Purpose:
Across Louisiana, school systems have built plans for the 272 comprehensive support schools identified as part of the state's ESSA plan. School systems have received $34M to implement these plans and the LDOE will be focused on supporting implementation during the 2018-19 school year.

This document describes the protocol that Network and school system staff will use during school visits in order to ensure that comprehensive support schools are focused on the most important components of the school system's ESSA plan.

Areas of Focus:
Within each comprehensive support school, Networks and schools will complete two core tasks:

1. **School Data Review**: Review critical metrics across all sections of the school redesign rubric in order to identify areas of strength and areas of focus, and identify a set of next steps tied to the school's performance on the these metrics.

2. **Classroom observations:** Observe core content classrooms to review the extent of curriculum implementation, and develop a teacher-by-teacher plan to support curriculum implementation.

School Data Review
Schools and Networks together should review the metrics that are critical indicators of the school's health. This review should illuminate important trends and next steps in each section of the school redesign rubric.

Rubric section	Data to review	Questions to consider

Core Academics	• Overall achievement and growth on LEAP 2025, including historical trends
	• LEAP 360 implementation
		1. Are there any notable trends in the data?
		  a. By grade and subject
		  b. Trends over time
		  c. Student progress
		2. When/how frequently is the school administering LEAP 360 this year?

Special Education	• % of students w/ disabilities • % of students w/ disabilities who spend more than 80% of the day in a regular education classroom • Progress on LEAP 2025 for students w/ disabilities • % of students w/disabilities achieving at basic+ and mastery+ on LEAP 2025 (percentile rank)	1. To what extent is the school growing students with disabilities? 2. To what extent is the school including students with disabilities in the general education setting? 3. To what extent does the school provide time for special education and general education teachers to collaborate?

English Language Learners	• % of students who are English language learners (ELL) • % of students who meet ELL exit criteria • Progress on LEAP 2025 for ELLs • % of ELLs achieving at basic+ and mastery+ on LEAP 2025 (percentile rank)	1. To what extent is the school growing ELLs? 2. To what extent is the school exiting ELLs from ELL status? 3. To what extent is the school including ELLs in the general education setting?
Post-graduation Preparation and Academic Counseling	• Graduation rate • % of students achieving basic & advanced credentials, including subgroups • FAFSA completion • Counselor-student ratio • ACT (% 17+, 18+, 21+)	1. To what extent is the school preparing kids for post-graduation opportunities? 2. Review 3-5 IGPs. What does the student Individual Graduation Planning Process entail?
Teacher/Principal Pipeline and Teacher Advancement	• % of classes taught by out of field or uncertified teachers • # of Mentor Teachers and Content Leaders and # in training	1. How many substitute teachers do you have and what is your short term plan for addressing this challenge? 2. How are you strategically deploying Mentor Teachers and Content Leaders to support teachers who need support?
Discipline	• % of PK-4 and 5-12 students suspended out-of-school in for last 3 years	1. What is the school's plan to improve its suspension numbers?

Classroom observations

The purpose of the in-school observations is to support curriculum implementation. The Networks will use the curriculum implementation observation tool to assess the extent to which teachers are implementing the curriculum as intended. At the end of the school visits, the Network will work with the school team to develop a teacher-by-teacher plan to support curriculum implementation. Networks will check on implementation of this plan in follow-up visits to the school.