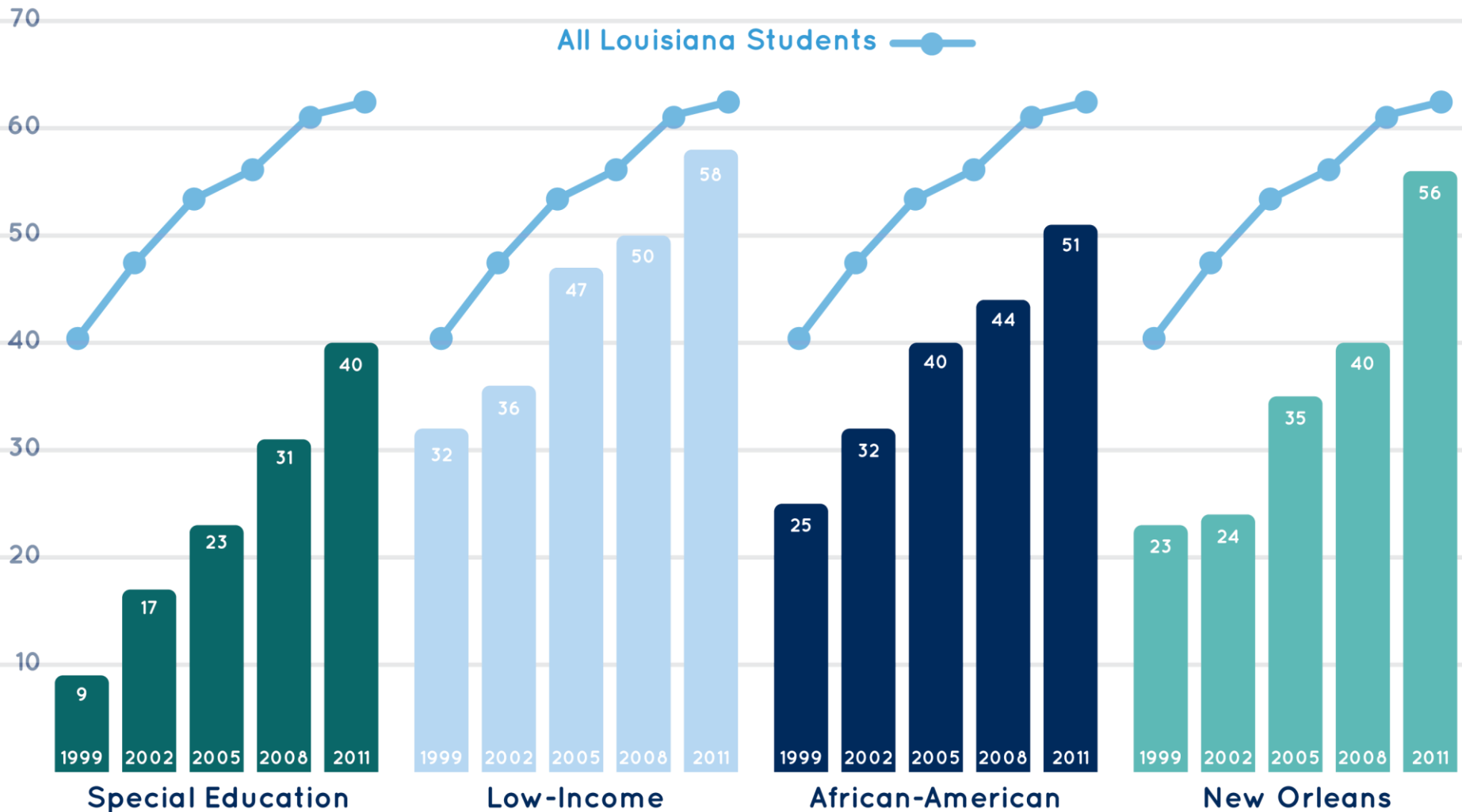


# Louisiana Believes

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# Louisiana Believed (1999-2011)

## Percent of Students at Basic + Above



# Louisiana Believed (1999–2011)

This increase in student achievement corresponded with important changes to the state's education system:

- **Accountability:** Ahead of a national trend, Louisiana instituted standard LEAP assessments and an accountability system for every public school, providing families and educators with clear information on school performance.
- **Standards and Curriculum:** Louisiana adopted “Grade Level Expectations” for every subject and grade, providing guideposts for teachers statewide. The state then established the Louisiana Comprehensive Curriculum, providing units, lessons, and student activities for Louisiana teachers.
- **Choices for Families:**
  - Louisiana established the LA 4 program, creating a pre-kindergarten option for families within the traditional public school system.
  - The state also established charter schools and the pioneering Recovery School District, leading to the resurgence of student achievement in New Orleans.

# The Challenge Today

Out of 100 students who enter high school as freshmen,



71 will graduate from high school  
in four years,

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49 will enter college  
within one year,

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and fewer than 19 will gain a degree within six years.

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# What This Means for Our State

As in past generations, education is the critical factor for Louisianans seeking the life they choose, and the American dream of prosperity. Today's jobs, however, demand higher education attainment among those seeking employment, as the workplace becomes increasingly technical.

- By 2018, when today's 7<sup>th</sup> graders graduate high school, 51 percent of jobs in Louisiana will require education after high school.
- Between now and that time, Louisiana employers will have to fill more than 600,000 vacancies.
- More than 300,000 of these vacancies will require specific coursework or degrees after high school.
- Even those students who attend college too often are not prepared. More than half a million Louisianans have attended some college but have not finished a degree.\*

The future of our state's economy hinges on our ability to prepare students today to be educated beyond high school.

\*Georgetown University Center on Education and the Workforce



# A Time to Believe

Today's system of Louisiana-specific standards for students, prescribed activities for teachers, and moderate choice for families has meant improvement in hundreds of schools and thousands of lives. But in order to compete nationally and internationally, Louisianans must put greater faith in the people closest to the challenge: children and the adults closest to them. Rules, mandates, and central offices are limited in their power to inspire new levels of achievement. Louisiana must adopt a system of empowerment over compliance, grassroots over bureaucracy.

- **Belief in Children:** Adopting internationally-competitive standards for student achievement in Louisiana.
- **Belief in Educators:** Giving Louisiana superintendents, principals, and teachers the power to decide rather than the requirement to comply.
- **Belief in Family:** Giving all Louisiana parents, no matter income or ZIP code, choice among pathways to college or professional careers for their children.

# If We Believe, Children Will Achieve

Goal	Current	Goal	Year
Students enter kindergarten ready	52.4%	70%	Fall 2015
Students arrive 4 <sup>th</sup> grade on-time and on-level (passing both ELA and math 3 <sup>rd</sup> grade iLEAP)	50.3%	60%	Fall 2014
Students arrive 9 <sup>th</sup> grade on-time and on-level (passing both ELA and math 8 <sup>th</sup> grade LEAP)	42.1%	50%	Fall 2014
Students on track to college in 9 <sup>th</sup> grade (achieving 17 on composite Explore)	35%	40%	Fall 2013
Students on track to college in 11 <sup>th</sup> grade (achieving 20 on composite ACT)	48%	50%	Fall 2013
Students will graduate on time: Cohort Grad Rate	70.9%	80%	Fall 2015
Graduates will persist through college: percent of graduates passing one AP or IB test	5.6%	15%	Fall 2015
Students will enroll in college or join workforce: percent who enroll or are certified to work	FTF: 48% IBC: 11.4%	70%	Fall 2016



Belief in CHILDREN



# Belief in Children: Academic Pre-Kindergarten for ALL

## Currently

- Three- and four-year old children receive education of varying quality, often depending on the type of programs in their area. Head Start, LA4, NSECD and other programs have different standards and different outcomes. Too few students arrive in kindergarten recognizing letters and able to count.

## If We Believe in Children

- All children can attend an early childhood program that taught them the academic and developmental skills necessary to be successful students in kindergarten and beyond.

## We Can Change

- Louisiana will create a unified system of academic early childhood programs statewide
  - Create standards birth-to-five for all schools and centers, no matter the funding stream.
  - Use these standards to measure student performance upon entering kindergarten.
  - Use assessment outcomes as a key component of the rating system for all programs.
  - Link these ratings to licensure, so that successful academic programs, no matter the funding stream, maintain their licenses.
  - Create networks of support among early childhood providers statewide to ensure that pre-k and child care providers have readily accessible professional development in making transition to academic standards, assessments, ratings, and licensures.
- We will also support and encourage school districts in becoming Head Start grant recipients.

# Belief in Children: Globally Competitive Standards

## Currently

- The state measures Louisiana students against large numbers of Louisiana-specific standards for achievement, and educators do not have standard ways of measuring achievement for their own performance. At the same time, Louisiana's position in national assessments is low, and the United States' position among developed nations is slipping.

## If We Believe in Children

- We can measure our children and ourselves on standards for student work that reflect internationally competitive goals.

## We Can Change

- Each one of Louisiana's 55,000 classrooms will reflect student work and teacher practice benchmarked against Common Core student standards and Compass educator standards.
  - LEAP, iLEAP, and End of Course writing prompts will adjust to meet standards in 2013.
  - Students in grades 8-11 will begin taking the ACT series in 2013, to reflect new rigor in literacy.
  - Teachers will have access to EAGLE practice assessment items that reflect new standards.
  - Every teacher will set a goal for student achievement and will receive feedback based on a simple observation rubric designed to align with new standards for student work.
  - By 2014-2015, PARCC assessments will replace the LEAP and GEE system for grades 3-11. The state will support districts and schools in ending the LAA 2 category, through appropriate designation in LAA 1 for severely impaired students and design of a new LAA 1 assessment.

# Belief in Children: Incentives to Master Rigorous Coursework

## Currently

- Louisiana's accountability system measures performance against a state-specific bar, leaving even many of our top graduates not competitive in an international economy.

## If We Believe in Children

- Our accountability system can give educators incentives to make fast progress to the highest levels of attainment with each student, rewarding performance against Common Core standards.

## We Can Change

- Louisiana's school and district accountability system will raise the bar without dropping schools' scores. As the bar raises, the system will give credit to schools and districts making significant progress with low-achieving students.
  - Elementary schools will no longer receive credit for students performing below basic but will receive additional credit for students below basic who make significant progress toward the basic bar.
  - The same is true in middle schools, which will also receive extra credit for students who achieve high school credit while still in middle school, and the middle school dropout measure will now be based on the credits middle school graduates achieve during their first year of high school.
  - High school accountability will measure what matters in terms of preparation for successful life beyond high school: End of course performance, ACT performance, graduation rate, and mastery of AP or IB tests while in high school.
- The Department will study differentiated funding for students with disabilities, based on severity of need, and including potential incentives for moving students to the least restrictive environment.





Belief in FAMILY



# Belief in Family: Choice When Schools Struggle

## Currently

- Schools rated 'F' for four years can be placed into the Recovery School District. But for families in the schools struggling most, there is little recourse other than hope of a turnaround.

## If We Believe in Children

- We can pursue every option for families in this position, including doing everything we can to improve the struggling school.

## We Can Change

- Network teams will focus supports on schools where the largest achievement gaps exist.
- The Recovery School District will establish "Achievement Zones" in districts with large numbers of 'F' rated schools, partnering with local non-profits to recruit talented teachers and provide student support, while granting school leaders significant autonomy in budgeting, curriculum, and hiring.
- In seeking applicants to start charter school and local charter authorizers, the state will focus on areas with high numbers of struggling schools, allowing another option for families.
- Qualifying parents will have the option to enroll students in public and nonpublic schools participating in the Louisiana Student Scholarship Program.

# Belief in Family: Career Pathways that Lead to Jobs

## Currently

- Louisiana's strong industry sector requires students who have technical training, requiring workplace-based experience and academic proficiency beyond that needed for traditional labor. For students left with simply a diploma and no workforce preparation, the employment picture can be bleak.

## If We Believe in Children

- We can offer career education that is as rigorous as are the workplaces in which students are seeking jobs. Career education can lead seamlessly to a career.

## We Can Change

- Louisiana's new Course Choice process will be the nation's first to invite industry itself to provide career training as part of a state's core K-12 education program.
  - The state will issue a request for applications to higher education, industry, online educators, and teacher entrepreneurs (summer 2012). BESE will approve applicants to operate courses, the tuition for which would be funded through the MFP.
  - Industry providers, alone or in partnership with technical colleges, may provide sequences of courses that prepare students for careers; the state is prioritizing courses that lead to jobs.
  - Families may choose any course for which a student is eligible as of spring 2013.
  - Successful courses will show academic outcomes and will be re-authorized in three years.
- The state will also improve Area of Concentration rules that limit flexibility.

# Belief in Family: College Paths that Prep for College

## Currently

- Louisiana has among the lowest rate of college “persistence” in the nation; of those who matriculate, few graduate. There are many reasons for this, but we have indicators in high school, where our Advanced Placement (AP) achievement rates rate lowest nationally.

## If We Believe in Children

- Our high schools can offer rigorous coursework that truly prepares students for college.

## We Can Change

- Every Louisiana student, other than those with low-incidence cognitive disabilities, will take the ACT series starting in 8<sup>th</sup> grade, giving families and educators information regarding college readiness.
- Every school will offer AP courses, and the state will invest in training large numbers of teachers (300 this year) to start AP programs at their schools.
- Using its Course Choice process, the state will invite dozens of providers – online, colleges and universities, and teachers themselves – to design college-level courses for high school students.
- The state’s high school accountability system will provide its highest points (150 out of 150) for graduates who pass an AP or International Baccalaureate test. Students who take dual enrollment courses may take the AP test to demonstrate this level of mastery.
- The state will work with institutions of higher education to create standard, Louisiana-wide assessments that measure college course mastery.



$$f(x) = \int_0^{\infty} (acy) \cos yx + (bcy) \sin yx \, dy$$

$$acy = \frac{1}{\pi} \int_{-\infty}^{\infty} f(t) \cos yt \, dt$$

$$b(y) = \frac{1}{\pi} \int_{-\infty}^{\infty} f(t) \sin yt \, dt$$

$$f(x) = \frac{1}{\pi} \int_0^{\infty} b(y) \sin yx \, dy$$



# Belief in EDUCATORS



# Belief in Educators: Empower Educators to Seek Support

## Currently

- The State Department of Education has many academic offices that run many different programs, each with its own rules, its own vision for academic excellence, and its own plan for professional development.

## If We Believe in Educators

- The state can organize its Common Core and Compass support for districts around the needs and strengths of those districts and their schools, rather than prescribing state-run professional development programs for districts and schools to follow.

## We Can Change

- Districts will organize into “networks,” supported by “network teams” made up of literacy, math, and special education staff. The network team’s role is to support and improve the district’s plans for adopting new Common Core and Compass standards.
  - Network teams will work with districts to set goals for student performance.
  - Districts within a network will meet regularly to compare and refine plans.
  - Network staff will observe practice at the school level to provide feedback to district leaders.
  - The Federal Programs division will now be called “Student Programs” and will work directly with the networks so that there is not duplicative communication, and so that special education compliance efforts are aligned with classroom support work.
- Network Teams and Student Programs, along with other Department divisions will be assessed in part based on surveys of district leadership opinions.

# Belief in Educators: Empower Teachers to Create, Not Comply

## Currently

- Rules and regulations dictate much of what is taught, from what texts, in what sequence, and for what periods of time.

## If We Believe in Educators

- Teams of teachers and school leaders can choose the academic material best for their students from a vast array of nationally-available digital resources. Schools can seek the most ambitious coursework for students, moving them to higher levels than their grade might dictate.

## We Can Change

- Louisiana schools will be digital-ready by 2014-2015, supported by the state, which will publish a “footprint” for digital readiness and a support network for district budgeting to get there.
- Louisiana will remove red tape that boxes educators into not being able to say for themselves what is best for students.
  - Texts will no longer require state approval.
  - Seat time rules will not apply.
  - The state will adjust Areas of Concentration so that they do not limit students’ options.
  - The Comprehensive Curriculum will be replaced by a network of resources available to support Common Core standards developed by 46 states.
  - There will be accountability incentives for students to take ambitious coursework (Algebra in 8<sup>th</sup> grade or Advanced Placement in high school)

# Belief in Educators: Empower Leaders to Lead

## Currently

- Rules and regulations limit superintendents' and principals' discretion over who should be in the classroom and how resources are spent on behalf of students. Such limits can lead to a culture of “whatever we are told” rather than “whatever it takes.”

## If We Believe in Children

- School and district leaders can hold the true authority to lead.

## We Can Change

- Louisiana's ESEA waiver allows for funding and planning flexibility, allowing superintendents flexibility in how they spend \$375 million in Title I, 21<sup>st</sup> Century, and REAP funds.
- The state will expand its “school-based budgeting” program to develop more principals' and districts' ability to blend funding streams at the school level, achieving the best outcome rather than just compliance.
- The Department of Education will create a “Talent” division, working with the network team, to support superintendents and school boards in adjusting personnel policy and practice:
  - Superintendent performance criteria
  - Salary scales and plans for other compensation
  - Lay-off and tenure policies and processes
  - Superintendent hiring and dismissal practices

# A Note About Beliefs

- *Louisiana Believes* is about believing in the potential of all children.
- But it is also about believing in:
  - the **wisdom of parents** to choose the right school for their children;
  - the **judgment of teachers**, instead of the bureaucracy telling them which activity to teach; and
  - the **commitment of principals and superintendents** to determine who is best to teach our children.
- *Louisiana Believes* starts with the idea that parents, educators, and leaders know best how to achieve with children, and that they should be empowered to make choices for the children they know and love.

Act 1 reinforces these beliefs by empowering those who are closest to students and by recognizing and rewarding educator excellence.



# Supports from the LDOE

## We pledge to support you by providing:

- Policy guides that include sample policies, templates, and decision timelines
- Individualized consultation from LDOE staff members
- Implementation support through network teams trained by the LDOE's policy experts
- Guidance on the Compass system
- Templates, exemplar student learning targets (SLTs), data systems, value-added scoring, model rubrics, etc.

Contact Erin Bendily with any questions about Act 1:

[erin.bendily@la.gov](mailto:erin.bendily@la.gov)

1-877-453-2721



JOIN US *in* Belief



# Louisiana Believes

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