

Louisiana Believes

Superintendent Call

September 13, 2017

Agenda

- I. Highlights**
- II. Charter School Authorizer Support**
- III. School System Planning**
- IV. Early Childhood**
- V. Curriculum and Educator Support**
- VI. Measuring Results**
- VII. Graduation Pathways**

Highlights

Recent Highlights

- [West Carroll celebrates successful completion of Jump Start Summers program](#)
- [Collegiate Academy and St. James, St. Charles, St. John, St. Helena, St. Bernard, and Iberia Parishes awarded grant to prepare students with disabilities for postsecondary success](#)
- [Caddo Transformation Zone takes next step to empower and improve 14 persistently struggling schools](#)

Support for Charter School Authorizers

Charter Authorization Workshop Series

In May the Department launched a charter authorization workshop series to support districts in overseeing charter schools they have already authorized.

The second workshop in the series will focus on annual charter evaluation and monitoring.

When: Wednesday, September 27, 10:00 a.m. – 1:30 p.m.

Where: Claiborne Building, Baton Rouge

A makeup session for districts who missed the kickoff workshop, which focused on the roles and responsibilities of authorizers, will be held from 8:15 a.m. to 9:45 a.m.

System staff should [register](#) for the workshop and the makeup session by Wednesday, September 20.

For additional information please visit the Department's [charter authorization webpage](#) or contact david.shepard@la.gov.

School System Planning

School System Planning Process

To create a strong plan for the upcoming school year, school systems engage in the following planning process.



**ANALYZE RESULTS
+ PRIORITIZE NEEDS**



**PLAN FOR
STRUGGLING
SCHOOLS**



**APPLY FOR FUNDS
+ ALIGN BUDGET**

School System Planning and ESSA

The school system planning process is bolstered by the federal [Every Student Succeeds Act \(ESSA\)](#).

ESSA requires the Department to

- Identify persistently struggling schools: systems and schools with struggling subgroups
- Award school improvement dollars to school systems that have strong evidence-based plans for improving struggling schools
- Intervene in schools that do not improve over time

ESSA requires school systems to

- Develop an evidence-based school improvement plan for each struggling school within their school system
- Engage local stakeholders in the development of the plan

School System Planning Process

Over the next two years, the Department is committed to streamlining and supporting this process in the following ways.

- Fully integrating the components into one cohesive district planning process
- Providing improved resources and tools to support school systems create and implement their plans
- Focusing support and resources to help persistently struggling schools and subgroups of students



Review Results and Prioritize Needs



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems' plans should be tailored to their specific needs and context. As part of a thorough needs assessment, schools systems:

- **Analyze** student achievement and growth data, workforce data, graduate data, postsecondary data, state report cards, and early childhood performance profiles
- **Prioritize areas of greatest need** and the reasons these needs exist with an explicit focus on struggling schools
- **Set district-level improvement goals** for the areas of greatest need across all data sets and interim goals that indicate progress



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Review Results



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

This year, the Department will release two new dynamic reporting systems to help families and educators analyze school performance and plan for the upcoming school year: School Finder and the secure superintendent and principal reporting system.



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SCHOOLS

These systems will include information about:

- **Academic performance:** Early Childhood, LEAP 2025, EOC, ACT, AP
- **Discipline and attendance:** suspensions, expulsions, chronic absenteeism
- **Workforce:** teacher effectiveness, retention, promotion, and certification status
- **Course Access:** Critical courses “not otherwise available” that are required for TOPS University or a Jump Start Career Diploma



APPLY FOR
FUNDS + ALIGN
BUDGET

Review Results



**ANALYZE
RESULTS +
PRIORITIZE
NEEDS**



**PLAN FOR
STRUGGLING
SCHOOLS**



**APPLY FOR
FUNDS + ALIGN
BUDGET**

| System | Audience | Details |
|--|---------------------------------------|--|
| School Finder Screen shots | Families, educators | <p>Includes data traditionally found in Louisiana’s school report cards, plus additional information on school academic offerings, extracurricular activities, teacher workforce, and discipline and attendance.</p> <p style="text-align: right;">Available fall 2017</p> |
| Secure Reporting System | School system supervisors, principals | <p>Replaces superintendent and principal profiles. Includes</p> <ul style="list-style-type: none"> ● Important data across systems (early education, K-12, postsecondary, and talent) accessible in one easy-to-use system ● Key questions to guide planning and decision-making ● Visualizations and insight statements to help users interpret data ● An export function to allow for deeper data exploration, including student rosters <p style="text-align: right;">Available winter 2017</p> |

Review Results: Timeline



**ANALYZE
RESULTS +
PRIORITIZE
NEEDS**



**PLAN FOR
STRUGGLING
SCHOOLS**



**APPLY FOR
FUNDS + ALIGN
BUDGET**

| Data | Date | Location |
|--|-----------------|-------------------------|
| 3-8 LEAP 2025 Assessments | Released | eDirect |
| High School Assessments (EOC, ACT, AP) | Released | FTP |
| LEAP 2025 Social Studies Assessment Results | Week of Sept 11 | eDirect |
| 2016-2017 K-12 School Performance Scores and Letter Grades | Late Fall | FTP and School Finder |
| 2016-2017 Early Childhood Performance Profiles | Late Fall | FTP and School Finder |
| School Course Offerings | Late Fall | FTP |
| Principal and Superintendent Profiles | Winter | Secure Reporting System |
| 2016-2017 Transitional Student Growth Data | Winter | CIS |
| Workforce Data | Winter | Secure Reporting System |

Build a Plan: Persistently Struggling Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems are required, per ESSA, to submit a plan for persistently struggling schools.

Strong plans

- Align to school systems' needs assessment
- Leverage evidence-based strategies and interventions that have been proven to significantly improve outcomes for students
- Make strategic use of all funds to finance those interventions



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SCHOOLS

Persistently struggling schools meet one or both of the following criteria:

1. Consistently low *overall* performance (comprehensive)
2. Consistently low *subgroup* performance (urgent intervention)



APPLY FOR
FUNDS + ALIGN
BUDGET

Plan for Struggling Schools: Comprehensive Intervention Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Schools will earn the label of **“Comprehensive Intervention Required”** if they meet any of the following criteria:

- **Low School Performance Score:** Earned a D, F, or T rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of the past three consecutive school years
- **Low School Performance Score - New Schools:** New schools that earned a D, F, or T rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of their first two years of operation
- **Low Graduation Rate:** Earned a graduation rate of less than 67 percent in the most recent school year
- **Low Performing Subgroup(s):** Labeled “Urgent Intervention Required” for the same subgroup for three consecutive years

Plan for Struggling Schools: Urgent Intervention Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

There are two possible labels for schools who have persistently underperforming subgroups of students: “Urgent Intervention Needed” and “Urgent Intervention Required”



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SCHOOLS

- **Urgent Intervention Needed:** Performance of one or more subgroups is equivalent to “D” or “F”
- **Urgent Intervention Required:** Performance of one or more subgroups is "F" equivalent for two consecutive years



APPLY FOR
FUNDS + ALIGN
BUDGET



Apply for Funds and Align Budget



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

School systems should make strategic use of all funding sources to support development and implementation of their plans.

- **State and local funds**
- **Federal grants including ESSA and IDEA consolidated funds**
- **Other funds to support Comprehensive and Urgent Intervention schools**
 - **Planning grant** to help districts partner with vendors who can help them conduct a needs assessment and create a strong plan
 - **Title I School Redesign Grant** to fund additional support for schools requiring comprehensive and urgent intervention
 - **Title I Direct Student Services funds awarded to all LEAs**

Build a Plan and Fund It: Competitive School Redesign Grant and Planning Grant



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

As a reminder, school systems have the opportunity to get a head start on creating a strong plan and receiving funding for 2018-2019 through the round 1 School Redesign Grant application.

School Redesign Grant

The School Redesign Grant application will serve as school systems' plan for their struggling schools. All school systems with an identified school must complete a full School Redesign grant application in one of two cycles. **Round 1 [School Redesign Grant applications](#) are due September 29, 2017.** Round 2 applications will be due in March 2018.



PLAN FOR
STRUGGLING
SCHOOLS

Planning Grant










School systems that would like more time and support to develop a strong plan for improvement may apply for a planning grant. **The [planning grant application](#) is due on September 15, 2017.**



APPLY FOR
FUNDS + ALIGN
BUDGET

School systems should refer to the [School Redesign guidance](#) for additional information. Reach out to [Delaina Larocque](#), [Shavonne Price](#) or [Kelly DiMarco](#) with questions.

2018-2019 School System Planning Timeline

| | Fall 2017 | Winter 2017-2018 | Spring 2018 | Summer 2018 |
|--|---|--|-------------|--|
| Comprehensive Round 1 School Redesign Grant + Planning Grant <i>(optional)</i> | Round 1 School Redesign Grant (due Sept 29); planning grant (due Sept 15) Participate in round 1 School Redesign Grant interviews, if applicable (Nov 2018)    | Round 1 School Redesign Grant awards issued by BESE (Jan 2018)  | | |
| Urgent Intervention and Round 2 Comprehensive Planning | Release of: - school performance scores - list of schools requiring urgent and comprehensive intervention - school system planning tools (late fall)  | School systems review results, conduct a needs assessment, create a plan to address prioritized areas and align budgets to fund plans    | | Round 2 competitive School Redesign Grant awards issued by BESE  |

Email DistrictSupport@la.gov with questions.

Early Childhood

Key Updates for Early Childhood Community Networks

Early childhood community networks will work with program partners to support a successful start to the 2017-2018 school year.

Key Milestone and Expectations for Lead Agencies

- **9/30:** First (fall) community network meeting have been conducted.
- **10/1:** All classrooms have been set up and all fall observations are scheduled in the CLASS online system (*unless aligning with third-party scheduling*).
- **10/1:** All classrooms are set up in the *GOLD*[™] online system and all required informational metrics have been entered.
- **10/31:** Completed Child Count (reflecting numbers as of 10/1) has been reported to the Department using the FTP folder.

Lead Agencies will review assurances and responsibilities for the 2017-2018 year during the September Collaborations. Lead Agencies will identify critical next steps to completing the upcoming fall milestones.

2016-2017 Early Childhood Performance Profiles

Performance Profiles will be also shared through Louisiana School Finder this fall.

Lead Agencies are expected to develop a plan to engage their partners through each phase of the delivery to ensure that the Performance Profile release is successful in their community.

| Date | Action Items |
|-----------|--|
| 8/25/17 | <ul style="list-style-type: none">● Final CLASS™ scores were placed in FTP folders |
| Fall 2017 | <ul style="list-style-type: none">● Embargoed 2016-2017 Performance Profiles will be provided to Lead Agencies and sites via the School Finder staging site and FTP folders● The Department will conduct calls with each Lead Agency● In coordination with K-12, 2016-2017 Performance Profiles will be available publicly via School Finder website● 2016-2017 Star Ratings will be available publicly |

Curriculum and Educator Support

Pre-K through Grade 3 Guidebook

As school systems work to tightly align expectations, instruction, and support for students from early childhood through elementary school, **the Department released a [Pre-K through Third Grade Guidebook](#) this week and is providing [sessions](#) at the September collaborations on this topic.**

This guidebook will assist school and school system leaders in creating strong plans to ensure quality and continuity of practices across the PreK-Grade 3 continuum.

The guide will provide information, tools, and resources to support PreK-3 system to:

- Implement high-quality curriculum
- Use meaningful assessment methods, including early identification processes
- Create shared curriculum and content specific PD between PreK and K-3 teachers.
- Use teacher observation systems effectively.
- Provide positive support systems for children and families.

Email classroomsupporttoolbox@la.gov with questions.

Content Area Supports

The [Teacher Support Toolbox](#) links to a number of resources to support teachers in every core content area.

| Content Area | Support for Implementing a Quality Curriculum | Support for Struggling Students |
|-----------------------|---|--|
| ELA | Guidebooks 2.0 Approach Guides, Learning Tools, Instructional Strategies | Diverse Learners Guide Language Tasks - Mentor sentences Let's Set the Context videos (sample) |
| Math | Louisiana Guides to Implementing Eureka | Eureka Remediation Tools |
| Science | Scope and Sequence Documents | |
| Social Studies | Scope and Sequence Documents Key Themes Documents | |

Assessments for English Language Learners and Students with Significant Cognitive Disabilities

Louisiana believes that all students have academic potential and deserve an education that prepares them for life success. Like all students, diverse learners should have access to aligned, high quality instruction that supports their unique learning needs.

Acknowledging the diverse experiences and skill sets they bring to school, English learners and students with significant disabilities can achieve academic success through a clear and concise alignment of standards, instructional resources, and quality assessments.

Through this alignment, these students can achieve not only academically but leave high school with skills for lifelong learning as well.

In March BESE adopted new standards for both groups of students aligned with these expectations. In spring 2018 students will take newly aligned assessments.

English Language Learners

English Language Learning shifts called for in the new Connectors

- Greater access to rigorous instruction and high expectations
- Instruction that includes
 - An emphasis on academic language
 - Amplification instead of simplification
 - Integration of academic language and content

The ten EL Connectors are designed to be used in **collaboration** with the ESL/ELD specialist and content area teachers with the explicit recognition that language acquisition takes place across all content areas.

Students with Significant Cognitive Disabilities

- **Access:** The Connectors are fully aligned to the Louisiana Student Standards and do not exist separate and apart from the expectations for all students. Teachers of students with significant disabilities **provide inclusion opportunities whenever possible and help students access grade-level content and skills.**
- **Focus:** The Connectors represent the “big ideas” of the content and skills found in the Louisiana Student Standards. Teachers of students with significant disabilities **focus instruction where the Connectors focus.**
- **Pathways:** The Connectors provide developmentally appropriate benchmarks on the path to meeting the expectations of the Louisiana Student Standards. Teachers **know where students are and take the right steps to help them succeed.**

Assessing the Louisiana Connectors

Beginning in 2017-2018, **Louisiana is transitioning to two new assessments for diverse learners:**

- **English Language Proficiency Test:** a test of English language proficiency which measures English Learners' ability to meet the increased language expectations required by grade-level core content as specified by the Louisiana Student Standards.
- **LEAP Connect for Students with Significant Disabilities:** a computer-based assessment, developed to ensure that students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Louisiana Connectors for ELA and mathematics.

Overview of Alternate Assessments

| Feature | English Language Proficiency Test | LEAP Connect |
|------------------------|---|--|
| Student population | English language learners | Students with significant cognitive disabilities |
| Administration | February 6–March 16, 2018 | February 6–March 16, 2018 |
| Subjects | Speaking, listening, reading, and writing | English language arts and mathematics |
| Grades assessed | K through 12 | 3 through 8, and 11 |
| Assessment Platform | Online testing platform | DRC's INSIGHT platform |
| Administrative Support | Administrative portal for test coordinators to complete setup | Students take with or without test administrator support |
| Further information | assessment@la.gov | assessment@la.gov |

Louisiana Connectors Support

To date, the Department has provided aligned standards, instructional resources, and teacher trainings for supporting English language arts and mathematics for English language learners and students with significant disabilities. The table below contains lists and links for each of these supports.

| Supports | English Language Learners | Students with Significant Disabilities |
|---------------------------------|--|---|
| Aligned standards | Louisiana Connectors for English Language Learners | Louisiana Connectors for Students with Significant Disabilities |
| Instructional resources | For Educators | Essential Element Cards Student Response Modes Lesson Plan Adaptation |
| Supervisor and teacher training | Teacher Leader Sessions A17 & A18 | Overview Trainings Turnkey Trainings |

Believe and Prepare: Support for Rural Communities

In response to conversations with school system leaders, the Department has launched an effort to explore teacher workforce strengths, challenges, and potential supports for rural school systems.

This summer, the Department surveyed educators statewide and conducted focus groups to better understand teachers' experiences in rural areas, and how they compare to teachers' experiences in urban and suburban communities.

We look forward to learning from the data and will share the survey results publicly through a report this fall.

The Department will also offer online briefings to Superintendents and school system leaders.



Measuring Student Results: 2016-2017 Results

Social Studies Vision

To be productive members of society, students must be critical consumers of history and information. To understand how events happen and why people act in certain ways, students must make connections between what happened in the past and what is occurring in the present.

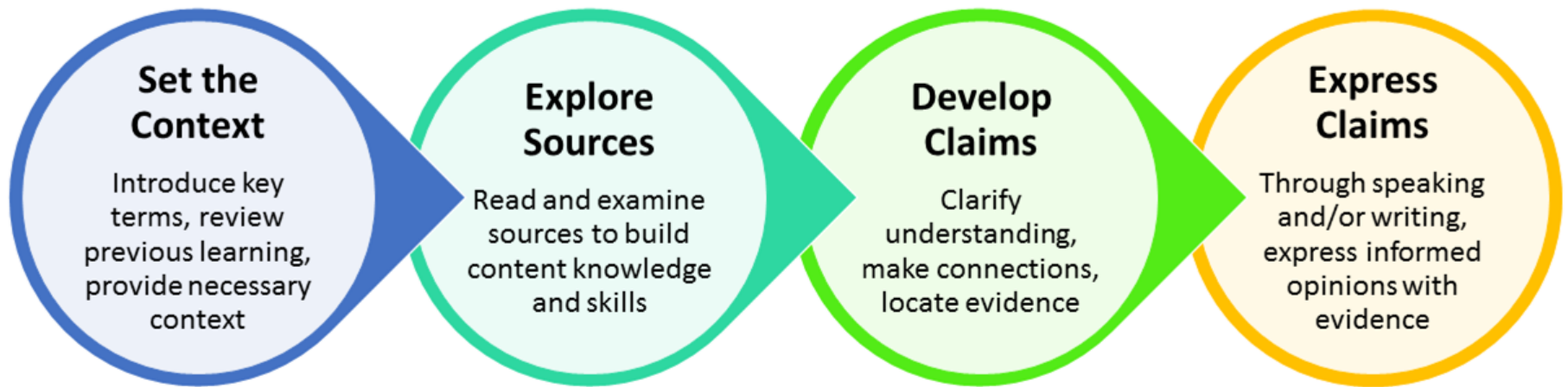
To accomplish this, students must

- use sources regularly to learn content
- make connections among people, events, and ideas across time and place
- express informed opinions supported by evidence from sources and outside knowledge.

In social studies, this means students must delve deeply into the **content** so that they are able to develop and support **claims** about social studies content and concepts.

Connecting Instruction and Assessment

To accomplish this, Louisiana's social studies standards and assessments ask students to:



Comparison of Approach and Design

| Category | Previous (Before 2016-2017) | LEAP 2025 (2016-current) |
|--|---|---|
| Standards and Assessment Priorities | <ul style="list-style-type: none"> ● Factual recall of content ● Historical knowledge was applied to events and time ● Stand alone assessment questions ● Content knowledge was not required for use of sources | <ul style="list-style-type: none"> ● Historical knowledge required to understand new events ● Historical knowledge used and applied to events and themes ● Assessments require students to apply content knowledge to sources ● Students make arguments using content knowledge |
| Item Types | <ul style="list-style-type: none"> ● Multiple choice ● Extended response | <ul style="list-style-type: none"> ● Selected response: multiple choice, multiple select ● Technology enhanced ● Constructed response ● Extended response |

Comparison of EOC and LEAP 2025 Items

EOC U.S. History Item

- This multiple-choice question is a discrete stand-alone item that asks students to identify an example of muckraking journalism from a quotation.

Mr. Rockefeller has not squandered his income. He has applied it for thirty-five years to accumulating not only oil property but real estate—railroad stock, iron mines, copper mines, anything and everything which could be bought cheap by temporary depressing and made to yield rich by his able management. For thirty-five years he has worked for special privileges giving him advantages over competitors, . . . for thirty-five years he has depreciated values when necessary to get his prey.

—Ida Tarbell, “John D. Rockefeller: A Character Study,”
McClure’s Magazine, 1905

Based on the excerpt, which conclusion can **best** be reached?

- A. Ida Tarbell practiced yellow journalism.
- B. Ida Tarbell supported the interests of the wealthy.
- C. Ida Tarbell wrote muckraking journalism.
- D. Ida Tarbell opposed government reforms of commerce.

LEAP 2025 U.S. History Item

- This multiple-choice question is part of an item set that includes four sources (two excerpts, a political cartoon, and a timeline) that set the context and support students in responding to a variety of item types (three MC, one MS, TEI, and CR).
- The item asks students to examine the timeline and use that information, along with their content knowledge, to explain the influence of Progressive reformers.

Based on Source 4, which statement **best** explains how Progressive reformers influenced the political process?

- A. Reform efforts expanded suffrage to racial minorities.
- B. Reform efforts increased public participation in politics.
- C. Reform efforts restricted the power of the federal government.
- D. Reform efforts created a political system with two parties.

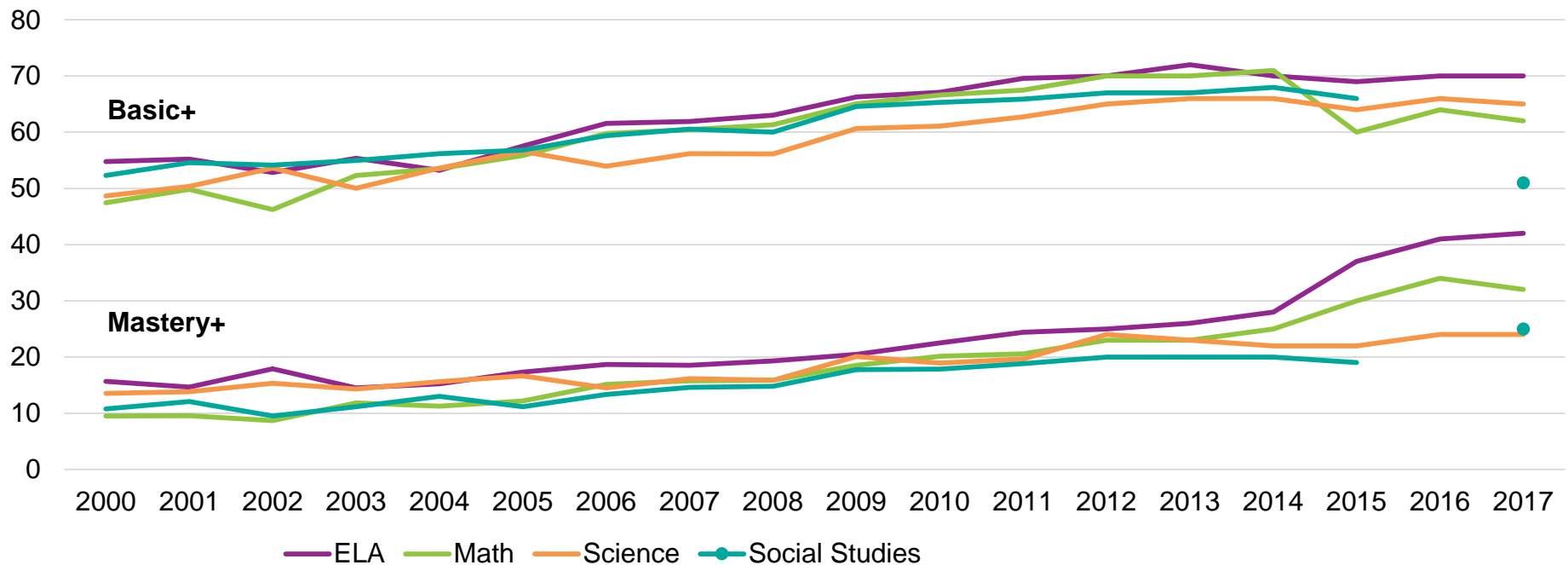
How Are Results Determined?

- **2011:** BESE adopted new social studies standards
- **Fall 2015:** Questions were reviewed and edited by a committee of Louisiana teachers
- **Spring 2016:** Schools across the state participated in the field test
- **Summer 2016:** Teacher committees convened for additional review of questions
- **Spring 2017:** Operational test in grades 3 to 8
- **Summer 2017:** Scoring completed

Historical LEAP Results

Louisiana students in grades 3 through 8 have participated in an annual social studies assessment since 2000. Typically social studies results, particularly at Mastery+, have lagged behind ELA and math results.

Grade 3-8 LEAP Percent Basic/Mastery or Above by Subject



Findings from the 2017 Results

This year, students excelled at finding information within the primary source documents included in the questions.

However, students struggled on the social studies assessments that required them to

- **Apply historical information** learned during the school year with sources in order to make arguments that connect ideas, people, and events within or across time and place; and
- **Use higher-order skills such as analyzing and evaluating causes and impacts** of key events, ideas, people, and policies or political, social, and economic factors impacting a variety of historical topics.

Social Studies Instructional and Assessment Resources

To support educators with the work of building content knowledge, the Department has released detailed scope and sequence documents and assessment resources. These tools illustrate the daily experiences students need to build and apply knowledge about history.

- [K-12 Social Studies Resources](#) page
 - Grades [3](#), [4](#), and [5](#) Teacher Libraries
 - Grades [6-8](#) Social Studies Teacher Library
 - Key Themes documents
 - Scope and Sequence documents
 - Grade-Level Expectations
 - Instructional Tasks
- [Assessment Guides](#)
- [Sample Item and Task Sets](#)
- [Practice Test Guidance](#)
- [Achievement Level Descriptors](#)

Timeline for Release

Student-level results and reports will be released via eDIRECT on Wednesday, September 13.

The summary file will be posted in the [PK-8 Performance Library](#) on Friday, September 15.

Please contact assessment@la.gov with any questions.

2016-2017 Final Data Certification

Data certification for DCAI and ACT is closed.

Submissions for changes to assessment and early childhood data, including final *CLASS™* appeals should have been requested by September 8. The Department will work with systems individually that may need additional days as a result of the tropical storm.

K-8 Progress Points rosters will be released later in the fall. There will be no additional data certification for these rosters since all data related to progress points should be checked on the assessment roster.

This is the last opportunity for school systems and schools to request changes to data. When data certification closes, no additional changes will be made. Any data that is not corrected at this time will not be grounds for a waiver or appeal of the School and District Performance Scores when they are released per policy in Bulletin 111.

Contact jennifer.baird@la.gov or assessment@la.gov with questions.



**Measuring Student Results:
2017-2018 High School Assessments**

2017-2018 Assessments: High School Transition

Beginning in 2017-2018, **Louisiana is transitioning to five-level high school assessments**, which include

- **Providing an English I exam, rather than English III** (which will phase out over time). This allows accurate assessment of ELA success in earlier years, and it also reduces testing in upper grades as students are exploring a variety of pathways.
- **Reporting a greater differentiation of performance and allowing high schools to earn recognition for three levels of performance** rather than two, as is true in elementary and middle schools
- **Allowing consistent measurement of achievement and growth/progress** from grade 3 through high school
- **Maintaining consistency in graduation requirements.** The passing score is comparable. The second-lowest achievement level is comparable across four- and five-level tests (Fair or Approaching Basic).

High School Transition Continued

- The **Biology EOC test in 2017-2018 retains the same operational design as previous years.** The Spring 2018 Biology EOC will include embedded field test items to create the new LEAP 2025 Biology assessment that will be administered in 2018-2019.
- **The English III EOC retains the same operational design as previous years for those students needing English III to meet graduation requirements.**

Practice tests for LEAP 2025 Algebra I, Geometry, English I, English II, and US History will be available this Fall.

For more information, please refer to the frequently asked questions document available [here](#) or email assessment@la.gov.

LEAP 2025 High School Assessment Resources

In late August, the Department hosted LEAP 2025 High School Assessments webinars that covered information on the new five-level assessments for US History, Algebra I, Geometry, English I, and English II. These webinars were recorded and have been posted in the [Assessment Guidance Library](#).

The webinars contain information on

- key features of the assessment guides
- sample test items
- connections between assessment and instruction

The best preparation for the new LEAP 2025 high school tests is to ensure clarity of the shifts called for by the Louisiana Student Standards for math and ELA. To better see how the assessments are designed to support strong instruction, please make use of the various resources available in the [Assessment Guidance Library](#).

Please email assessment@la.gov with questions.



Measuring Student Results: 2017-2018 Accountability

ESSA Policy Updates: Bulletin 111

Policy Updates: Bulletins [111](#), [118](#) and [741](#)

- Academic achievement expectations (what it takes to earn an “A”)
- Measure of student progress in ELA and math
- Phase in of Interests and Opportunities over time
- Inclusion of English language proficiency within the SPS formula, as required by ESSA
- Transition plan that adjusts each index in 2017-2018, but allows gradual transition of overall scale (what earns an “A,” “B,” etc.) between now and 2025

Comprehensive and Urgent Intervention Support

- Comprehensive: Any school rated “D” or “F” in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year
- Urgent intervention required: Any school demonstrating subgroup performance (with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be an “F” rating for an entire school population for two consecutive years, or any school with an out-of-school suspension rate exceeding double the national average for three consecutive years

Email jessica.baghian@la.gov with questions.

Graduation Pathways

Financial Aid Planning

In order to graduate, members of the Class of 2018 must either complete state or federal financial aid forms or indicate that they will not do so. The Department is working with education and business leaders this year to provide students and families with the tools and resources they need to meet this requirement.

Financial Aid workgroup

The Financial Aid Working Group met on September 1 to discuss data regarding the state of financial aid in Louisiana. The work group will release a report of its findings later this month.

FAFSA 2018-2019 application

- The 2018-2019 FAFSA application will open on October 1, 2017. Students/parents should fill out the application as early as possible to be eligible for all opportunities and meet graduation requirements.
- Counselors will be trained on financial aid policies and provided with resources to support FAFSA completion at the October Counselor Collaborations.

Financial Aid Resources

Visit the [Financial Aid Homepage](#) for more information or email ldefinancialaid@la.gov for assistance with FAFSA completion or to submit an event to the [Financial Aid Planning Calendar of Events](#).

IDEA Opportunity Grant

The IDEA Opportunity Grant has been awarded to five LEAs that, in collaboration with other LEAs and/or IHEs, developed innovative programs to prepare students with disabilities taking the alternate assessment for employment and/or postsecondary educational opportunities.

In addition to fulfilling the goals of the project they designed, grant recipients will enter into a cohort and will be expected to

- Assist in the creation of state guidance for developing and expanding effective programs across all ages and grades for this population
- Engage a range of partners in their region to create a strategic plan for expanding postsecondary employment and education opportunities for students with disabilities taking the alternate assessment.

IDEA Opportunity Grant

| LEA/Fiscal Agent | Partners | Project |
|---|--|---|
| St. James | St. Charles, St. John, South Central Louisiana Technical College – Reserve Campus, Opportunity Now, River Parishes Transit Authority | River Parishes Opportunity to Reality Initiative will create community-based vocational training opportunities on a community college campus. |
| St. Helena | St. Helena Council on Aging, Southeastern Louisiana University, Northshore Technical Community College, TEEM Academy | Work2Learn/Learn2Work will create vocational training at Southeastern, and a community-based work experiences program at Northshore Technical |
| St. Bernard | Nunez Community College | Working Hard for St. Bernard will provide concurrent-enrollment opportunities in the Culinary Arts Jump Start Pathway at Nunez Community College. |
| Iberia | South Louisiana Community College (SLCC) | LET = Career (Learning + Education + Training = Career) will provide vocational training and community-based employment experiences via concurrent enrollment at SLCC. Students will also set up and operate a microenterprise on the SLCC campus. |
| Collegiate Academies and New Orleans College Prep | Collegiate Academies and New Orleans College Prep (NOCP) | The NOLA Transition Collaborative will produce a strategic plan for engaging partners to address transition needs and build out programming to serve Orleans Parish. |

Save-the-Date: 2018 Jump Start Convention

The 2018 Jump Start Convention will be held on January 23, 2018, at the Raising Cane's River Center in Baton Rouge.

Attendees of the convention will include school system administrators, high school principals, Jump Start regional team members, and regional economic development and workforce development organizations.

More details will be released later this year including registration and session information.

Email jumpstart@la.gov with questions.