

# Teacher Advisory Council

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Claiborne Building | Thomas Jefferson Room 1-136 | 1201 North Third Street, Baton Rouge, LA 70802  
Wednesday, May 15, 2024 | 9:00 a.m.

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## Council Members

Chair, Dr. Cade Brumley | Vice-Chair, Sabrē Masters

Kylie Altier  
Cammie Canik  
Corrie Campbell  
Gwynne Clavijo  
Bernita Dunbar  
Dereka Duncan  
Elise Frederic

Megan Girlinghouse  
Lauren Gros  
Tristen Guillory  
Amanda Jones  
Regena Landry  
John Lary  
Allison McLellan

Erika Musgrove  
Tiffany Starks  
Cassidy Tackett  
Amber Thomas  
Taylor Wallace  
Erik Willie  
Antonio Wilson

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## Agenda

- I. Call to Order
- II. Roll Call
- III. Recognitions
- IV. Approval of the minutes of February 2, 2024
- V. Consideration of proposed revisions to school and district accountability
- VI. Consideration of an update report regarding the 2024 Regular Legislative Session
- VII. Consideration of an update report regarding summer learning programs
- VIII. Consideration of a discussion regarding high-dosage tutoring

# Teacher Advisory Council

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## Minutes

The Teacher Advisory Council met on Friday, February 2, 2024, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:02 a.m. by Em Cooper. Members present were Corrie Campbell, Gwynne Clavijo, Bernita Dunbar, Lauren Gros, Tristen Guillory, Amanda Jones, Regena Beard, John Lary, Allison McLellan, Erika Musgrove, Tiffany Starks, Cassidy Tackett, Taylor Wallace, Erik Willie, and Antonio Wilson.

Kylie Altier, Cammie Canik, Dereka Duncan, Elise Frederic, Megan Girlinghouse, Amber Thomas, and Karrie Ward were not in attendance.

*A quorum was present.*

Representing the Louisiana Department of Education were Nikki Landry, Meredith Jordan, Dr. Ernise Singleton, Carla Trahan, Charlene Long, and Em Cooper.

1. On motion of Ms. Musgrove, seconded by Mr. Willie, the Teacher Advisory Council approved the minutes of the meeting held November 15, 2023.
2. On motion of Ms. Guillory, seconded by Ms. Dunbar, the Teacher Advisory Council, received the discussion regarding remote participation procedures in response to Act 393 of the 2023 Regular Legislative Session.
3. On motion of Ms. Tackett, seconded by Mr. Lary, the Teacher Advisory Council received the discussion regarding the Special Education Playbook.
4. On motion of Ms. McLellan, seconded by Ms. Clavijo, the Teacher Advisory Council received the discussion regarding the high school experience.
5. On motion of Ms. Gros, seconded by Ms. Guillory, the Teacher Advisory Council received the discussion regarding school improvement supports.
6. On motion of Ms. Wallace, seconded by Ms. Beard, the Teacher Advisory Council received the discussion regarding recruitment and retention.

7. On motion of Mr. Lary, seconded by Ms. McLellan, the Teacher Advisory Council received the discussion regarding the teacher exit survey.

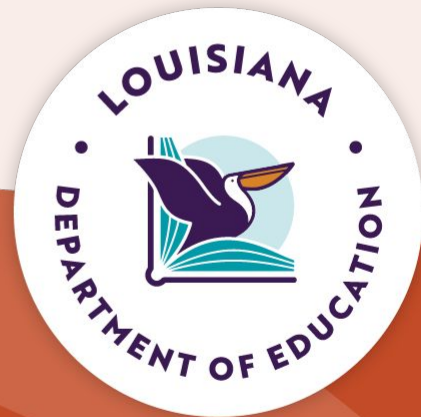
With no further business to come before the Teacher Advisory Council, the meeting was adjourned at 11:43 a.m.

# Teacher Advisory Council

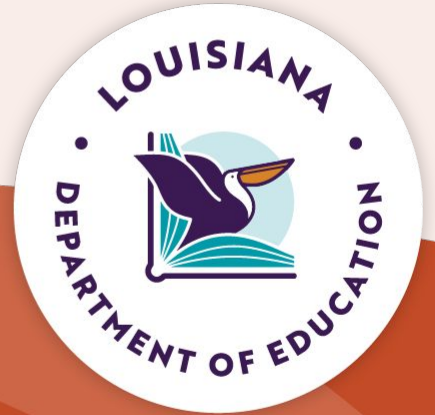


May 15, 2024

# Roll Call



# Recognitions



# Approval of the minutes of the meeting held February 2, 2024



# Meeting Norms

1. Honor the agenda and time limits.
2. Keep a positive tone.
3. Balance your participation - speak and listen.
4. Cultivate solution-based dialogue.
5. Remain focused on the mission of moving our state forward.





# Purpose and Goals

One way we elevate the teacher voice in Louisiana is by giving them a seat at the table on the issues that matter in our classrooms.

## **Our Purpose:**

The intent of the Teacher Advisory Council (TAC) is to share ideas and practices that are vital in moving our state forward. We are committed to being both diagnostic (identifying student needs) and prescriptive (aligning interventions) in this process.

## **Our Goals:**

This feedback on current education initiatives will be pivotal for navigation and will offer insight on how Louisiana can continue to improve student outcomes.



# Consideration of proposed revisions to school and district accountability



# Office of Accountability, Assessment, and Analytics

Thomas Lambert

Assistant Superintendent of Accountability,  
Assessment, and Analytics



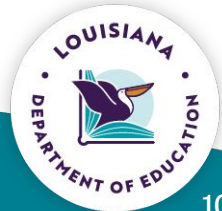
# Grow. Achieve. Thrive.



Louisiana's Revised Accountability System

# Why have accountability systems?

- Improve student achievement
- Provide an accurate assessment of performance



# Proposal's Fundamental Drivers

- High Expectations
- Simple & Transparent
- Career & College Readiness



# High Expectations

Louisiana expects students to:

**GROW.**

**ACHIEVE.**

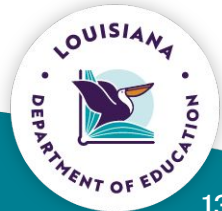
**THRIVE.**



# Simple & Transparent

Each measured indicator will ask:

- **What percent of a school's students met the expectation?**





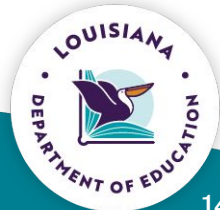
# College & Career Readiness

**UNIVERSITY PATHWAY:** graduate from high school prepared for university, community college, or technical college programming without need for remediation or corequisite support

*and/or*

**CAREER PATHWAY:** graduate prepared for employment with the foundational skills required for entry into career pathways...

Shared definition adopted by BESE and Regents



# Grow

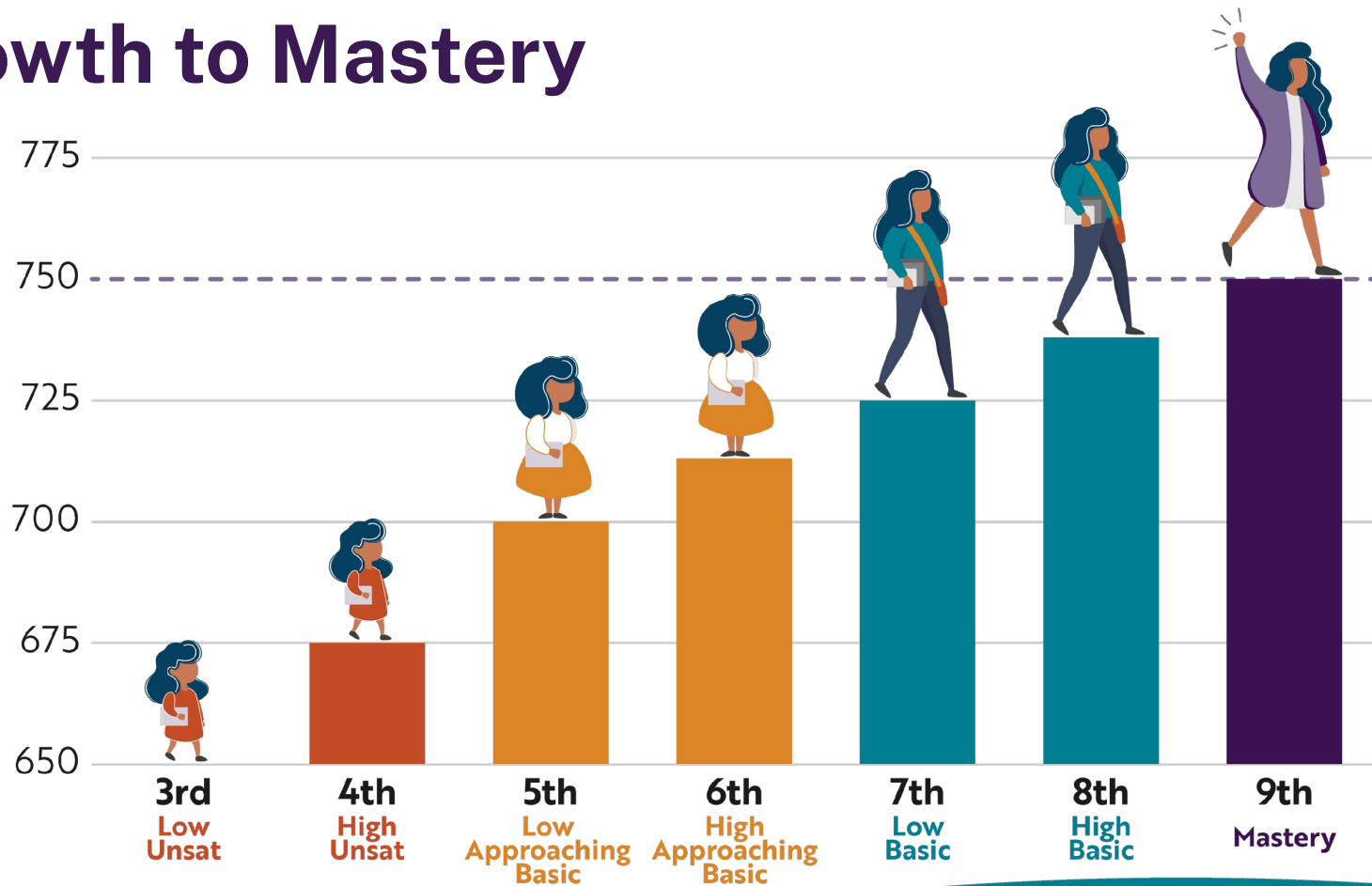


# Measuring Growth

- Non proficient achievement levels are cut in half
  - Low/High Unsatisfactory
  - Low/High Approaching Basic
  - Low/High Basic
- To show growth, the student must grow from a lower level:
  - IE: Low Unsatisfactory to High Unsatisfactory or greater
  - IE: High Unsatisfactory to Low Approaching Basic or greater
- Students at Mastery would need to grow one scale point
- Students at Advanced would need to remain at Advanced

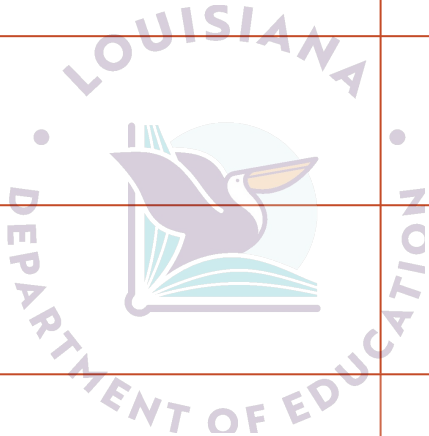


# Growth to Mastery



# Louisiana's Accountability Scorecard

% of Students Growing					
Math	59.6				
English	64.0				
Math Growth for lowest 25% of students	65.4				
English Growth for lowest 25% of students	64.0				
English Language Acquisition (ELL)	23.9				

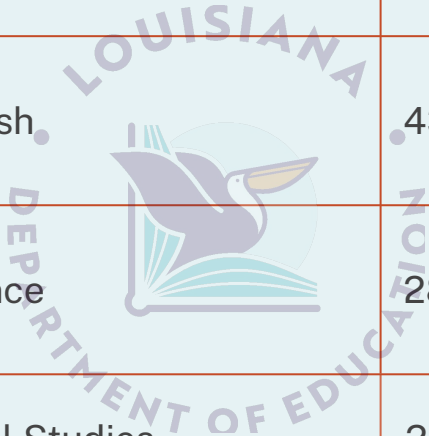


# Achieve

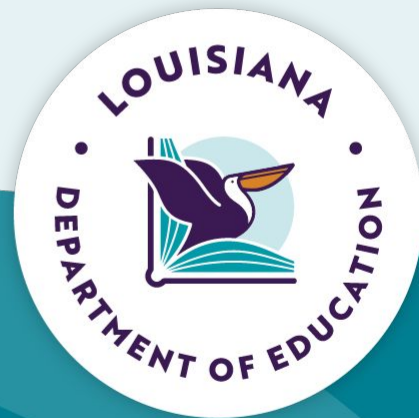


# Louisiana's Accountability Scorecard

% of Students Growing		% of Students Who Are Proficient			
Math	59.6	Math	33.6		
English	64	English	43.4		
Math Growth for lowest 25% of students	65.4	Science	28.6		
English Growth for lowest 25% of students	64.0	Social Studies	26.7		
English Language Acquisition (ELL)	23.9				



# Thrive





# Graduation Rate

- Percent of cohort earning a diploma



# Nationally Recognized Assessment

- **Students on the University Diploma Pathway**
  - ACT of 21, *or*
  - SAT of 1080, *or*
  - CLT of 71
- **Students on the Career Diploma Pathway**
  - Any of the above, *or*
  - WorkKeys Gold



# Career, College, or Service Acceleration

## University Accelerator

- ACT of 21 or SAT of 1080 or CLT of 71, PLUS...
- TOPS Aligned AP of 3, or IB of 4, or 6 DE credits with a C or Better, Math 25+, ENG 26+

## Career Accelerator

(High-Quality Credentials)\*

- Basic Bundle + Internship, or
- Advanced Credential + Internship, or
- 2 years of a Fast-Forward Aligned Registered Apprenticeship, or
- Certificate of technical studies in a high wage / high demand industry.

## Service Accelerator

- ASVAB 31 or higher, PLUS
  - Signed Military Acceptance Letter
- or,
- Service Academy Acceptance

\*All apprenticeships, and credentials must be LWC approved.

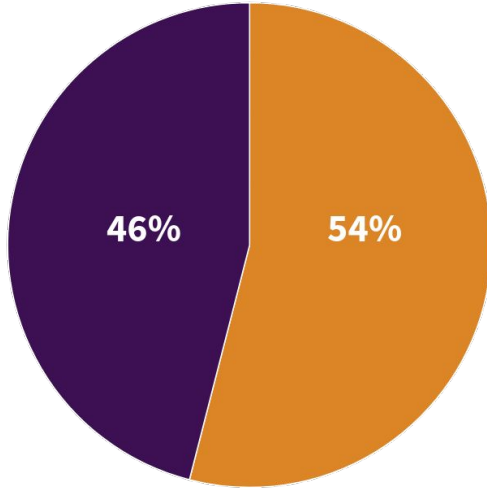


# Louisiana's Accountability Scorecard

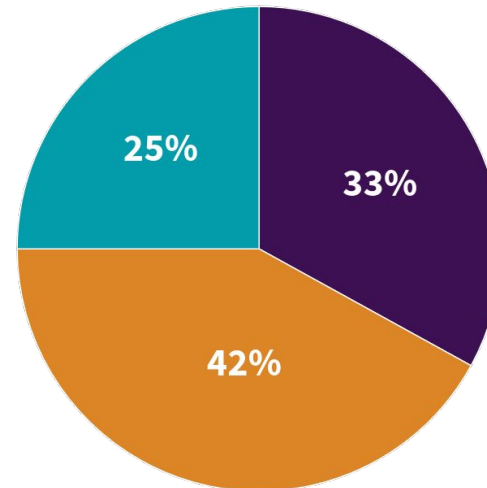
% of Students Growing		% of Students Who Are Proficient		% of High School Students Thriving	
Math	59.6	Math	33.6	Graduation Rate	82.7
English	64	English	43.4	Ready based on a nationally recognized exam	25.5
Math Growth for lowest 25% of students	65.4	Science	28.6	Accelerated into college coursework, career training, or service	21.8
English Growth for lowest 25% of students	64.0	Social Studies	26.7		
English Language Acquisition (ELL)	23.9				
				<b>Average:</b>	<b>44.9</b>




# Revised Measurements

Elementary/Middle



High School



-  **Grow:** Students growing in math and English, with special attention paid to the lowest achieving students
-  **Achieve:** Students who are proficient in math, English, science, and social studies
-  **Thrive:** Students graduate on time, show readiness on a nationally recognized exam, prepared to accelerate

# Letter Grades



# Florida's Letter Grade Scale

	Elementary	Middle	High	Combo
A	62% to 100% of points	68% to 100% of points	70% to 100% of points	67% to 100% of points
B	50% to 61% of points	58% to 67% of points	60% to 69% of points	56% to 66% of points
C	33% to 49% of points	40% to 57% of points	40% to 59% of points	35% to 55% of points
D	22% to 32% of points	31% to 39% of points	23% to 39% of points	23% to 34% of points
F	21% of points or less	30% of points or less	22% of points or less	22% of points or less

# Mississippi's Letter Grade Scale

	Elementary/Middle	High	Districts
A	63.1% to 100% of points	75.4% to 100% of points	66.8% to 100% of points
B	53.9% to 63% of points	64.8% to 75.3%	59.9% to 66.7%
C	46.9% to 53.8% of points	58.4% to 64.7%	53.6% to 59.8%
D	38.4% to 46.8% of points	51.0% to 58.3%	48.9% to 53.5%
F	38.3% of points or less	50.9% of points or less	48.8% of points or less



# In Fall of 2026 the department will issue grades on 3 scales

- Elementary / Middle scores,
- High School scores,
- and District scores

For each

- The top 10% will earn an “A”
- The next 20% will earn a “B”
- The next 40% will earn a “C”
- The next 20% will earn a “D”
- The next 10% will earn an “F”

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# Simulated Louisiana's Letter Grade Scale using 2023 data

	Elementary / Middle	High	District
A	62.8% to 100% of points	56.2% to 100% of points	52.7% to 100% of points
B	53.1% to 62.7% of points	49% to 56.1% of points	49.1% to 52.6% of points
C	41.5% to 53% of points	36.7% to 48.9% of points	41% to 49% of points
D	35.3% to 41.4% of points	29.7% to 36.6% of points	36.4% to 40.9% of points
F	35.2% of points and below	29.6% of points and below	36.3% of points and below

# Consideration of an update report regarding the 2024 Regular Legislative Session

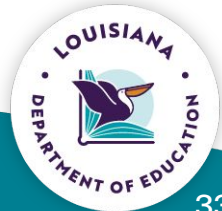


# 2024 La. Legislative Update

## Discussion of Education-Related Legislation Status

Ben Lemoine

Executive Director of Governmental Affairs

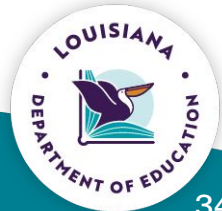


# Office of Government Affairs



Ben Lemoine

Director of Governmental Affairs



# What is Legislative Session?

- The Louisiana Constitution of 1974 requires all legislators to annually convene each year in the spring to pass laws and policies for the state. These are called regular sessions; the legislature may be called outside of the regular sessions and are considered “extraordinary” sessions and are called by the Governor or by 2/3 of the Legislature for a specific purpose.
- Two Types of sessions:
  - **Fiscal** - Limited to bills that pertain to taxes, revenues, and fees. These sessions are shorter and are held in odd-numbered years. Legislators are limited to 5 non-fiscal bills each.
  - **Non-Fiscal** - No limits on bills filed as long as they are not fiscal in nature. These sessions are longer and held in even numbered years. Legislators may file as many bills as they want.



# LDOE Role in Legislative Session

- Provide information on proposed bills and how they impact education in Louisiana.
- Present a package of bills for consideration that advance the agency's and BESE's priorities.
- Represent BESE and their positions in committee hearings.
- Provide unbiased, accurate, and honest calculations on the cost of proposed legislation.
- Educate legislators on existing policies, programs, and outcomes.
- Respond to constituent/legislator requests.



# 2024 Education Policy Legislation

<b>HB 745</b>	Emerson	Schools/Choice	Creates the LA GATOR Scholarship Program, a universal school choice program
<b>HCR 21</b>	Schlegel	Education Funding	MFP Resolution
<b>HB 424</b>	Phelps	Schools/Employees	Requires public school SGAs to use a uniform 10-point grading scale
<b>SB 205</b>	Miguez	Schools/Employees	Additional compensation for teachers and school employees under certain circumstances
<b>SB 207</b>	Mizell	Schools/Employees	Bans student cell phone use on campus





# 2024 Education Policy Legislation

<b>HB 264</b>	Hughes	Curricula	Adds computer science as a graduation requirement
<b>SB 288</b>	McMath	Schools	Provides high-dosage tutoring for certain students
<b>HB 647</b>	Romero	Education	Provides relative to student instruction requirements
<b>HB 267</b>	Carver	Student/Assessment	Provides numeracy education to students in kindergarten through third grade
<b>SB 358</b>	Mizell	Students	Lowers allowable expulsion age from 16 to 13 for students in possession of a firearm



# Consideration of an update report regarding summer programs



# Office of Teaching and Learning

Dr. Jenna Chiasson

Deputy Superintendent of Teaching  
and Learning



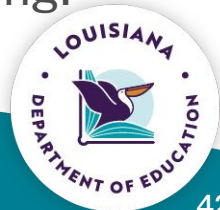
# Summer Learning Policy

- All third and fourth grade students below proficiency must attend 30 hours of summer learning (Bulletin 1566).
- Consider including this year's second grade students who are below proficiency to prevent possible third grade retention according to Act 422 (2023 Legislative Session).



# Summer Learning Resources

- [Summer Learning Program Guidance](#): A set of guidance with how summer learning programs can embed academic tutoring within a day that encourages fun and extended learning opportunities.
- [Family Summer Support Toolkit](#): A toolkit designed for schools to be able to easily share activities and resources with families over summer months.
- [Steve Carter Literacy Tutoring Program](#): A free literacy tutoring program for eligible students to receive in person or virtual tutoring year round.
- [Family Grab and Go's](#) (Literacy) and [Family Grab and Go's](#) (Math): Quick and easy activities to share with families to promote at-home learning.



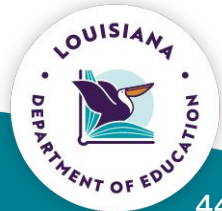
# Consideration of a discussion regarding tutoring



# Office of Teaching and Learning

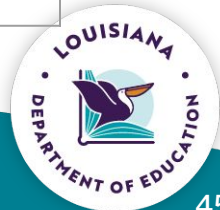
Holly Manson

Educational Program Consultant



# Louisiana Tutoring Initiative

Tutoring Program	Method
Steve Carter Literacy Tutoring Program	Family Vouchers After-school Hours Online or Face-to-face
REAL Literacy Tutoring Program	After School or During the Day
Accelerate Literacy and Math Pilot	During the Day
Ignite Literacy Pilot	During the Day - Utilizing College Students
Amira - AI Literacy Tutoring	During the Day





# Steve Carter Literacy Tutoring Program

Louisiana students in grades K-5 are eligible for a \$1,000 digital literacy tutoring voucher.

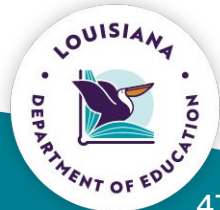
- 2,532 students receiving tutoring through this program
- 48,860 tutoring sessions provided



# Senate Bill 508 - High Dosage Tutoring

Bill 288 would require all students in grades kindergarten through five who failed to achieve mastery on any statewide assessment in reading or math to be eligible for expanded academic support.

- Prioritized placement in a class taught by a teacher labeled as “highly effective”.
- High Dosage Tutoring



# Senate Bill 508 - High Dosage Tutoring

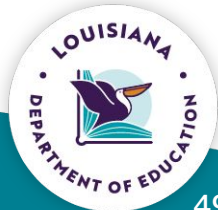
## High Dosage Tutoring Requirements

- Incorporates direct instruction by tutors using formative assessments aligned with grade level content
- Minimum of 10 weeks
- Three times per week in approximately 30 minutes sessions during the school day
- Monitor student progress
- High Quality Instructional Materials
- Ratio not higher than 4:1
- Provided by a high quality tutor
- Uses researched based best practices



# High Dosage Tutoring Guiding Questions

- What are the crucial areas you would want to ensure tutors are trained in?
- If a tutor was tutoring your students, what would you want them to be responsible for?
- What types of teacher/tutor communications would be best?
- How do you see high dosage tutoring fitting into your daily schedule?
- What questions would you as the teacher want answered for you around during the day tutoring?
- What else would be helpful to include in the guidance document?



# Questions/Public Comment



# Adjournment

