

Louisiana Believes

The Every Student Succeeds Act in Louisiana

ESSA in Louisiana

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

Louisiana's ESSA Plan Development

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

Improvements to Louisiana's K-12 System

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

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

Academic Planning Process

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



Planning and Spending for Disadvantaged Students

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

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

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

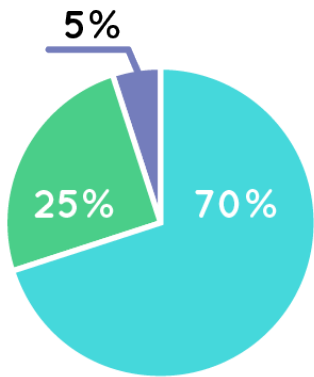
** The LDOE must reserve seven percent for school improvement grants to school systems. The LDOE may reserve an additional three percent for subgrants to LEAs to provide direct student services.

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

Improvements to Louisiana's Accountability System

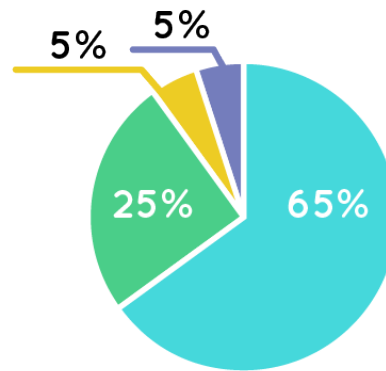
ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.

Elementary Schools



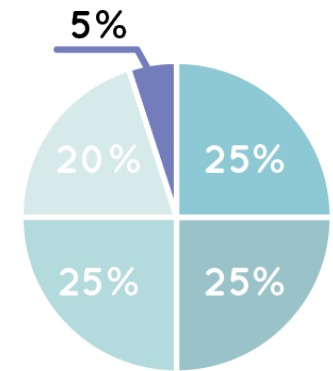
- Assessment Index
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



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

High Schools



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

Challenge 1: Mastery of Fundamental Skills

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

Challenge 2: Academic Progress for Disadvantaged Students

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

Challenge 3: Access to Enriching Courses and Experiences

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

Challenge 4: Strengthening the Educator Profession

System Improvements	Updates from Initial Framework	State Support
<ul style="list-style-type: none">• School systems create a “talent pipeline” at every level of the system, proactively identifying excellent educators, creating professional growth opportunities, and cultivating leaders.• School and school system leadership are able to make strategic decisions about professional educators using workforce data.• The Teacher Residency role will become a certification in state regulations.	<ul style="list-style-type: none">• BESE approved policies in October to require a year-long residency and competency-based curricula as part of the educator preparation experience.• BESE approved funding to support:<ol style="list-style-type: none">1. staff costs related to the transition of preparation programs2. \$2,000 stipend for teacher candidates completing yearlong residencies (233 in 2016-2017)3. \$1,000 stipend for mentor teachers hosting yearlong residents (228 in 2016-2017)	<ul style="list-style-type: none">• Through existing state set-asides, financially support the growth and sustainability of teacher residencies• Provide funding to add and expand pathways to leadership roles• Continue providing districts and schools with an annual Educator Workforce Report, providing detailed information teacher performance, tenure, compensation, and opportunities for advancement

Challenge 5: Support for Struggling Schools

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

Framework Engagement Timeline

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

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

Upcoming Public Meetings and Plan Timeline

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

Questions

Please visit our website at
www.louisianabelieves.com/essa or email us at
essalouisiana@la.gov.