ATTUNED
Education Partners

Strong School Systems
Strategic Planning Resource

Believes

Classic Parish Schools

Organization Diagnostic Pre-Read

Purpose of this document

This document serves as a pre-read for our Strategic Planning meeting on November 3, 2021.

We will review these materials during the meeting; however, we will not review them page by page.

Please review in advance and **complete this <u>Google form</u> by 7pm on Monday, November 1st** with your answers to these prompts:

- **What, if anything, surprised you?**
- **What are the 3 biggest wins to celebrate?**
- **What are the 3 biggest challenges that most need to be addressed?**
- Given the org diagnostic, **please record your emerging sense of the 4 most important priorities for the system to address in the next 5 years.** For each priority that you propose, please include data/evidence from the Diagnostic.

Thank you!

Objectives

We will:

- Create a shared understanding of our current strengths and challenges

- Surface emerging perspectives on system-wide multi-year priorities

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System mission statement

[Redacted]

We examine several sources of data to produce this report, including outcomes data, instructional quality reviews, and constituent perspectives

Performance data analysis
Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed publicly available performance data from the Louisiana DOE.

Instructional quality review
Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as video recordings of classes across grade spans, content areas, and all Classic schools.

Constituent perspectives
Surveys and interviews with community, staff and others to collect perspectives on the system's strengths and challenges

A survey was shared with all Classic students, family members, and staff, as well as to alumni via social media. We collected over 1,000 responses, including approximately 570 from students, 50 alumni, and 200 staff and board members. Attuned also interviewed 10 school and district leaders, and held focus groups with students, family members, teachers, and school leaders.

Org Diagnostic Report

Key findings were synthesized into this detailed report covering the organization's strengths and challenges across the following areas:

▶ Student outcomes

▶ Curriculum, instruction, and assessment

▶ Student wellbeing

▶ Family and community engagement

▶ Workforce management

▶ Vision and strategic direction

▶ Operations and resource allocation

▶ Progress monitoring

Before you review the rest of this report, please review the brief excerpt from *Good to Great* in the accompanying email

"Confront the most brutal facts of your current reality ... AND retain absolute faith that you can and will prevail in the end."

- Jim Collins, Good to Great

Please take a few minutes to read the excerpt from *Good to Great* and capture your thoughts on the following prompt in this Google form:

How does this article relate to our strategic planning work?

Executive summary

Context

- Classic Parish Schools ("Classic" "CPS") is a school district headquartered in Manchester, Louisiana.
- Classic serves almost 1,700 PK-12 students across 6 schools. In keeping the state's demographic profile, the majority of students are students of color and/or are considered economically disadvantaged.
- This report was created in Fall 2021 during COVID-19, so survey responses and recent performance were likely impacted by the pandemic. Due to the pandemic, students were not formally assessed on state exams in 19-20.

Key strengths

- High school graduation rates are higher than the state and demographically similar school systems across the state.
- Classic schools have adopted high-quality curriculum that have been externally vetted for college and career ready standards alignment across most contents and grade bands.
- Constituents noted strong student-teacher relationships within schools that stem from the small, close-knit community, and family members appreciate the strong and frequent communication they receive from Classic schools.
- Stakeholders believe that schools are well-resourced and that operations run smoothly.

Key gaps

- Classic student outcomes typically lag state averages.
  - High school students' scores on the ACT and end-of-course (EOC) exams fall far below statewide peers.
  - ELA and math LEAP mastery falls below the state and similar systems across subgroups and schools.
- Classic graduates matriculate to college less frequently than statewide peers.
- There are gaps in Black and white students' experiences and in their achievement.
  - Gaps in achievement on EOC exams are particularly striking for Black students.
  - Constituent perspective findings confirmed the concern among district leaders that many teachers and school leaders have low expectations for some student subgroups.
  - Black and economically disadvantaged students represent 100% of students suspended in 19-20.
  - Teacher and school administrator demographics are not reflective of student demographics.
- Though there is high-curriculum in place, instructional delivery frequently resulted in lower rigor for students and limited opportunities for students to cognitively engage. The gaps in instructional delivery appear to reflect some weakness in lesson internalization, observation feedback, and other systems
- Family net promoter scores were low across racial subgroups and most schools.
- Constituents noted a recruitment and retention issue of high-quality, certified teachers across the district.

Summary assessment: Student population and student outcomes (1/2)

Student population		In keeping with the State's demographic profile, the majority of Classic students are economically disadvantaged and students of color.
		Classic's enrollment has declined by 4% over the past four years and declines preceded COVID-19.

Student outcomes	**Academic readiness for college and career**	
		More than 90% of Classic freshmen have graduated HS on-time over the past 3 cohorts; these rates are higher than those in comparable systems.
		Black students graduate HS at a slightly higher rate than white students, but are approximately half as likely to graduate with advanced credentials.
		Classic's graduates tend to matriculate to college at rates lower than high school graduates statewide.
		Classic's high school ACT scores have declined and fall behind state and demographically similar system averages.
		Every reported Classic subgroup performed at ~50% or below the state averages in English and history EOC exams in 2021. • Gaps in achievement by race are large within the district, with white students mastering English I content at 4x the rate of Black students.
		None of Classic's Black or economically disadvantaged students were at or above mastery on Algebra I, Geometry, or Biology EOCs in 2021.

Throughout many of the performance analyses, a benchmark is provided for demographically similar systems statewide. This value represents the average outcome (e.g., on-time graduation) conditional on the percentage of students who are economically disadvantaged, racial minorities, or limited English proficient based on a multivariate OLS regression model with fixed effects by year.

■ Finding is more positive than negative   ■ Mixed finding   ■ Finding is more negative than positive   ■ No perspective

Summary assessment: Student population and student outcomes (2/2)

	LEAP and DIBELS performance	
Student outcomes		Compared to demographically similar schools statewide, 5 of the 6 Classic's schools fall below average LEAP performance in ELA and math.
		3-8 ELA mastery rates held relatively flat through 2019 while students statewide improved; performance is below similar systems.
		Classic's trends in math mastery rates mirror ELA, but rates are lower overall, with just over 1 in 10 students at or above mastery in grades 3-8..
		Classic's students mastery of all LEAP subjects fall well behind the state and students demonstrate slightly less growth than students statewide.
		All Classic schools' at/above mastery rates dropped in either ELA or math from 2019 to 2021.
	LA state accountability system ratings	
		In the most recent year (2019), three of Classic's six schools were graded a C, D, or F on the state accountability system.
		Black and economically disadvantaged students are under-represented in the system's highest performing schools.

Throughout many of the performance analyses, a benchmark is provided for demographically similar systems statewide. This value represents the average outcome (e.g., on-time graduation) conditional on the percentage of students who are economically disadvantaged, racial minorities, or limited English proficient based on a multivariate OLS regression model with fixed effects by year.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

Summary assessment: Essential practices (1/2)

Curriculum, instruction, and assessment	**Curriculum**	
	🟩	There is clear evidence of high-quality, externally-vetted curriculum in place in most contents/grade bands.
	⬜	Constituents noted a desire for more real-life/vocational course offerings for students.
	Instruction	
	🟧	Observed instruction consistently reflected the high-quality curriculum in use, however, delivery frequently resulted in lowered rigor for students.
	Instructional systems	
	🟧	There is mixed evidence on the strength and consistency of systems intended to enable effective implementation of the curriculum.
	Assessments	
	🟩🟧	While the assessment suite appropriately foregrounds curriculum-based assessments, there is an opportunity to refine early literacy assessments.
Student wellbeing	🟩	Stakeholders see great value in the small, close knit community and feel that this promotes strong student-teacher relationships within schools.
	🟨	Though the majority of students feel a sense of belonging at Classic schools and families feel that their children belong, net promoter scores are low compared to other LDOE districts and across racial subgroups and schools.
	🟥	Focus group and survey findings confirmed the district leader concern that many staff in the district have low expectations for some students.
	🟥	Black and low-income students represent 100% of students who were suspended in 19-20.
	🟧	While student culture did not impede instruction in video observations, it was rarely leveraged to increase learning and engagement.
	🟥	Some stakeholders cited perceived inequities in the student experience across schools, and stakeholders cited bullying as an issue across campuses.
	⬜	Constituents cited a desire for more extracurricular opportunities, particularly as an option for non-athletes.
	🟩	Classic's student attendance rates have remained steady over the past five years and are in-line with state averages.

Summary assessment: Essential practices (2/2)

Family and community engagement	🟩	Family members and caregivers cited strong and frequent communication from the schools and administrators.
	🟥	Family NPS is low compared to other LDOE districts, as well as across subgroups and most schools.
Workforce management	🟨	Staff NPS is low compared to other LDOE districts, though it is positive across most subgroups and schools, and over 75% of reported a sense of belonging at their school.
	🟥	Stakeholders cite a recruitment and retention issue of high-quality, certified teachers, which may which may be due, in part, to a desire for higher compensation.
	🟥	Though less than 1 in 3 teachers achieve effective or highly effective value-added ratings, many teachers receive high performance evaluations.
	🟥	68% of students identify as Black while less than 25% of teachers and less than 10% of school administrators identify as such.
Operations and resource allocation	🟩	Constituents appreciate that CPS provides them with the resources they need to be successful, particularly up-to-date technology and supplies.
	🟩	Over 75% of school staff agree or strongly agree that day-to-day operations at their schools run smoothly.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

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Summary: Student population and student outcomes (1/2)

Student population		In keeping with the State's demographic profile, the majority of Classic students are economically disadvantaged and students of color.
		Classic's enrollment has declined by 4% over the past four years and declines preceded COVID-19.

Student outcomes		**Academic readiness for college and career**
		More than 90% of Classic freshmen have graduated HS on-time over the past 3 cohorts; these rates are higher than those in comparable systems.
		Black students graduate HS at a slightly higher rate than white students, but are approximately half as likely to graduate with advanced credentials.
		Classic's graduates tend to matriculate to college at rates lower than high school graduates statewide.
		Classic's high school ACT scores have declined and fall behind state and demographically similar system averages.
		Every reported Classic subgroup performed at ~50% or below the state averages in English and history EOC exams in 2021. • Gaps in achievement by race are large within the district, with white students mastering English I content at 4x the rate of Black students.
		None of Classic's Black or economically disadvantaged students were at or above mastery on Algebra I, Geometry, or Biology EOCs in 2021.

Throughout many of the performance analyses, a benchmark is provided for demographically similar systems statewide. This value represents the average outcome (e.g., on-time graduation) conditional on the percentage of students who are economically disadvantaged, racial minorities, or limited English proficient based on a multivariate OLS regression model with fixed effects by year.

■ Finding is more positive than negative ■ Mixed finding ■ Finding is more negative than positive ■ No perspective

Summary: Student population and student outcomes (2/2)

Student outcomes		
	LEAP and DIBELS performance	
	🟥	Compared to demographically similar schools statewide, 5 of the 6 Classic's schools fall below average LEAP performance in ELA and math.
		3-8 ELA mastery rates held relatively flat through 2019 while students statewide improved; performance is below similar systems.
		Classic's trends in math mastery rates mirror ELA, but rates are lower overall, with just over 1 in 10 students at or above mastery in grades 3-8.
		Classic's students mastery of all LEAP subjects fall well behind the state and students demonstrate slightly less growth than students statewide.
		All Classic schools' at/above mastery rates dropped in either ELA or math from 2019 to 2021.
	LA state accountability system ratings	
	🟨	In the most recent year (2019), three of Classic's six schools were graded a C, D, or F on the state accountability system.
	🟥	Black and economically disadvantaged students are under-represented in the system's highest performing schools.

Throughout many of the performance analyses, a benchmark is provided for demographically similar systems statewide. This value represents the average outcome (e.g., on-time graduation) conditional on the percentage of students who are economically disadvantaged, racial minorities, or limited English proficient based on a multivariate OLS regression model with fixed effects by year.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

In keeping with the State's demographic profile, the majority of Classic students are economically disadvantaged and students of color

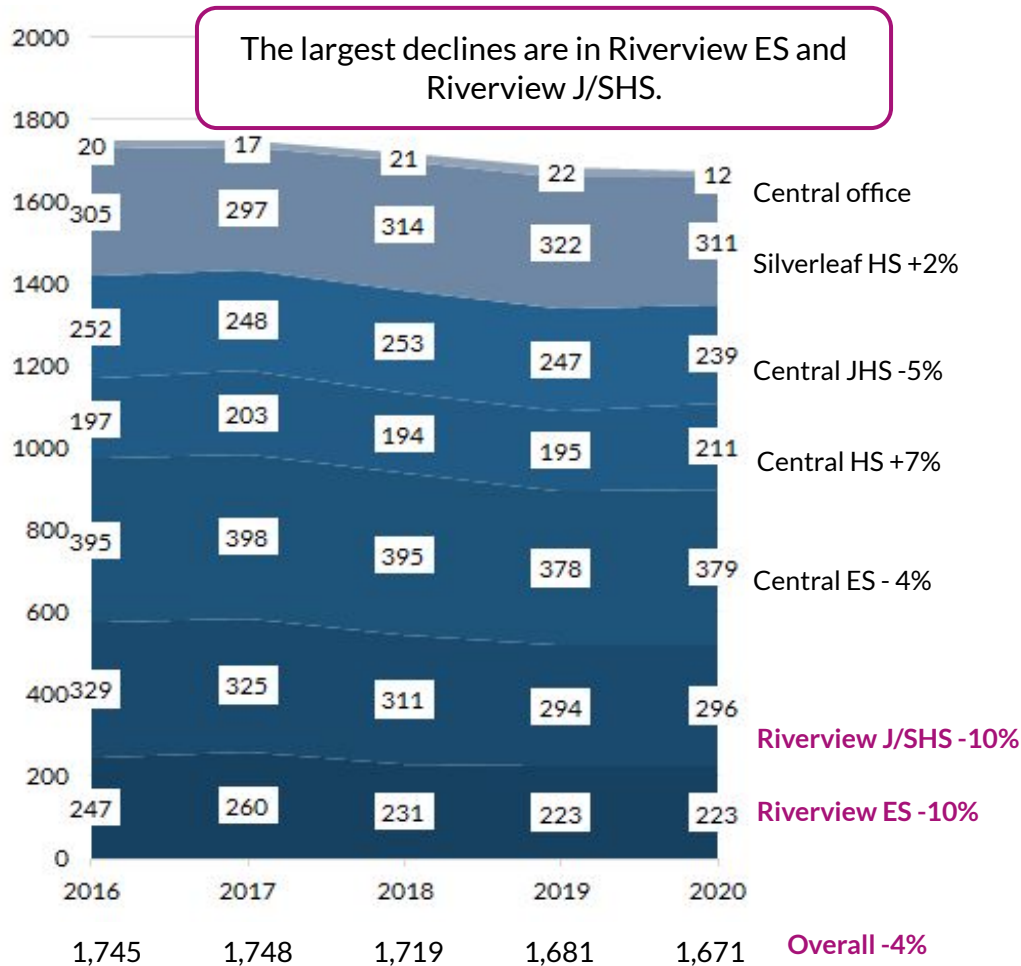| School	Total Enrolled	LEP	Econ Dis	By race / ethnicity						
				Amer. Indian or Native Amer.	Asian or Asian Amer.	Black or Afric. Amer.	Latinx	Hawaii / Pacific Islander	White	Multiple Races
Classic Parish Schools	**1,659**	**<1%**	**84%**	**0%**	**<1%**	**68%**	**2%**	**0%**	**27%**	**2%**
Riverview Elementary School	223	0%	74%	0%	0%	57%	1%	0%	38%	3%
Riverview Jr./Sr. High School	296	1%	78%	0%	0%	59%	3%	0%	36%	2%
Central Elementary School	379	0%	97%	0%	1%	88%	1%	0%	7%	4%
Central High School	211	0%	89%	0%	0%	84%	4%	0%	9%	1%
Central Junior High School	239	0%	96%	0%	0%	85%	4%	0%	8%	3%
Silverleaf High School	311	0%	65%	0%	0%	35%	0%	0%	63%	2%

Statewide, ~73% of students are economically disadvantaged and ~57% of students identify as students of color.

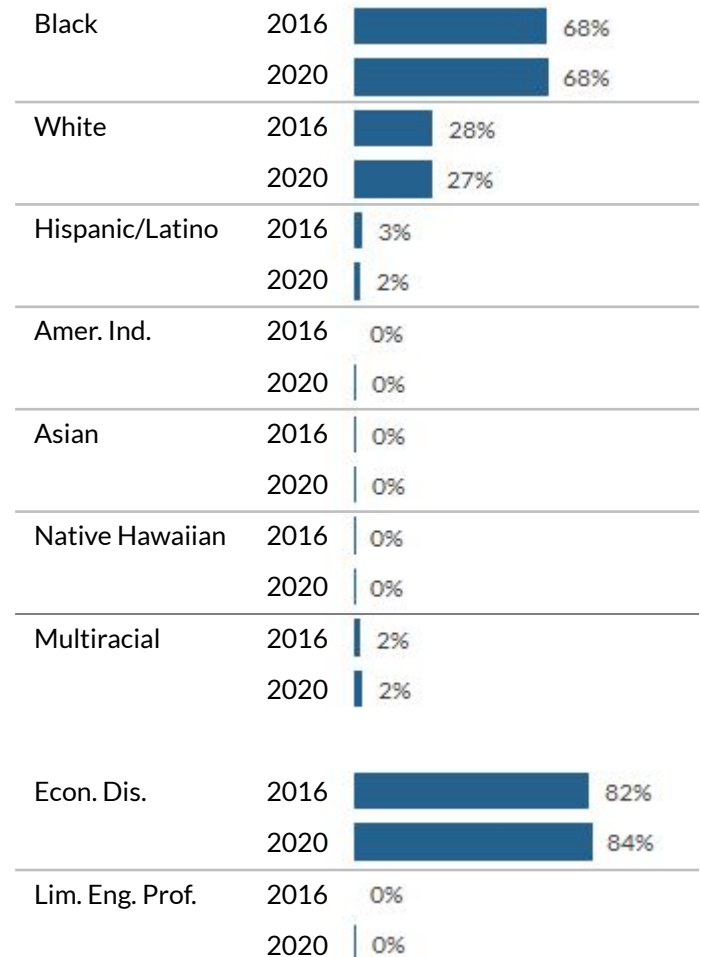# Classic's enrollment has declined by 4% over the past four years and declines preceded COVID-19

System Enrollment by Site
K-12 students, Fall 2016 through 2020 total and % change

> The largest declines are in Riverview ES and Riverview J/SHS.

	2016	2017	2018	2019	2020	
Central office	20	17	21	22	12	
Silverleaf HS +2%	305	297	314	322	311	
Central JHS -5%	252	248	253	247	239	
Central HS +7%	197	203	194	195	211	
Central ES - 4%	395	398	395	378	379	
Riverview J/SHS -10%	329	325	311	294	296	
Riverview ES -10%	247	260	231	223	223	

| 1,745 | 1,748 | 1,719 | 1,681 | 1,671 | **Overall -4%** |

Student Demographic Shifts
Fall 2016 vs Fall 2020

Black	2016	68%
	2020	68%
White	2016	28%
	2020	27%
Hispanic/Latino	2016	3%
	2020	2%
Amer. Ind.	2016	0%
	2020	0%
Asian	2016	0%
	2020	0%
Native Hawaiian	2016	0%
	2020	0%
Multiracial	2016	2%
	2020	2%
Econ. Dis.	2016	82%
	2020	84%
Lim. Eng. Prof.	2016	0%
	2020	0%

More than 90% of Classic freshmen have graduated HS on-time over the past 3 cohorts; these rates are higher than those in comparable systems

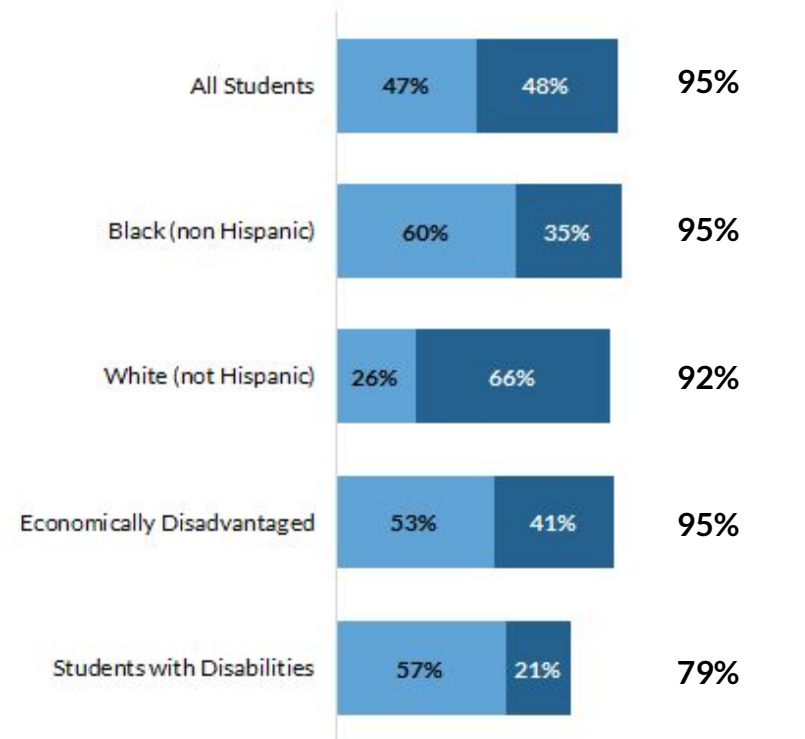**On-Time Graduation Trend**
Percent of students
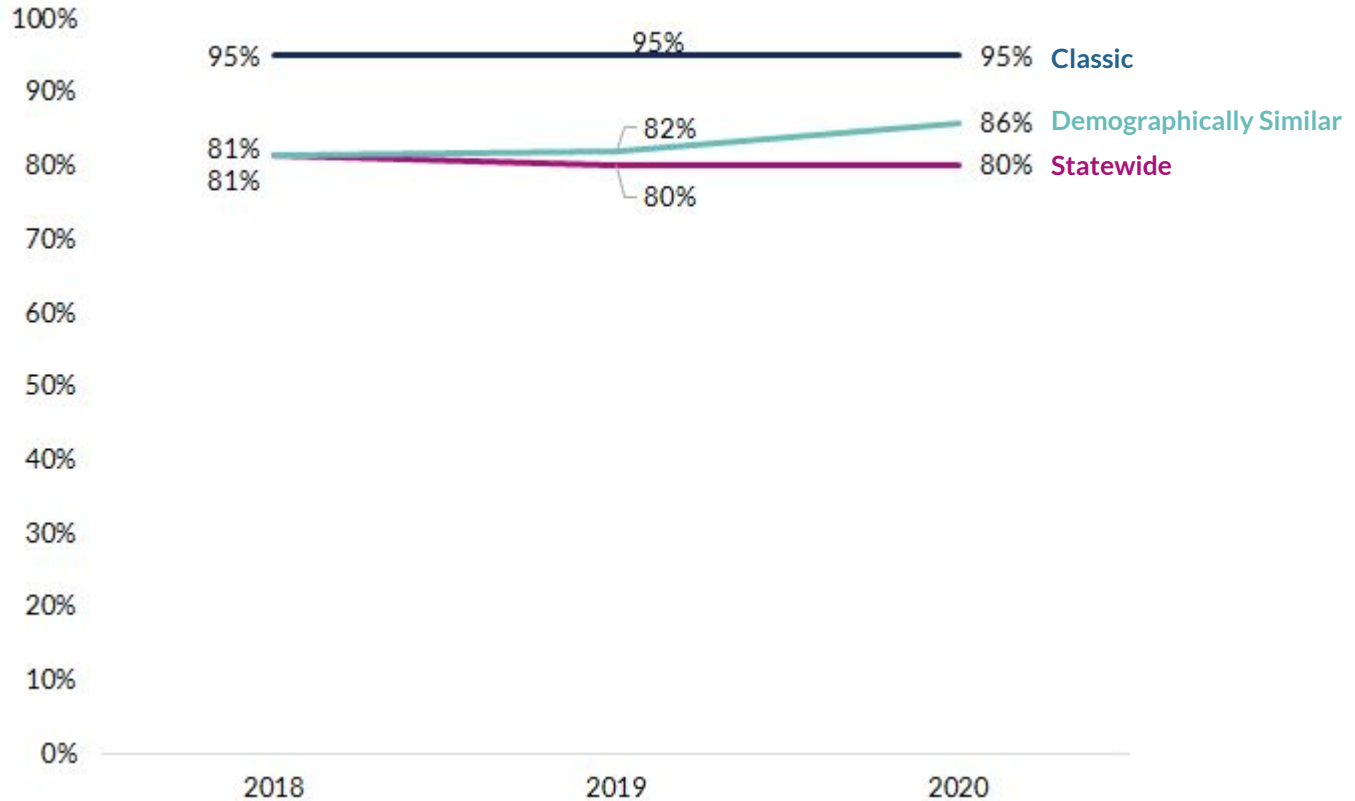
Black students graduate HS at a slightly higher rate than white students, but are approximately half as likely to graduate with advanced credentials

**On-Time Graduation Trend**
By credential type
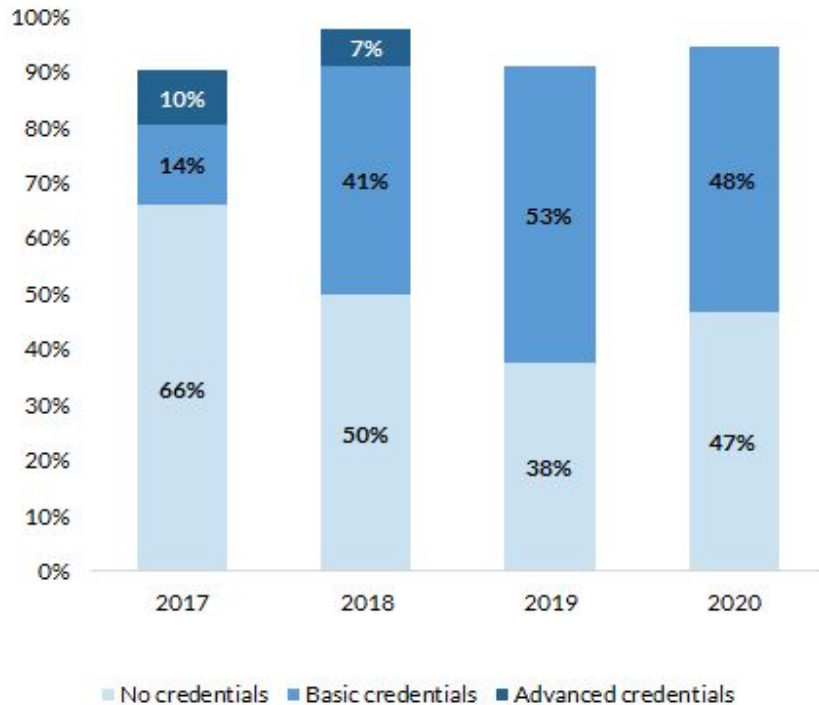
Credential Types (2020)
By subgroup

Total On-Time

Classic performs about the same as demographically similar systems statewide in terms of the proportion of students earning basic or advanced credentials (48% versus 49%).

Classic's graduates tend to matriculate to college at rates lower than high school graduates statewide

Change in HS Graduation and College Enrollment
Percent of students
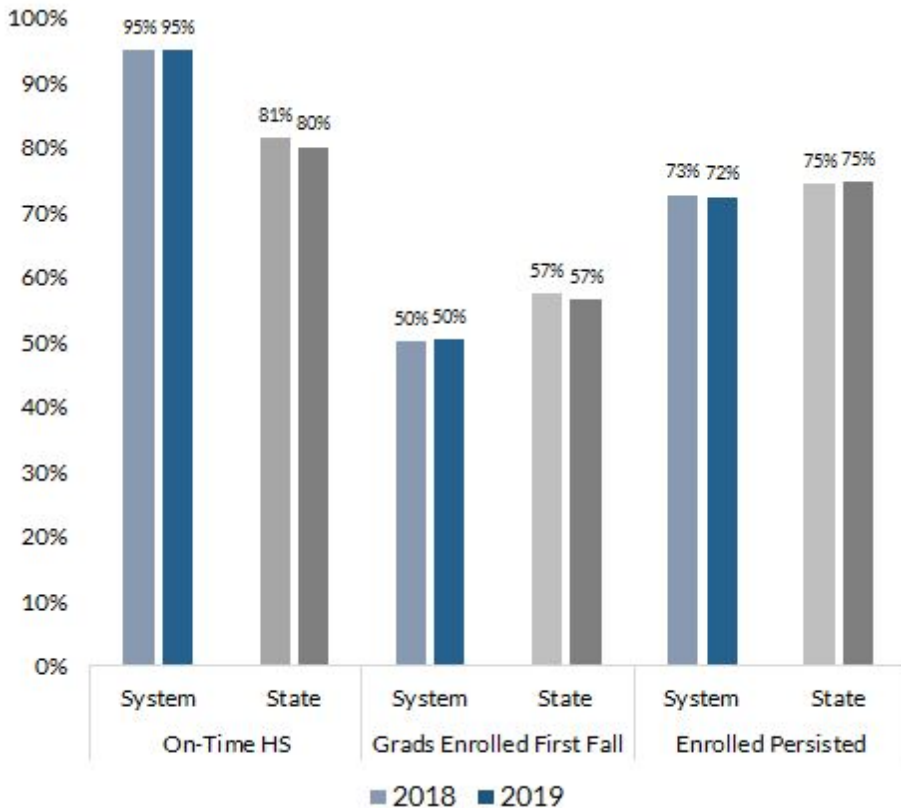
Approximated Persistence
By subgroup, 2018-19 graduating cohort
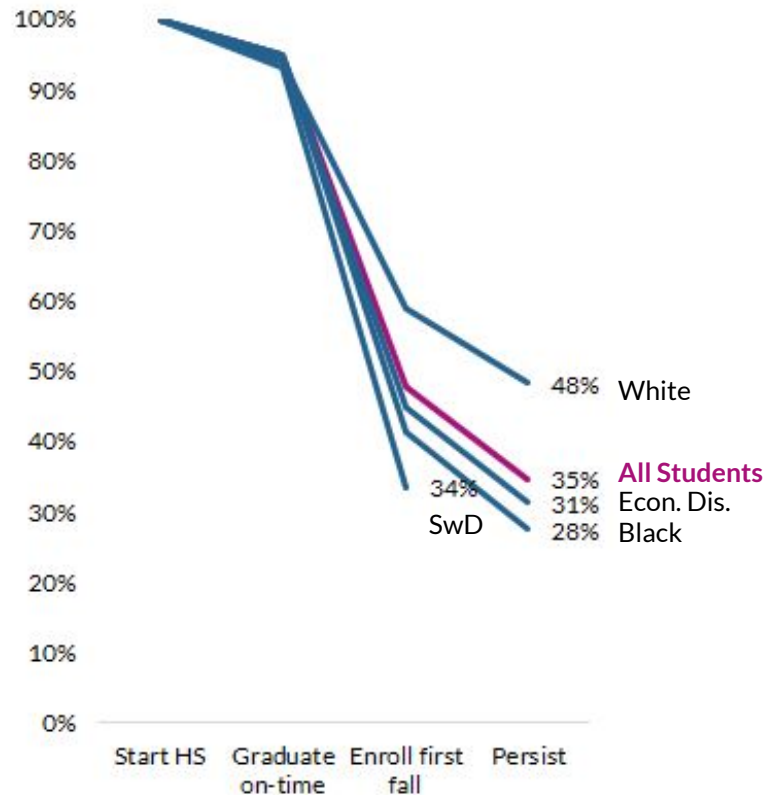
Additionally, just one in three students of the fall 2015 ninth grade cohort persisted through to the second year of college.

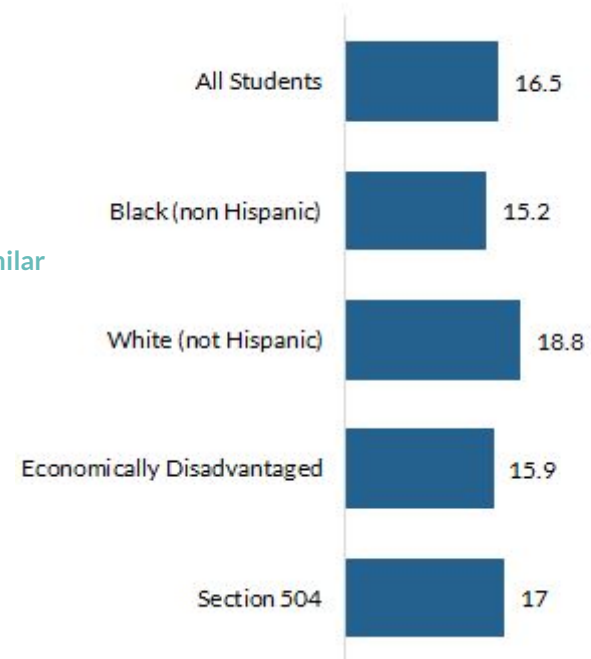# Classic's high school ACT scores have declined and fall behind state and demographically similar system averages

ACT Trend, 2013-2020
Average composite score

The system-wide average of 16.5 sits significantly below the national average of 21 in 2020.

- 19.4
- 17.6
- 17.4
- 18.7 **Statewide**
- 16.9 **Demographically Similar**
- 16.5 **Classic**

2015 2016 2017 2018 2019 2020
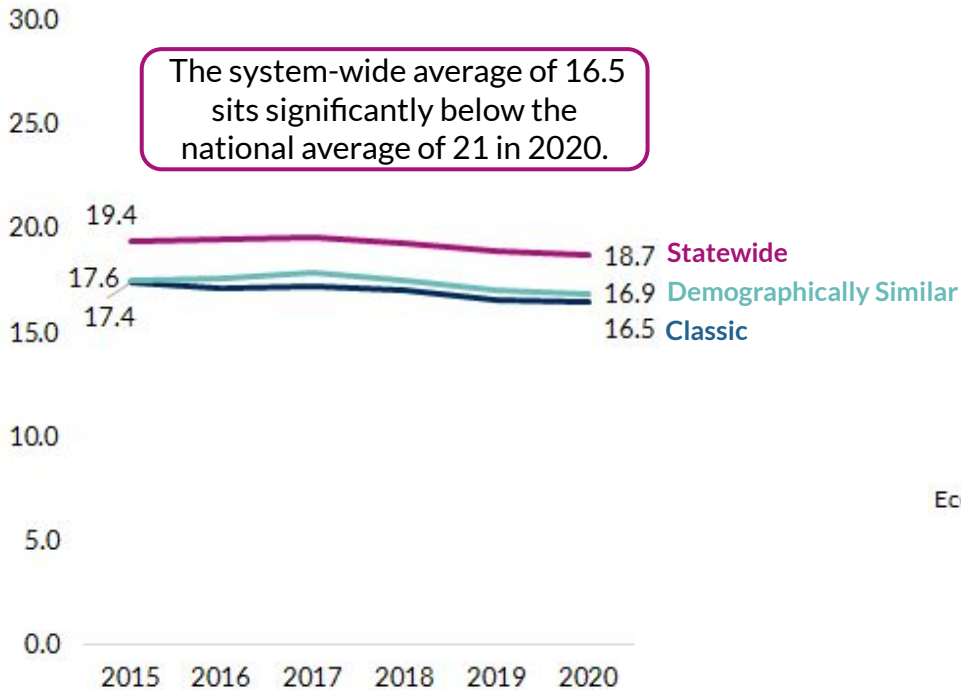
Subgroup Breakout, 2020
Average composite score

All Students	16.5
Black (non Hispanic)	15.2
White (not Hispanic)	18.8
Economically Disadvantaged	15.9
Section 504	17

Scores are 24% higher among white students than Black students.

Every reported Classic subgroup performed at ~50% or below the state averages in English and history EOC exams in 2021

Subgroup Performance, 2021
Percent of students at/above mastery
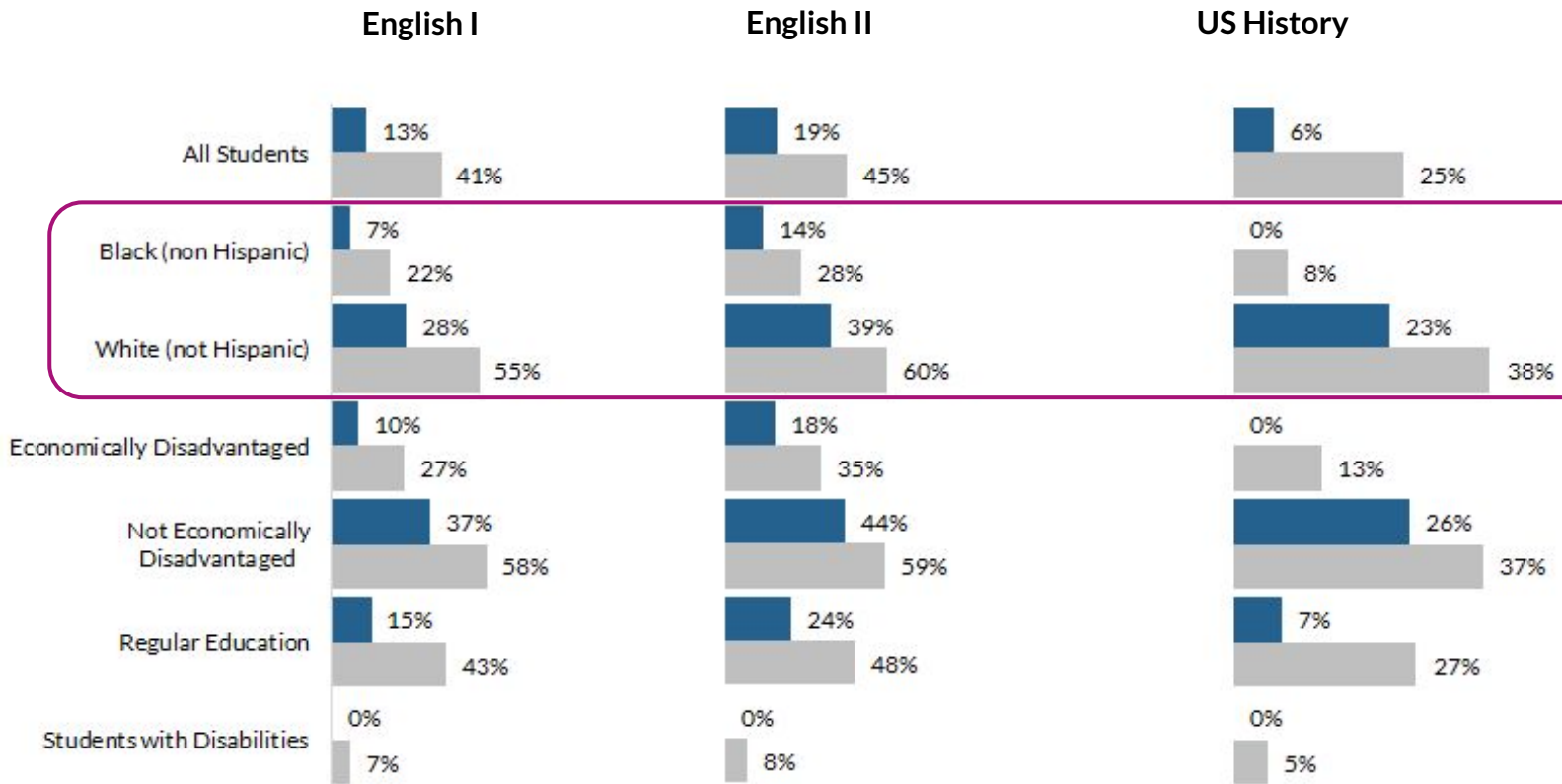
■ Classic
■ State

	English I	English II	US History
All Students	Classic 13% / State 41%	Classic 19% / State 45%	Classic 6% / State 25%
Black (non Hispanic)	Classic 7% / State 22%	Classic 14% / State 28%	Classic 0% / State 8%
White (not Hispanic)	Classic 28% / State 55%	Classic 39% / State 60%	Classic 23% / State 38%
Economically Disadvantaged	Classic 10% / State 27%	Classic 18% / State 35%	Classic 0% / State 13%
Not Economically Disadvantaged	Classic 37% / State 58%	Classic 44% / State 59%	Classic 26% / State 37%
Regular Education	Classic 15% / State 43%	Classic 24% / State 48%	Classic 7% / State 27%
Students with Disabilities	Classic 0% / State 7%	Classic 0% / State 8%	Classic 0% / State 5%

Gaps in achievement by race are large within the district, with White students mastering English I content at 4x the rate of Black students.

None of Classic's Black or economically disadvantaged students were at or above mastery on Algebra I, Geometry, or Biology EOCs in 2021

Subgroup Performance, 2021
Percent of students at/above mastery
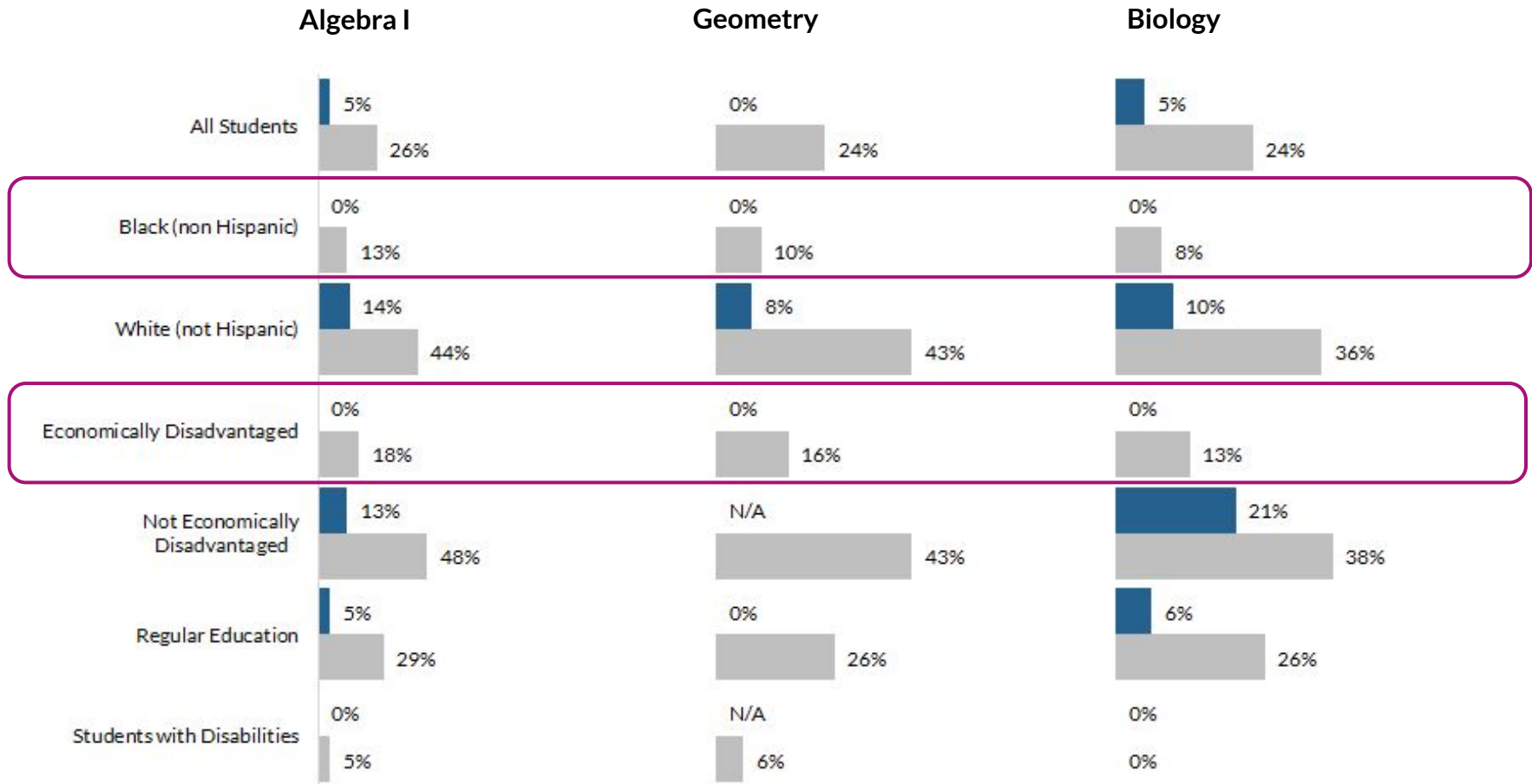
■ Classic
■ State

Compared to demographically similar schools statewide, 5 of the 6 Classic's schools fall below average LEAP performance in ELA and math

## ELA Mastery (2021) vs. School Poverty

● Classic schools
● Other schools statewide

This fit line reflects the average mastery+ rate at each level of school poverty.

Five of Classic's six tested schools fall <u>below</u> the average performance for schools with their level of poverty and one falls <u>above</u>.

% Students at/above Mastery

Math Mastery (2021) vs. School Poverty

In math, most of Classic's schools fall below the average mastery+ rate for their poverty level.

% Students Economically Disadvantaged

Riverview ES is the one campus that performs
significantly above characteristically similar schools statewide.

3-8 ELA mastery rates held relatively flat through 2019 while students statewide improved; performance is below similar systems

Overall, ELA mastery rates fell 5% points from 2019 to 2021, which is commensurate with statewide declines. Within Classic, mastery rates in ELA are lowest in the transitional grades of 5 and 6.

ELA LEAP Trend, Grades 3-8, 2015-2021
Percent of students at mastery or above
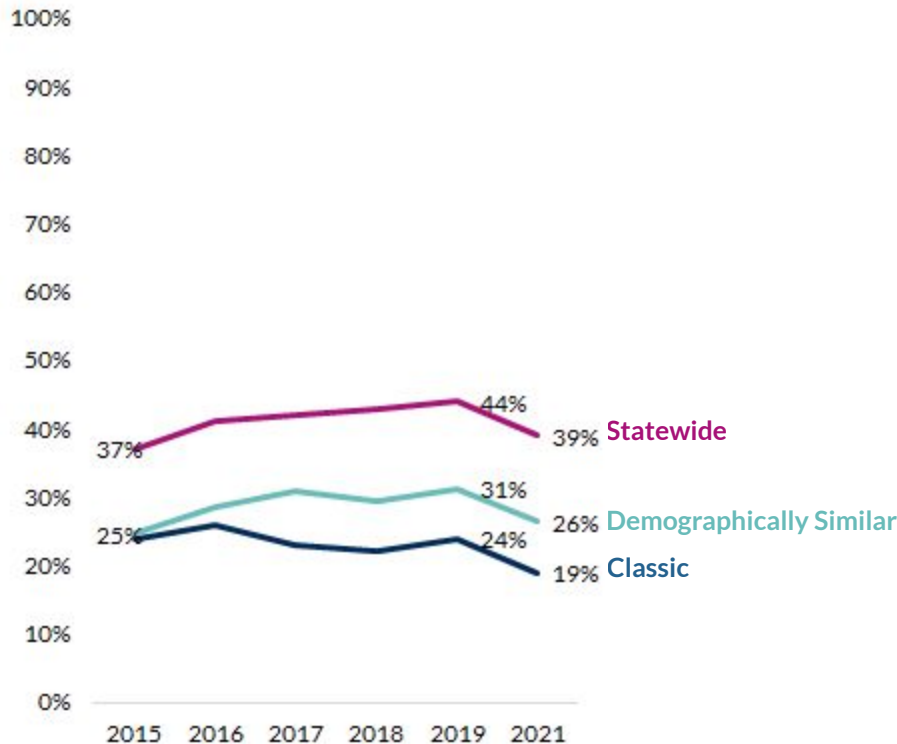
Grade-Level Breakout, 2021
Percent of students by performance level
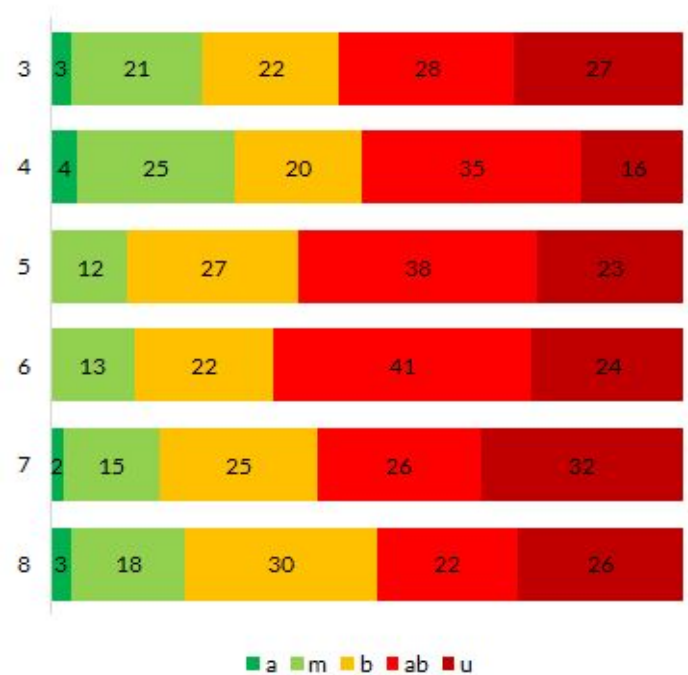
Classic's trends in math mastery rates mirror ELA, but rates are lower overall, with just over 1 in 10 students at or above mastery in grades 3-8

Like ELA, math mastery rates are lowest in grades 5 and 6, but unlike ELA, they are not significantly higher among 7th and 8th graders.

Mathematics LEAP Trend, 2014-2021
Percent of students at mastery or above

Statewide
34%
30%
27%

Demographically Similar
23%
18%

Classic
16%
15%
16%
13%

2015 2016 2017 2018 2019 2021

Grade-Level Breakout, 2021
Percent of students by performance level

Grade	a	m	b	ab	u
3	3	22	20	20	35
4		22	19	31	28
5		6	22	43	29
6		7	12	43	39
7		10	15	49	25
8		9	20	30	41

■ a ■ m ■ b ■ ab ■ u

Classic's students mastery of all LEAP subjects fall well behind the state and students demonstrate slightly less growth than students statewide

Mastery and Progress Summary
All LEAP Subjects and Tests by Subgroup
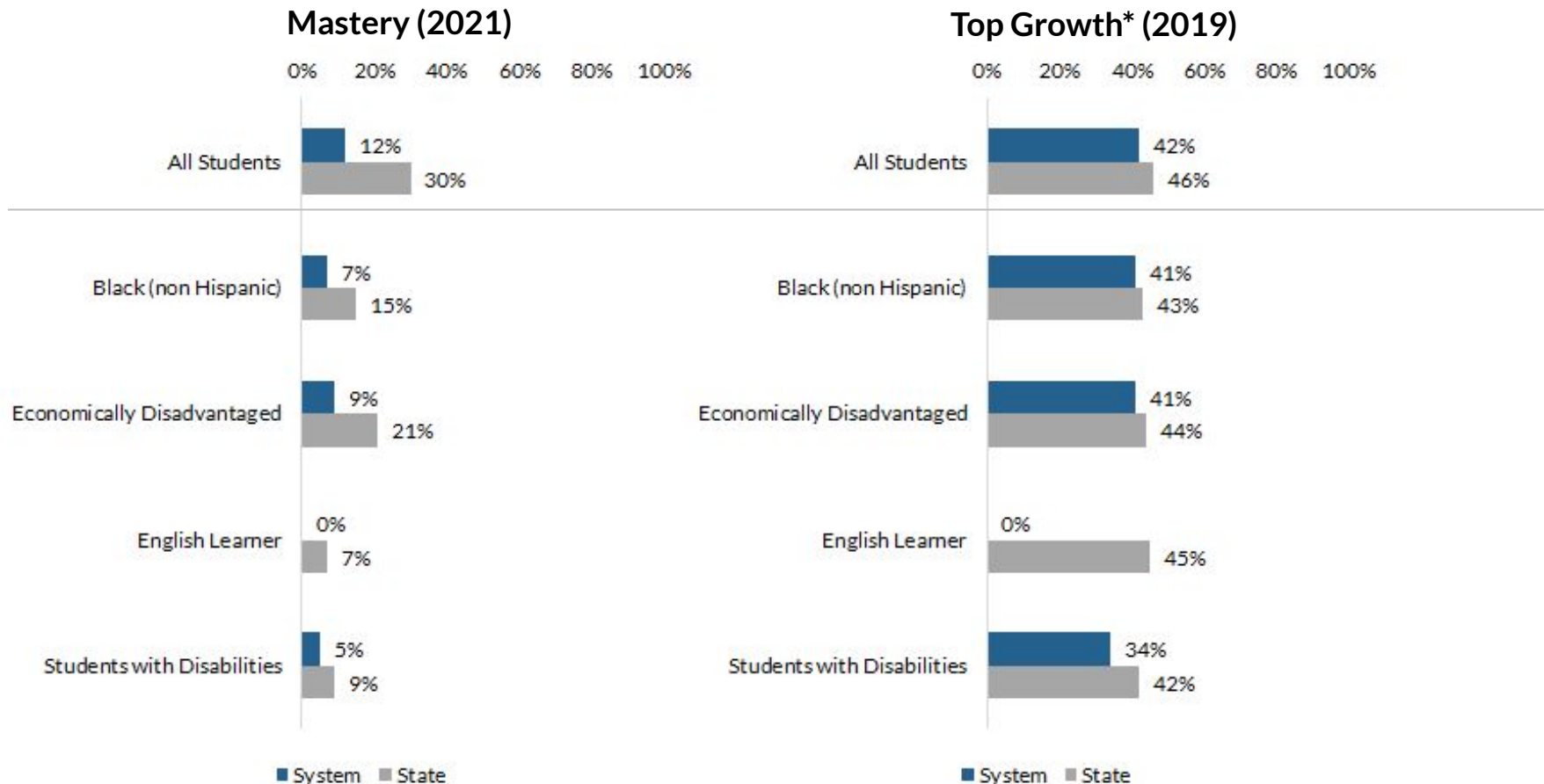
*Top Growth refers to students meeting growth to Mastery/Advanced targets or in the 60th-99th percentile.

All Classic schools' at/ above mastery rates dropped in either ELA or math from 2019 to 2021

School-Level Changes, 2018 to 2021
Percent of students at/above mastery

	ELA (Grades 3-8, English I&II)				Math (Grades 3-8, Algebra I, Geometry)			
	2018	2019	2021	Chg. 19-21	2018	2019	2021	Chg. 19-21
Riverview Elementary	39%	55%	45%	-10%	38%	49%	43%	-6%
Riverview Jr./Sr. High School	23%	19%	19%	0%	9%	14%	10%	-4%
Central Elementary School	9%	18%	11%	-7%	14%	14%	8%	-6%
Central High School	34%	16%	14%	-2%	13%	5%		
Central Junior High School	15%	17%	9%	-8%	7%	5%	5%	0%
Silverleaf High School	42%	38%	31%	-7%	26%	32%	19%	-13%

In the most recent year (2019), three of Classic's six schools were graded a C, D, or F on the state accountability system
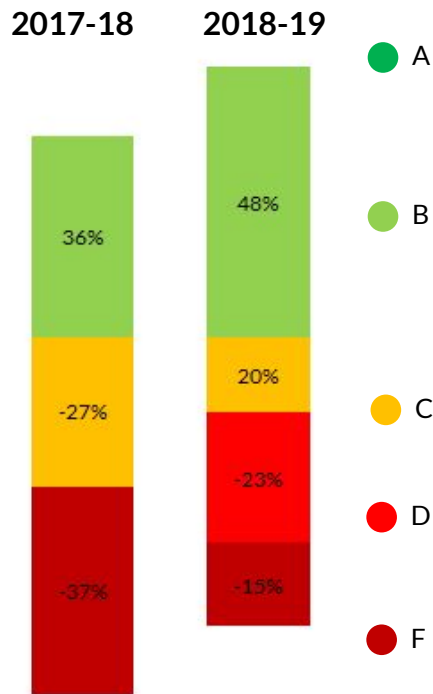
School	Grade		SPS	SPS Trend		Enroll.	Enroll. Trend	
Riverview Elementary School	C	🟡	72.2	9.2	▲	231	-10%	▼
Riverview Jr./Sr. High School	B	🟢	75.2	-3.8 ▼		311	-10%	▼
Central Elementary School	D	🔴	52	3.1	▲	395	-4%	▼
Central High School	B	🟢	83.8	19.1	▲	194	7%	▲
Central Junior High School	F	🔴	46.8	-2.5		253	-5%	▼
Silverleaf High School	B	🟢	82.9	1.3		314	2%	

> Classic's three highest rated "B" schools are all secondary schools.

Black and economically disadvantaged students are under-represented in the system's highest performing schools

The improvement of Central High School (from C to B) increased the share of students enrolled in B schools.

SPS
Percent students enrolled

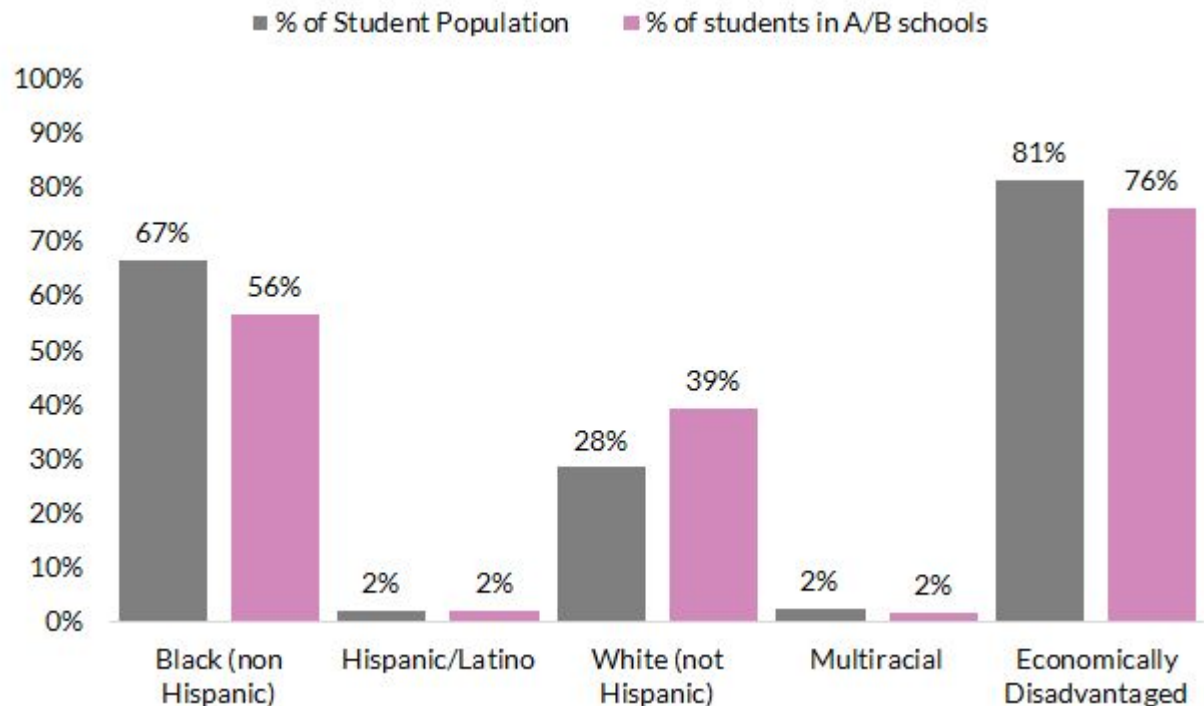**Enrollment Proportionality**
By Subgroup and School Quality

2017-18   2018-19

- ● A
- ● B
- ● C
- ● D
- ● F

2017-18:
- 36% (B)
- -27% (C)
- -37% (F)

2018-19:
- 48% (B)
- 20% (C)
- -23% (D)
- -15% (F)

■ % of Student Population   ■ % of students in A/B schools

Subgroup	% of Student Population	% of students in A/B schools
Black (non Hispanic)	67%	56%
Hispanic/Latino	2%	2%
White (not Hispanic)	28%	39%
Multiracial	2%	2%
Economically Disadvantaged	81%	76%

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Summary: Curriculum, instruction, and assessment

Curriculum	
🟩	There is clear evidence of high-quality, externally-vetted curriculum in place in most contents/grade bands.
⬜	Constituents noted a desire for more real-life/vocational course offerings for students.
Instruction	
🟧	Observed instruction consistently reflected the high-quality curriculum in use, however, delivery frequently resulted in lowered rigor for students.
Instructional systems	
🟧	There is mixed evidence on the strength and consistency of systems intended to enable effective implementation of the curriculum.
Assessments	
🟨	While the assessment suite appropriately foregrounds curriculum-based assessments, there is an opportunity to refine early literacy assessments.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

There is clear evidence of high-quality, externally-vetted curriculum in place in most contents/grade bands.

Content Area	Curriculum	Notes
ELA	K-2: EL Education and Heggerty (phonemic awareness) 3-12: Guidebooks	• EL Education is the ELA curriculum in grades K-2, which is rated "green" on EdReports. • Heggerty, a high-quality supplemental program for phonemic awareness, is also in use in the primary grades. • Guidebooks is the ELA curriculum in grades 3-12. Guidebooks in grades 6-8 are rated "green" on EdReports. Grades 3-5 and 9-12 have not been reviewed by EdReports, but are rated as tier 1 on Louisiana Believes, indicating strong alignment to college and career ready standards and instructional shifts in ELA.
Math	K-8: Eureka and Zearn 9-12: Springboard, Patterson, and Eureka	• Eureka and Zearn are utilized across K-8 and both are rated tier 1 on Louisiana Believes. • Springboard, Patterson, and Eureka are used in high school math and all are tier 1 on Louisiana Believes.
Science	K-8: Amplify Science 9-12: Inquiry Hub	• Amplify Science is utilized across K-8 and is tier 1 on Louisiana Believes. • Inquiry Hub is used in the high school and there are no high school tier 1 rated science curriculums on Louisiana Believes.
Social Studies	K-2: Studies weekly 3-12: No externally vetted curriculum, LDOE resources	• Studies Weekly is used in K-2 for social studies, which is rated tier 1 on Louisiana Believes. • An externally reviewed curriculum does not appear to be in place for social studies in grades 3 and up; rather, Classic leverages the scope and sequence resources from the state department of education.

To support access to its tier 1 curriculum in ELA and math, Classic has put in place the Accelerate block using resources created by the state department of education.

Constituents noted a desire for more real-life/vocational course offerings for students

Students + alumni

- (Silverleaf HS) they should start letting us take classes that will get us ready for life after school. learning to handle money, taxes, and just things we need to know to be on our on.

- (Focus group) I wished I could take Home Ec. There are so many things I still have to ask my parents how to do. I don't know how to write a check! I should be able to write a check.

Family members and caregivers

- (Riverview JSHS) Classes like Shop and Home Economics need to be brought back for those who have no desire to attend college. Classic Parish is and has been at the bottom of the list in the whole state for far too long with no improvement in sight.

- (Central HS) Stop curriculum that does not help students in day to day lives, entering the working world, money management, etc.

School staff

- (Riverview JSHS) Many of my students show interest in learning life skills. Practical things like how to handle finances, office skills and protocol, and how to manage their mental health.

- (Focus group) The percent of our kids who will go to college is pretty low. We'd see a better return on kids staying in the area if we could give them a certificate or some kind of job license.

- (Riverview JSHS) Our schools could offer more life skills training. Classes such as cooking, sewing, child care, auto maintenance, and financial math would benefit our students greatly. Also a greater support for students not going to college to learn a trade after graduation.

District staff

- Bring back home economics.

Observed instruction consistently reflected the high-quality curriculum in use, however, delivery frequently resulted in lowered rigor for students (1/2)

Content area	Observation
Math	In all math videos, **students are on-task with the work and teachers circulate during work time**. Only one of the math videos included questions like 'why' or 'how do you know' which would prompt students to explain their thinking or understanding. This meant **students were asked to do limited and lower-level thinking**. In all math videos, **teachers engaged in heavy modeling/direct instruction/step-by-step directions of the math and did not pause at key moments for students to figure it out or articulate the learning**. This potentially resulted in **limited student understanding and transferability**. ● In one video students did some exploration to find the pattern in vertical angles but instead of having an opportunity to name the pattern or engage with partners, the teacher named that vertical angles are equal and did the explaining. ● In another video, students were making a timeline to figure out the end time if given the start and elapsed time. After being set up, students got a chance to work independently but then the teacher said to one student 'just copy what I have', brought the class back and said to all of them 'let's do it together'. She then led them step-by-step instead of having a student share or multiple students build. ● In another video, students were working on perimeter and the teacher previewed the next two problems including the term 'regular polygon'. A student shared the important word "regular" from the directions and the teacher followed up with, "since they're regular, we know every side will be the same - so go ahead now and find the perimeter of the two shapes". This represented a missed opportunity to elicit the meaning of "regular" from students or to not discuss "regular" at all and instead let students engage in the problem and see how many of them remember or figure it out on their own given the context.

Observed instruction consistently reflected the high-quality curriculum in use, however, delivery frequently resulted in lowered rigor for students (2/2)

Content area	Observation
ELA	**While the adopted ELA curriculum was the primary resource in use in 100% of video observations, teacher adaptations to lessons that negatively impacted rigor were evident in 84% of observations resulting in infrequent opportunities for students to engage with grade level content and produce original thought.** ● In a primary elementary observation, it was evident that the teacher was using the core curriculum text to engage students in a discussion. However, instead of asking students the question, "What do these words make you picture in your mind?" and asking them to think and discuss, the teacher told them the answer directly: "the house was old and not in good condition. Give me a thumbs up if you agree." ● the questions the teacher asked varied from the questions intended in the lesson, resulting in students not discussing the essential question or having the opportunity to accomplish the daily learning target. ● In an upper elementary observation, the teacher generally followed the tasks from the lesson but removed a class discussion that was supposed to take place prior to independent work. Instead, the teacher heavily guided the activity, describing precisely what should be included in student work rather than allowing students to produce and communicate thinking on their own. ● In two middle school observations, the tasks as intended in the lessons were for students to read and respond to text-dependent questions in pairs. The mode of engagement was altered to be a whole class discussion and in both instances the modification led to teachers heavily guiding the text-based tasks in ways that lessened the rigor of the task and reduced the thinking/reasoning students would've otherwise engaged with on their own.

There is mixed evidence on the strength and consistency of systems intended to enable effective implementation of the curriculum (1/2)

Instructional system and summary	Detailed observations
Lesson plan internalization It is apparent that teachers are reading lesson plans and making annotations before teaching; however, it is not apparent the extent to which they are deeply internalizing the content and planning based on their students.	• ELA sample lessons have some annotations. Annotations usually refer to a strategy for asking students to respond (i.e. think-pair-share, pick 2-3 students, turn and talk) and what to include on an anchor chart, but do not consistently indicate internalization of key lesson content (e.g., through text annotations, exemplar responses, etc). • One sample internalized plan includes a note "I may have to break this down a little more" but does not include what or how it will be broken down. • The sample math internalized plan contained the most annotations including solving problems, key questions, and additional scaffolds.

Observation and feedback
 	
While there is evidence of informal, content-focused observation and feedback for some teachers, the frequency and quality of the feedback appears to be inconsistent.
	• Of the 9 teachers in the teacher focus group, 8 noted that they do not receive weekly observation and feedback; only the new teacher received this weekly coaching and there was a sentiment that teachers do not receive enough coaching.
	• Templates and observational look-fors vary in each of the samples provided.
	  ○ Three of the five observation artifacts included a clear next step for a teacher.
	  ○ All five of the observation artifacts included positive feedback for teachers.
	  ○ All five of the observation artifacts included content/curriculum specific comments.
	  ○ While some feedback templates appropriately look for the adopted curriculum to be the primary resource in use, there is mixed evidence that observers have lesson plans in hand during observations. While all ELA classrooms observed used the curriculum text, nearly all classroom observations showed evidence of adaptations to the lessons such that they were not delivered as intended. However, the majority of sample observation feedback in ELA indicated that the lesson was implemented as intended, suggesting a possible gap in understanding.
	• Over 70% of school staff believe that school leaders are quite knowledgeable or extremely knowledgeable about what is going on teachers' classrooms.

🟩 Finding is more positive than negative 🟨 Mixed finding 🟥 Finding is more negative than positive ⬜ No perspective

There is mixed evidence on the strength and consistency of systems intended to enable effective implementation of the curriculum (2/2)

Instructional system and summary	Detailed observations
Instructional professional development While it is clear that teachers receive some training anchored in their curricular materials, the training may not be comprehensive and/or ongoing to the extent needed to support strong implementation.	• Artifacts suggest that K-2 ELA teachers received a 120 minute training on "Supporting All Learners" with the EL curriculum but it is unclear what initial and ongoing training teachers have received. • Artifacts suggest that 3-12 ELA teachers received a 180 minute initial training on Louisiana Guidebooks. Both trainings focused primarily on building familiarity with the resource but neither provided time for teachers to plan with or internalize the curriculum content. • It appears that teachers engage in a 90 minute learning module from Zearn as part of their introduction to the math curriculum. • Another artifact indicates that teachers have engaged in a 90 minute PD on implementing the state's Accelerate block based on Zearn in grades 6-8. • While Heggerty was described as a new resource to the district, training artifacts do not indicate what training teachers have gotten in order to implement it alongside the EL skills block. • There was mixed evidence of comprehensive professional development opportunities, and 1 in 3 teachers surveyed do not believe that professional development opportunities at their school are well planned and facilitated. Statistics are similar between white and Black school staff. ○ Additionally, principal focus group members had different answers for how their teachers are developed, suggesting that the district may not have a consistent approach to teacher development.
PLCs Sample PLC agendas offer considerable variation from school to school and do not consistently include processes for internalizing key curriculum content, nor do they include markers of quality such as long-term focus areas, goals for the session, detailed agendas, notes from the conversations, and/or next steps	• None of the PLC agendas included notes from the conversation or next steps. • One of the four PLC documents included goals for the session. • One PLC agenda introduces a new curriculum resource and then dives into annotating and planning for implementation, which is generally a strong practice. It is unclear what the ongoing PLC cadence or expectations are beyond this initial session. • Another agenda focused on TAP, the lesson plan template, and the Accelerate template and it is unclear what the focus or outcome should be. • Another agenda was merely a bullet on a list that suggested an hour for state test data review. • In the teacher focus group, 6 participants noted they did have weekly collaboration time and 3 did not.

While the assessment suite appropriately foregrounds curriculum-based assessments, there is an opportunity to refine early literacy assessments

- Artifacts suggest a timeline for gathering baseline data on early literacy skills using Acadience (and previously DIBELS) but it is unclear how, if at all, students' progress is monitored throughout the year.

- Classic is participating in the LEAP humanities pilot, which offers an exciting opportunity for innovation aligned with the science of reading.

- Sample assessments indicate partial alignment to the curriculum but seem to show modifications to curriculum-embedded assessments as designed in the curriculum.
    - A sample math assessment on Edulastic, created by Eureka, appropriately has many different response types and includes an open ended item that also asks for student explanation.

    - A locally created kinder reading foundational skills assessment reflected partial alignment to the cycle's snapshot assessment, included in the curriculum. However, several items did not reflect alignment to the cycle's skills of focus and several skills that were intended to be assessed were missing.

    - A sample 4th grade ELA assessment reflected use of the core curriculum text, but the task itself varied significantly from the assessments outlined in the curriculum's assessment overview.

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Summary: Student wellbeing

🟩	Stakeholders see great value in the small, close knit community and feel that this promotes strong student-teacher relationships within schools.
🟨	Though the majority of students feel a sense of belonging at Classic schools and families feel that their children belong, net promoter scores are low compared to other LDOE districts and across racial subgroups and schools.
🟥	Focus group and survey findings confirmed the district leader concern that many staff in the district have low expectations for some students.
🟥	Black and low-income students represent 100% of students who were suspended in 19-20.
🟨	While student culture did not impede instruction in video observations, it was rarely leveraged to increase learning and engagement.
🟥	Some stakeholders cited perceived inequities in the student experience across schools, and stakeholders cited bullying as an issue across campuses.
⬜	Constituents cited a desire for more extracurricular opportunities, particularly as an option for non-athletes.
🟩	Classic's student attendance rates have remained steady over the past five years and are in-line with state averages.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

Stakeholders see great value in the small, close knit community and feel that this promotes strong student-teacher relationships within schools

Students + alumni

- (Focus group) Because our school is so small, we have really good 1-on-1 relationships with our teachers.

- (Focus group) We've had the same teachers forever. They not only teach us stuff, but they're our best friends.

- My time as a student at Riverview Elementary and Riverview Jr/Sr High was a great experience. The small-town feel with teachers who know you and care about you was second to none.

District staff

- I also feel Classic Parish school is a family. If staff or students are sick, they will be there for them. The communities and schools in Classic parish are close-knit and have huge hearts.

- As someone who is in and out of each of the schools in Classic Parish, each school has done a great job of developing a sense of community with its teachers, administration, and student body. Each campus has its own style and way of operating, but each has a welcoming atmosphere campus-wide
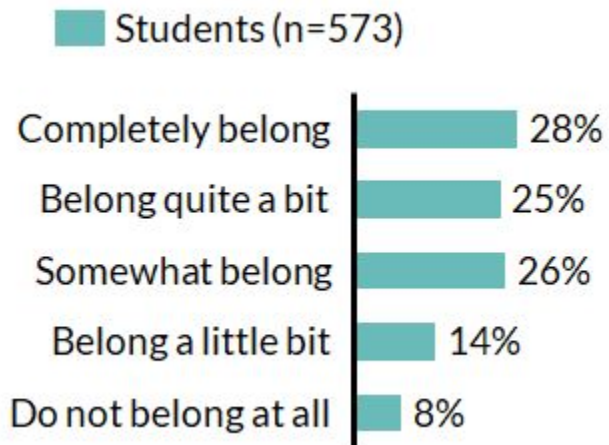
Family members and caregivers

- (Riverview JSHS) Close bonds among students and staff. My Kids feel like they have a second family at school.

- (Riverview ES) One of my favorite parts is the class sizes are smaller allowing for the kids who need a little more teacher attention to get it.

- (Silverleaf HS) Due to the smaller size of the schools, there is a sense of home and safety that you can't find in too many other places. The staff knows students by names, even if they aren't in their particular class, and there is a really good chance they know their family, etc. And generally, because of the small town nature, most staff members genuinely care about their students and want them to succeed.
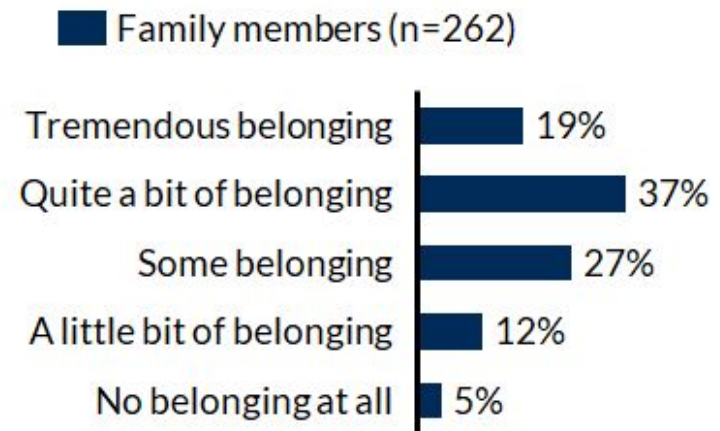
School leader

- I came from a school of 600; here, I have roughly 300 across grades 5-12. I know most kids here. I know pretty much all their names. Most of them, I can tell you about their mom, etc. I like that because it allows me to help. Some of my friends are principals at much bigger schools and they just can't know their kids that well.

Though the majority of students feel a sense of belonging at Classic schools and families feel that their children belong, ...

Survey question: Overall, how much do you feel like you belong at your school?

Survey question: How much of a sense of belonging does your child feel at his/her school?

Students (n=573)

Completely belong	28%
Belong quite a bit	25%
Somewhat belong	26%
Belong a little bit	14%
Do not belong at all	8%

Family members (n=262)

Tremendous belonging	19%
Quite a bit of belonging	37%
Some belonging	27%
A little bit of belonging	12%
No belonging at all	5%

Survey results are consistent across Black and white stakeholders.

… net promoter scores are low for students compared to other LDOE districts…

Net promoter score (NPS) is the percentage of stakeholders rating their likelihood to recommend the school system to a friend or colleague as 9 or 10 ("promoters") minus the percentage rating this at 6 or below ("detractors") on a scale from 0 to 10. Those rating a 7 or 8 are considered "passives." At a minimum, any negative scores should be viewed with concern.

Roles	Classic Total	LDOE Cohort 1 Average*
All staff	7 (n=184)	29
Family	-11 (n=231)	2
Students + alumni	-34 (n=621)	-26

NPS above 0   NPS below 0

… and across racial subgroups and schools.

Role	Race / ethnicity		
	Black or African American	White	Other*
Students + alumni	-35 (n=372)	-35 (n=162)	-28 (n=87)

*Other includes American Indian or Alaska Native, Asian or Asian American, Hispanic or Latinx, Multi-racial or Bi-racial, or those who preferred not to disclose their race.

Role	School				
	Riverview JSHS	Central JHS	Central HS	Silverleaf HS	Multiple Schools
Students + alumni	-19 (n=214)	-24 (n=157)	-67 (n=141)	-32 (n=74)	-59 (n=27)

NPS above 0   NPS below 0

Focus group and survey findings confirmed the district leader concern that many staff in the district have low expectations for some students

District staff

- Our greatest issue is culture. We suffer from a lack of belief in our students. I think it's systemic. I don't think this belief is held by white people only. People think that large number of our black students are incapable of learning, or don't want to. We have a culture of "these kids can't do."

- Our biggest challenge is a mindset. It was here before I got here. It's a teacher mindset that our kids need to bring more to the table; they don't believe that our kids can achieve. They make excuses for their own performance.

Students + alumni

- (Riverview JSHS) I believe Classic Parish Schools should monitor their teachers more often due to the lack of trust and confidence that some teachers have in students that are not bad students they just because they are a troubled student.

- Stop casting kids off because of their backgrounds.

Family members and caregivers

- (Multiple schools) In the 8 years I have seen and experienced systemic racism in the walls of the schools, or through employees of the schools. Some have been weeded out. Some are still lurking for the right time, to place a bad name on the children and how children are being raised. If a parent is doing their best, that should matter.

School leader

- Biggest challenge is the parish as a whole is 80% economically disadvantaged. Traditionally, when you have a population that goes hand in hand with not having parental support. I've done a lot of research on Maaslow's hierarchy of needs. When a child's basic needs aren't met, they can't reach their full potential. We have kids who are hungry, who have crazy things going on at home.

- We have so many students coming into pre-K or K who have been traumatized, drug babies, have mood disorders, and they haven't been identified. And teachers are expected to mitigate those behaviors without having been trained to do that.

School staff

- I think that if everyone (all faculty and staff) did what was best for students, no matter their race, gender, hometown, etc. we would be in better shape. But during my years in Central, I've seen so many teachers not give it their all, because they are so focused on their own preconceived notions about kids based on skin color, hometown, and family background.

- (Riverview ES) Stop expecting SPED students to perform on the level of their peers.

Black and low-income students represent 100% of students who were suspended in 19-20

Discipline Rates, 2019-20
All Students

■ System ■ State ■ Demographically Similar
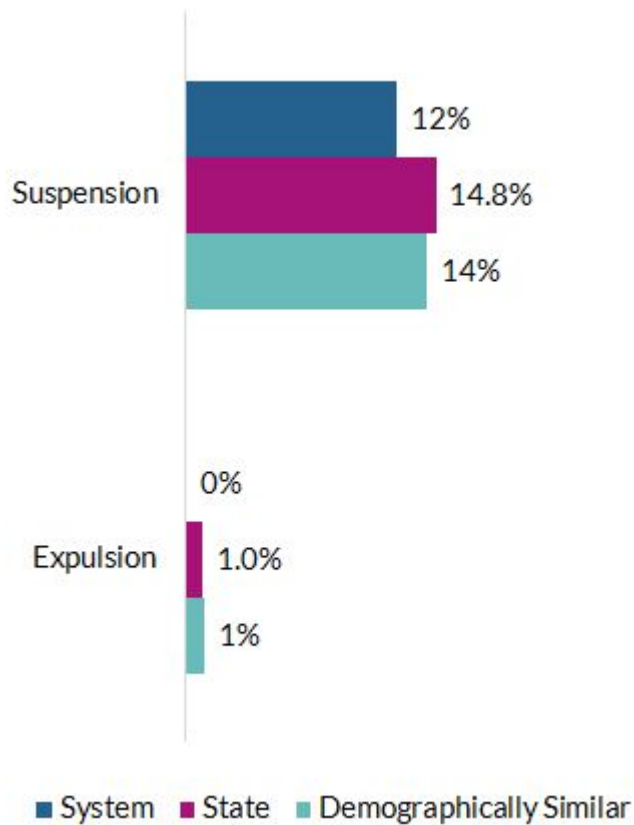
Suspension Proportionality
By Subgroup (19-20)
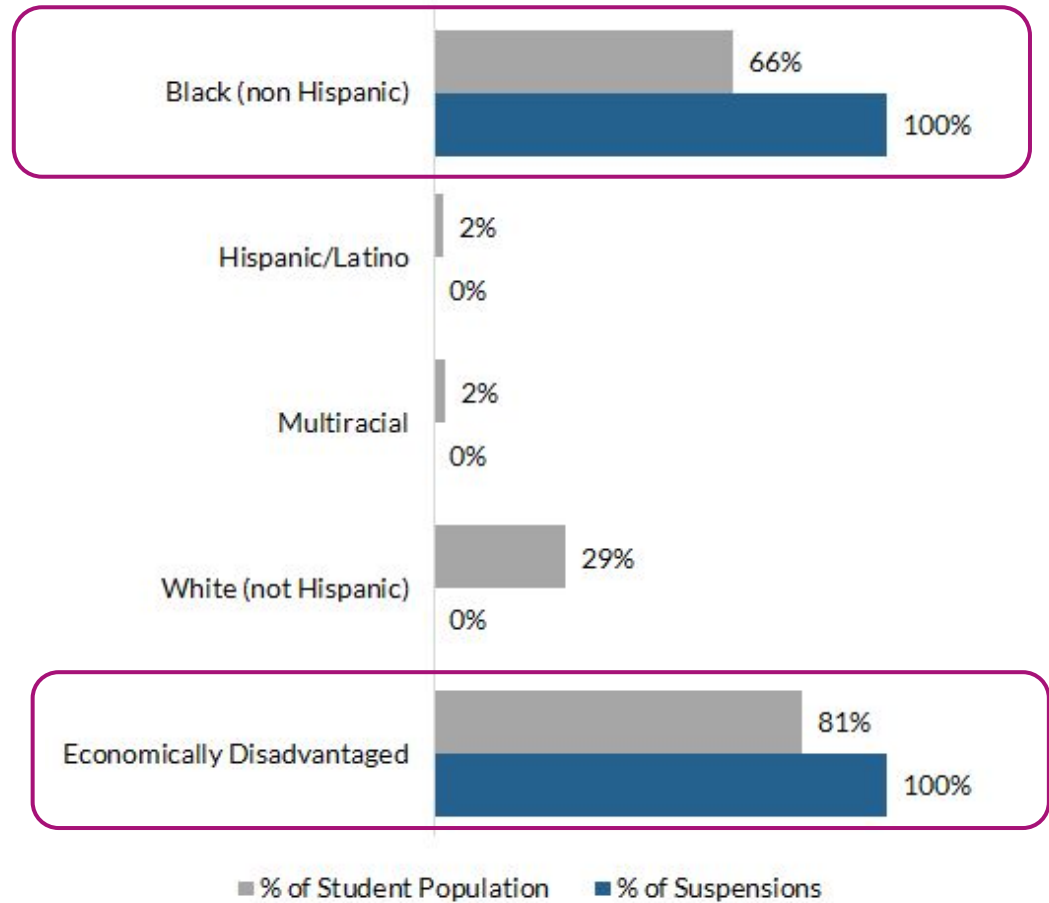
■ % of Student Population ■ % of Suspensions

While student culture did not impede instruction in video observations, it was rarely leveraged to increase learning and engagement

- There were many missed opportunities to do a turn and talk to hear more voices, hold students more accountable, and increase engagement.

- When a student was sharing her work at the board during a math lesson, she remained facing the board and was largely inaudible to the rest of the class. The rest of the class was quiet and seemingly tried to hear her.

- While classroom culture did not impede learning in the majority of ELA observations, classrooms could benefit from more consistent routines and use of collaborative talk structures.

  - Students were seen calling out responses and talking over each other in several videos, such that it was difficult for teachers to monitor students' responses for accuracy and address potential misconceptions.

  - Many of the observed ELA lessons, as designed, were intended to use collaborative discourse structures. However, it appears teachers made decisions to remove those structures, resulting in limited opportunities for collaborative learning and student ownership of the content.

Some stakeholders cited perceived inequities in the student experience across schools, …

Students + alumni	School staff
• (Silverleaf HS) Start treating all students equally. • (Riverview JSHS) They should stop treating the kids that don't play sports like trash. • (Central HS) They should treat each school the same. Each school should have the same fun and be able to do the same as other schools.	• (Central ES) Classic Parish Schools should start treating each school equally. There has been favoritism to certain schools and it clearly seen by teachers and the community. • (Riverview JSHS) Stop focusing solely on Central Schools and focus on building the other schools in the district.

Family members and caregivers	District staff
• (Riverview JSHS) Stop treating students differently there should not be any favoritism for anyone. • (Silverleaf HS) I had my kids in Central Elementary and some of the teachers seem not to care about the actual education of the kids. I switched them to Silverleaf and I could not be happier. If my kids need help, the teachers HELP. Stop hiring teachers in Central that don't care. • (Multiple schools) Stop showing favoritism toward teachers/principals children. • (Central HS) Stop treating Central schools like step children.	• Stop the appearance or action of individual favoritism over equity/fairness.

… and stakeholders cited bullying as an issue across campuses

Students + alumni

- (Riverview JSHS) Stop letting kids bully other kids i have seen so many kids get picked on and they tell the teacher or the principle and they do nothing about it they might talk to the kid but that's not stopping them.
- (Central JHS) Classic Parish should stop the bullying.
- (Alumni) Classic parish school should start teaching kids not to bully.

School staff

- (Central JHS) Stop letting other students bully other students. Things have become so negative sometimes in the classrooms. We need to help change the way these students view others and themselves.
- (Riverview JSHS) There is a lot of bullying!!

Family members and caregivers

- (Riverview ES) Stop allowing bullying.
- (Riverview JSHS) Start taking bullying seriously. They say no tolerance, but it's not enforced.
- (Central HS) Stop ignoring the signs that kids are being bullied.
- (Silverleaf HS) Stop letting bullies get away with things. In my experience with 3 kids I have learned that most fistfight all start with a bully getting away with bullying for months and then the kids are finally told by their parents to take up for themselves.

Constituents cited a desire for more extracurricular opportunities, particularly as an option for non-athletes

Students + alumni

- (Focus group) I'd say the inclusivity. There are a lot of activities for people who are athletic, but there aren't enough academic opportunities. Maybe something like chess or debate.

- (Focus group) I need more opportunities for me; I'm not athletic at all. We're a basketball school, but I wish there was something for me.

- (Central HS) I think our school and district should bring more extracurricular activities to Central High School. Like softball and volleyball and baseball. I think we should also get a band and even a debate team just stuff that our students may be interested in or may want to succeed in.

- (Riverview JSHS) I think there should be groups or clubs, like 4-H but for like art, LGBTQ+, drama, reading, and more, for non-athletic people.

School staff

- (Focus group) We invest a lot into our sports programs. But there's a lack of recognition for Ag and other non-athletic extracurricular programs. It's frustrating because the kids in my clubs are busting my butts, and it seems that no one cares.

Family members and caregivers

- (Riverview ES) More activities for students other than sports, field trips, bring back field days. Stop focusing on sports.

- (Riverview JSHS) Start putting more emphasis on extracurricular activities other than sports for our less athletic students.

- (Silverleaf HS) Provide more activities for the children besides sport every child is not into sports.
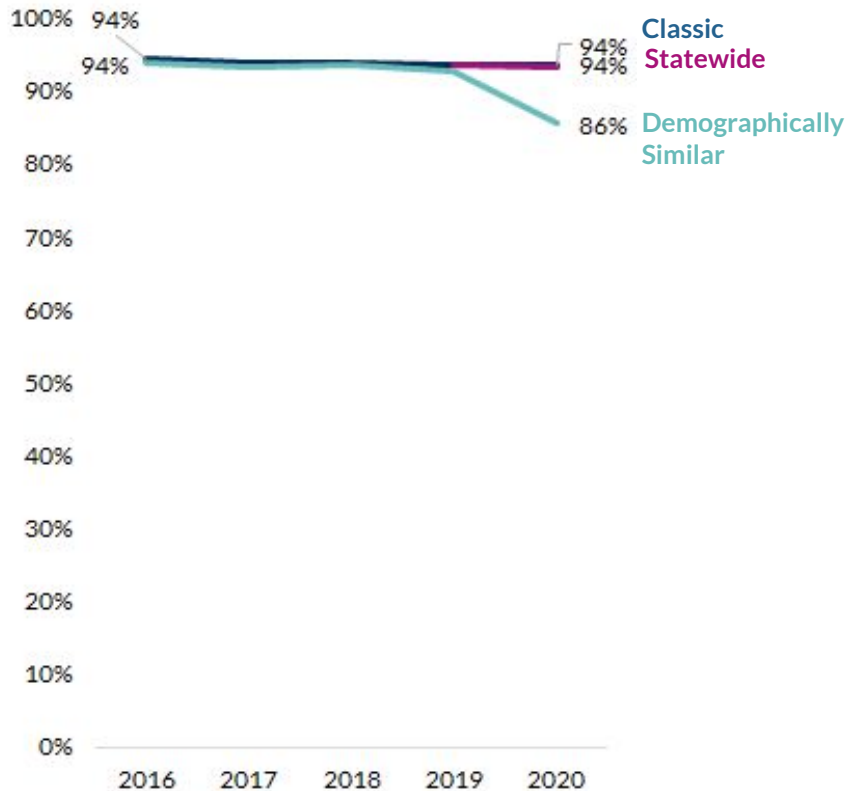
District staff

- Provide a variety of extracurricular activities (music/band, dance, softball/baseball, soccer, volleyball, debate, etc.) for students.

Classic's student attendance rates have remained steady over the past five years and are in-line with state averages

Attendance Rates, 2016-2020
Average attendance

- 94% **Classic**
- 94% **Statewide**
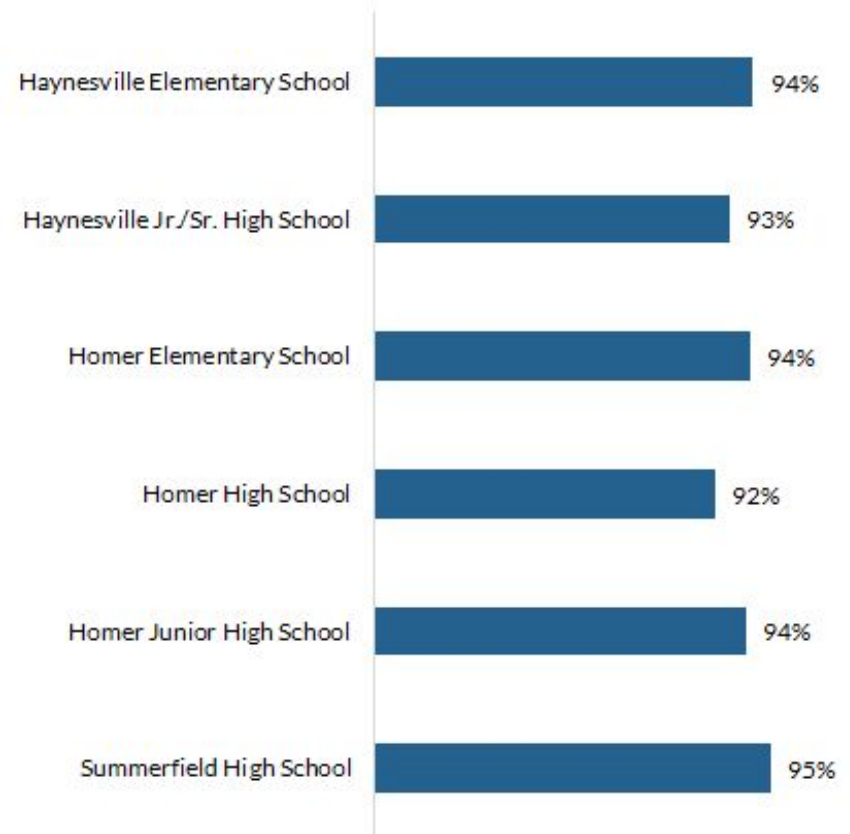- 86% **Demographically Similar**

Average Attendance, 2019-20
By school

School	Rate
Haynesville Elementary School	94%
Haynesville Jr./Sr. High School	93%
Homer Elementary School	94%
Homer High School	92%
Homer Junior High School	94%
Summerfield High School	95%

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Summary: Family and community engagement

🟩	Family members and caregivers cited strong and frequent communication from the schools and administrators.
🟥	Family NPS is low compared to other LDOE districts, as well as across subgroups and most schools.

🟩 Finding is more positive than negative   🟨 Mixed finding   🟥 Finding is more negative than positive   ⬜ No perspective

Family members and caregivers cited strong and frequent communication from the schools and administrators

Family members and caregivers

- (Focus group) Teachers' communication with parents has improved due to Zoom and other technology
- (Riverview ES) Riverview has been great about keeping parents informed.
- (Riverview ES) Teachers and Staff do a very good job on getting the parents up to date with what's going on in school!
- (Riverview JSHS) CPS keeps me informed.
- (Silverleaf HS) Teachers work well with parents to help them understand everything going on.
- (Central ES) They are good at communicating with parents in concern to their academics.

However, only 46% of staff members agree with the statement that "my school regularly seeks input from student's families. "

Family NPS is low compared to other LDOE districts, as well as across subgroups and most schools (1/2)

Net promoter score (NPS) is the percentage of stakeholders rating their likelihood to recommend the school system to a friend or colleague as 9 or 10 ("promoters") minus the percentage rating this at 6 or below ("detractors") on a scale from 0 to 10. Those rating a 7 or 8 are considered "passives." At a minimum, any negative scores should be viewed with concern.

Roles	Classic Total	LDOE Cohort 1 Average
All staff	7 (n=184)	29
Family	-11 (n=231)	2
Students + alumni	-34 (n=621)	-26

■ NPS above 0   ■ NPS below 0

Family NPS is low compared to other LDOE districts, as well as across subgroups and most schools (2/2)

Role	Race / ethnicity		
	Black or African American	White	Other*
Family	-12 (n=113)	-1 (n=92)	-46 (n=26)

*Other includes American Indian or Alaska Native, Asian or Asian American, Hispanic or Latinx, Multi-racial or Bi-racial, or those who preferred not to disclose their race.

Role	School						
	Riverview ES	Riverview JSHS	Central ES	Central JHS	Central HS	Silverleaf HS	Multiple Schools
Family	25 (n=28)	2 (n=45)	-16 (n=32)	-33 (n=24)	-19 (n=27)	-24 (n=59)	-13 (n=16)

■ NPS above 0   ■ NPS below 0

Riverview schools' family net promoter scores were higher than others.

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Summary: Workforce management

Staff NPS is low compared to other LDOE districts, though it is positive across most subgroups and schools, and over 75% of reported a sense of belonging at their school.

Stakeholders cite a recruitment and retention issue of high-quality, certified teachers, which may which may be due, in part, to a desire for higher compensation.

Though less than 1 in 3 teachers achieve effective or highly effective value-added ratings, many teachers receive high performance evaluations.

68% of students identify as Black while less than 25% of teachers and less than 10% of school administrators identify as such.

Finding is more positive than negative   Mixed finding   Finding is more negative than positive   No perspective

Staff NPS is low compared to other LDOE districts, though it is positive across most subgroups and schools, … (1/2)

Net promoter score (NPS) is the percentage of stakeholders rating their likelihood to recommend the school system to a friend or colleague as 9 or 10 ("promoters") minus the percentage rating this at 6 or below ("detractors") on a scale from 0 to 10. Those rating a 7 or 8 are considered "passives." At a minimum, any negative scores should be viewed with concern.

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█ NPS above 0   █ NPS below 0

Staff NPS is low compared to other LDOE districts, though it is positive across most subgroups and schools, … (2/2)

| Role	Race / ethnicity		
	Black or African American	White	Other*
All staff	8 (n=52)	11 (n=123)	-44 (n=9)

*Other includes American Indian or Alaska Native, Asian or Asian American, Hispanic or Latinx, Multi-racial or Bi-racial, or those who preferred not to disclose their race.

Role	School						
	Riverview ES	Riverview JSHS	Central ES	Central JHS	Central HS	Silverleaf HS	Multiple Schools
All staff	36 (n=14)	37 (n=35)	19 (n=27)	-17 (n=24)	-26 (n=19)	3 (n=29)	-6 (n=36)

🟩 NPS above 0   🟥 NPS below 0

… and over 75% of reported a sense of belonging at their school

Survey question: Overall, how much do you feel like you belong at your school?
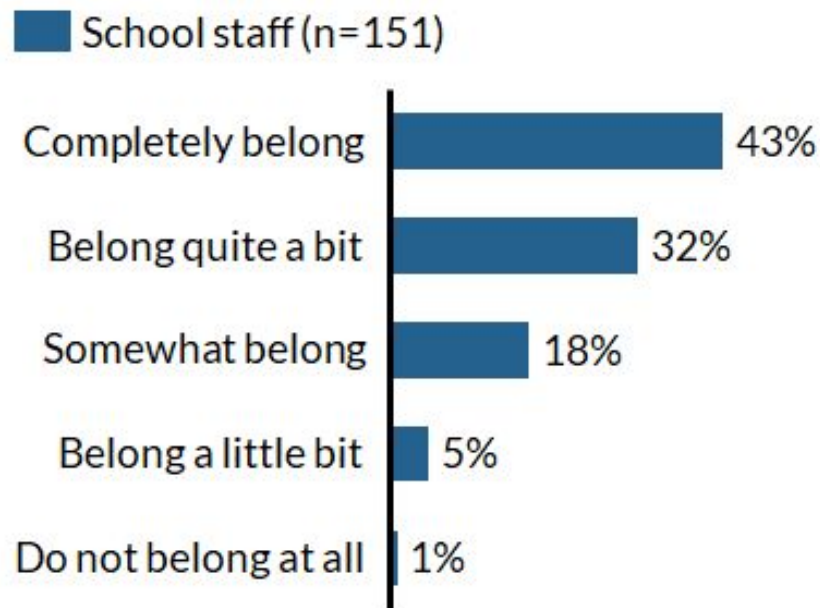
Survey results are consistent across Black and white stakeholders.

Stakeholders cite a recruitment and retention issue of high-quality, certified teachers, ...

Students + alumni

- (Central HS) Classic Parish Schools need real certified teachers in EACH classroom, they just be putting teachers in these classrooms to teach these students, and the system is really failing us.
- Classic Parish schools should limit the amount of non-certified teachers.

Family members and caregivers

- (Silverleaf HS) Stop hiring people that aren't qualified for the position.
- (Multiple schools) I feel that each school should be balanced with certified Educators. I feel they should not have a preference on where they want to work.

School staff

- (Riverview JSHS) I think that there is a lack of training and education when it comes to our hires... I know that not many people are going into education anymore when it comes to a degree, but it should bother us more than it does that so many of our teachers have no degree or background in the subjects that they teach.

School leader

- Finding certified and qualified teachers is one of our biggest challenges.
- Recruiting certified teachers has been really hard. In a rural parish, it's challenging to draw teachers. We don't have industry.

District staff

- We have a hard time getting highly-qualified teachers in place, especially in STEM...Universities aren't graduating many education majors any more, and we're not getting those kids (unless they're a hometown kid).

… which may be due, in part, to a desire for higher compensation

Students + alumni

- They should also also pay teachers more so you can stop losing good teachers surrounding parishes that pay more.

Family members and caregivers

- (Riverview ES) Teachers and Staff all deserve a pay raise!

School staff

- (Focus group) The district needs to pay a comparable amount to other parishes.

- (Riverview ES) Start support staff pay scale at a higher rate and increase the pay scale at a higher percentage than presently. Support staff work hard in Classic Parish and deserve more.

- (Central ES) Stop not paying their teachers what they are worth. Increase the pay scale.

School leader

- Other parishes pay more and have things to do. That's a challenge for the entire parish.

District staff

- I think it's hard for us to stay competitive with teacher pay, though I think we've done a better job in the past few years. We've had raises the past few years, because Mr. Kennedy worked to get a sales tax approved.

Though less than 1 in 3 teachers achieve effective or highly effective value-added ratings, many teachers receive high performance evaluations

Distribution of Teacher Effectiveness

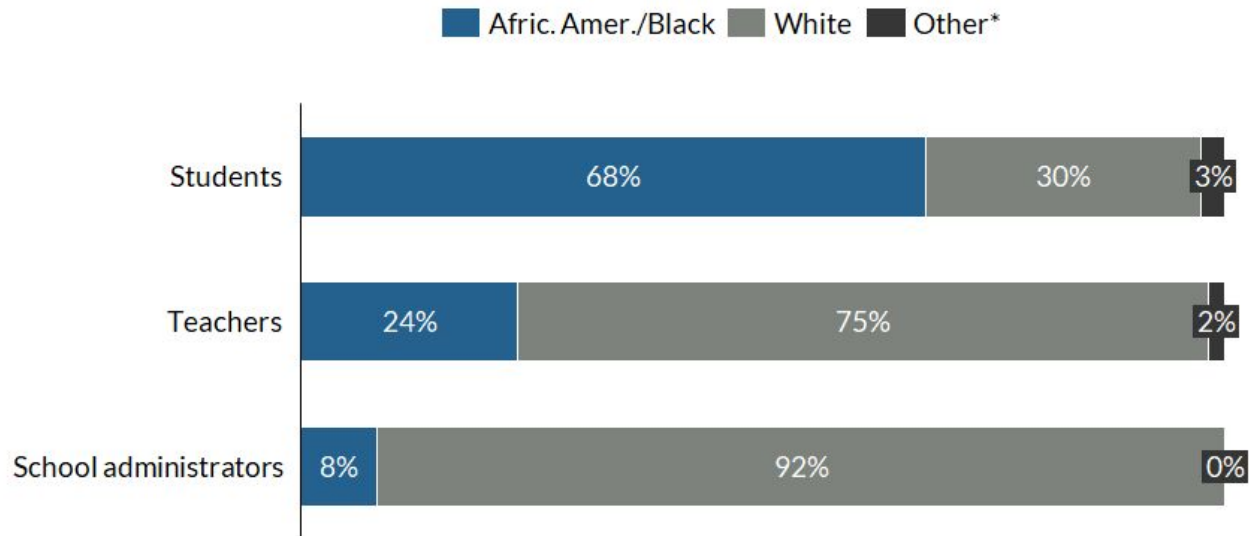Compass Final Evaluation Rating
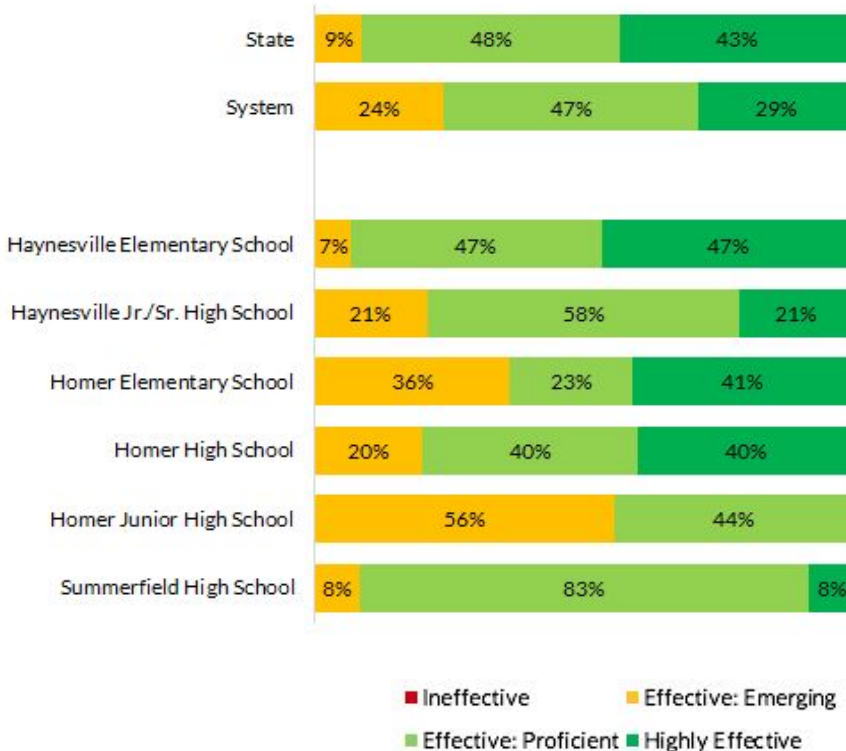
Value-Added Subcomponent
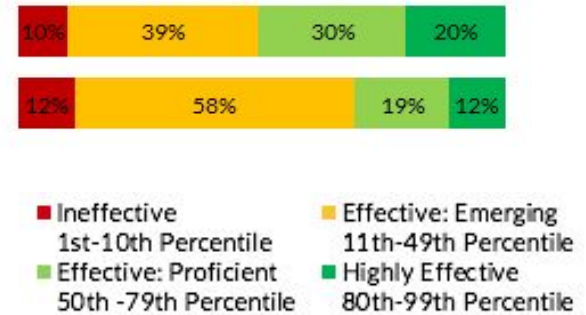
In Silverleaf High School - where 1 in 3 students is mastering English and 1 in 5 math - more than 9 in 10 teachers are rated effective or highly effective.

68% of students identify as Black while less than 25% of teachers and less than 10% of school administrators identify as such

Student, teacher, and school administrator demographics as of 21-22
% of total by race / ethnicity

Legend: Afric. Amer./Black | White | Other*

	Afric. Amer./Black	White	Other*
Students	68%	30%	3%
Teachers	24%	75%	2%
School administrators	8%	92%	0%

Though there was not a resounding theme from constituents, some recognized this issue, as shown in these illustrative quotes:

- Staff: (Central HS) Classic parish should start putting more people in leadership roles that reflects the student body. All of our leaders are white. The schools are predominantly black.

- Family member: (Silverleaf HS) More emphasis on gender and racial staff diversity.

- Board: Our schools should have more diversified faculty and staff.

*Other includes American Indian or Alaska Native, Asian or Asian American, Hispanic or Latinx, Multi-racial or Bi-racial, or those who preferred not to disclose their race.

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Summary: Operations and resource allocation

Constituents appreciate that CPS provides them with the resources they need to be successful, particularly up-to-date technology and supplies.

Over 75% of school staff agree or strongly agree that day-to-day operations at their schools run smoothly.

Finding is more positive than negative | Mixed finding | Finding is more negative than positive | No perspective

Constituents appreciate that CPS provides them with the resources they need to be successful, particularly up-to-date technology and supplies

Illustrative sample*

Students + alumni
• (Riverview JSHS) Classic parish does everything the best like they gave us school supplies and we did not have to buy the supplies.

School leader
• CPS provides educators with resources needed to be successful.

Family members and caregivers
• Our parish is good about technology. Trying to keep teachers with updated stuff. They're in the process of changing out Promethean Boards. Our parish was really good about getting every kid a computer.

District staff
• We are at the forefront of technology in the classroom.   • We provide curriculum and curriculum supplements, print and technology, to educators in a timely fashion.

School staff
• (Riverview ES) Classic Parish Schools are awesome with providing technology and assisting quickly when something goes wrong.   • (Central JHS) CPS provides resources for students and teachers.

Over 75% of school staff agree or strongly agree that day-to-day operations at their schools run smoothly

Survey question: Please rate your level of agreement with the following statement: Day-to-day operations at my school run smoothly.
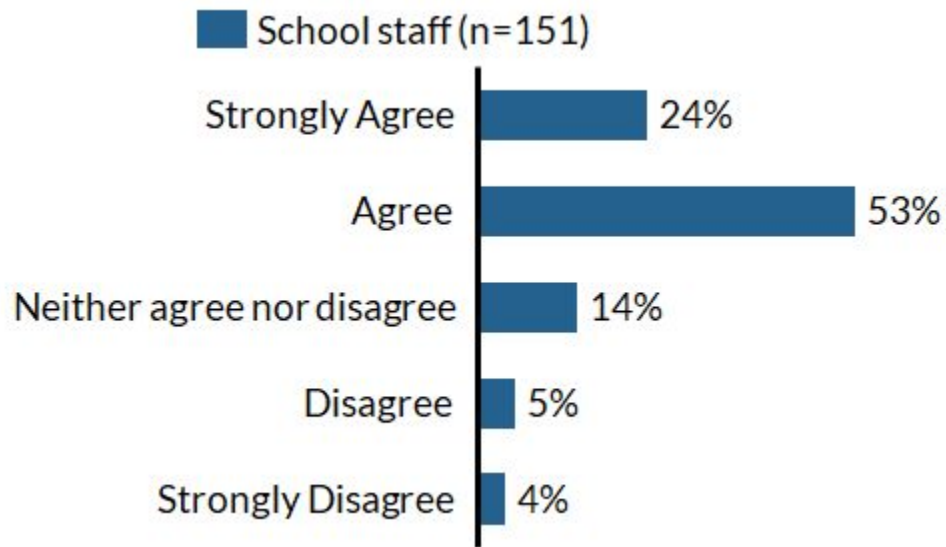

School staff (n=151)

Strongly Agree	24%
Agree	53%
Neither agree nor disagree	14%
Disagree	5%
Strongly Disagree	4%

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Pre-work

Directions

Please complete this <u>Google form </u>by 7pm on Monday, November 1st with your answers to these questions:

- What, if anything, surprised you?
- What are the 3 biggest wins to celebrate?
- What are the 3 biggest challenges that the SteerCo should discuss?
- Please re-examine the Executive Summary on **slide 73** and your notes and consider:

    - What is your emerging sense of the 4 most important priorities for the system to address in the next 5 years? (See box to the right for Criteria for Success for defining effective priorities.)

Criteria for Success for defining priorities

1. Name what the network will do (not a topic or outcome goal)

Example priority	Assessment
Equity	Topic **(not a priority)**
Reduce the inequities in suspension rates	Outcome goal **(not a priority)**
Strengthen student culture practices	**Describes what the system will do (priority)**

2. Define at the right "grain size"

Example priority	Assessment
Improve curriculum and instruction	Too broad **(not a priority)**
Implement ES math curriculum	Too narrow; 1-2 year initiative **(not a priority)**
Adopt and implement Tier 1 curriculum in core subjects	**Just right**

Executive summary

Context

- Classic Parish Schools ("Classic" "CPS") is a school district headquartered in Central, Louisiana.
- Classic serves almost 1,700 PK-12 students across 6 schools. In keeping the state's demographic profile, the majority of students are students of color and/or are considered economically disadvantaged.
- This report was created in Fall 2021 during COVID-19, so survey responses and recent performance were likely impacted by the pandemic. Due to the pandemic, students were not formally assessed on state exams in 19-20.

Key strengths

- High school graduation rates are higher than the state and demographically similar school systems across the state.
- Classic schools have adopted high-quality curriculum that have been externally vetted for college and career ready standards alignment across most contents and grade bands.
- Constituents noted strong student-teacher relationships within schools that stem from the small, close-knit community, and family members appreciate the strong and frequent communication they receive from Classic schools.
- Stakeholders believe that schools are well-resourced and that operations run smoothly.

Key gaps

- Classic student outcomes typically lag state averages.
  - High school students' scores on the ACT and end-of-course (EOC) exams fall far below statewide peers.
  - ELA and math LEAP mastery falls below the state and similar systems across subgroups and schools.
- Classic graduates matriculate to college less frequently than statewide peers.
- There are gaps in Black and white students' experiences and in their achievement.
  - Gaps in achievement on EOC exams are particularly striking for Black students.
  - Constituent perspective findings confirmed the concern among district leaders that many teachers and school leaders have low expectations for some student subgroups.
  - Black and economically disadvantaged students represent 100% of students suspended in 19-20.
  - Teacher and school administrator demographics are not reflective of student demographics.
- Though there is high-curriculum in place, instructional delivery frequently resulted in lower rigor for students and limited opportunities for students to cognitively engage. The gaps in instructional delivery appear to reflect some weakness in lesson internalization, observation feedback, and other systems
- Family net promoter scores were low across racial subgroups and most schools.
- Constituents noted a recruitment and retention issue of high-quality, certified teachers across the district.

Thank you.