determined that this document does not contain regulatory policy.
- 8-A-19 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: Chapter 30. Health and Safety Rules and Regulations for Approved Non-Public Three-Year-Old Programs, as presented by the LDE.
- 8-A-20 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2308. Response to Intervention, as presented by the LDE.
- 8-A-21 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2307. Assessment, as presented by the LDE.

- 8-A-22 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators: Chapter 5, §505. Certification of Personnel*, regarding requirements to serve as a Superintendent in Louisiana public schools, as presented by the LDE.
- 8-A-23 On motion of Ms. Bradford, seconded by Ms. Givens, the Board deferred until January 2012: "Consideration of revisions to the Department's Critical Goals."
- 8-A-24 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:
- received the public comments regarding revisions to Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act: Subpart 1. Regulations for Students with Disabilities, §133. Expenditures*, which was advertised as a Notice of Intent in the October 20, 2011, issue of the *Louisiana Register*;
  - directed BESE staff to not move forward with the final adoption of the above mentioned NOI as Rule in January 2012; and
  - directed the LDE to present to the Academic Goals and Instructional Improvement Committee for consideration in January 2012, revised policy language related to implementation of Act 515 of the 2010 Regular Legislative Session, which takes into account public comments received by the Board.

Agenda  
Item 8-B

**Administration and Finance Committee**

(Schedule 3)

- 8-B-1 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the 8(g) Student Enhancement Block Grant projects for elementary/secondary education for FY 2011-2012.
- 8-B-2 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received LDE contracts of \$50,000 and under approved by the Acting State Superintendent of Education.
- 8-B-3 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts of \$50,000 and under approved by the Acting State Superintendent of Education.
- 8-B-4 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts approved by the Acting State Superintendent of Education, the Co-Chairs of Administration and Finance Committee, and the BESE President.



8-B-5 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the quarterly report of expenditures and budget balances of 8(g) projects for FY 2011-2012.

8-B-6 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the Bureau of Internal Audit report entitled, "Time and Attendance Audit for the Six Months Ended December 31, 2010."

8-B-7 On motion of Ms. Johnson, seconded by Mr. Guice, the Board:

- a. received the report on consideration of possibility of including funding for a full-time Louisiana Virtual School in the formula;
- b. received the report on consideration of possibility of including funding for Dual Enrollment in the formula;
- c. received the technical adjustment to the MFP Membership Definition for At-Risk students to align the virtual school students with the MFP Resolution; and
- d. received the report on the Evaluation Results for those LEA's/Districts failing to meet the 70% Instructional Requirement, based on FY 2009-2010 Annual Financial Report (AFR) data.

8-B-8 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the MFP Student Count Comparison.

8-B-9 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the LDE budget.

**School and District Support - Competitive**

8-B-10 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation:	High Risk Pool Grant
Amount:	\$180,278
Funding Period:	09/01/11 – 09/30/12
Source of Funds:	Federal

(Motion continues on page 10)

**Purpose:** Louisiana Department of Education (LDE) has set aside approximately 1.9 million dollars to provide assistance to local education agencies through the establishment of a High Risk Pool. High Risk Pool refers to federal set-aside funds available to provide additional supports to LEAs serving disabled students with high-cost needs. The Reauthorized Individuals with Disabilities Education Act (IDEA) introduced a major provision designed to provide funding flexibility for states and districts with respect to funding high-costs special education services for high-need students. The change was introduced in response to concerns that costs for services for children with the most severe disabilities negatively impact the resources of districts and states, thus, making it extremely difficult to provide individualized supports and services necessary for students to thrive in the education setting. The LDE Division of NCLB and IDEA combined are excited to be able to support the disabled children in our state through this activity.

**Basis of Allocation:** Approved LEAs must meet the required criteria as outlined under IDEA and state guidelines. At a minimum, qualifying LEAs must demonstrate, through individual student documentation, that services to high-needs students in their LEA are negatively impacting the LEAs budget. This must be evidenced by individual services to students exceeding three times the per pupil expenditure for the state. The Division of IDEA and NCLB Support established this activity as a state priority through the Louisiana's IDEA State Plan for FY 2011-2012 year.

The following considerations were applied to the review and approval process:

- all applicants recommended for funding must meet two criteria outlined through the application process;
- the amount each LEA receives as a state per pupil expenditure was removed from the LEA's requested funding amounts;
- employee benefits, travel, or indirect costs were not justified expenses to support this activity; and
- student-specific salaries, special equipment and supplies, professional services, and special transportation needs were considered as funding priorities through this process.

**Student Centered Goals - Competitive**

8-B-11 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Model Regional Alternative Education Pilot Site Grant  
Amount: \$2,250,000  
Funding Period: 07/01/11 – 06/30/12  
Source of Funds: State

Purpose: The state general funds awarded to the two recipients, determined through the competitive bid process, will support the implementation of innovative regional alternative education schools/programs through a partnership with multiple LEAs.

Basis of Allocation: This allocation is a distribution of funds for St. James Parish and Recovery School District which are currently implementing Model Regional Alternative Education Pilot sites for the FY 2011-2012.

**Departmental Support - Other**

8-B-12 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: USDA Team Nutrition Training Grant  
Amount: \$32,300  
Funding Period: 01/01/12 – 04/30/13  
Source of Funds: Federal

Purpose: The School Food Authorities from six local educational agencies (LEAs) agreed to pilot two four-week cycle menus that will be developed by a chef from the John Folse Culinary Institute in Nicholls State University (NSU). The menus must comply with the USDA Healthier US School Challenge initiative. The chef will work closely with Terrebonne Parish.

Basis of Allocation: Districts were selected based on meeting criteria set forth by a USDA Team Nutrition Training Grant Proposal. Terrebonne Parish will work directly with a chef at the John Folse Culinary Institute at Nicholls State University to develop and pilot menus that meet USDA Healthier US School Challenge (HUSCC) criteria. The other five districts were selected to get geographical and demographic representation to pilot the menus. The USDA Grant RFP required states to guarantee that at least

(Motion continues on page 12)

50 schools would submit HUSSC applications. Terrebonne Parish will receive \$700 per school, and all other districts participating in the grant will receive \$550 per school. Because Terrebonne Parish will be the lead district in the grant and will work face-to-face with the chef from NSU, Terrebonne Parish will receive a higher rate.

**Student Centered Goals - Other**

8-B-13 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum (Special Case Participant Stipend)  
Amount: \$625.75  
Funding Period: 07/01/11 – 06/30/12  
Source of Funds: State

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of \$500. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. Participants receive the stipend in 2 installments upon meeting the attendance requirements. Participants must have attended all days of the workshop in order to receive the stipend.

8-B-14 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8<sup>th</sup> Grade Mathematics  
Comprehensive Curriculum (Installment 2)  
Amount: \$3,754.50  
Funding Period: 07/01/11 – 06/30/12  
Source of Funds: IAT-8(g)

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8<sup>th</sup> Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of \$250. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. The stipend will only be awarded to participants once the workshop series is completed on January 21, 2012. Participants must have attended all days of the workshop in order to receive the stipend.

#### **Human Capital**

8-B-15 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following LDE contract amendment:

Contractor: New Teacher Project  
Previous Contract: Yes  
Contract Period: 07/01/2011 - 06/30/2012  
Original Contract Amount: \$500,000.00  
Amended Amount: \$32,040.00

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Total Contract Amount: \$532,040.00  
Fund: CPMS – 8(g)  
Competitive Process: No - Sole Source

This amendment will allow the contractor to host biweekly planning meetings relative to Advisory Committee on Educator Evaluation (ACEE) planning, agenda, meeting outcomes and provide guidance relative to ACEE meeting agenda and policy decisions.

- 8-B-16 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on Dialogues with the applicable districts/LEAs identified in the Fiscal Risk Assessment Process.

**Recovery School District**

- 8-B-17 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Holly & Smith Architects, APAC  
Previous Contract: Yes  
Amended Amount: \$4,640.00  
Current Contract Value: \$1,989,813.58  
New Contract Value: \$1,903,453.58  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Current Contract Value: New Phillis Wheatley Elementary School – Task One: Provides for the reimbursable expense fee due to the designer for fees paid by the designer for the Conditional Use Permit for New Phillis Wheatley Elementary School.

- 8-B-18 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Howard Performance Architecture, LLC  
Previous Contract: Yes  
Amended Amount: -\$57,552.61  
Current Contract Value: \$1,649,844.90  
New Contract Value: \$1,592,292.29  
Contract Period: 03/23/2009 - 03/23/2012  
Fund: FEMA  
Competitive Process: Yes

(Motion continues on page 15)

Description of Service: New Bienville Elementary School – Task One: Adjusts the designer fee for basic services required by the revised contract from \$1,510,045.00 to \$1,442,877.00, which is based on the actual low bidder’s price of \$18,880,000.00 from bids received September 9, 2010, for the new Bienville Elementary School. (Decrease - \$67,168.00) Task Two: Provides for reimbursable expense fee for reproduction cost and finalizing conditional use approval for new Bienville Elementary School.

8-B-19 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Perez, APC  
Previous Contract: Yes Amended  
Amount: \$4,640.00  
Current Contract Value: \$3,338,169.49  
New Contract Value: \$3,392,809.49  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New high school at Edward Livingston School - Task One: Provides for reimbursable expense due to the designer for fees paid by the designer for the Conditional Use Permit Fees for new high school at Edward Livingston School.

8-B-20 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: SCNZ Architects, LLC  
Previous Contract: Yes  
Amended Amount: \$838.05  
Current Contract Value: \$6,000.00  
New Contract Value: \$6,838.05  
Contract Period: 10/11/2010 - 10/11/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Installation of canopies at Joseph A. Craig Elementary School - Task One: Provides for reimbursable expense for reprographic and reproduction costs associated with the advertisement and solicitation for installation of new canopies at Joseph A. Craig Elementary School.

8-B-21 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Shelly Hammond Provosty, LLC  
Previous Contract: Yes  
Amended Amount: \$75,000.00  
Current Contract Value: \$275,000.00  
New Contract Value: \$350,000.00  
Contract Period: 06/15/2010 - 06/15/2012  
Fund: MFP  
Competitive Process: No, True Professional

Description of Service: This contract provides for the legal representation of the interests of the Recovery School District, the Louisiana Department of Education, and BESE (the state) in the matter of Orleans Parish School Board v. Lexington Insurance Company, et al, Civil District Court for the Parish of Orleans, State of Louisiana, Docket No. 2006-7342, Division "E", Section 7 and any litigation relating to the lawsuit. The state intervened in the lawsuit filed by the Orleans Parish School Board against its insurer(s) in order to recover insurance proceeds that Orleans alleges it is owed by its insurer(s) arising out of Hurricane Katrina. The state has an interest in the litigation because the Recovery School District is entitled, pursuant to La. R.S. 17:10.7 and La. R.S. 17:1990, to receive insurance proceeds recovered by the Orleans Parish School Board.

8-B-22 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Trapolin-Peer Architects, APC – VMDO  
Architects, PC – A Joint Venture  
Previous Contract: Yes  
Amended Amount: \$390,815.00  
Current Contract Value: \$3,273,471.00  
New Contract Value: \$3,664,286.00  
Contract Period: 01/21/2010 - 01/21/2013  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New high school at George Washington Carver - Task One: Adjusts the designer's fee for basic services required for the contract from \$3,237,677.00 to \$3,626,212.00, which is based on the revised AFC of \$50,406,792.00. Furthermore, the contract will be broken into two separate projects:

(Motion continues on page 17)



1. New high school at George Washington Carver Project No.: 2009-0756-0001  
A/E Fee = \$3,617,391.00  
AFC = \$50,332,692.00 Increase \$379,714.00
2. Test Pile Program for George Washington Carver Project No. 2009-0756-0002  
A/E Fee = \$8,821.00 – (Test Pile Program increase \$8,821.00)  
AFC = \$74,100.00 actual bid amount from bids received June 2, 2010

(The total Increase for Task One is \$388,535.00 for new high school at George Washington Carver.)

8-B-23

On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	VergesRome Architects, APAC
Previous Contract:	Yes
Amended Amount:	\$22,968.00
Current Contract Value:	\$609,956.00
New Contract Value:	\$632,924.00
Contract Period:	09/16/2010 - 09/16/2013
Fund:	FEMA
Competitive Process:	Yes

Description of Service: (Include per diem rates, if applicable.): Mothballing of closed schools – safe and secure Israel M. Augustine Middle School, Louis D. Armstrong Elementary School, Andrew J. Bell Junior High School, Oretha C. Haley Elementary School, Lorraine Hansberry Elementary School, Morris F.S. Jeff Elementary School, Valena C. Jones Elementary School, George Mondy Elementary School, and John A. Shaw Elementary School - Task One: The designer's fee for basic services is being adjusted for Israel M. Augustine Middle School – safe and secure New Project No.: 2011-0864-0001 \$71,059.00 to \$55,504.00 due to the adjustment of the AFC from \$750,000.00 to \$449,000.00 (Decrease -\$15,555.00).

Task Two: The designer's fee for basic services is also being adjusted due to the addition of a new project - Mothballing of Closed Schools Safe and Secure Phase I – Reroofing at Israel M. Augustine Middle School Project No.: 2010-0858-0001, which is based on the actual bid price of \$301,000.00 from bids received July 6, 2011. (Add \$38,523.00)

8-B-24 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: VergesRome Architects, APC  
Previous Contract: Yes  
Amended Amount: \$47,680.00  
Current Contract Value: \$2,802,016.10  
New Contract Value: \$2,849,696.10  
Contract Period: 06/15/2007 - 06/15/2012  
Fund: FEMA  
Competitive Process: Yes

Description of Service: Lake Area High School - Task One: Adjusts the designer's basic services fee based upon the final construction contract amount for change orders not attributable to the designer. The total adjusted change order value is \$691,941.00 plus the previous AFC value of \$35,580,000.00 equals the new adjusted AFC value of \$36,271,941.00. The revised designer's basic services fee based on the new adjusted AFC value of \$36,271,941.00 is \$2,662,373.00.

8-B-25 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Yeates & Yeates Architects, LLC  
Previous Contract: Yes  
Amended Amount: \$7,000.00  
Current Contract Value: \$2,456,577.13  
New Contract Value: \$2,463,577.13  
Contract Period: 06/15/2007 - 06/15/2012  
Fund: FEMA  
Competitive Process: Yes

Description of Service: New Fannie C. Williams Elementary School - Task One: Provides for the additional services fee for additional designer services provided by the designer after approval to proceed for design, construction documents, construction administration and bid phase for an agreed upon lump sum amount of \$7,000.00 for the new Fannie C. Williams Elementary School.

8-B-26 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the

following allocations by funding category for the FY 2012-2013 8(g) Annual Program and Budget and the following focus areas: (Motion

continues on page 19)

Allocations

- a. \$11,777,500 or 48.1% of the total budget for the Student Enhancement Block Grant Program and
- b. \$11,777,500 or 48.1% of the total budget for the Statewide Grant Program.

Focus Areas

- a. Prekindergarten Programs for At-Risk Four-Year Olds and
- b. Proven Instructional Strategies in English Language Arts, Math, Science, Social Studies, and Technology.

8-B-27 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the FY 2012-2013 8(g) Statewide Program allocations as follows:

College and Career Readiness for Middle and High School 21st Century Learners (LDE)	\$ 2,269,600
Effective Teachers, Effective Leaders (LDE)	\$ 2,957,900
Next Generation: Common Core (LDE)	\$ 1,500,000
LEAP for the 21st Century (LDE)	\$ 2,565,000
School Turnaround Innovations (LDE)	\$ 2,000,000
Academic/Vocational Enhancement of BESE Special Schools (LSD, LSVI, SEC)	\$ 90,000
Enhancement of the LA Instructional Material Center for the Blind and Visually Impaired (LSVI)	\$ 75,000
World Language Model Program (LDE)	\$ 170,000
Louisiana Renaissance Language Immersion Program (LDE)	\$ 150,000
<b>Total</b>	<b>\$11,777,500</b>

8-B-28 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report of the FY 2012-2013 BESE Budget Request.

8-B-29 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the reports related to the 2011 Legislative Action Plan.

Agenda **Minimum Foundation Program (MFP) Public Hearing** (Schedule 4)  
Item 8-B1

8-B1-1 On motion of Ms. Johnson, seconded by Mr. Lee, the Board received the minutes of the Minimum Foundation Program (MFP) Public Hearing held December 6, 2011.

Agenda **Educator Effectiveness Committee** (Schedule 5)  
Item 8-C

**8-C-1** On motion of Mr. Lee, seconded by Ms. Buquet, the Board approved, as a Notice of Intent, revision of Bulletin 130, *Regulations for the Evaluation and Assessment of School Personnel*, in its entirety and in accordance with Act 54 of the 2010 Regular Legislative Session.

8-C-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board revoked the Louisiana teaching certificate (Type B 84599) of Mr. Stephen McKay Hurst, based upon his conviction of a felony.

8-C-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board denied the request from Mr. Osceola Free for a hearing regarding the issuance of a Louisiana teaching certificate appropriate to his credentials.

Agenda **School Innovation and Turnaround Committee** (Schedule 6)  
Item 8-D

8-D-1 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deleted from the agenda: "Consideration of a request for an amendment to the charter governing the New Orleans Charter Science and Mathematics Academy, operated by Collegiate Academies, to rename the school to Sci Academy."

8-D-2 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received a report regarding Teachers' Retirement System of Louisiana (TRSL) matters at BESE-authorized charter schools governed by the Algiers Charter Schools Association. Further, the Board received notification regarding non-material amendments to the charter contracts of O. Perry Walker Senior High School, Martin Behrman Elementary School, Dwight D. Eisenhower Elementary School, McDonogh #32 Elementary School, and William J. Fischer Elementary School, all operated by Algiers Charter School Association, Inc., indicating the schools' intent to allow employees to enroll in TRSL.

\* \* \* \* \*

Public comments regarding Item 8-D-3 were received from Ms. Catherine Boozer.

8-D-3 On motion of Mr. Roemer, seconded by Ms. Johnson, the Board deferred until January 2012: "Consideration of granting Milestone SABIS Academy, operated by Innovators in Milestone, Inc., a five year charter school contract extension and a report from the LDE regarding when rules promulgated by BESE pertaining to the extension of charter school contracts have taken effect."

Ms. Givens was recorded as being opposed to the motion.

\* \* \* \* \*

The Board was provided with a handout entitled, "Overview of performance for CharterSchools USA in Florida with similar at-risk populations."

Lengthy discussion followed.

8-D-4 On motion of Mr. Garvey, seconded by Ms. Givens, the Board approved the Type 2 charter application submitted by Lake Charles Charter Academy Foundation, Inc., subject to the following conditions:

1. Lake Charles Charter Academy must score at or above AUS (75 or above) for its 2011-2012 Assessment Index or make five (5) points of growth from its pre-assessment index.
2. Lake Charles Charter Academy Foundation, Inc., must submit a satisfactory financial plan such that the instructional spending requirement set forth by the Board in the Minimum Foundation Program can be met, as determined by the LDE.
3. Lake Charles Charter Academy Foundation, Inc., must satisfactorily address any governance issues resulting from the bond issuance for Lake Charles Charter Academy, as determined by the LDE.
4. The opening of the school is contingent upon the completion of a pre-opening checklist and execution of the charter contract no later than 60 days prior to the beginning of the school year in which the school opens.

8-D-5 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of Type 2 Charter Applications for Tangipahoa Charter School Association, Inc., and The Delta Charter Group."

8-D-6 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board denied the Type 2 charter school application for Lafayette Parish submitted by Outreach Community Development Corporation, Inc.

8-D-7 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the recommendation of the LDE and authorized the Type 2 charter application submitted by the Outreach Community Development Corporation, Inc., to commence operation in St. Landry Parish, contingent upon all of the following conditions being met:

- completion of a pre-opening checklist;
- addressing any special considerations set forth in the Evaluation and

Recommendation Summary recommendations; and

- execution of the charter contract no later than April 30 of the year in which the charter school opens.

Further, the Board authorized the Board President to sign the charter contract only after the LDE verifies that the applicant has provided the LDE with the aforementioned information.

8-D-8 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Type 5 charter school applications submitted by the following organizations, as recommended by the LDE:

- Crescent Leadership Academy (alternative high school);
- Collegiate Academies;
- Future is Now Schools: New Orleans;
- The Friends of King School, Inc.;
- KIPP New Orleans, Inc.;
- Choice Foundation, A Non-Profit Corporation;
- ReNEW – Reinventing Education (2 applications, including 1 alternative high school);
- Rocketship Education Louisiana (8 applications); and
- New Orleans College Preparatory Academies.

Further, the Board directed that, prior to the opening of each of the aforementioned charter schools, all of the following conditions must be met:

- completion of a pre-opening checklist;
- address any special considerations set forth in the Evaluation and Recommendation Summary recommendations;

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- assignment of an existing RSD-operated school by the Superintendent of the RSD, not later than March 2012. If an assignment is not made, the authority to open the school may be deferred until a later date or may be rescinded, based on a recommendation by the Superintendent of the RSD. The LDE staff will report on the status of applicants and their school assignments during the March 2012 School Innovation and Turnaround Committee meeting; and
- execution of the charter contract no later than April 30 of the year in which the charter school opens.

The Board directed that final approval of the charter application shall not be effective until the aforementioned contingencies are met, the LDE verifies that the contingencies are met, and the charter contract is executed (signed by president of the non-profit corporation and the BESE President).

- 8-D-9 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for Akili Academy of New Orleans, operated by Akili Academy of New Orleans, for the remainder of their initial five year term, as recommended by the LDE.
- 8-D-10 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Crocker Arts and Technology School, operated by Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above, reaching the school's growth target by the end of the 2011-2012 school year, and continuing to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012, as recommended by the LDE.
- 8-D-11 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the contract for KIPP Central City Primary, operated by KIPP New Orleans, Inc., for the remainder of their initial five year term, as recommended by the LDE.
- 8-D-12 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Miller-McCoy Academy for Mathematics and Business, operated by Miller-McCoy Academy for Mathematics and Business, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above (above AUS), reaching the school's growth target by the end of the 2011-2012 school year; continuing to manage the budget to achieve a fund balance of greater than five percent with a clean financial risk assessment in fiscal year 2011-2012; and addressing significant facilities, health, and safety findings by January 15, 2012, as recommended by the LDE.

8-D-13 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for New Orleans Charter Science and Mathematics Academy, operated by Advocates for Science and Mathematics Education, Inc., for the remainder of their initial five year term, as recommended by the LDE.

8-D-14 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received the voluntary charter surrender submitted by the Board of Directors of Sojourner Truth Academy, Inc., and approved the LDE's recommendation for Sojourner Truth Academy to continue to operate until June 30, 2012, in accordance with the terms of a Memorandum of Understanding.

8-D-15 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for The MAX Charter School, operated by the Maxine Giardina Charter School, Inc., subject to the following renewal contract provisions and conditions, which include:

- an admissions/enrollment policy aligned to the school's stated mission of serving students with dyslexia and other language-related learning differences, as identified in Bulletin 1903, *Regulations and Guidelines for Education of Dyslexic Students*; and
- an alternative charter evaluation framework for student performance that is tailored to the unique student population served, and includes and significantly weights student performance on state standardized tests, in addition to other measures of student performance per Bulletin 126, *Charter Schools*, §1503(B)(5)(a), as approved by the LDE. Such evaluation framework will continue to include and significantly weight student performance on state standardized tests, in addition to other measures of student performance.

Further, the school must address the following:

- implement a plan to provide alternative education, in the event of any suspensions and/or expulsions;
- improve outreach and recruiting of at-risk students and student documentation;
- comply strictly with IDEA and admissions/enrollment policies to ensure that all eligible students have an opportunity to attend the school and receive required services; and
- establish clear, written guidelines for the provision of meals to students, and for the documentation and reporting required per La. R.S. 17:192.1 regarding meals.



- 8-D-16 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Algiers Technology Academy, operated by Algiers Charter School Association, Inc., subject to the condition that the charter school will continue to manage the budget to reduce its deficit by fiscal year 2012-2013, and be on track in achieving a fund balance of greater than five percent by fiscal year 2014-2015, as recommended by the LDE.
- 8-D-17 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc., subject to the conditions that the charter school continue management of budget and accounting procedures to work toward a fund balance of greater than five percent and a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-18 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the contract for Arthur Ashe Charter School, operated by Firstline Schools, Inc., subject to the conditions that the charter school continue to improve academic achievement by achieving growth targets for 2011-2012 and 2012-2013 school years, and continue to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-19 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a nine year renewal of the charter contract for KIPP Central City Academy, operated by KIPP New Orleans, Inc., subject to the condition that the charter school continue to manage internal accounting procedures to ensure a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.
- 8-D-20 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a non-renewal of the charter for McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.

It was noted for the record that RSD Superintendent White confirmed that he will continue to give current school leaders of McDonogh 42 Elementary Charter School an opportunity to remain involved with the school.

- 8-D-21 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for New Orleans College Preparatory Academy, operated by New Orleans College Preparatory Academies, Inc., subject to the conditions that the charter school achieve an SPS of 75.0 or above by the 2011-2012 school year, achieve their growth targets in the renewal term, and provide evidence of implementation of improved procedures for discipline of special education students.
- 8-D-22 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Memorandum of Understanding (MOU) between BESE, the RSD, and the Board of Directors for Advance Baton Rouge (ABR), regarding the transition plans for Dalton Elementary School, Glen Oaks Middle School, Lanier Elementary School, Prescott Middle School, and Pointe Coupee Central High School.
- Further, as part of the agreement, the Board received the phase out plan of ABR as a CMO over the next 18 months with a phase out as follows:
- Commencing on January 1, 2012, the RSD and ABR will jointly operate Prescott Middle School and Pointe Coupee Central High School through June 30, 2012.
    - On July 1, 2012, RSD will be the sole operator at Prescott Middle School and Pointe Coupee Central High School.
  - Commencing on January 1, 2012, the RSD and ABR will jointly operate Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School through June 30, 2013.
    - On July 1, 2013, RSD will be the sole operator of Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School.
    - ABR and the RSD shall develop a dissolution plan for the ABR Charter Schools by January 1, 2012.
- 8-D-23 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the model dissolution plan for the charter school closure and transfer process.
- 8-D-24 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the process by which the LDE will allocate continuation and new grant funding for the 2011-2012 Charter School Program Grant cycle.

- 8-D-25 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received an update report from the Recovery School District on Capital Projects for October 2011, which includes the October 2011 Superintendent's Report; the BESE Monthly Report regarding open construction contracts as of November 7, 2011; the October 2011 Program Update for RSD Phase 1 Projects; and the 2011 3rd Quarterly Report.
- 8-D-26 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*, and Bulletin 129, *The Recovery School District*, to ensure that no students attending a failing school that is being closed or reconstituted are assigned to another failing school or a watch list school unless the district enters into and meets conditions outlined in a Memorandum of Understanding (MOU) with the LDE."
- 8-D-27 On motion of Ms. Givens, seconded by Ms. Bradford, the Board received a report on RSD schools that will have been under the jurisdiction of the RSD for five or more years at the conclusion of the 2011-2012 school year, and approved the RSD recommendations regarding the continuation of those schools in the RSD, detailed below.

The following RSD schools have met the criteria to be eligible to choose whether to remain in the RSD or transfer to their former local education authority (LEA). The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD. Further, the Board directed that the following schools be allowed to notify BESE, no later than January 11, 2012, of their intention to return to their Local Education Agency, such notification to be considered by the Board in January 2012:

- Arthur Ashe Charter School, operated by Firstline Schools, Inc.
- KIPP Central City Academy, operated by KIPP New Orleans, Inc.
- Dr. Martin Luther King, Jr. Charter School for Science and Technology, operated by The Friends of King School, Inc.
- McDonogh #15: A KIPP Transformation School, operated by KIPP New Orleans, Inc.
- Dwight D. Eisenhower Elementary School, operated by Algiers Charter School Association, Inc.
- Martin Behrman Elementary School, operated by Algiers Charter School Association, Inc.

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- Edward H. Phillips Learning Academy, operated by KIPP New Orleans, Inc.
- Sophie B. Wright Learning Academy, operated by Institute of Academic Excellence, Inc.

The following schools are RSD direct-run schools labeled AUS (earning an SPS below 65.0) for the 2010-2011 school year. The Board directed the following actions, as recommended by the RSD:

- Dr. Charles R. Drew Elementary
  - o Phase-out; close at the conclusion of the 2011-2012 school year
  - o Possible charter conversion process, beginning in the 2013-2014 school year
- George Washington Carver High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- John McDonogh High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- Joseph Craig Elementary
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year
- Murray Henderson Elementary
  - o Phase-out; close at the conclusion of the 2012-2013 school year
- Paul Habans Elementary
  - o Remain in the RSD as a direct-run school for the 2012-2013 school year
  - o Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter

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- Sarah T. Reed High
  - o Remain in the RSD as direct-run school or charter conversion, beginning in the 2012-2013 school year, if an approved charter operator exists
  - o Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter
- Schwarz Academy
  - o Charter conversion after the conclusion of the 2011-2012 school year, dependent on charter application approval
- Walter L. Cohen High
  - o Undergo a charter conversion process, beginning in the 2012-2013 school year

The following schools do not meet the performance criteria to be eligible to choose to return to their former LEAs, nor are they direct-run AUS schools that require a formal decision by the RSD. The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD:

- A.P. Tureaud Elementary
- McDonogh City Park Academy, operated by New Orleans Charter Foundation, Inc.
- Algiers Technology Academy, operated by Algiers Charter School Association, Inc.
- McDonogh #32 Elementary School, operated by Algiers Charter School Association, Inc.
- Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc.
- McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.
- Benjamin Banneker Elementary School
- Nelson Elementary School, operated by New Beginnings Schools Foundation, Inc.
- H.C. Schaumburg Elementary
- New Orleans College Preparatory School, operated by New Orleans College Preparatory Academies, Inc.
- Singleton Charter School, operated by Dryades YMCA (Motion

continues on page 30)

- O. Perry Walker Senior High School, operated by Algiers Charter School Association, Inc.
- James Johnson Elementary
- Pierre A. Capdau Learning Academy, operated by New Beginnings Schools Foundation, Inc.
- Lafayette Academy, operated by Choice Foundation, Inc.
- S.J. Green Learning Academy, operated by Firstline Schools, Inc.
- Langston Hughes Academy Charter School, operated by NOLA 180, Inc.
- William J. Fischer Elementary School, operated by Algiers Charter School Association, Inc.
- Mary D. Coghill Elementary.

Agenda  
Item 9

**Board Advisory Council Reports**

Agenda  
Item 9-A

**Nonpublic School Commission**

(Schedule 7)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Nonpublic School Commission meeting held November 1, 2011, and approved the tentative agenda for February 7, 2012.

Agenda  
Item 9-B

**Superintendents' Advisory Council**

(Schedule 8)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Superintendents' Advisory Council meeting held November 17, 2011, and approved the tentative agenda for February 16, 2012.

Agenda  
Item 10

**Board Advisory Council Appointments**

There were no Advisory Council appointments in December 2011.

Agenda  
Item 11

**Received and/or Referred**

(Schedule 9)

Public comments regarding Agenda Item 11 were received from Ms. Angela Alef, the People, LLC.

Agenda  
Item 11-A

On motion of Ms. Bradford, seconded by Ms. Johnson, the Board received the Resolution from the Lafayette Parish School Board regarding early childhood education for all students.

Agenda  
Item 12

On motion of Ms. Bradford, seconded by Mr. Garvey, the Board allowed Ms. Glenny Lee Buquet to continue to serve as Co-Chair of the Blue Ribbon Commission for Educational Excellence until June 30, 2012.

Agenda  
Item 13

The Board recognized and presented out-going BESE members with the following Resolutions.

**A RESOLUTION**

**WHEREAS,** Glenny Lee Buquet was elected to the Board of Elementary and Secondary Education in 1992 and served twenty consecutive years, including five terms as Board President; and

**WHEREAS,** Mrs. Buquet, in addition to being a committed wife and mother, previously worked as a speech and English teacher and opened a tutorial school for children with reading disabilities; and

**WHEREAS,** Mrs. Buquet is dedicated to literacy and reading comprehension, as shown through her commitment and leadership as former Chair of the Literacy and Numeracy Committee and is dedicated to the accountability and improvement of teacher preparation and alternative preparation programs, as shown through her commitment to the development and use of the Value-Added Model; and

**WHEREAS,** Mrs. Buquet is devoted to redefining educator certification requirements in the quest to produce highly effective and highly qualified educators in the state of Louisiana, as exemplified through her service as Co-Chair of the Blue Ribbon Commission for Educational Excellence, as Chair of the Quality Leaders/Educators Committee, and currently as Co-Chair of the Educator Effectiveness Committee; and

**WHEREAS,** Mrs. Buquet is supportive of the teachers and students of this state, as she has never failed to recognize and acknowledge individual accomplishments of students and educators.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Glenny Lee Buquet for her years of dedicated public service and her leadership in the aforementioned areas; and

(Continues on page 32)

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her children and grandchildren. The Board will forever be indebted to her lifelong contribution to education for the state of Louisiana.

Penny Dastugue                      Ollie Tyler  
Board President                      Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Keith Guice was elected to the Board of Elementary and Secondary Education in November 2007 and served two terms as Board President; and

**WHEREAS,** Mr. Guice worked for thirty-six years as a teacher, counselor, principal, and supervisor of instruction, and served his last 15 years as Superintendent of Catahoula Parish Schools; and

**WHEREAS,** Mr. Guice is dedicated to social justice and equal education opportunities for all children, and has shown his commitment and leadership as the director of a youth program in the Louisiana Delta for the United States Department of Labor serving youth involved with the Louisiana Juvenile Justice System; and

**WHEREAS,** Mr. Guice supports leadership and professional development and is dedicated to empowering the local education agencies to establish fair and sound policies that adhere to state requirements, and has shown his commitment as a member of the Quality Leaders/Educators Committee and the Educator Effectiveness Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Keith Guice for his years of dedicated public service and his leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community and enjoy his family.

Penny Dastugue                      Ollie Tyler  
Board President                      Acting State Superintendent of Education



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**A RESOLUTION**

**WHEREAS,** Louella Givens-Harding was elected to the Board of Elementary and Secondary Education in November 2003 and served two terms as a board member; and

**WHEREAS,** Mrs. Givens-Harding works as an attorney-at-law and as Chief Executive Officer of House Call Home Health Care, and previously served as Assistant City Attorney for the City of New Orleans, a Title 1 Specialist for New Orleans Public Schools, an Assistant Professor of Health Sciences at the University of Texas Health Center at Galveston, and as an Assistant Professor of Business Administration at Texas Southern University; and

**WHEREAS,** Mrs. Givens-Harding is dedicated to urban schools and has shown her commitment and leadership as a current member of the School Innovation and Turnaround Committee and previously as Vice-Chair of the State Authorized School Oversight Committee, as a member of the Recovery School District Committee, as well as the School and District Accountability Commission; and

**WHEREAS,** Mrs. Givens-Harding is dedicated to community support for education, as evidenced through her devotion to her constituents in the aftermath of Hurricane Katrina, and has shown her commitment previously as the Chair of the Legislative Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Louella Givens-Harding for her years of dedicated public service to her community and to the state of Louisiana, and for her leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her business endeavors, community involvement, and family.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Linda Johnson was elected to the Board of Elementary and Secondary Education in November 1999 and has served on the Board for twelve consecutive years, including three terms as Board President; and

**WHEREAS,** Miss Johnson previously worked as the Human Resources Supervisor for Georgia Gulf Corporation and serves as an active member of many civic organizations, including the Iberville Chamber of Commerce, the Iberville Economic Development Commission and the Louisiana Chemical Society; and

**WHEREAS,** Miss Johnson is dedicated to early childhood education and has shown her commitment and leadership as a member of the Iberville Head Start Advisory Council and the Children’s Cabinet; and is committed to the development of policies based on the confidence that every school can improve and show continuous growth, as evidenced through her years of service on the Accountability Commission as well as the High School Redesign Commission; and

**WHEREAS,** Miss Johnson is dedicated to meeting the academic needs of all students in Louisiana, and has demonstrated this commitment by serving as a member of the Board Administration/Relations Committee and the LaSIP/LaGEAR UP Board; and

**WHEREAS,** Miss Johnson has maintained a strength of conviction that is consistent and unwavering regarding the development of education policy by serving as current Co-Chair of the Administration and Finance Committee.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Miss Linda Johnson for her years of dedicated public service and her leadership in the aforementioned areas; and

(Continues on page 35)

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her community involvement and family.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education

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**A RESOLUTION**

**WHEREAS,** Dale Bayard was elected to the Board of Elementary and Secondary Education in November 1999 and served twelve consecutive years; and

**WHEREAS,** Mr. Bayard currently works as a financial advisor and serves as an active member of many civic nonprofit organizations; and

**WHEREAS,** Mr. Bayard is dedicated to school accountability and has shown his commitment and leadership as a member of the Accountability Commission and as the current Co-Chair of the Academic Goals and Instructional Improvement Committee; and

**WHEREAS,** Mr. Bayard is dedicated to improving student assessment, has continuously supported the teachers and students of the state of Louisiana, contributed thought provoking discussions regarding the BESE and LDE budgets and contracts, and has shown his commitment and leadership as a member of the Louisiana Educational Assessment Testing Commission.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Dale Bayard for his years of dedicated public service and his leadership in the aforementioned areas; and

**BE IT FURTHER RESOLVED** that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community, enjoy his family and friends, and pursue his dedication to and passion for the state of Louisiana.

Penny Dastugue  
Board President

Ollie Tyler  
Acting State Superintendent of Education

**BOARD MINUTES**

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**DECEMBER 7, 2011**

With no further business to come before the Board, the meeting was adjourned at 12:54 p.m.