

Louisiana Believes

Supervisor Collaboration Opening Session

September 10 Baton Rouge

September 13 Harvey

September 17 Baton Rouge

September 18 Ruston

Louisiana Believes

Every day, students in Louisiana should



build knowledge of the world,



read meaningful texts,



express ideas through writing and speaking, and



solve complex problems.

Louisiana Priorities



**Unified Early
Childhood Systems**

Louisiana has unified child care, Head Start, and pre-kindergarten programs into one system to ensure all children are Kindergarten ready.



Academic Alignment

Louisiana has created the nation's most coherent statewide system of standards, curricula, assessments, and professional learning.



**Teacher and
Leader Preparation**

Louisiana teachers are fully prepared for the classroom and have access to a continuum of leadership roles.



**Pathways to
College or a Career**

Students in Louisiana graduate with the credentials and funding needed for their next step of education or career preparation.



Struggling Schools

Schools who persistently struggle, have the tools, resources and funding they need to improve.

Louisiana Progress

Louisiana's students are just as smart and capable as any students in America.

- Since implementing new, standards-aligned tests, Louisiana has seen a steady increase of 2-6 percent in the percentage of students scoring “Mastery” and above statewide.
- The number of students earning a college-going ACT score of at least 18 increased by 6,980 since 2012, and the number of students scoring 21 or above increased by 3,896.
- More students graduated in 2017 than ever before with a graduation rate of 78.1 percent, an increase of over 4,000 students since 2012.
- Since 2012, the number of students earning Advanced Placement credit each year increased by more than 3,800, an increase of more than 167 percent.

Louisiana School Improvement

The Department will support school systems to implement the five priorities through two areas of focus with districts this year:

1. **School system plan implementation for 2018-2019**

Department Focus: Supporting Comprehensive Intervention Required (CIR) schools to implement plans focused on curriculum implementation.


2. **School system planning for 2019-2020**

Department Focus: Facilitating an improved 2019-2020 school system planning process focused on schools identified as Urgent Intervention Required (UIR).



School Redesign Implementation for 2018-2019

School Redesign Background



December 2015	ESSA Signed Into Law: The federal Every Student Succeeds Act (ESSA) requires districts to create plans for struggling schools and submit those plans to the state.
January 2017	School Redesign Summit: The School Redesign Summit connected districts to partners who could support the development of their local ESSA plans focused on persistently struggling schools.
November 2017	Launch of School Redesign Application for 2018-2019 Planning Process: 272 schools were identified as Comprehensive Support Required (CIR). These schools were required to develop plans to be implemented in the 2018-2019 school year.
June 2018	Redesign Plans Approved and Implementation Begins: By June 2018, 71 plans were approved with an average of \$121,179 granted per school.
September 2018	Redesign Plan Implementation Continues: This fall, network teams will support implementation to ensure that CIR schools are focused on the most important components of the school system's redesign plan.

School System Redesign Plans

The 71 approved redesign plans focus on strengthening the core work of schooling. The Department will support districts in the implementation of these plans through the Networks and will share statewide learnings related to the core strategies that are the most prominent components of our school systems' improvement plans.

**Standards and
Curriculum**

**Professional
Development**

Assessment

Workforce Talent

Studying Redesign Strategy

These four strategies are supported by national research and best practices. Additionally, the Department is committed to ongoing work to examine practices of districts that are improving and evaluating the effectiveness of these LDOE-supported interventions.

- Columbia University’s Center for Public Research and Leadership (CPRL) conducted an extensive study during the 2017-2018 school year of 23 Louisiana school systems with experience implementing Tier 1 curriculum. The study used surveys and interviews to identify the policies, practices, and system conditions necessary to support student growth.
- The Department analyzed LEAP results to study key initiatives, including participation in LEAP 360 and teacher preparedness and development, to understand the extent to which these interventions support student growth.

The following slides highlight findings from this work as “promising evidence.”

Standards and Curriculum

All students should access on-grade level instruction every day through a high quality curriculum.

Current state: 68 percent of LEAs who submitted approved redesign plans are using a fully standards-aligned curricula in all grade bands (PreK-12).

Promising evidence in improving districts:

CPRL's study found that the school systems with the most improvement in LEAP results built intentional strategies to support curriculum implementation, including the following:

- [Observation tools](#) with key “look-fors” from Tier 1 curriculum.
- Strong, sustained relationships with high quality vendors to support implementation.
- Content-specific professional learning opportunities for principals improve principals' support of implementation of Tier 1 curriculum.

Professional Development

All teachers should be trained on how to implement Tier 1 curriculum by a high quality vendor or content leader.

Current state: 83 percent of LEAs who submitted approved redesign plans exclusively offer high quality training on fully standards-aligned curricula.

Promising evidence in improving districts:

CPRL's study found that the school systems with the most improvement in LEAP results built intentional strategies on strong professional development practices, including the following:

- PD is aligned to Tier 1 curriculum and integrated throughout the year through different learning structures, including content-focused PLCs.
- Reviewing data, including student work, is a regular and embedded practice in teacher development.

Assessment

LEAP 360 provides high quality formative assessments to inform instruction and significantly reduces time spent on assessments.

Current state: 80 percent of school systems currently use LEAP 360.

Promising evidence in improving districts:

Data show that school systems using LEAP 360 saw greater improvement in the percent of students scoring mastery and above on average compared to school systems not using LEAP 360.

In particular, the scale of improvement was greatest when students participated in the non-summative assessments—LEAP 360 diagnostic, LEAP 360 interim—and the complementary LEAP 2025 practice tests.

Workforce Talent

Students deserve to be taught by fully prepared, well supported teachers.

Current state:

- *79 percent of LEAs with approved redesign and SRCL plans have signed MOUs with a teacher preparation provider to meet teacher staffing needs in particular schools and subject areas.*
- *Over 80 percent of school systems are building cadres of [Mentor Teachers](#) and [Content Leaders](#) who provide content-specific coaching and professional development.*

Promising evidence in improving districts:

LDOE found that schools with <5 percent of classes taught by underprepared teachers saw a faster rate of student growth in ELA and math compared to schools with ≥30 percent taught by underprepared teachers.

National research supports the positive impact that trained, successful mentors have on [teacher practice](#) and [student outcomes](#). LDOE will continue to study the effectiveness of this initiative over the next year.

Network Support

The Department will support school system implementation in three phases:

1. Pre-Implementation
2. **Early Support**
3. Deep Support

During the Early Support phase, Networks will partner with schools and districts to:

1. Review critical data points regarding your school's performance
2. Evaluate the extent of curriculum implementation using the [curriculum implementation observation tools](#) and build teacher-by-teacher plans for improvement

LEA Redesign Implementation

Curriculum	Professional Development	Assessment
<ul style="list-style-type: none">● Ensure Tier 1 curriculum is in every classroom and low quality materials have been removed● Use curriculum implementation observation tools to support teachers with implementation	<ul style="list-style-type: none">● Ensure teachers have time to review student work and plan for future lessons collaboratively through PLCs● Use your PD providers to support mid-year teacher and principal professional development	<ul style="list-style-type: none">● Confirm LEAP 360 calendar is in place as an alternative to other interims



School System Planning for 2019-2020

School System Planning for 2019-2020

Soon, the Department will shift our focus to planning for 2019-2020. School system planning for the next school year will focus in two areas:

- 1) Release of an improved school system planning process
- 2) Development of Urgent Intervention Required (UIR) plans



Improved School System Planning Process

In November, the Department will launch an improved school system planning process where school systems will:

- Build one plan across the priorities outlined in the School System Planning Rubric which is a modified version of the School Redesign Rubric
- Develop a budget to support the plan including both federal formula and competitive funds
- Submit and receive approval of the plan and funding request on one unified timeline
- Implement the plan in partnership with network teams in 2019-2020



Development of UIR Plans

Planning for 2019-2020 is also focused on developing school system plans for persistently struggling schools that meet one or more of the following criteria:

- Consistently **low subgroup performance*** → Urgent Intervention Required (UIR)
- Chronic issues with **student behavior** → Urgent Intervention Required (UIR)
- Consistently **low overall performance or grad rate** → Comprehensive Intervention Required (CIR)

Any school that meets these criteria will be required to make a plan that will be embedded within the Super App.


The UIR and CIR school list will be shared after letter grades are released.

* A subgroup is defined as a minimum of 10 students in any of the following groups: major racial and ethnic groups, economically-disadvantaged, students with disabilities, and English learners.

School System Planning for 2019-2020

A suite of planning tools and resources will be made available in November including:

- School System Planning Rubric
- School System Planning Guide
- Super App (eGMS)
- Supplementary resources in each rubric domain

Action	Timeline
LDOE launches planning process and releases resources 	November 2018
LDOE and Network teams support school systems to develop strong plans	November 2018 - January 2019
School systems submit plans	February 2019
BESE approves plans and funding and school systems begin implementation	April 2019



Today's Focus

Today's Collaboration Event

Today's collaboration sessions will focus school system plan implementation for the current school year. Topics include:

- Curriculum implementation observation tools
- Content leaders and mentor teachers
- Science curriculum and assessment
- LEAP 360
- Progress index

The November collaborations will focus on school system planning for 2019-2020.

