

Louisiana Believes

Louisiana's Students and ESSA

Spring 2016

Agenda

- Meeting Purpose and Objectives
- Louisiana's 2025 Plan and Challenges
- ESSA Implementation
- Next Steps
- Contact

Purpose and Objectives

The purpose of today's meeting is to begin the dialogue on what opportunities are provided to students through the new federal law, Every Student Succeeds Act (ESSA), and what updates need to be made to Louisiana's education system as a result.

This feedback will be captured and submitted as part of Louisiana's ESSA plan next year.

In today's meeting, we will

1. review Louisiana's 2025 plan and challenges that exist in reaching this plan;
2. discuss at a high level the opportunities that exist for students through the Every Student Succeeds Act and what impact it could have on Louisiana's accountability system;
3. and discuss next steps in the engagement process as Louisiana works to develop its ESSA plan.

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Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

As educators, we have a powerful role to play in helping them overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

During the rest of our time together today, we will focus on how we help 700,000 young people to overcome these challenges.

Louisiana's Priorities

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

Evidence of Progress for All Students

Louisiana's students are demonstrating that they are indisputably as capable as any in America.

- Louisiana fourth-grade students achieved the highest growth among all states on the 2015 NAEP reading test and the second highest growth in math. In 2013, Louisiana's low-income fourth-grade readers trailed low-income students nationwide in reading at proficient levels by five percent. As of 2015, there is no gap.
- The Louisiana class of 2015 showed greater improvement on the ACT than did any senior class in states using the ACT as their state test. Since 2012, the number of African American students achieving a college-going ACT score has increased by 40 percent.
- Louisiana's 2015 high school graduation rate was an all-time high of 77.5 percent. African American students led the state in 2015, increasing graduation levels by 3.5 percent.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts. The number of African American students earning credits since 2012 has increased by 160 percent.

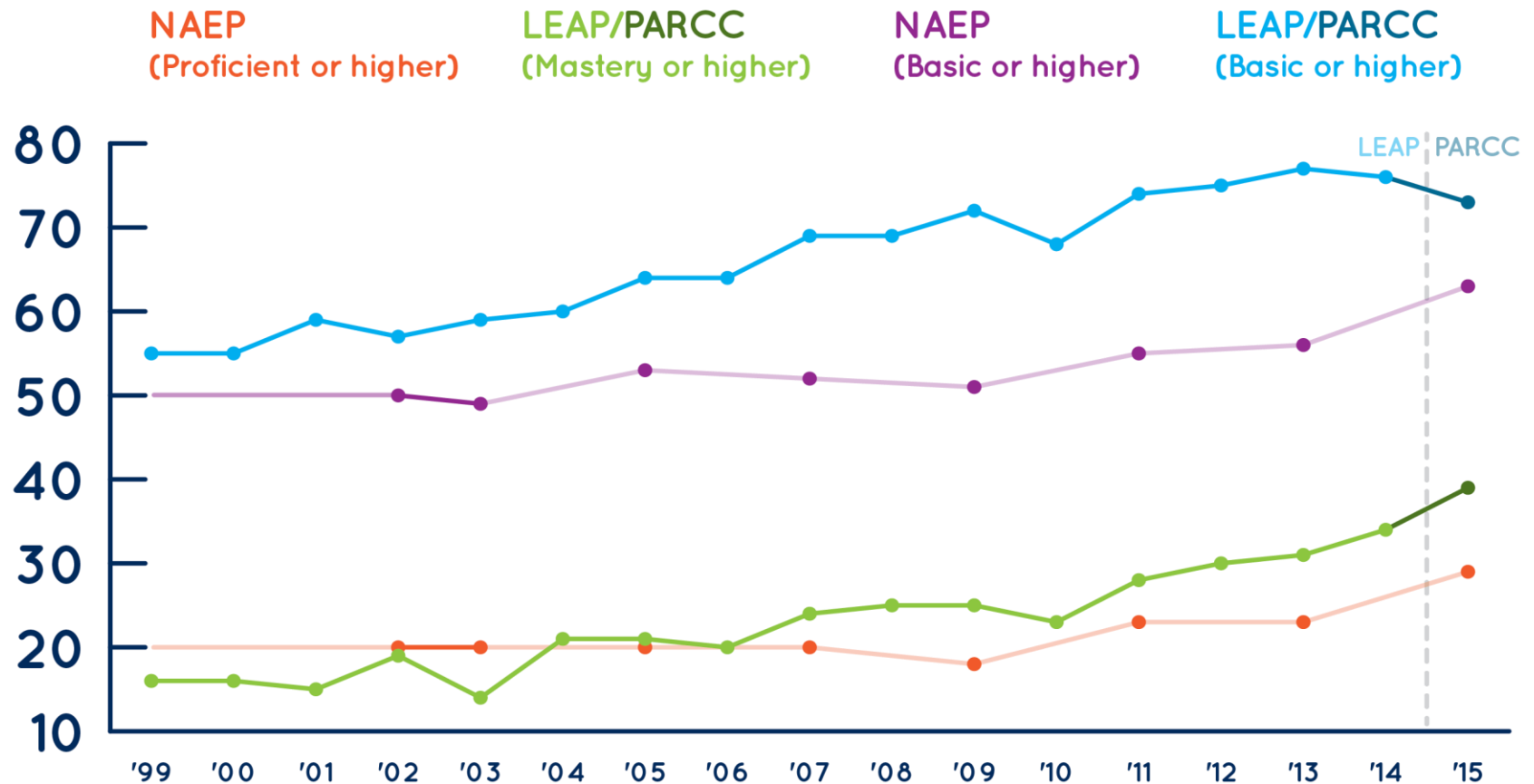
Challenges Persist

In spite of great progress, data indicate that challenges to achieving prosperous adult lives persist for many Louisiana students. These challenges can be met through opportunities within ESSA, Louisiana's accountability system, and state policies.

- Many students graduating from high school are required to repeat high school coursework when they arrive in college because they have yet to master fundamental skills.
- As we raise expectations to better prepare students for life after high school, we risk widening achievement gaps among student groups.
- Disadvantaged students experience not only these gaps but also less access to enriching experiences that may spark lifelong interests.
- And they are more likely to attend schools that struggle year after year.
- Underlying all of this is a need to celebrate and strengthen the teaching profession.

Challenge: Mastery of Fundamental Skills

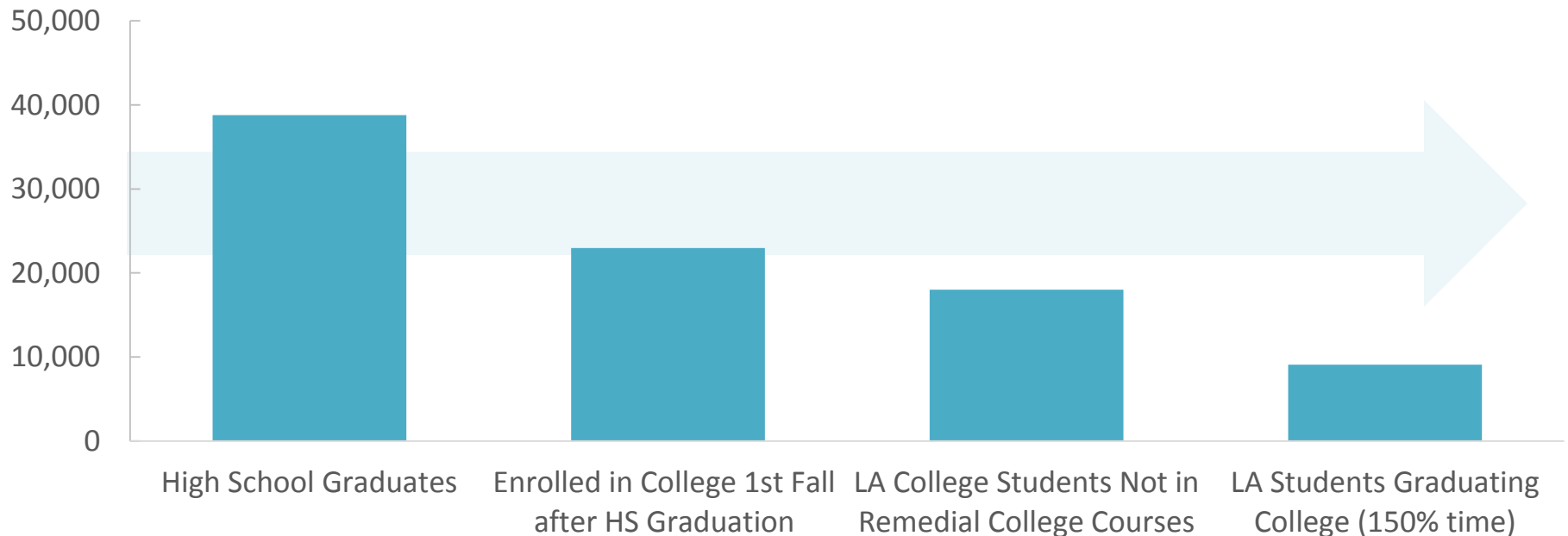
The percentage of students scoring NAEP “Proficient” or LEAP “Mastery” roughly corresponds with the percentage of adults completing college. Below are fourth-grade reading scores.



Challenge: Mastery of Fundamental Skills

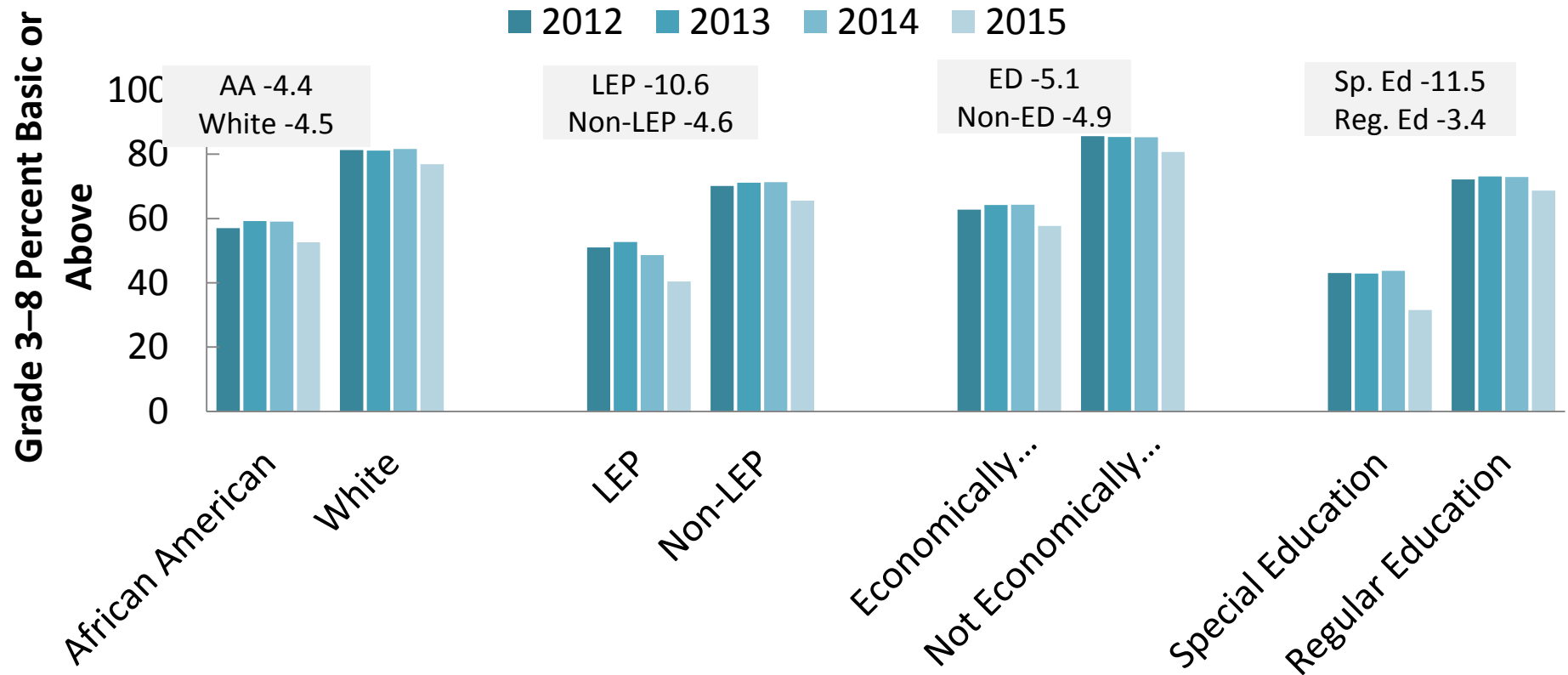
Most jobs in Louisiana require some education after high school, primarily at a four-year college or at a two-year technical and community college. However, in 2014, less than 23 percent of the Louisiana workforce had a four-year degree. To meet Louisiana's future job needs, that number must double.

Less than 40 percent of students that enroll in a Louisiana college or university graduate in 150 percent of normal time (3 years for an associate's degree and 6 years for a bachelor's degree).



Challenge: As Expectations Rise, Gaps Can Widen

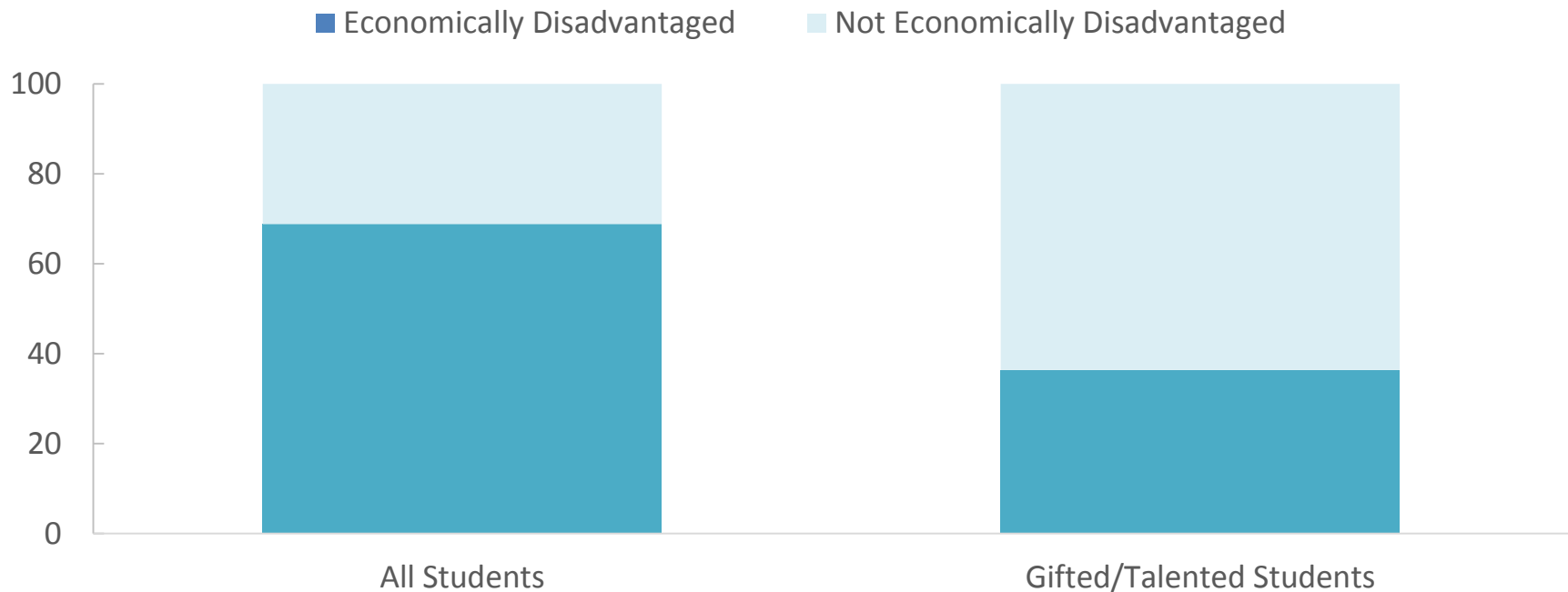
Historically disadvantaged students disproportionately struggled when measured on expectations, even in demonstrations of a basic level of proficiency. The graphs below show the percent of students scoring Basic or above on grade 3–8 ELA and math assessments from 2012 to 2015.



Challenge: Access to Enriching Experiences

In order for students to be successful in school and in life, it is important that their individual needs and interests be met. Louisiana students need affordable access to advanced coursework, the arts, dual-language options, and other courses that can be life-changing for children.

However, gaps still exist in the opportunities provided to students to enroll in enrichment courses or ones that address their unique interests or needs.



Challenge: Struggling Schools Serve Large Groups of Disadvantaged Students

Despite significant student achievement gains statewide in recent years, some schools continue to struggle to provide a quality education to all students.

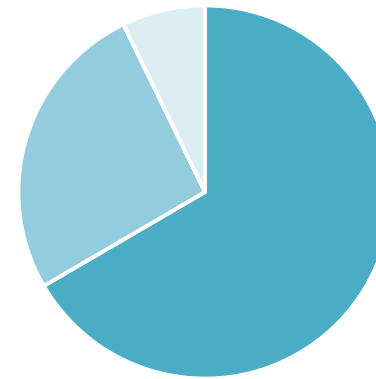
Statewide, 100 schools that are not alternative schools have graduated fewer than two-thirds of students on time or have 12 percent or fewer students scoring Mastery or above every year for the past three years. These schools are dramatically more likely to serve African American students than are other schools.

All Louisiana Public School Students



■ African American ■ White ■ Other

Students in 100 Persistently Low-Performing Schools



■ African American ■ White ■ Other

Challenge: Celebrating and Strengthening the Profession

We can only overcome students' challenges if the teaching profession is attractive to college graduates and if educators sustain their careers in schools.

- On a 2014 survey, 67 percent of Louisiana school system leaders reported that staffing needs were not met in certain certification areas and schools.
 - In 2015-2016, 12 percent of secondary math and science classes and 19 percent of special education classes in Louisiana public schools were taught by out-of-field teachers.
- Low-performing/low school performance growth schools experience greater difficulty recruiting and retaining certified teachers.
 - The average teacher salary is \$1,679 lower at low-performing/low-growth schools (bottom quartile) than at top-performing/top-growth schools.
- On a 2014 survey, 50 percent of teachers with less than three years of teaching experience reported they did not feel fully prepared for the realities of a classroom in their first year of teaching.
 - 41 percent reported needing more preparation in teaching students how to read.
 - 42 percent reported needing more preparation in teaching students with diverse needs.

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ESSA: Civil Rights in Education

In the United States, the vast majority of education policies are determined at the state and local levels. Federal law establishes minimum requirements in all states, primarily addressing the civil rights of historically disadvantaged student populations.

- **1965:** The federal role in public education expanded dramatically as part of the push to assure civil rights of disadvantaged Americans. The Elementary and Secondary Education Act (ESEA), authorized in 1965, created specific, targeted programs for the poor through Title I. The Act has been reauthorized five times since.
- **2002:** No Child Left Behind (NCLB) Act was a recent reauthorization of ESEA, requiring that schools measure student achievement in uniform ways that intervene in instances of failure to close achievement gaps between disadvantaged students and their peers.
- **2015:** The Every Student Succeeds Act (ESSA) maintains the NCLB requirement that states, districts, and schools maintain uniform measurement, reporting of results, and rating of schools. However, states and districts have greater discretion to design elements of the improvement systems than existed under NCLB.

ESSA: What is Required and What is Not

ESSA requires that every state submit a plan to the federal government in roughly the next year. The plan should build on what is working to help students overcome challenges and to provide teachers clarity and consistency. It does not necessitate a radical overhaul:

- Adoption of statewide standards in math and English aligned with entrance requirements of public higher education and relevant career and technical education standards
- Assessment of all students in the same grades and subjects as required under NCLB
- Reporting on specific metrics, including student outcomes and subgroup results, at the school and school system level to address student equity gaps
- A rating system for all schools, identification of schools in need of comprehensive and targeted support and improvement, and a plan for improvement in those schools
- Authorization of federal education funding and competitive grant opportunities

While state laws or rules require certain actions of school systems, federal laws do not require the following:

- The use of specific standards, curriculums, or assessment
- Specific interventions, evaluation, and support structures for educators, schools, and school systems
- Specific, national annual progress goals used to evaluate schools, school systems, and states

Comparison of ESSA vs. Louisiana Law

Assessments	Federal Requirement	Louisiana Requirement
Grades and subjects tested	Reading/language arts and mathematics: In each of grades 3 through 8 and at least once in grades 9 through 12 Science: Not less than one time during grades 3 through 5, grades 6 through 9; and grades 10 through 12 Other subjects: Administered at the discretion of the state	State law (R.S. 17:24.4) and BESE regulations (Bulletins 111 & 118) require standards-based assessments in English language arts, mathematics, science, and social studies to be administered, at a minimum, in grades 3 through 11
Participation	95 percent participation by all students and by subgroup; states must include and enforce in accountability system	All students must participate in state assessments (Bulletins 111 & 118)

Comparison of ESSA vs. Louisiana Law

Accountability Indicators	Federal Requirement	Louisiana Requirement
Weighting	Substantial weight given to academic indicators, measured through state assessment	<p>State law (R.S. 17:10.1): Accountability system must be based on student achievement</p> <p>Substantial weight given to student proficiency on state assessments (LEAP, EOC, ACT, and advanced courses) (BESE Bulletin 118)</p>
Academic proficiency	Academic proficiency in reading/language arts and mathematics, based on state assessments, as well as at state discretion, student academic growth	Academic proficiency in reading/language arts, math, science, and social studies based on state assessments (LEAP, EOC, ACT) (R.S. 17:10.1 and Bulletin 118)

Comparison of ESSA vs. Louisiana Law

Accountability Indicators	Federal Requirement	Louisiana Requirement
Student progress	For elementary and secondary schools, student growth or another valid and reliable indicator that allows for meaningful differentiation in student performance	Progress points (Bulletin 118)
High school cohort graduation rate	For high schools, the graduation rate, based on the four-year adjusted cohort rate and, at state option, an extended-year adjusted cohort rate	Cohort graduation rate and strength of diploma index (Bulletin 118)
English language proficiency for English learners	For English learners, progress in achieving English language proficiency, based on the State’s ELP assessment, within a state-determined timeline	Measurement, reporting, and improvement plans required under NCLB, but no specific Louisiana requirement
School quality or student success	At least one indicator of “school quality or student success” that allows for meaningful differentiation of school performance and is valid, reliable, comparable, and statewide (except that such an indicator may vary by grade span)	Dropout credit accumulation index (middle schools), AP/IB/DE participation in strength of diploma index (high schools), and industry-based certifications

Comparison of ESSA vs. Louisiana Law

Accountability Indicators	Federal Requirement	Louisiana Requirement
Achievement standards/levels	At least three (3) levels of performance for each indicator	<p>State law (R.S. 17:24.4): Rigorous student achievement standards set with reference to test scores of the same grade levels nationally; the rigor of each standards-based assessment, at a minimum, shall be comparable to national achievement tests, including but not limited to the National Assessment of Education Progress</p> <p>BESE regulations (Bulletin 118):</p> <ul style="list-style-type: none"> • LEAP: Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced • EOC: Needs Improvement, Fair, Good, Excellent
Summative ratings	Single summative accountability rating (proposed rule)	State law (R.S. 17:10.1): Requires, in addition to any other performance-related labels or designations, assignment of school and district letter grades, with “F” representing academically unacceptable

Comparison of ESSA vs. Louisiana Law

Accountability Indicators	Federal Requirement	Louisiana Requirement
Low-performing schools and subgroups	<p>Identification of at least 5 percent of Title I schools as in need of “comprehensive support and improvement,” along with high school with a graduation rate below 67 percent, and additional schools that have chronically low-performing subgroups and have not improved with targeted support</p> <p>Identification of schools with low-performing subgroups as in need of “targeted support and improvement”</p>	<p>State law (R.S. 17:10.5): Provides for the transfer of failing schools (defined as academically unacceptable for four consecutive years) to the jurisdiction of the Recovery School District</p> <p>State law (R.S. 17:10.1): Requires that the school and district accountability system “provide assurance to the citizens that the quality of education in each public school is monitored and maintained at levels essential for <i>each student</i> to receive a minimum foundation of education”</p>

ESSA: Louisiana Considerations

Aligning Expectations to Higher Education and Workforce

- How should the state's performance expectations for students and schools best be aligned with expectations for skills in college and in the workplace?

Serving Struggling Students

- How should the state best focus schools on struggling students? What tools and skills do educators need in order to serve those students?

Transforming Struggling Schools

- What does evidence tell us about schools that persistently struggle and how best to transform them for students they serve?

Ensuring Access to Enriching Experiences for All Students

- What incentives, supports, and other systems must be in place to ensure families and students can choose from programs suited to the needs, interests, and ambitions of each student?

Celebrating and Strengthening the Profession

- What are the best means to ensuring that candidates view teaching as a professional opportunity, that they are supported as they come into the profession, and that they continue to have professional opportunities as their careers progress?

ESSA Timeline

Timeline	Phase of Work
Summer 2016	<ul style="list-style-type: none">• Adoption and implementation of Louisiana Student Standards• Initial statewide discussions of ESSA and related opportunities
Fall 2016	<ul style="list-style-type: none">• Development of comprehensive Louisiana ESSA plans through statewide meetings• The Department of Education drafts Louisiana’s ESSA plan in consultation with legally appointed advisory organizations, school and district leaders, advocates, and community leaders
Winter 2016–Spring 2017	<ul style="list-style-type: none">• BESE approves accountability adjustments as part of Louisiana’s overall plan• Any needed changes made by appropriate bodies• Louisiana submits ESSA plans to the USDOE
2017-2018	<ul style="list-style-type: none">• Implementation of ESSA adjustments to Louisiana policy

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ESSA Statewide Engagement: Summer

Throughout the summer, the Department will host two series of meetings with key stakeholder groups to discuss the opportunities for improving Louisiana's education system through ESSA.

The first series, a set of conversations with Superintendent White, will be held this week and next.

- **June 14:** Educators and Education Advocates
- **June 16:** Business Leaders
- **June 20:** Community and Civil Rights Advocates

ESSA 2025 Engagement: Summer

The second series will be a statewide discussion on ESSA with Superintendent White in the following cities.

Date	Location	Time
Tuesday, July 26	Lafayette Middle School 1301 W. University Ave., Lafayette	9:00AM – 11:00AM
Tuesday, July 26	Lake Charles Boston Academy of Learning 1509 Enterprise Blvd., Lake Charles	2:00PM – 4:00PM
Wednesday, July 27	Pineville High School Auditorium (LOCATION CHANGE) 1511 Line Street, Pineville	9:00AM – 11:00AM
Wednesday, July 27	Wanda Gunn Professional Development Auditorium 1961 Midway Ave., Shreveport	2:00PM – 4:00PM
Thursday, July 28	City of Monroe School Board 2600 Tower Drive, Monroe	9:00AM – 11:00AM
Friday, July 29	McKinley Middle Magnet School Auditorium 1550 Eddie Robinson Sr. Drive, Baton Rouge	9:00AM – 11:00AM
Monday, August 1	Terrebonne Parish School Board 201 Stadium Drive, Houma	10:00AM – 12:00PM
Tuesday, August 2	Fontainebleau High School 100 Bulldog Drive, Mandeville	10:00AM – 12:00PM
Tuesday, August 2	Woodson/KIPP Central City Academy 2514 Third St., New Orleans	2:00PM – 4:00PM

ESSA 2025 Engagement: Fall

Throughout the summer and fall, the Department will work closely with our state's advisory group to refine our state's ESSA plans, based on feedback from stakeholders, including the following:

- Louisiana Accountability Commission
- Superintendents Advisory Council
- Charter School Leaders
- Early Childhood Advisory Council
- Special Education Advisory Panel
- Louisiana Teacher Leader and Supervisor Collaborations (Sept./Nov.)
- Board of Regents/Higher Education

If your school system is interested in hosting a community meeting on Louisiana's ESSA plan this October, please contact vicky.thomas@la.gov.

Additional Engagement Opportunities

Beyond ESSA, the Department is continuing its commitment to keep educators and parents informed of tools and resources that are available to support learning in the classroom and at home.

In preparation of the release of LEAP student reports later this summer, the Department will release updated tools to support parents, teachers, and principals in early July in the [Family Support Toolbox](#):

- **Parent Guide to LEAP Student Results:** helps parents read and interpret the LEAP student reports, with accompanying online resources
- **Teacher Guide to LEAP Student Results:** helps teachers interpret the student reports and use the data to make adjustments to instruction
- **Parent Conversation Guide for Teachers:** talking points to help guide teachers' conversations with parents about the LEAP student reports
- **Back-to-School Parent Night Presentation:** to be used during back-to-school parent nights to discuss the student reports and what parents can expect from them about their child's performance on the LEAP tests

We encourage all of our education partners to help us distribute these materials to parents and teachers. Please contact assessment@la.gov with questions.

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Questions

If you have questions about today's discussion, please contact me at john.white@la.gov.

If you have questions about the schedule of summer statewide ESSA meetings, or would like to host a community meeting in October, please contact vicky.thomas@la.gov.

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