

## Proposed Revisions to Louisiana’s ESSA State Plan

The Louisiana Department of Education (LDOE) proposes the following revisions to the state plan in compliance with the Every Student Succeeds Act (ESSA).

Plan Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
Section 2.1.B.ii Section 2.2.C. Section 4.1.D.iv Section 4.2.B.i Section 4.3.D	The original element created an intervention label related to school discipline within the state accountability system.	The requested amendment removes the discipline label from within the state accountability system.	The revision will improve SEA and LEA ability to more effectively focus resources on the support of educators in ensuring that all students meet rigorous academic standards.	The agency consulted with educators through the Let Teachers Teach workgroup, which included the proposal as part of recommendations for removing classroom barriers to teaching and learning.

The following pages contain a redlined version of the relevant text from the approved ESSA plan that would be impacted with strikeouts and additions to demonstrate how the plan would change with approval of the proposed amendments.

LDOE will provide a three-week notice regarding the ESEA Consolidated State Plan Addendum request in the manner in which LDOE customarily provides such notice and information to the public by posting information regarding the request on its website and by placing a notice in the agency newsletter.

## Section 2.1.B.ii, page 26

- **Challenge 3 - Increasing Student Opportunities and Supporting Their Interests:** After meeting with several diverse stakeholder groups about a number of enriching courses and experiences needed to provide students with access to a well-rounded education, the LDE proposed making these priorities and opportunities the centerpiece of the state’s non-assessment school quality/student success accountability indicator. In addition to including access to the arts, world languages, and vigorous physical activity, and rigorous advanced coursework, the LDE added access to technology and students’ digital literacy as key priorities to incent and recognize in the school accountability system. The LDE is continuing to work with stakeholders to define excellence in each of these areas, determine how best to measure progress, and identify supports for LEAs ~~(a discussion of intervention in schools with excessive out-of-school discipline is included in the section of this plan related to comprehensive and targeted intervention in struggling schools).~~

## Section 2.2.C, pages 31-32

The LDE provides a variety of data, resources, tools, and support to help school systems improve, continually refine the state plan in furtherance of increased student achievement, and update and improve the activities supported under Title II, Part A. The cycle of support kicks off each spring with the release of the school system planning guide, which is designed to support school systems as they create academic plans for the following school year and leverage resources available by the LDE. The guide focuses on three areas:

- **Early Childhood:** Prepare every child for kindergarten
- **High Quality Classroom Teaching:** Develop high-quality teaching in every classroom from pre-K through 12th grade
- **High School Pathways:** Create a path to prosperity for every student

Going forward, the guide will include an Interests and Opportunities component, focused on providing every child with access to courses and enriching experiences that promote a well-rounded education and foster lifelong learning and talents. The guide as well as the collaborative planning process will also include ongoing reviews of data related to student behavior and discipline, ~~including but not limited to chronic absenteeism and out-of-school suspensions and expulsions,~~ prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts.

More specifically, the school system planning guide details the key planning decisions, resources, and funds to support each focus area above. School systems: 1) use the Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance and prioritize specific improvements for the following school year; 2) create a plan to implement projects and initiatives that will lead to prioritized improvements and align their budgets to fund key initiatives and projects; and 3) share their plan with key stakeholders, ensuring that each group (e.g. teachers, parents, community members) is clear on how the plan impacts them and the next steps they should take.

The LDE also provides data, resources, tools, and professional development to LEAs, principals, and teachers throughout the school year through regular meetings, phone calls, webinars, collaboration events and the Teacher Leader Summit. One hundred percent of school systems participate in one or more of these professional development opportunities. Collaboration events typically occur four times throughout the year in four locations across the state each time. Sessions vary depending on the audience (district supervisors, principals and Teacher Leaders), but generally focus on topics related to:

- Early childhood
- Teacher preparation and talent management
- K-12 curriculum, instruction and assessment
- Special education
- High school opportunities
- Education policy
- Teacher and principal professional development
- ELL and immersion education
- Grants and federal programs

Both the Teacher Leader Summit and the collaboration events focus on providing educators with concrete tools and resources to help district and school stakeholders with decisions they are making at a particular time of year. Resources include the district support calendar, which provides dates when the LDE will provide key resources and support, and planning guides, such as the District Planning Guide, the Principal Guidebook, and the High School Opportunities Guidebook, which help districts and principals set priorities and make funding decisions for the coming year.

The LDE also provides differentiated, one-on-one support to districts based on their individual goals and needs via the network teams. Each of the three network teams has one leader and approximately five coaches to carry out the initiatives of the LDE and provide consistent hands-on support to school systems. Overall, network leaders and coaches are charged with the task of being the bridge that connects the efforts of the LDE to the LEAs. More specifically, they spend the majority of their week in the field helping district leaders outline goals, assessing the quality of districts' implementation, and providing support to help districts improve their student's academic performance. Additionally, network staff share information and data about where districts are excelling and where they need additional support with other teams, which informs the content covered in the aforementioned calls, webinars, and collaboration events for district leaders and principals.

Going forward, in an effort to align academic and budget planning, support the resolution of monitoring findings, and promote a well-rounded education, the LDE will expand the scope of collaboration events and refocus the role of network teams. Through regional and one-on-one support meetings, LDE staff will support LEAs in addressing their greatest needs, as revealed by the results of needs assessments, analyses of data, and monitoring reports, and targeting funds toward those needs. ~~This work will include, but not be limited to, addressing chronic absenteeism, excessive out-of-school discipline, and other behavior and discipline related needs for all students and for student subgroups.~~

In addition to ongoing consultation with LEAs, the LDE engages in regular consultation and review of student, school, and LEA data with the State Board of Elementary and Secondary Education, stakeholder advisory councils, and individual stakeholder groups representing educators, families, and disadvantaged student populations. Efforts are made to engage diverse partners, including but not limited to teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities designed to meet the purposes of ESSA. LEA leaders and stakeholder groups are provided a full briefing, including in open public meetings, whenever updated student and school results are available. Those briefings provide an opportunity to discuss where expectations were and were not achieved as well as options to adjust various components of the state’s plan to ensure that the needs of students are being met effectively. In addition, the State Board of Elementary and Secondary Education holds an annual public retreat in which the state superintendent provides a comprehensive overview of student and school data, an assessment of progress toward established goals, and outlines areas in which adjustments to the state’s plan should be considered. The board then provides guidance and acts as needed to adjust state regulations or to advocate for changes in state law as appropriate.

#### **Section 4.1.D.iv, page 63**

##### *Schools Identified for Targeted Support and Improvement*

All schools demonstrating subgroup performance (those with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be a “D” or “F” rating for an entire school population, will be identified and reported as “Urgent Intervention Needed” for that subgroup. Though no interventions will be legally required in the district’s consolidated plan, this system allows for both public and in-school awareness of needs to be addressed.

All schools having subgroup performance at the equivalent of an “F” rating for two consecutive years will be identified and reported as “Urgent Intervention Required” (Louisiana’s identification for targeted schools). Any such school that is also a Title I school will be eligible for school improvement (targeted) funds and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.

~~Additionally, schools exhibiting persistent excessive out of school discipline—defined as approximately twice the national average<sup>23</sup>—will be considered for identification as targeted support and improvement. Specifically, elementary/middle schools with three consecutive years of out of school suspension rates above five percent and high schools with three consecutive years of out of school suspension rates above 20 percent will be identified.~~

Schools will first be identified for required Urgent Intervention, or targeted support, in 2017-2018. Schools are expected to meet the exit requirements within three years. Schools that do not exit targeted support for a period of three years will be identified as requiring Comprehensive Intervention.

~~<sup>23</sup>The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.schooldisciplinedata.org/ccrr/index.php>.~~

### Section 4.2.B.i, page 68

All schools having subgroup performance (those with subgroup N=10 or higher) at the equivalent of a “D” or “F” rating will be identified and reported as “Urgent Intervention Needed,” though this does not have a legal bearing on the LEA’s consolidated plan.

All schools having subgroup performance at the equivalent of an “F” rating for two consecutive years will be identified and reported as “Urgent Intervention Required” (Louisiana’s identification for targeted schools). Any such school will be eligible for school improvement (targeted) funds, through a competitive process, and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.

Based on 2015 and 2016 school accountability results and draft simulations of the 2018 school accountability model, 7 percent to 43 percent of schools meeting the minimum N size would be identified as needing Targeted Support and Improvement.

Subgroup Identification	Students with Disabilities	Racial/Ethnic Minorities	Economically Disadvantaged	English Learners	Any Subgroup
Total Urgent Intervention Required	503	104	96	59	550
Percent Urgent Intervention Required	43%	8%	7%	23%	42%

~~Additionally, schools exhibiting persistent excessive out of school discipline—defined as approximately twice the national average<sup>24</sup>—will be considered as requiring at least Urgent Intervention. Specifically, elementary/middle schools with three consecutive years of out of school suspension rates above five percent and high schools with three consecutive years of out of school suspension rates above 20 percent will be identified.~~

Schools will be added to the list on an annual basis. Schools will first be identified as “Urgent Intervention Required” for 2019-2020 in the 2018-2019 school year. Schools are expected to exit targeted support within three years. Schools that do not exit this identification status for a period of three years will be identified as needing Comprehensive Intervention.

Consequences attached to subgroup performance require two or more years of low performance, which prevents over-identification or under-identification of subgroups.

~~<sup>24</sup>The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.schooldisciplinedata.org/ccrr/index.php>.~~