

Louisiana Believes

Superintendent Call

February 8, 2016

Agenda

- I. Updated ESSA Framework**

- II. Additional Updates**
 - A. Early Childhood
 - B. High Quality Teaching
 - C. High School Pathways
 - D. District Support

Every Student Succeeds Act

ESSA in Louisiana

- The Every Student Succeeds Act (ESSA) replaces the No Child Left Behind as the country's federal education law.
- ESSA provides Louisiana with an opportunity to collaborate with educators, parents, business and community leaders to create an improved K-12 education system that provides all students with equal access and opportunity to high-quality learning.
- ESSA requires that every state capture these improvements in a state plan that is submitted to the federal government.
- Louisiana plans to submit this plan to the U.S. Department of Education on April 3, 2017 with the goal of receiving feedback and final approval of our plan prior to the start of the 2017-2018 school in order to provide educators and families with clarity and consistency.

Louisiana's ESSA Plan Development

- The Department released a [draft ESSA framework](#) on September 28, to provide the general public with examples of what policies, supports, and resources could be used to provide targeted support for disadvantaged students.
- Since that release, the Department has been in continuous conversations with educators, advocacy groups, civic leaders and others to refine the proposals within the framework.
- During this time, the [Louisiana Accountability Commission](#) has also been meeting to make recommendations regarding the state's accountability system. To view the latest of these recommendations, view the [January meeting presentation](#). You can also view previous meeting videos and presentations in the [Accountability library](#).
- On **Monday, February 6**, the Department released an [updated framework](#) that includes greater detail from the initial framework as well as stakeholder feedback.

Improvements to Louisiana's K-12 System

The updated ESSA framework, highlights several unique improvements to Louisiana's K-12 system:

- raise fundamental expectations for students to be equal with their peers across the country;
- reduce end-of-year state testing, while simultaneously improving the quality and depth of information provided to educators and families;
- recognize growth for all students ;
- allow students taking the LAA 1 the opportunity to earn diplomas into the state graduation rate;
- deliver targeted funding to students and schools who are the most in need;
- foster and fund relationships between persistently struggling schools and partners that have demonstrated success in turning around struggling schools;
- place future teachers in classrooms under a mentor educator for full-year, classroom-based residencies that prepare them for day one in their own classrooms; and
- provide every student with enriching experiences and a well rounded education that is recognized in the state's accountability system.

Academic Planning Process

The backbone of Louisiana’s plan will be a unified proposal, aligned to these five areas, for every LEA. This streamlined planning process will include an annual cycle of reflection on results, strategic academic planning, and applications for federal funds.



Planning and Spending for Disadvantaged Students

The draft framework does not contemplate changing the percentage of federal funds received by Louisiana school systems. It does contemplate targeting funds toward disadvantaged schools and students.

Funding Source	NCLB Targeted Grants	NCLB Admin	NCLB Unrestricted Flow Through	NCLB Total Funding to LEAs	ESSA Targeted Grant	ESSA Admin	ESSA Unrestricted Flow Through	ESSA Total Funding to LEAs
Title I – Supporting Disadvantaged Students	7%*	1%	92%	99%	7%-10%**	1%	89%-92%	99%
Title II – Supporting Educators in Low-Income Communities	4%	1%	95%	≥95%	4%-7%***	1%	92%-95%	≥95%
Title III – Supporting English Language Learners	2.5%	2.5%	94%	≥94%	2.5%	2.5%	94%	≥94%
Title IV – Academic Enrichment and Student Support Grants (NEW)	N/A	N/A	N/A	N/A	5%	1%	94%	≥94%

* In NCLB, this funding was divided into two separate grant programs for school systems. This percentage reflects the funding in both the 1003a funding reservation and the School Improvement Grants (SIG).

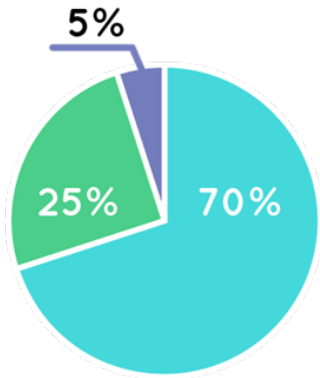
** The LDOE must reserve seven percent for school improvement grants to school systems. The LDOE may reserve an additional three percent for subgrants to LEAs to provide direct student services.

***The LDOE may reserve up to five percent for state activities and an additional 3 percent for subgrants to school systems for school leadership activities.

Improvements to Louisiana's Accountability System

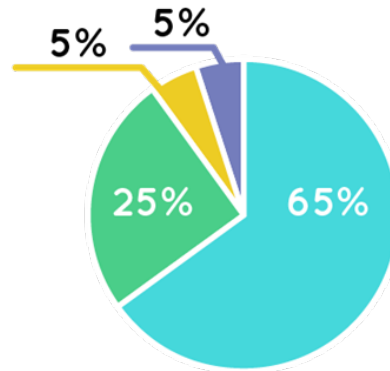
ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.

Elementary Schools



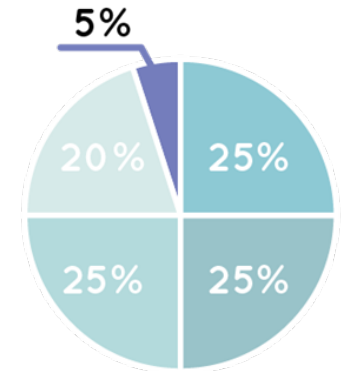
- Assessment Index
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools



- EOC Status & Growth
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

Growth to Mastery with Value-Added

In January, the Accountability Commission recommended a two-step elementary and middle school growth model for the accountability system that asks the questions:

- How well are students progressing toward Mastery?
- How well are students growing relative to similar peers?

In this new growth measure, students have multiple ways to demonstrate growth and therefore schools earn the highest number of points for each student.

Step 1: Growth to Mastery

- Basic or below students on track to Mastery by 8th grade (150 points)



Step 2: Growth Relative to Peers

- 81st-99th percentile (150 points)
- 61st-80th percentile (115 points)
- 41st-60th percentile (85 points)
- 21st-40th percentile (25 points)

Growth to Mastery with Value-Added

How can high achieving students earn recognition for growth within the growth index (25%), in addition to the credit awarded in the status index (65 to 70%)?

For students scoring Advanced:

- If they maintain a score of Advanced, the school automatically earns 150 points or an A+.
- If the student drops below Advanced, the school is awarded points based on the student's performance compared to similar peers.

For students scoring Mastery:

- If a Mastery student achieves their "Continued Growth" target toward Advanced, the school earns 150 points.
- If the student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers.

What Does the Growth Index Mean?

Growth Rating	Summary	Step 1: Growth to Mastery	Step 2: Growth Relative to Peers
A (100-150)	Most students are exceeding expectations.	Of students who started below Mastery, approximately half are on track to reach Mastery by 8 th grade.	Approximately 75% or more of the students are growing at a rate that is at or above expectations for their peer group.
C (70-84.9)	Most students are maintaining their prior performance level.	Of students who started below Mastery, about a third on track to reach Mastery by 8 th grade.	Students are performing about as expected, with approximately 60% of students growing at a rate that is at or above expectations for their peer group.
F (0-49.9)	Most students are falling behind.	Of students who started below Mastery, less than 1 in 4 are on track to reach Mastery by 8 th grade.	Approximately 60-70% of students are growing at a rate that is <i>below</i> expectations for their peer group.

Transition Recommendation

Beginning in 2017-2018, Louisiana's accountability standards will shift modestly in order to begin making progress toward the 2025 "A" benchmarks.

This shift will proceed for two years and letter grade ratings will be curved during this period. The overall distribution of letter grades will not worsen.



During the 2019-2020 year, the Accountability Commission and BESE will review the results of the shifting system to determine if any adjustments are needed and whether the letter grade curve should be maintained or ended.



Assuming the board and commission determine that the current plan should proceed, the scoring system will shift incrementally two additional times—in **2021-2022 and 2024-2025**—such that Louisiana has fully transitioned to the 2025 standards.

Challenge 1: Mastery of Fundamental Skills

System Improvements	Changes from Initial Framework	State Support
<ul style="list-style-type: none"> • BESE approved raising the bar for “A” schools to Mastery by 2025 in 2013. • Overall, students will demonstrate “mastery” of core academic content by 2025 resulting in: <ul style="list-style-type: none"> - a statewide high school graduation rate of 90%; - an average ACT score of 21; and - completion of university or technical credentials. 	<ul style="list-style-type: none"> • We may transition from current system to long-term system using a gradual raising of the bar, rather than a curve methodology. Accountability Commission is considering both options. 	<ul style="list-style-type: none"> • Confining end-of-year state testing to no more than 2% of all instructional minutes • Eliminating the duplication of high school testing by offering one test of math and ELA per year in grades 9-11 • Offering a series of optional, standards-aligned, formative tests in grades K-10 • Continuing to review and provide curricular tools in math, ELA, science, and social studies • Broadening training opportunities for principals and Teacher Leaders

Challenge 2: Academic Progress for Disadvantaged Students

System Improvements	Updates from Initial Framework	State Support
<ul style="list-style-type: none">• Student growth accounts for 25% of a school’s rating in order recognize and incentivize growth for all students.• Each subgroup of students in a given school will receive its own performance score and rating so that achievement is simple to understand.• Schools with one or more persistently underperforming subgroups for three or more years, and that are not already designated as needing “comprehensive” support, will be designated as needing “targeted support”	<ul style="list-style-type: none">• Progress points are replaced with a two-step growth model that rewards schools for:<ol style="list-style-type: none">1. ensuring students are on track to Mastery, or2. students are outperforming similar peers• Students taking the LAA 1 assessment who then receive a diploma will be counted in the high school cohort graduation rate• In December, BESE approved Louisiana Connectors for ELL students and students with significant disabilities.	<ul style="list-style-type: none">• \$50,000 targeted support grants• Appropriate series of screening instruments, guidance and training for teachers to use with students from age three through the third grade• Curricular support for ELL and struggling students in math and ELA• Scheduling and school model structures for identifying, intervening and supporting special populations

Challenge 3: Access to Enriching Courses and Experiences

System Improvements	Updates from Initial Framework	State Support
<ul style="list-style-type: none">• The state will report annually on whether schools ensure student access to:• School (e.g., addressing chronic absenteeism, excessive out-of-school discipline)• Rigorous Coursework (e.g., enrollment opportunities and exam passage in AP, dual enrollment, International Baccalaureate, as well as receipt of IBCs and JumpStart credentials)• Enriching Experiences (e.g., arts, music, world languages, physical activity, technology, and state-of-the-art libraries)	<ul style="list-style-type: none">• To assist schools with planning, access needs were categorized into the three main priority areas on the left.• Based on stakeholder feedback, LDOE added a focus on technology and libraries and described new federal funding opportunities	<ul style="list-style-type: none">• New Title IV formula grants for well-rounded education, safe and healthy schools, and effective use of technology• Direct Student Services grants that prioritize opportunities for students attending high-needs schools• Access for students to enriching experiences and advanced coursework valued in the accountability formula and reported to parents

Challenge 4: Strengthening the Educator Profession

System Improvements	Updates from Initial Framework	State Support
<ul style="list-style-type: none"> School systems create a “talent pipeline” at every level of the system, proactively identifying excellent educators, creating professional growth opportunities, and cultivating leaders. School and school system leadership are able to make strategic decisions about professional educators using workforce data. The Teacher Residency role will become a certification in state regulations. 	<ul style="list-style-type: none"> BESE approved policies in October to require a year-long residency and competency-based curricula as part of the educator preparation experience. BESE approved funding to support: <ol style="list-style-type: none"> staff costs related to the transition of preparation programs \$2,000 stipend for teacher candidates completing yearlong residencies (233 in 2016-2017) \$1,000 stipend for mentor teachers hosting yearlong residents (228 in 2016-2017) 	<ul style="list-style-type: none"> Through existing state set-asides, financially support the growth and sustainability of teacher residencies Provide funding to add and expand pathways to leadership roles Continue providing districts and schools with an annual Educator Workforce Report, providing detailed information teacher performance, tenure, compensation, and opportunities for advancement

Challenge 5: Support for Struggling Schools

System Improvements	Updates from Initial Framework	State Support
<ul style="list-style-type: none">• Schools are identified as needing “comprehensive support” if they have received a D or F for three years in a row• School systems and schools in need of comprehensive support will build a plan for partnering with a proven partner to turnaround the school.• Schools unable to make progress will be eligible for significant state monitoring.• If these strategies do not work, schools rated an ‘F’ for four consecutive years will become eligible for inclusion in the Recovery School District.	<ul style="list-style-type: none">• The Department hosted School Redesign Summit on January 19 to provide school system and school leaders to opportunity to network with partners• Clearer identification of impacted schools	<ul style="list-style-type: none">• Multi-year comprehensive support grants• Ongoing support through Network teams and Regional Turnaround Support Manager as districts build and implement plans• Ongoing support to facilitate relationships between LEAs and support organizations

Framework Engagement Timeline

The updated framework is available on the [Department's website](#), and the public is invited to submit feedback in one of two ways:

1. Email thoughts and ideas directly to the Department at essalouisiana@la.gov.
1. Attend one of the upcoming, public meetings and share your thoughts directly with the Department.

Upcoming Public Meetings and Plan Timeline

Date	Meeting	Location	Audience
February 16	Superintendent's Advisory Council	Baton Rouge	open meeting
Late February	Post ESSA draft plan for public comment	ESSA webpage	N/A
March 7-8	BESE Meetings	Baton Rouge	open meeting
March 29	Special Education Advisory Panel	Baton Rouge	open meeting
April 3	First opportunity for LDOE to submit ESSA plan to USDOE	N/A	N/A
August 21	Deadline for USDOE to respond to plan submitted April 3	N/A	N/A

School Redesign Planning Grants

Louisiana's School Redesign Summit brought together over 500 school system and partner organization representatives together to brainstorm ideas for redesigning struggling schools.

In order to allow school systems to explore partnerships with potential partner organizations, the Department is offering the [School Redesign Planning Grant](#).

- Grant allows districts to learn more about a partner before making a decisions about a long term partnership.
- School systems can apply for funds on behalf of [schools](#) that have been persistently struggling.
- Grant allocations will range from \$15,000-\$50,000 to fund short term exploration projects with partner organizations.

Applications can be found on the [School Redesign webpage](#), and should be submitted by Monday, February 20, 2017 in order to be allocated funds at the March BESE meeting or by Wednesday, March 29, 2017 to be allocated funds at the April meeting.

For additional information please contact your Network Leader or hunter.brown@la.gov.

Additional Updates

Early Childhood Updates

Coordinated Enrollment Update

Districts have been working with their early childhood community network partners to develop a coordinated enrollment plan for 2017-2018. These plans were delivered to the Department on February 1.

The coordinated enrollment plan describes the community's strategies to inform parents about care and education options for at-risk birth-to-age-five children and to make the eligibility, application, and enrollment process for all publicly funded programs easy for families to navigate.

Coordinated Enrollment Plans include:

- an analysis of the historical demand for services in the community;
- a projection of community need that includes how many seats are needed and where they are available;
- an informational campaign that includes all programs in the community;
- one way for families to know what programs they are eligible for;
- a single application and process to be used by all programs; and
- matching based on preference to enroll at-risk children based upon where families prefer to send their children, as long as space is available

High-Quality Teaching Updates

2016-2017 Educator Workforce Report

The 2016-2017 Educator Workforce Report, an internal report, provides district leaders with a detailed overview of decisions they are charged with making regarding the educators and education leaders in their districts.

Data in the Educator Workforce Report is organized according to the following sections and may be used to inform decisions related to:

- **Recruiting and hiring**
- **Evaluating results**
- **Compensating teachers and school leaders**
- **Retaining, promoting, and granting tenure**

The Educator Workforce Report has been improved based upon feedback from the pilot year and will be released in early march.

The educator workforce report will be discussed at the March Supervisor Collaboration, and Network leaders will follow up with individual conversations with each district regarding their report.

Reports will be shared on each district's FTP. Reports will *not* be posted publicly.

Educator Workforce Report Updates

Educator Workforce Report Section	Adding	Removing
Overall	<ul style="list-style-type: none"> Data on high-needs schools “Region” defined as per map on next slide 	<ul style="list-style-type: none"> Data on schools with high/low percentages of minority, special education, and economically disadvantaged students
Educator Workforce Overview *New section*	<ul style="list-style-type: none"> Teacher certification status by school letter grade Data relative to equitable access to excellent educators 	
Recruiting and hiring	<ul style="list-style-type: none"> Teachers hired in LEA, including Practitioner’s License Breaks out teachers hired from preparation programs by undergraduate and post-baccalaureate 	
Compensation		<ul style="list-style-type: none"> Salary information for core vs. non-core teachers
Retaining and granting tenure	<ul style="list-style-type: none"> School leader departure trends Retention rates for graduates of teacher preparation programs 	
Appendices	<ul style="list-style-type: none"> Additional site-level information 	

2017 Believe and Prepare Community Meeting

During the winter Believe and Prepare community meeting, preparation providers and their school system partners **should attend together** to learn about updated tools and resources available to support partnership development, and to learn from teacher preparation experts about:

- Establishing a memorandum of understanding (MOU)
- Developing governance meeting protocols

Date: February 13, 2017

Southeast Region Meeting Time: 10:00-12:30 p.m.

Northern, Central, and Southwest Regions Meeting Time: 1:00-3:30 p.m.

Registration: [RSVP](#) has been extended through Friday, **February 10**.

For a detailed agenda, click [here](#).

For more information, please contact BelieveAndPrepare@LA.gov.

Believe and Prepare Residency Expansion Opportunity

To support the expansion of teacher preparation programs that meet workforce needs, particularly in rural and geographically remote districts, the Department will solicit applications for funding to support:

- Teacher preparation providers that work closely with and place yearlong teaching residents in rural schools and districts participating in the Teacher Incentive Fund (TIF) grant.
- Post-baccalaureate teacher preparation residencies that include co-teaching opportunities.
- Teacher preparation programs that increase the number of special education teachers.

**Priority will be given to applications that increase the number of secondary math and science teachers.*

This Request for Applications (RFA) will be released in mid-February.

Email believeandprepare@la.gov with questions.

High School Pathways Updates

Financial Aid Planning

- Beginning with the 2017-2018 school year, **each graduating senior will be required, as part of his or her individual graduation plan, to either 1) complete the [Taylor Opportunity Program for Students \(TOPS\)](#) application or the [Free Application for Federal Student Aid \(FAFSA\)](#), 2) declare a hardship, or 3) submit a [waiver to the local school system](#).**
- **As of January 27, 2017, 29% of Louisiana public school seniors have completed the FAFSA application.** For the same week in 2016 only 5% of applications had been submitted.
- The Department **is distributing breakdowns of the number of FAFSA applications submitted and completed for the 2016-2017** school year to Networks, school system leaders and high school principals each week through the end of the spring semester.
- The Department will **publish three financial aid lesson plans** to share with districts/schools in early spring. They can be used individually or as a unit to meet the specific needs of students/parents in completing the FAFSA and accessing financial aid.

Questions about financial aid can be directed to ldefinancialaid@la.gov.

District Support Updates

2017 Common Charter Application

Each year BESE approves an application and timeline for new charter schools. Each district should conduct a charter application and review process according to both the approved application and timeline.

The Department has prepared a number of [resources](#) to support districts in conducting their charter school application and review process, including an application process manual, a website template, and the 2017 common charter school application.

Activity	Due Date
Deadline for districts to post all legally required charter application information to their website	January 6
Deadline for district charter applicants to submit applications	February 24
Deadline for local school boards to make approval decisions	June 1

If you have questions, please reach out to david.shepard@la.gov