

Louisiana Believes

The Every Student Succeeds Act in Louisiana

**Please direct any questions that you have during today's meeting
to essalouisiana@la.gov .**

Louisiana's Current Plan

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

Progress to Date

Louisiana students have achieved record gains in recent years.

- Louisiana fourth-grade students achieved the highest growth among students in all states on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- Since 2014, Louisiana students have made more progress on the ACT than has been made in any other state using the ACT as its high school assessment.
- Louisiana's 2015 high school graduation rate is an all-time high of 77.5 percent.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts.

ESSA Plan Development

- This summer, the Department began a year-long process of developing its plan in compliance with the federal Every Student Succeeds Act (ESSA).
- From June through August, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana by ESSA. For a full list of organizations and groups, visit the [Department's ESSA website](#).
- All feedback collected in these meeting was captured in the [ESSA Listening Tour Feedback Report](#).
- Based on feedback heard during the listening tour, and analysis of statewide student performance, the Department then released a [draft ESSA framework](#) to provide the general public with examples of what policies, supports, and resources could be used to address the state's biggest education challenges.

Purpose of Framework

The draft framework is an outline for public consideration and comment. It continues a statewide dialogue about Louisiana's ESSA plan and is intended to surface questions and new ideas.

The framework is grounded in a cycle of activities of goal setting, measuring outcomes, and planning for the use of federal funds.

- **Goal Setting and Measuring Outcomes:** The first step in the cycle calls on all schools and school systems to set goals based on a shared system of measurement and accountability. Every school and school system will be rated based on its performance within the shared framework.
- **Using Federal Funds:** In order to achieve strong results within the proposed framework, schools and school systems will not only set goals, but also annually submit plans for spending federal funds on academic strategies. The success of Louisiana's plan will be dependent upon the extent to which school and school system spending plans represent a true attempt at systemic change.

Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement that will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

Reviewing the Framework

Each challenge area within the framework is broken down into five categories of information:

- **Leading indicators:** Qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.
- **Long-term indicators:** Quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials.
- **State support:** Depicts specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans.
- **School system plans and school plans:** Actions school and district leaders can take in developing and implementing their plans for improvement and spending federal funds.
- **Families in ESSA:** Information, guidance, and decisions in which parents should partake in order to assist in each child's growth.

Challenge: Mastery of Fundamental Skills

| Category | Proposal |
|------------------------------|---|
| Leading Indicators | <ul style="list-style-type: none">• Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels.• Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments. |
| Long-Term Indicators | <p>Throughout elementary, middle, and early high school, students will demonstrate “mastery” of core academic content in order to ultimately achieve:</p> <ul style="list-style-type: none">• A statewide high school graduation rate of 90 percent by 2025;• An average ACT score of 21 by 2025; and• Postsecondary success as indicated by completion of university or technical credentials |
| State Support | <ul style="list-style-type: none">• Reducing testing to one-week per student for state testing, and removing duplicative high school tests• Provide schools with a series of “check-up” tests that are aligned to the standards |
| School & School System Plans | <ul style="list-style-type: none">• School set annual goals that align with each element of the accountability system |
| Families in ESSA | <ul style="list-style-type: none">• Enhanced reporting and guides for parents that detail specific reading, writing, mathematics, and critical thinking skills in which students excelled or struggled in for each school |

Challenge: Reducing Achievement Gaps

| Category | Proposal |
|------------------------------|--|
| Leading Indicators | <ul style="list-style-type: none">• Qualitative: A plan for appropriate and high quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited.• Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services. |
| Long-Term Indicators | <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 gaps are addressed with urgency. |
| State Support | <ul style="list-style-type: none">• Schools needing “targeted” support for student subgroups will develop plans for improvement and be supported through curriculum, assessment and professional development resources, or external expert partners• Grants for “targeted support” will be provided to schools in amounts of up to \$50,000 annually. |
| School & School System Plans | <ul style="list-style-type: none">• Districts will submit plans that include performance goals for subgroups of struggling students in every school, and identify district- and school-level approaches to identifying and diagnosing student specific needs, and identifying approved outside partners to support the process. |
| Families in ESSA | <ul style="list-style-type: none">• The state will provide parents accurate and instructive reports on individual student skills throughout a child’s public education process. |

Challenge: Fair Access to Enriching Experiences

| Category | Proposal |
|------------------------------|---|
| Leading Indicators | <ul style="list-style-type: none"> • Qualitative: Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of school discipline, reduction in chronic absenteeism, and access to daily, high quality physical activity and nutritional options. • Quantitative: High schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement. |
| Long-Term Indicators | Louisiana will provide to schools and school systems an annual series of reports on the postsecondary success and economic productivity of their graduates as a group |
| State Support | Louisiana will continue to bolster state support through BESE policies or legislation for non-traditional coursework and experiences. |
| School & School System Plans | <ul style="list-style-type: none"> • School districts will be able to use federal funds to support plans to expand access to critical courses and experiences. • Louisiana will set aside statewide Title I funds so that schools can provide families with choices of expansive courses and experiences through a new Direct Student Services (DSS) program. DSS allows 3 percent of Title I funding to be reserved for innovative courses, services, and experiences. |
| Families in ESSA | Schools choosing to participate in DSS will be able to apply for additional funds for courses and experiences that align with the specific goals they are working to achieve, that parents seek for their students, and that might not typically be offered by the school. |

Challenge: Support for Struggling Schools

| Category | Proposal |
|------------------------------|--|
| Long-Term Indicators | <ul style="list-style-type: none">• Any school rated 'F' based on results in either of the two preceding school years will be determined as in need of comprehensive support.• Schools unable to make progress after comprehensive support has commenced, will be eligible for significant state monitoring.• If these strategies do not work, schools rated an 'F' for four consecutive years can become eligible for inclusion in the Recovery School District. |
| State Support | <ul style="list-style-type: none">• Louisiana will write its approach for comprehensive support in partnership with school systems and external organizations.• The Department will first issue an RFI from school improvement providers in order to identify and catalogue those with a strong track record of school improvement.• Then it will invite qualified groups to meet with Louisiana school systems likely to have schools on the comprehensive support list to brainstorm on ideas for improvement.• Finally, it will solicit thoughts from school system leaders on the models and organizations they believe are most promising for persistently struggling schools and include them in the draft ESSA plan. |
| School & School System Plans | School systems and schools in need of comprehensive support will build a plan for school turnaround in partnership with one or more of the organizations that have demonstrated a track record of success in supporting school improvement. |
| Families in ESSA | Louisiana's annual reporting will help parents to determine whether a school is academically high-achieving and whether students in the school typically make significant academic progress. Those families in schools rated 'F' will continue to have access to alternative educational options. |

Challenge: Strengthening the Educator Profession

| Category | Proposal |
|------------------------------|--|
| Leading Indicators | <ul style="list-style-type: none"> • Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. • Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders. |
| Long-Term Indicators | <ul style="list-style-type: none"> • The Educator Workforce Report will provide school system and school leaders with detailed information on the distribution of effective educators, their tenure status, their compensation, and the opportunities for advancement that await them. |
| State Support | <ul style="list-style-type: none"> • Certifications and funding to support stipends for teacher residents and mentor teachers. • Doubling the number of Louisiana Teacher Leaders and increasing access to superintendent and principal fellowships. |
| School & School System Plans | <p>Title II plans will provide a means for school systems to report on their approach to strengthening their educator pipeline and identify evidence that will be used to gauge success.</p> |
| Families in ESSA | <p>Louisiana will continue to report on teacher results at the school and district level. Parents and community members will also have access to information about the extent to which students in schools with high percentages of economically disadvantaged students or students of color are taught by qualified, effective teachers.</p> |

Framework Engagement Timeline

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

1. Share your thoughts and ideas in today's meeting. All feedback is being captured via video and will be shared with Department staff.
2. Email thoughts and ideas directly to the Department at essalouisiana@la.gov;

ESSA Tools and Resources

All information regarding ESSA meetings such as meeting presentations, sign-in sheets and recordings, and plan development can be found at www.louisianabelieves.com/essa.

The following tools have been released to support stakeholder's understanding of ESSA and Louisiana's plan.

- [ESSA Overview](#)
- [Louisiana's ESSA Plan Timeline](#)
- [ESSA Statewide Meeting Presentation](#)
- [ESSA Listening Tour Report](#)
- [ESSA Draft Framework](#)

Please email essalouisiana@la.gov with questions.