

Louisiana Believes

**Level the Playing Field,
Compete for Opportunity**

Our Challenge, Our Opportunity

American Education Outcomes are Not Competitive Internationally

- Organization for Economic Cooperation and Development (OECD) *Survey of Adult Skills*, released October 8, 2013:
 - Compared literacy, math skills and problem-solving of people age 16 to 65 in 24 developed countries.
 - Only two countries scored lower than Americans in math and 16 scored higher than Americans in literacy.
 - 30-year-old Americans in 2012 scored lower, on average, on the literacy tests than 30-year-old Americans in 1994.
- America Achieves review of 2009 PISA shows the U.S. lag in education is not restricted to low-income schools and communities. It extends deeply into America's middle class.
 - U.S. students near the top of socio-economic advantage significantly outperformed by 24 countries in math and behind 10 countries in reading. (*America Achieves, April 3, 2013*)
- There is a substantial cost to our country and our state associated with lower educational outcomes.
 - Had the U.S. closed the international achievement gap by 1998, the GDP could have been \$1.3 trillion to \$2.3 trillion higher in 2008. (*McKinsey & Company, June 2009*)

Louisiana Graduates Will Struggle to Compete for Jobs

- Louisiana continues to rank among the bottom states in math and reading (2011 NAEP):
 - 4th grade reading: 48th
 - 4th grade mathematics: 49th
 - 8th grade reading: 49th
 - 8th grade mathematics: 47th
- Almost one third of Louisiana college students are enrolled in developmental courses (*Board of Regents 2012 FTF Report*)
- By 2020, the number of jobs in Louisiana is expected to increase by 13.6%, growing to 2.25 million jobs (*Louisiana Workforce Commission*)
 - 23.7% increase in professional, scientific, and technical services jobs
 - 20.9% increase in health care and social assistance jobs
 - 19.6% increase in transportation and warehousing jobs

What are Standards?

- Standards describe the minimum students should be able to do by the end of each course or grade level.
- State law requires BESE to set standards for what students need to learn. BESE policy requires that standards be reviewed and updated regularly. Louisiana last updated ELA and math standards in 2004.
- Standards are not the same thing as curriculum, textbooks, lesson plans, or classroom activities and assignments. These represent the different ways that teachers can teach and how students can learn. These are local decisions.
- The Common Core State Standards are minimum descriptions of reading, writing, and math skills.

Louisiana's Grade Level Expectations

English Language Arts

B+

- Rigorous expectations for early reading and vocabulary
- Often immeasurable reasoning skills
- Unclear expectations for quality and complexity of reading at each grade level
- Low expectations for writing; complete paragraphs with topic sentences not required until 4th grade

Mathematics

C

- Development of whole-number arithmetic is insufficient
- Does not prepare struggling students to be able to move on to next level of mathematics
- Fluency and standard algorithms not specified
- Common denominators for fractions not mentioned
- High school geometry is inadequate
- Development of quadratic equations lacks detail
- Polynomial arithmetic not covered

From "The State of State Standards – and the Common Core – in 2010," by the Thomas B. Fordham Institute

Needing to Compete, States Respond

- In 2009, Louisiana and other states recognized a common need to upgrade expectations in reading, writing, and math.
- States initiated this work, coordinated by the Chief State School Officers and the National Governors Association.
- States, including Louisiana, sent educators and other experts to participate in the development of new standards aligned to college and career expectations.
- Standards were developed based on:
 - Scholarly research
 - Surveys on what skills are required of students entering college and workforce training programs
 - Assessment data identifying college- and career-ready performance
 - Comparisons to standards from high-performing states and nations

A Note About Race to the Top

- USDOE grant program to support states in increasing standards, improving teacher effectiveness, and turning around low-performing schools.
- Requires that states adopt college and career readiness standards.
- Louisiana applied, stating support for Common Core State Standards.
- Louisiana applied but did not win funding.
- Louisiana's amended application was funded in December 2011 at \$17.4 million for four years.
 - More than 50% of funds to local school systems
 - State-level funds focused on:
 - Supports for teachers and school leaders – EAGLE item bank, using student achievement data to inform instruction, teacher training
 - School turnaround strategies

The Common Core State Standards

Research & Benchmarking Behind the Common Core State Standards

- Build upon the most advanced current thinking about preparing students for success in college and careers
 - Evidence-based
 - Aligned with college and work expectations
 - Include rigorous content and skills
- Derived from the highest state standards in the United States (Massachusetts was lead state in developing)
- Involved extensive review by National Council of Teachers of Mathematics, Association of State Supervisors of Mathematics, and Association of Mathematics Teacher Educators
- Informed by other top-performing countries
 - Spurred by NGA study: *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*
 - Benchmarked against expectations of the Trends in Mathematics and Science Study (TIMSS) international assessment
- The CCSS include an appendix listing the evidence consulted and international data utilized in drafting the standards:

<http://www.corestandards.org/assets/0812BENCHMARKING.pdf>

Who Developed and Reviewed the Common Core State Standards?

- The Common Core State Standards were developed by educators, college professors, and content experts, including some from Louisiana.
- The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations, were instrumental in bringing together teachers to provide specific, constructive feedback on the standards.
- The standards were reviewed and endorsed by major business and industry leaders for alignment with workplace expectations.
- Others who reviewed and endorsed the standards:
 - American Council on Education
 - The College Board
 - National Association of Secondary School Principals
 - National Parent Teacher Association
 - Partnership for 21st Century Skills
 - Council of Administrators of Special Education
 - U.S. Chamber of Commerce

National Review of CCSS: Educator Associations

Denis Van Roekel, President, National Education Association:

*“As an **early partner of the Common Core State Standards Initiative**, we provided support for common standards and opportunities for our members to provide specific feedback on the standards themselves. We believe this state-led initiative has the potential to provide teachers with **manageable curriculum goals and more freedom to exercise professional judgment in planning and instruction.**”*

Randi Weingarten, President, American Federation of Teachers

*“These standards represent the **best effort so far** to transform today’s patchwork quilt of 50 sets of state standards into one set of strong, consistent expectations for what all students should know and learn.”*

Ken Griffith, President, National Association of Secondary School Principals

*“The kind of achievement the CCSS calls for has been on NASSP’s radar for many years, and we’re optimistic that widespread adoption of the Common Core will provide the impetus for **widespread school transformation** and the empowerment of every student who attends them.”*

James G. Cibulka, President, National Council for Accreditation of Teacher Education

*“The Common Core State Standards Initiative recognizes that **American students must be able to compete in a global marketplace.** To accomplish this effectively and fairly, so that all students have the same opportunity to excel, students across America must be held to a high common standard. With increased mobility of the U.S. population, as economic shifts move jobs to new locations, and with increased global competition, common standards for students become evermore paramount.”*

National Review of CCSS: Special Education

James H. Wendorf, Executive Director, National Center for Learning Disabilities

*“The National Center for Learning Disabilities is **pleased to support the Common Core Standards**. We applaud and appreciate the work of the NGA and CCSSO and the expectation that all students can achieve high standards and become college and/or career ready. We are prepared to support families, teachers, schools and states as they strive to help all students succeed.”*

The Council of Administrators of Special Education

*“The Council of Administrators of Special Education, representing the directors of special education programs in local school districts across the country, **supports the work of the Common Core State Standards Initiative**, the state led process carried out by the Council of Chief State Officers (CCSSO) and the National Governors’ Association (NGA) Center for Best Practices. CASE especially commends the emphasis placed on ensuring this **transformational educational reform** benefits all students, including students with disabilities, while providing necessary accommodations.”*

Deborah A. Ziegler, The Council for Exceptional Children

*“The Common Core Standards provide a **clear and consistent framework** to prepare children for college and the workforce.... CEC believes the new standards will move education in United States in the right direction for all students and will provide them with the knowledge and skills they need to succeed in college and work.”*

National Review of CCSS: Business & Industry

Arthur J. Rothkopf, Senior Vice President, U.S. Chamber of Commerce

*“This voluntary effort led by 48 states and the District of Columbia to provide high quality, common academic standards is a great step forward....Businesses all across the country depend on a highly qualified workforce prepared for jobs in the 21st century. **Common core academic standards among the states are essential to helping the United States remain competitive and enabling students to succeed in a global economy.**”*

John J. Castellani, Former President, Business Roundtable

*“These standards, developed in conjunction with teachers, school administrators and experts, represent one of the most important developments in the history of American education.... Since the release of A Nation at Risk in 1983, it has been increasingly clear that despite incremental reforms and progress in some states and school districts, academic expectations for American students have not been high enough. K-12 education in the United States leaves far too many students unprepared for postsecondary education and the 21st century workplace. **There is no reason why students in the United States should not achieve at the same levels as their international peers in high-performing countries.**”*

National Review of CCSS: Parents (National PTA)

Byron V. Garrett, Former CEO, National Parent Teacher Association

*“National PTA enthusiastically supports the adoption and implementation by all states of the Common Core State Standards.... The standards form a **solid foundation** for the high quality education systems that states must build. **If states adopt the standards and align their curriculum, assessments and professional development to the new standards, many more of their students will graduate with the skills they need to succeed in college or a career.**”*

Louisiana's Review of the Common Core State Standards

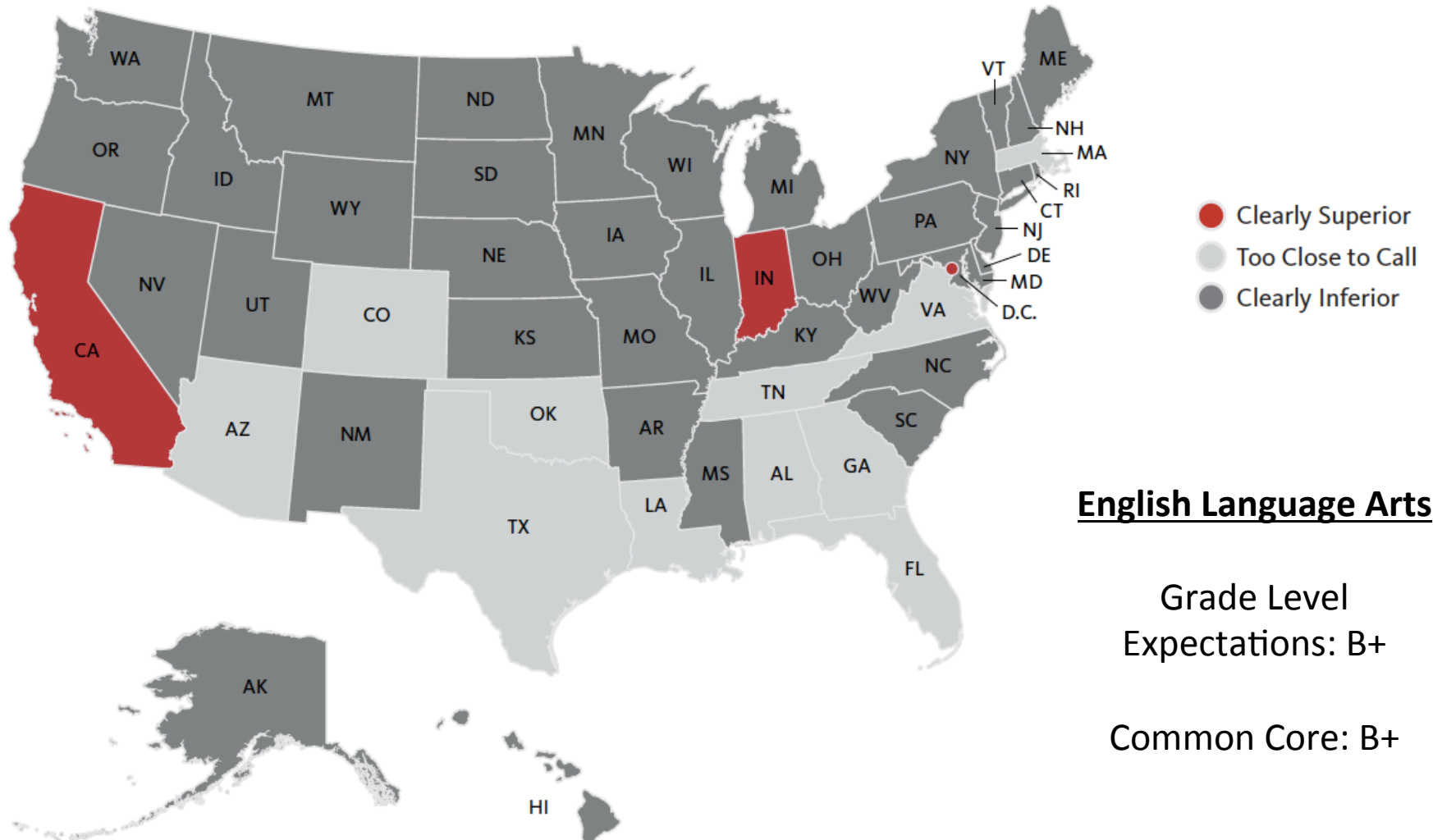
- LDOE content staff (former educators) and the LSU Cain Center for STEM Literacy served on development and feedback teams.
- The draft standards were released for public review in March 2010.
- Louisiana immediately initiated an extensive review process by LDOE's content staff and 10 state education organizations:

LA School Boards Association LA Association of Educators LA Federation of Teachers Associated Professional Educators of LA LA Association of Principals	District Superintendents LA Council of Teachers of English LA Assn of Teachers of Mathematics English Standards Review Committee Math Standards Review Committee
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Reviewer Feedback and Adoption

- Reviewers' feedback about the Common Core standards was overwhelmingly positive:
 - Represents increased rigor
 - Is aligned to expectations of postsecondary education and the workforce
 - Will challenge students, but is attainable
 - Standards build upon one another to ensure that instruction is seamless and growth occurs throughout K-12 education
 - Will permit more in-depth study of content
- April 2010: BESE received feedback from education organizations and the public
- May 2010: BESE adopted a resolution declaring its intent to adopt the Common Core State Standards
- July 2010: BESE adopted the Common Core State Standards

Comparing Grade Level Expectations and Common Core: Literacy



From "The State of State Standards – and the Common Core – in 2010," by the Thomas B. Fordham Institute

Literacy: Independent Thinking

Grade 4 – English Language Arts

Grade Level Expectations

Reading and Responding, Standard 1

Identify a variety of story elements, including:

- the impact of setting on character
- multiple conflicts
- first- and third-person points of view
- development of theme (ELA-1-E4)

Common Core State Standards

Literature: Key Ideas and Details

1. Determine a theme of a story, drama, or poem from details in the text; **summarize the text.**
2. **Describe in depth** a character, setting, or event in a story or drama, **drawing on specific details** in the text (e.g., a character’s thoughts, words, or actions).

Literature: Craft and Structure

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Literacy: Measuring Student Learning

English Language Arts

Grade Level Expectations

In the spaces or on the lines below, write your answers to the following questions for the news article “Warning: Space Junk Dead Ahead.”

Use facts from the article to complete the chart below.

- Origin:
- Size:
- Velocity:
- Destructive Power:

Exemplary Responses:

- Origin: spacecraft parts, exploded rockets, dead satellites, camera lens, nuts, bolts, and bits of wire
- Size: 8,000 objects are larger than a softball; small objects; number in the billions
- Velocity: 22,000 miles an hour
- Destructive Power: a pea-size piece of debris is equivalent to a 400-pound punch at 60 miles an hour

Common Core State Standards

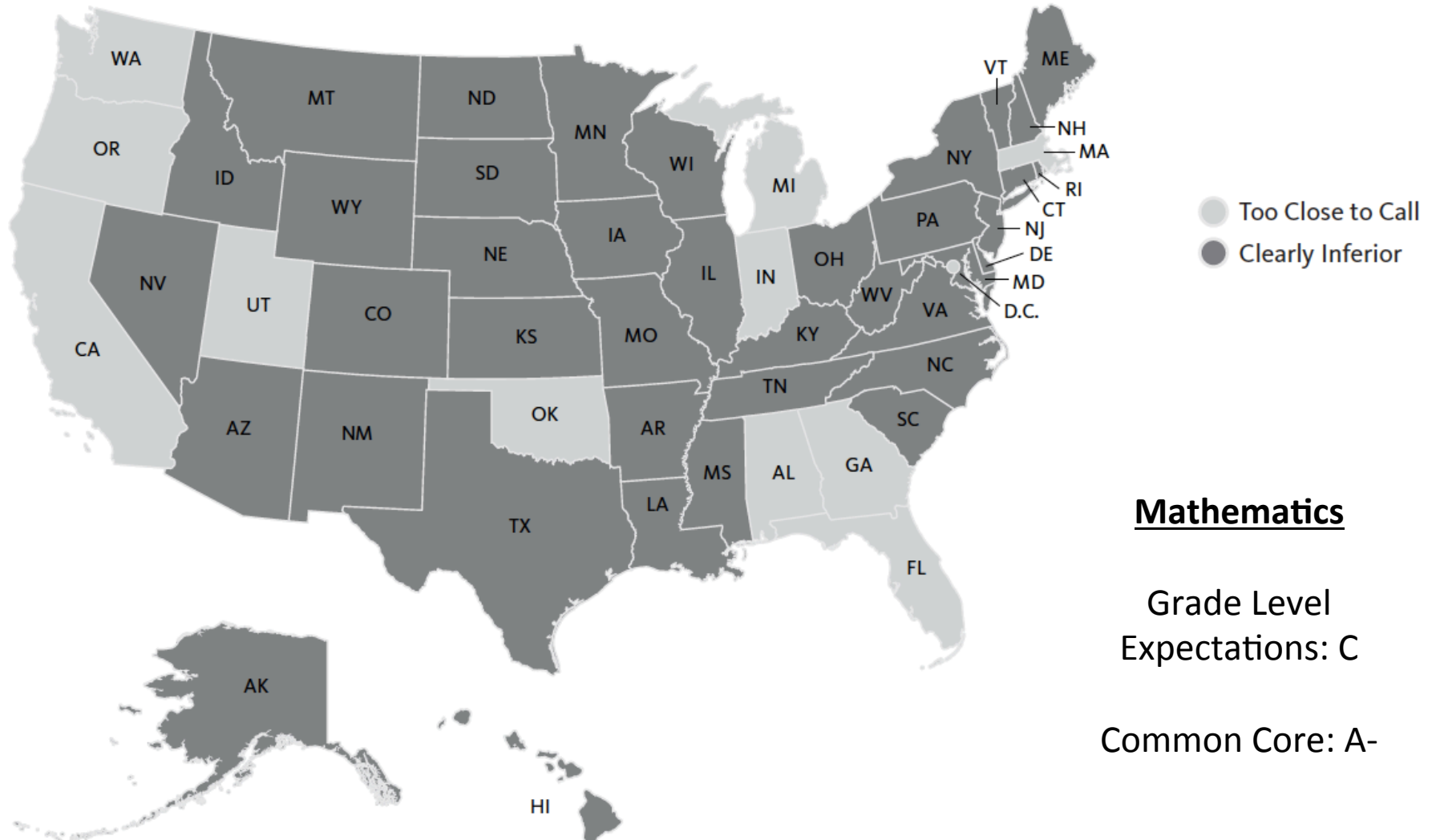
You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Comparing Grade Level Expectations and Common Core: Math



From "The State of State Standards – and the Common Core – in 2010," by the Thomas B. Fordham Institute

Math: Independent Thinking

Grade 4 - Mathematics

Grade Level Expectations

Number and Number Relations

Multiply 3-digit by 1-digit numbers, 2-digit by 2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders.

Common Core State Standards

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, **using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, **using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**

Math: Measuring Student Learning

Mathematics

Grade Level Expectations

If $n + n + n = 60$, what is the value of n ?

- A. 6
- B. 10
- C. 15
- D. 20

Common Core State Standards

Show how to solve this equation for x .

$$3(2x - 5) + 9 = 12$$

Drag selected equations to the Solution Steps column and place them in the correct order under the given equation.

You must show at least 4 steps in the correct order to receive full credit. Leave unneeded equations in the Equations column.

Moving Away from Bubble Tests

- Louisiana joined 25 other states in developing new, higher quality assessments aligned to new expectations.
- Louisiana, a governing member, has been actively involved in test development
 - 14 Louisiana educators involved in test item review
 - 26 Louisiana educator cadre members
 - 3 Louisiana educators on performance level descriptor writing panel
 - Nearly 25 other Louisiana teachers, school administrators, college professors, LDOE, BOR, and college system staff on various working groups
- Tests will be ready for administration in Spring 2015

Louisiana's Transition Plan

5-year Gradual Transition

Planning and
Transition Begins
2010-2011

2011-2012

2012-2013

2013-2014

Full
Implementation
2014-2015

Transition Thus Far

2010-2011:

- LDOE joined PARCC as a governing state to lead the development of new aligned tests; announced full implementation of Common Core by 2013-2014
- Districts received general awareness presentations and webinars and transition plan
 - Schedule for phasing out Grade Level Expectations and introducing Common Core
 - First full implementation of Common Core in 2013-2014
- LDOE developed a crosswalk of Grade Level Expectations to Common Core, from which groups of Louisiana educators created a transitional curriculum
- Districts and teachers received training and modeling videos
- Districts received transitional curriculum and attended informational sessions
- State implementation team formed
- Higher education implementation team formed

2011-2012:

- CCSS and Compass communicated as top state priorities for educator support
 - Network Teams created to support district leadership with Common Core and Compass
 - LDOE began to realign agency to provide direct support on Common Core and Compass
- Districts started phasing out GLEs and introducing Common Core
- Common Core-aligned writing prompts and constructed response items included on tests
- School-level implementation teams received training
- Districts work with LDOE to assess technology and explore opportunities to upgrade; *Louisiana Technology Footprint* released

Transition Thus Far

2012-2013:

- Districts fully implemented K-2 Common Core using teacher resources developed
- Educator committees monitored early implementation challenges and provided feedback
 - Teaching GLEs and CCSS at same time is too much; need to simplify (e.g. teaching 50+ standards versus 20+ standards)
- Assessments included Common Core writing tasks and questions based on both Grade Level Expectations and Common Core
- Districts received new Common Core-aligned instructional resources, including more EAGLE items for teachers
- Districts received Network Team support with goal-setting, curriculum and assessment, observation and feedback, and teacher collaboration
- Districts accelerated their work with LDOE to assess and improve technology
 - Updated *Louisiana Technology Footprint* released showing 86% of students attending technology ready school
 - New discounted state technology contracts to save schools millions of dollars on computers, laptops, and tablets
- 2,000 Teacher Leaders trained on Common Core during 4-day summer workshop; nearly every school in the state represented
- Teacher Support Toolbox and District Support Toolbox on LDOE website, reflecting LDOE's approach to educator support

Louisiana's Educator Support Strategy

Supporting Louisiana's Educators

STUDENT EXPECTATIONS

Independent thinking over shortcuts and test-taking skills.

Tests measure demonstration of evidence and writing in response to reading.

INSTRUCTIONAL MATERIALS

Publishing industry moving toward digital assessments, texts, lessons, units interventions.

Moves away from packaged, paper textbooks.

State identifies and recommends full curricula aligned to Common Core.

SUPPORT FOR TEACHERS

Tools to guide planning

Training to prepare

Time for teamwork

Teacher Support Toolbox

What's in the toolbox?

- Standards and units by grade level
- Sample scope and sequence for K-12 literacy and math at each grade level
- Unit assessments and planning resources
- Lesson assessments and planning resources
- English language arts writing rubrics
- Math example questions
- Classroom video library illustrating how to teach
- Online assessment tool with hundreds of new Common Core aligned questions
- Practice tests
- Compass, value-added, student learning target, and observation feedback information
- Regular “What’s New” updates announced through bi-weekly email newsletters to 50,000 educators

The screenshot shows the Louisiana Department of Education's Teacher Support Toolbox website. The header includes the department's name and logo, the slogan "Louisiana Believes", and navigation links for HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, and CONTACT US. Below the header is a secondary navigation bar with categories: ACADEMICS, TEACHING, ASSESSMENT, ACCOUNTABILITY, FUNDING, EARLY CHILDHOOD, SCHOOLS, and COURSES. The main content area is titled "TEACHER SUPPORT TOOLBOX" and is organized into three columns:

- Set Goals:** Includes links for Standards, End-of Year Assessments, and Student Learning Targets.
- Plan + Teach:** Includes links for Year-Long Scope + Sequence Resources, Unit Assessment + Planning Resources, Lesson Assessment + Planning Resources, and Observation + Feedback.
- Evaluate Results:** Includes links for Student Achievement Results and Compass Teacher Results.

A yellow "What's NEW?" box highlights recent updates:

- Updated Assessment Guidance
 - ELA Writing Rubrics
 - Math Example Items
 - Social Studies Sample Items
- New ELA + Math Practice Tests
- Birth to Five Standards
- ELA + Math Standards by Grade

Training Support

- 2,000 Louisiana Teacher Leaders:
 - Four day in-person training on using tools to plan curriculum, units, and lessons.
 - Continuing webinars and exchange of best practices throughout the school year.
 - Teacher Leaders re-deliver training to 20,000 educators statewide.
- 800 Louisiana teachers trained by College Board and Laying the Foundation on Advanced Placement planning and teaching methods, aligned to new standards.
- 1,100 teachers and administrators trained in collaborative review of student work and planning.

Curriculum Support

- Role of the state vs. local school systems
 - State's role has historically been to support; does not mandate local curriculum
 - Districts make curriculum decisions based on local priorities and needs
 - Packaged curriculum materials available through publishers
 - Locally-developed curriculum
 - No curriculum, but resources and supports for teachers
- LDOE will continue to **identify, review and recommend full curricula** and other instructional materials aligned to state standards
 - LDOE coordinates a review process for overall quality and alignment to standards
 - Free materials, such as those developed by LSU
 - Materials for purchase
 - All available in digital format to facilitate quick and inexpensive review, increase transparency, keep districts' costs down
 - LDOE publishes reviews for districts' information and use
 - Districts make selection decisions based on local priorities and needs

What's Ahead

2014-2015 and Beyond

- Assessments fully aligned to new standards; results analyzed to set schedule for gradually raising expectations for proficiency over multiple years
- Transition year for student promotion, Compass, and school accountability
- Double Teacher Leaders to 4,000 educators
 - In-person training
 - Differentiated ELA and math trainings throughout summer and fall
 - Virtual webinar trainings
 - Online collaboration site for teachers
 - Math and ELA experts available for contact during work hours
- More additions to Teacher Support Toolbox, including:
 - More full curricula and other instructional materials aligned to Common Core, with reviews and recommendations
 - Resources and self-led trainings on key instructional strategies for ELA and math
 - Hundreds of additional assessment items and sample student work in EAGLE
 - More videos of CCSS being taught in classrooms
 - Instructional framework and curricular guides in ELA

Continuing Our Gradual Transition

Louisiana is continuing its gradual transition to higher standards and assessments aligned to those standards.

In 2013-2014

- Students take LEAP and iLEAP aligned to more rigorous standards
- Test scores will remain relatively constant
- Thus, letter grades will remain relatively constant

In one year (2014-2015)

- Students take PARCC assessments aligned to more rigorous standards
- Cost of testing (\$29.50 per test) will remain the same; confirmed by recent Brookings Institution report
- Test scores will remain relatively constant
- Thus, letter grades will remain relatively constant
 - *As an extra precaution, a letter grade “floor” is proposed*

In two years (2015-2016)

- Only after students have taken PARCC and results have been analyzed, BESE should determine a time table for raising the expectation for proficiency.

Reporting Our Progress and Receiving Feedback: BESE Public Meetings

- October 2013: LDOE presentation to BESE and the public on Common Core background and a status update on the development, adoption, and implementation of the new standards
- Over five hours of public testimony by approximately 75 teachers, parents, higher education, and business representatives
 - Validation by Louisiana universities and businesses that the new standards are more aligned to what students will need to know and be able to do in college and in the workplace
 - Support by Louisiana college deans of education and state math teachers association
 - Overwhelming support by teachers representing Acadia, Calcasieu, East Baton Rouge, Iberia, Lincoln, Orleans, Rapides, St. Charles, St. Bernard, and Terrebonne

Feedback from Educators

(October 2013 BESE Meeting)

LaKeisha McKinney, 2014 Louisiana Teacher of the Year, St. Charles Parish

*"Looking at the GLEs and comparing those to Common Core State Standards there is a notable difference. **The Common Core State Standards are a more in-depth approach to understanding.** It helps children build a new approach to a more conceptual understanding of key concepts as opposed to the Grade Level Expectations, which was just a string of different concepts that kids were expected to learn and remember, and they were on to a new concept the following week."*

John Neal, English Teacher at Pineville High School, Rapides Parish

*"I think these standards are necessary and imperative for nationwide improvement. **These standards present an opportunity for students in Louisiana to get on the same page as students across the nation.** Additionally the standards create an opportunity for consistent growth from one grade level to the next from state to state."*

Alisha Blanchard, Terrebonne Parish Educator

*"In 2010 in Terrebonne Parish we began full implementation of Common Core in kindergarten because we knew the next year, our students would be in full implementation in first grade and we wanted to make sure those first graders were prepared when they were in kindergarten, so **we've been doing this since 2010.**"*

Feedback from Educators

(October 2013 BESE Meeting)

BJ Bertucci, Ascension Parish Educator

“We’ve implemented the standards for several years in Ascension Parish....We aren’t just teaching kids what, we are teaching them how. We are teaching them how to master certain standards. It’s not good enough anymore for them just to fill in the right circle on a standardized test. They need to be able to explain where that answer came from to put their thoughts into words...We don’t have prescribed curriculum. When I started teaching Ascension had a prescribed curriculum. You could look on a calendar and know what a teacher was expected to teach on that day. That doesn’t exist anymore. Teachers assess the needs of their students as learners and decide the best way to bring them to master the concepts they are expect to know by the end of that grade....I’m tired of being last. I’m tired of settling for last. And I believe by increasing the standards, there is only one way for our education system to go and that is up.”

Kyle Falting, Math Strategist, Lincoln Parish

“We have been working on this for four years now. Ignorance was stated and ignorance has been a choice. If districts have been unaware of what has been going on, if districts are unaware of the transition, if teacher were unaware of the standards that was by choice. We’ve been doing this for four years. We’ve been working under a model of rigor that is aligned to the standards and has a lot of success.”

BESE's Response to Feedback

In response to questions about selection and use of curriculum and instructional materials, texts, and student data privacy, BESE adopted the following policies:

- Local school systems may provide instruction that exceeds the minimum standards
- Local school districts cannot be forced to use curriculum and other instructional materials not of their own choosing, including any recommended or endorsed by federal or state governments
- Parents may review texts used in their child's classroom, and for high school English, must receive a reading list at the beginning of the school year
- The state will use unique numerical identifiers instead of SSNs in reporting student data

BESE also directed the Department to bring transition policy recommendations to its next meeting.

Transition Policies

The LDOE will continue to engage educators and other stakeholders on transition policy recommendations. Final policy recommendations will be proposed to BESE on **December 3, 2013**.

Transition policy considerations for 2014 and 2015:

- Assessments – schedule and technology back-up plan
- Student promotion policies – 4th and 8th grade promotion
- Educator evaluation – use of value-added data and other policies
- School accountability – proficiency levels and letter grades

Recommendations on high school assessments and accountability will be presented during the January 14, 2014 BESE meeting.

Reporting Our Progress and Receiving Feedback: Ongoing Outreach

- Bi-weekly email newsletters to teachers
- Weekly email newsletters to superintendents
- Ongoing meetings with BESE and LDOE advisory councils
- Statewide tour by State Superintendent of Education
 - 18 parishes, all regions of the state
 - Meetings and town halls with teachers, business and industry, higher education leaders, and legislators
- BESE statewide tour – 13 parishes
- LDOE participation in town hall events hosted by civic groups, chambers of commerce, and legislators
- Legislative briefings and regular email updates
- Common Core parent guides, by grade level, on LDOE website

Louisiana Believes

**Level the Playing Field,
Compete for Opportunity**