



LOUISIANA DEPARTMENT OF EDUCATION

LOUISIANA'S PLAN FOR ENSURING EQUITABLE ACCESS TO EXCELLENT TEACHERS FOR ALL STUDENTS

SECTION 1. INTRODUCTION

The Louisiana Department of Education (LDOE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and school leaders in Louisiana. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), as augmented with additional guidance published on November 10, 2014. Louisiana's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students who belong to racial minority groups are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

Louisiana is committed to improving student outcomes across the state by expanding access to excellent teachers for all students. This includes students who are economically disadvantaged¹ and/or who are a racial minority. In Louisiana, these students constitute the majority of the state's public school student population. As such, this plan does not provide for a redistribution of high-quality educators from low-need to high-need local education agencies (LEAs), schools, or classrooms. Rather, this plan provides for a comprehensive approach to teacher recruitment, certification, and improvement across the state, with an emphasis on schools and classrooms with the greatest need. The plan builds on practices of "high-poverty" and "high-minority" LEAs with rich concentrations of excellent educators and addresses challenges in "high-poverty" and "high-minority" LEAs where students have more limited access to excellent educators.

This approach is built on the belief that Louisiana students are just as smart and capable as any in America. Recognizing this, Louisiana has committed to preparing its students to read, write, and perform math tasks on par with students nationwide. Specifically, Louisiana will steadily raise expectations for student achievement over the next ten years, so that all students are prepared for college or a career of their choice upon graduation from high school. By the year 2025, A-rated schools will average "mastery" or "level four" performance. Today, schools rated "A" at a minimum average "basic" or "level three." A "level four" or "mastery" is the standard for college and career readiness. To guide this transition, the LDOE produces [annual reports](#) with detailed student performance data at the district and school levels.

Louisiana educators are integral to this plan: they make this commitment a reality in classrooms across the state through engaging lessons and a commitment to growth for all students. Teaching to high standards is complex work and requires supportive school leadership and a collaborative work environment in which teachers come together to focus on the technical challenges of their craft. To support teachers, the LDOE has released a comprehensive suite of curricular tools

¹ Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

Louisiana Believes

and supports, including the [ELA](#) and [Math](#) Guidebooks, and [the Instructional Materials Review Process](#). [Louisiana Teacher Leaders](#), a group of over 5,000 outstanding educators, receive and deliver professional development to teachers in every public school in Louisiana. Finally, Louisiana educators have been held to higher standards and received more frequent feedback through the State's educator evaluation and support system, [Compass](#), legislated by Act 54 of 2010. LEA and school leaders play an important role in teacher success, too. These school leaders have the ability to create productive work environments in which teachers have time to collaborate with peers, and the ability to make critical workforce decisions, such as whom to recruit and hire. In Louisiana, school and LEA administrators have been granted broad authority to make workforce decisions around hiring, termination, reductions in force, and tenure, legislated through Act 1 of 2012. To support LEA and school leaders, the LDOE published the [Louisiana Principals' Teaching and Leadership Guidebook](#), the [High School Planning Guidebook](#), and the [Early Childhood Guidebook](#).

LEA and school leaders have begun to work more closely with teacher preparation programs, too, to collaboratively ensure that teachers are ready for day one in Louisiana's classrooms. Through [Believe and Prepare](#), the LDOE, in partnership with the Board of Regents (BOR), has provided opportunities for LEA and preparation programs to establish or strengthen partnerships that ensure that new teachers are meeting district workforce needs and are ready for the challenges of today's classrooms. Further, BOR has worked with teacher preparation programs over the past several years to ensure that teacher preparation curricula address Louisiana's standards for students and for educators.

The LDOE has dedicated staff and funding to support LEAs and schools in these endeavors. Network Support teams have provided direct support to LEAs on a range of instructional issues. Additionally, these teams assist LEAs in yearlong planning process, guided by the [District Planning Guide](#), to ensure that fiscal decisions support student achievement and educator growth. Through [Believe and Succeed](#), the LDOE has provided grants to empower LEAs, nonprofits, and individuals to turn around existing "D" and "F" schools and to create new, high-quality schools for students who would otherwise attend underperforming schools.

Despite these tools and supports, students' access to excellent teachers varies from parish to parish. This is true for parishes with high concentrations of students who are economically disadvantaged or who belong to a racial minority group. Some parishes that are "high-poverty" and "high-minority" are struggling to attract, develop, and retain excellent educators. In 14 "high-minority" and "high-poverty" parishes, student outcomes² are below the state average (ranging from 37 percent to 64 percent of students scoring "Basic" and above in 2013-14; the state average was 68 percent).

When considering teacher effectiveness, student growth data is used in this report. Specifically, transitional student growth data, which is calculated using the LDOE's value-added methodology, is used. Student growth data is used because it is the only teacher effectiveness measure that is consistent across all schools and LEAs; it is calculated using the same methodology for all teachers with state assessment data and, therefore, enables comparison across the state.

² Measured by percent of students scoring Basic or above in 2013-2014.

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Students' access to teachers with effective or higher student growth data varies, as well. In 14 "high-minority" and "high-poverty" parishes, ten had a greater portion of struggling teachers³ than the state average (ranging from 11 percent to 29 percent of their teachers⁴, compared to 9 percent across the state). These teachers' students are falling below academic growth expectations.

However, teachers in other "high-poverty" and "high-minority" parishes are producing extraordinary achievement gains. This is particularly evident in New Orleans and Baton Rouge. In 2013-2014, schools in Orleans Parish, a "high-poverty" and "high-minority" LEA, employed the greatest portion of *Highly Effective*⁵ teachers of any parish in the state (35 percent of teachers in Orleans Parish were *Highly Effective*, compared to 18 percent statewide). Teachers in East Baton Rouge, a "high-minority" parish, also earned *Highly Effective* ratings at a greater rate than teachers in the rest of the state⁶ (23 percent in East Baton Rouge Parish, compared to 18 percent statewide). A substantially higher-than-average proportion of these teachers' students consistently and substantially exceed academic growth expectations. Certain rural parishes that are "high-poverty" or "high-minority" also have high concentrations of excellent teachers. Students in St. John the Baptist Parish, East Feliciana Parish, and Iberville Parish all achieved growth in student performance at "Basic" and above from 2012-13 to 2013-14 and have a greater portion of *Highly Effective* teachers than the state average (27 percent, 22 percent, and 19 percent respectively, compared to 18 percent statewide).

Louisiana's state equity plan is built on the successes of these "high-poverty" and "high-minority" parishes that are recruiting, supporting, and retaining excellent educators. To create this plan, the LDOE's state equity plan workgroup took the following steps:

1. Defined key terms and data metrics for plan
2. Reviewed data from state databases to identify equity gaps
3. Discussed root causes for equity gaps based on data and conversations with stakeholders
4. Identified key strategies to target equity gaps
5. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin, the LDOE performed a scan of current policies and initiatives that Louisiana has been implementing in recent years, as noted above, as well as a review of relevant and available data. This scan was conducted in collaboration with multiple teams within the LDOE. Specifically, LDOE staff reviewed:

³ As defined by an *Ineffective* transitional student growth data rating.

⁴ This calculation accounts for teachers with transitional student growth data.

⁵ *Highly Effective* is defined as receiving a highly effective transitional student growth data.

⁶ Evaluation ratings of teachers in all parishes are available in the Compass Annual Report, available at <http://www.louisianabelieves.com/teaching/compass-final-report>.

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- Current licensure standards, requirements and barriers
- Implementation and data related to Compass, Louisiana's teacher evaluation and support tool, including transitional student growth data
- Implementation and data related to the Recovery School District and Believe and Succeed, Louisiana's school turnaround models
- Available data identified as relevant to the development and implementation of Louisiana's equitable access plan

SECTION 2. STAKEHOLDER ENGAGEMENT

The LDOE believes that a successful state plan for teacher and leader equity in Louisiana could not be developed in isolation or solely in cooperation with LEA leaders. Rather, the plan's success will depend in large part on the long-term involvement of other stakeholders, including teachers, school and LEA leaders, institutions of higher education, civic school leaders and education advocates. As described below, the LDOE has involved stakeholders from the beginning and will continue to do so through public engagement opportunities and smaller workgroups. To ensure that the LDOE develops a comprehensive plan for better preparing teachers for the workforce so that all students can learn, the Department solicited feedback from stakeholders – in over 50 engagement opportunities including public forums and focus groups, workgroup meetings and conversations with education leaders. (See Appendices A–C for details about the stakeholder engagement process.)

Prior to starting its work on the state equity plan, the LDOE knew that there was a great need for engaging LEA and school leaders in supporting teacher preparation and certification in Louisiana. To learn more about teacher recruitment, certification, and preparation needs and opportunities, the Department in July 2014, in partnership with the Board of Regents (BOR), [surveyed teachers statewide](#) about their own experiences with preparation and in the classroom. Principals and personnel directors shared their experience hiring and supporting new teachers, and preparation program faculty shared their collaborations with partner schools and LEAs. Over 6,000 educators participated in the survey.

Those results have been released in the LDOE's [Partners in Preparation: A Survey of Educators & Education Preparation Programs](#) report. This report shares ideas from educators, including the Believe and Prepare pilots, as to how LEAs and preparation programs can collaborate to improve teacher recruitment, preparation, and certification practices.

The LDOE then led several engagement opportunities with educators across the state to gather their feedback on teacher preparation and certification practices and how they can be strengthened. These public events have not only informed LDOE-led grant opportunities, they have also informed the strategies to address student equity in this plan.

These engagement opportunities are detailed below:

- In October 2014, the LDOE in partnership with Keystone Consulting Group, held 32 focus groups with teachers, LEA and teacher preparation program leaders in eight major cities across the state to share with them the findings of the survey and discuss challenges and potential solutions. Over 200 stakeholders attended these

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meetings over a four-week period. Each meeting was facilitated by Keystone with no involvement of the LDOE so as to not stifle stakeholder feedback. Keystone shared a synthesis of the results from these focus groups with the LDOE in November.

- On December 3, 2014, over 60 legislators, educators, K-12 and higher education leaders, and the Board of Elementary and Secondary Education (BESE) members met to discuss the specific challenges and opportunities in recruiting and preparing the state's next generation of educators identified in the statewide focus groups. This event was the first in a series of public policy forums⁷ where the Department provided stakeholders with the opportunity to review and discuss teacher certification and preparation policy proposals that will be developed over the course of the next year.
- A second public policy forum was held in March 2015.
- Regional policy forums were conducted across the state in April 2015.
- Finally, the Department conducted a workforce survey with all LEA human resource personnel to poll them on the barriers to hiring certified and qualified teachers. A total of 22 LEAs responded to the survey with a total of 37 suggestions for removing hiring barriers.

In addition to the above mentioned public engagement opportunities, the LDOE formed a workforce committee consisting of human resource directors from various LEAs across the state to advise the Department on teacher and leader recruitment, hiring and retention issues. Since its inception in February of 2015, the workgroup has reviewed the suggestions collected in the workforce survey and has been working with the LDOE to implement new recruitment and hiring practices, as well as advise on potential changes to certification policy.

The LDOE has also engaged key leaders of various educator groups throughout the development of the equity plan. Initially, the Department has met with the leadership of the Louisiana Association of State Superintendents, Louisiana Association of Principals, the Louisiana School Board Association, Louisiana PTA, and Louisiana Developmental Disabilities Council. The LDOE gathered feedback on the equity gaps, root causes and strategies for reducing gaps.

The Department will continue to involve stakeholders in activities going forward through additional meetings, policy forums, and through the support of the workforce committee. These key stakeholders will play a vital role in not only the final policy development for teacher preparation and certification, but also in the implementation of these new policies in the field.

SECTION 3. EQUITY GAP EXPLORATION AND ANALYSIS

In 2014-2015, 712,556 students enrolled in Louisiana's public schools, of which 54 percent were minority and 68 percent were economically disadvantaged.⁸ The state has 1,303 public schools, including 104 charter schools. Under the

⁷ All policy forums were facilitated by the LDOE and were open meetings to the public.

⁸ Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

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Louisiana Scholarship Program, parents can also apply for a state-funded scholarship to attend the school of their choice, including private and religious schools. Additionally, students with disabilities may be eligible for a state subsidy for tuition to a private school that best meets their needs.

To ensure that Louisiana's equitable access work is data-driven, the LDOE has relied on multiple data sources to identify gaps in the equitable access of all students to high quality teachers. Discussions with stakeholders have provided context for the data and informed the LDOE's analysis of the root causes of the equity gaps and strategies to address them.

Definitions and Metrics

Louisiana's 2006 educator equity plan focused primarily on Highly Qualified Teacher status. In contrast, the current plan focuses on ensuring that all classrooms are led by excellent teachers. Recognizing that there are multiple dimensions of educator effectiveness the LDOE has elected to consider equitable access in terms of the following characteristics of teachers:

- **Highly Effective:** A Highly Effective teacher is a teacher who has received a transitional student growth rating of Highly Effective.⁹
- **Effective Teachers:** An effective teacher is a teacher who has received a transitional student growth rating of *Effective: Proficient or Highly Effective*.
- **Inexperienced Teachers:** An inexperienced teacher is any teacher in their first year of teaching in the classroom.
- **Out-of-Field Teachers:** An out-of-field teacher does not hold a license in their current teaching assignment.
 - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.
- **Unqualified Teachers:** An unqualified teacher does not hold a standard certificate.
 - Standard certificates include: A, B, C; Level 1, 2, 3; Practitioner Licenses (PL 1-3) and Out-of-State Licenses (OS).
 - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.

The LDOE identified equity gaps in student populations using the following definitions:

- **Poverty Students:** This group of students is identified as "economically disadvantaged," which includes students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

⁹ Transitional student growth data measures the extent to which students met, exceeded, or fell short of their expected performance on state tests. Scores are only generated for teachers in grades and subjects with statewide assessments.

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- **Minority Students:** This group of students is identified as a member of a minority race or ethnicity (African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native).

Exploration of the Data

Methodology

The LDOE explored equity gaps for two groups specified in ESEA: poverty and minority students. To start its analysis, the LDOE determined the percentage of poverty and minority students in every parish¹⁰ in the state. Using those percentages, parishes were divided into quartiles for each category of students. The parishes that had the highest proportion of minority students were categorized as “high-minority” and the parishes that had the highest proportion of poverty students were categorized as “high-poverty.” The analysis includes all elementary and secondary schools that are located in each parish in 2014-15. For each group, the LDOE focused on four measures of teacher efficacy – results with students, out-of-field assignments, qualifications, and experience – across parishes in the state. The results are based on data from the 2013-14 school year, as data from 2014-15 were not available as of the completion of this report. This data is based on transitional student growth data, which measures the extent to which students met, exceeded, or fell short of their expected performance on state tests.

The out-of-field rate was calculated at the course level since it is possible that a teacher could be in-field for some course(s) and out-of-field for other course(s). An in-field teacher is an individual with a valid certificate and the correct area of certification for the course they are teaching. Since not all teachers have course data, this measure has a different denominator.

Charter schools are not required to hire certified teachers (per Louisiana Revised Statute 17:3996). Therefore, the LDOE separated charter schools from all other public schools in the analysis related to out-of-field and unqualified teachers. Although charter school data has been separated from traditional public school data in the analysis, all strategies included in this plan address all schools and parishes in Louisiana. Table 1 depicts the equity gaps in Louisiana. The analysis related to the percentage of highly effective and effective teachers and the percentage of inexperienced teachers includes teachers in charter schools.

The LDOE also worked to understand the underlying causes of equity gaps through surveys and focus groups. In September 2014, the LDOE worked with Louisiana State University's Public Policy Research Lab to conduct a survey of over 6,000 teachers, administrators, and representatives from teacher preparation programs. This survey found:

- Teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed:
 - 50 percent indicated they were not fully prepared for the realities of a classroom.
 - 41 percent indicated they were not prepared to teach students how to read.

¹⁰ The LDOE analyzed equity gaps at the parish and district level rather than the school level because districts have authority to make workforce decisions that best serve their students. The LDOE does not have the authority to make district or school-level staffing decisions, however our ability to influence these decisions is grater at the district level than the school level.

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- 42 percent indicated they were not prepared to teach students with diverse needs.
- Teachers need more hands-on experience and high-quality coaching and feedback prior to entering the classroom full-time.
- Teachers and district personnel indicated that today’s classrooms require a different set of knowledge and skills and that greater collaboration with providers on preparation curriculum is needed.
 - 94 percent or more teachers and district leaders noted that new teachers need more instruction and experience with selecting and using curricular resources, assessments, and student data to inform instruction.
- Administrators face challenges in hiring teachers in every subject area.
 - 67 percent of principals and human resources directors stated that the preparation programs in their region do not prepare enough teachers in every content area to meet their staffing needs.

These findings were confirmed in dialogue with over 200 educators, school system leaders, and provider faculty conducted via thirty focus groups in seven locations across Louisiana in partnership with a qualitative research firm expertise in gathering stakeholder input.

Table 1. Louisiana Equity Gaps in School Year 2014–2015¹¹

School Type	Teacher Data				
	Percentage of Highly Effective Teachers ¹²	Percentage of Effective Teachers ¹³	Percentage of Out-of-Field Teachers	Percentage of Unqualified Teachers ¹⁴	Percentage of Inexperienced Teachers
All Schools	18.3 percent	50.6 percent	10.8 percent	5.4 percent	8.9 percent
Charter Schools	28.1 percent	56.9 percent	28.3 percent ¹⁵	34.9 percent	23.5 percent

Income Equity Gap					
High Poverty Parishes	23.2 percent	50.8 percent	15.8 percent	8.8 percent	15.0 percent
Non-High Poverty Parishes	17.5 percent	50.6 percent	10.4 percent	5.1 percent	7.9 percent
Income equity gap ¹⁶	5.7 percent	0.2 percent	5.4 percent	3.7 percent	7.1 percent

¹¹ Full data is included in Appendix D.

¹² Using 2013-14 transitional student growth data.

¹³ Using 2013-14 transitional student growth data.

¹⁴ See footnote 2.

¹⁵ Charter schools are not required to hire teachers with valid teaching certificates so the Out-of-Field or Unqualified calculations exclude charter schools. The charter school percentages in these categories are included for informational purposes only.

Minority Equity Gap					
High Minority Parishes	23.1 percent	53.5 percent	12.7 percent	6.1 percent	12.6 percent
Non-High Minority Parishes	16.4 percent	49.4 percent	10.2 percent	5.1 percent	7.2 percent
Minority equity gap¹⁷	6.7 percent	4.1 percent	2.5 percent	1.0 percent	5.4 percent

Source: Poverty and minority data: Student Information System and external agency files; Teacher effectiveness data: Compass Information System; Out-of-field, unqualified, and inexperienced data: Louisiana’s Profile of Educational Personnel (PEP), LEADS Reporting System (LRS), and Teacher Certification Management System (TCMS).

Equity Gap Analysis

When aggregated, this data reveals gaps in the rate at which teachers are “out-of-field,” “inexperienced,” and “unqualified” when comparing teachers in “high-poverty” or “high-minority” parishes to all other parishes. The size (in absolute value) of the gaps varies, from 3.7 percentage points for unqualified teachers in “high-poverty” parishes versus the rest of the parishes, to 7.1 percentage points for inexperienced teachers in “high-poverty” parishes versus the rest of the state. It also reveals that the rate at which teachers are effective in “high-poverty” or “high-minority” parishes is overall higher than in all other parishes.

Parish by parish, however, teacher qualifications vary, as does teacher effectiveness. Students in some “high-poverty” or “high-minority” parishes have higher-than-average access to qualified, in-field teachers whereas some “high-poverty” and “high-minority” parishes have a great deal of difficulty recruiting enough teachers and/or enough teachers of certain certification areas and, therefore, have lower rates of qualified, in-field teachers. Likewise, some “high-poverty” or “high-minority” parishes have strong programs of instructional support and, therefore, have high concentrations of effective teachers, whereas others do not.

Understanding the recruitment and placement challenges that many “high-poverty” and “high-minority” parishes face, and based on discussions with stakeholders, the LDOE determined that the highest priority equity gaps for Louisiana are:

- **Equity Gap 1:** “High-poverty” parishes have a higher rate of out-of-field teachers compared to the rest of the state’s parishes (15.8 percent and 10.4 percent respectively).
- **Equity Gap 2:** “High-minority” parishes have a higher rate of out-of-field teachers compared to the rest of the state’s parishes (12.7 percent and 10.2 percent respectively).
- **Equity Gap 3:** “High-poverty” parishes have a higher rate of inexperienced teachers compared to the rest of the state’s parishes (15.0 percent and 7.9 percent respectively).

¹⁶ The difference in percentages of teachers in each category between “high poverty” parishes and non-“high poverty” parishes. For example, 15.8% of teachers in high-poverty parishes are out-of-field compared to 10.4% in non-high poverty parishes; therefore the equity gap on this metric is 5.4%.

¹⁷ The difference in percentages of teachers in each category between “high minority” parishes and non-“high minority” parishes.

- **Equity Gap 4:** "High-minority" parishes have a higher rate of inexperienced teachers compared to the rest of the state's parishes (12.6 percent and 7.2 percent respectively).

The Department has chosen to prioritize the equity gaps pertaining to *out-of-field* and *inexperienced* teachers based on the feedback received from LEAs during our root cause analysis, confirming that these were the two areas that were of most concern to them in hiring quality teachers for all students.

SECTION 4. STRATEGIES FOR ELIMINATING EQUITY GAPS

The LDOE will build on the successes of LEAs that are ensuring access to excellent teachers. Specifically, the LDOE's strategies will center on innovative approaches to teacher recruitment and partnerships between LEAs and teacher preparation programs.

Root Cause Analysis

In order to understand why the gaps identified exist, the LDOE conducted a root cause analysis in conjunction with key stakeholders. The root cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** Through the LDOE workgroup, the LDOE determined what data and data sources are available and relevant to identifying equity gaps and then conducted its analysis.
2. **Analyzing Data and Identifying Equity Gaps:** The LDOE then identified the equity gaps resulting from the analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** The workgroup and stakeholders brainstormed a complete list of root causes behind the equity gaps through public surveys, focus groups and policy forums and one-on-one meetings.
4. **Mapping Strategies to Root Causes:** The workgroup, based on feedback from stakeholders, identified practical strategies to address the root causes.

Theory of Action

As a result of the data and root cause analysis, the following theory of action was developed and serves as the basis for Louisiana's plan for ensuring equitable access to excellent educators.

If Louisiana's school districts partner with teacher preparation programs to better meet their workforce needs and provide representative student teaching experiences,

- *Then LEAs will be better able to recruit and retain certified and effective educators such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.*
- *Then teachers will be better prepared and, therefore, more likely to continue teaching in Louisiana classrooms.*

Due to the fact that 54 percent of students enrolled in Louisiana public schools are minority and 68 percent are economically disadvantaged, the LDOE has chosen to pursue a holistic approach to addressing gaps in access to certified, effective educators. While Louisiana will employ a holistic approach to educator preparation, recruitment and retention, the LDOE will provide analyses and reporting on the extent to the equity gaps identified are closed, thus enabling the LDOE and LEA leaders to adjust their approach as needed.

Key Strategies

To achieve the state’s teacher equity objectives, the LDOE intends to initially pursue strategies that correspond to the root causes behind issues relative to teacher qualifications and experience:

- Expansion of the Believe and Prepare pilot program’s most promising teacher preparation practices
- Encourage more and stronger partnerships between LEAs and preparation programs
- Support innovative teacher recruitment and hiring practices

These strategies were identified not at random, but rather through a root cause analysis, described above, and through study of LEAs that are “high-poverty” or “high-minority” and ensuring access to excellent educators. The root cause analysis was conducted both internally and externally, with the stakeholder groups described above and in Appendix A.

The strategies and other actions described in this plan will not always be sufficient. Particularly in the most challenging schools, recruiting and retaining more (rather than equitable) excellent teachers and leaders might be necessary and might require restructuring the whole school—including bringing in new leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. Although these actions are not fully described in this plan, this is and will continue to be accomplished through use of the Compass tool, the Recovery School District and the Believe and Succeed initiative.

Table 6. Details of Key Strategies

<p>Priority: Encourage Partnerships between LEAs and Preparation Programs When LEAs and teacher preparation programs partner, teacher candidates will have more time in the classroom, under the guidance of a highly effective mentor, in order to effectively prepare students for college and a career. Also, preparation programs will be more aware of and able to respond to LEAs’ hiring needs.</p>
<p>Root-Cause Analysis Findings More Time to Practice in the Classroom. Aspiring teachers need more practice and strong mentors to master essential knowledge and skills in preparation for their first year in the classroom. Based on feedback received in the LDOE’s survey and focus groups, stakeholders believe that clinical experiences improve when LEAs and preparation programs partner to provide more time to practice.</p>

Teacher Shortages. Due to teacher shortages in certain subject areas and in certain geographies, including rural areas, LEAs are placing teachers in assignments out of their certification area. This outcome is supported by both quantitative data from the LDOE's human resource database and qualitative data collected in the district workforce survey collected in January 2015.

Teacher Supply not Meeting Demand. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs on recruitment into these subject areas. Sixty-three percent of LEA leaders surveyed reported their partnerships with preparation programs do not produce enough teachers to meet demand in all subjects and grade levels, while 48 percent of preparation program faculty members say they do not get enough information about LEAs' staffing needs to inform recruiting and selection.

Current Certification Policies Place Hiring Barriers on LEAs. School leaders have indicated that certain certification policies and statutes currently limit LEAs' flexibility relative to hiring and placing quality teachers.

Relevant Metrics

Workforce Reporting Included in LDOE Annual Accountability Reports: The will include workforce data metrics including teacher certification and performance into its existing annual public [accountability reports](#). The school-based public and district report cards will also include performance data on subgroups including *minority* and *poverty* students.

Results of the Educator Preparation Survey: The Department will release another educator preparation survey, similar to the version released in 2014 that will poll new teachers, principals, district and preparation programs leaders on the effectiveness of district and preparation program partnerships in preparing new teachers for a career in education.

Certification Rates from LDOE Human Resource Database: The LDOE's human resource database (TCMS) tracks certification, out-of-field and unqualified rates for LEA in the state.

Annual Compass Report on Teacher Performance: The LDOE's Annual Compass Report provides principals, LEAs and the LDOE with information on the rates of *Effective* and *Highly Effective* relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.

Stakeholder Feedback

Louisiana's LEAs and teacher preparation programs have cited a need for stronger partnership that will enable a stronger connection between preparation experiences and district expectations (e.g., implementing curriculum, classroom management, assessment of standards, using data to inform instruction).

Schools system leaders have reported that current licensure requirements place limitations on LEAs' hiring practices.

Participants in the *Partners in Preparation* survey and teacher preparation policy forums and focus groups, expressed agreement that there is a strong need for increased collaboration between LEAs and preparation programs to ensure that the teacher pipeline is meeting workforce needs.

Strategies

Strategy 1: Expansion of Believe and Prepare Pilot Programs' Most Promising Teacher Preparation Practices.

[Believe and Prepare](#), launched in April 2014, provides grants to empower schools and LEAs to design innovative, classroom and school-based preparation experiences for aspiring educators. Experiences give educators the opportunity to practice their developing skills with real students and draw on the expertise of Louisiana's best educators. 41 school systems and 20 teacher preparation programs are part of the Believe and Prepare community.

Believe and Prepare LEAs are working with their partner preparation program partners to identify skill gaps, enhance and provide more skill-based courses, and create more opportunities for clinical experience. Believe and Prepare pilots are also piloting full-year residencies and internships for teacher candidates alongside highly effective mentors. This experience allows teacher candidates the ability to experience teaching in its full continuum, giving them a more realistic view of school policies, procedure and culture and the opportunity to practice their craft alongside a high-performing teacher before entering the profession.

Over the past two years, the LDOE was awarded \$4.89 million in Believe and Prepare grants to school districts to develop yearlong teaching residencies and build the statewide cadre of mentor teachers prepared to work with teachers participating in these extended practice experiences. The last round of Believe and Prepare grants totaled \$2.85MM and funded: (1) the development of mentor teacher cadres in priority schools, as defined by Title I School Improvement provisions, and (2) programs designed to increase the number and quality of special education teachers across the state.

These promising practices are being vetted through key stakeholders in LDOE-hosted policy forums that began in December of 2014 and will continue through October of 2016. These shifts in program design are meant to better prepare teachers for the practical realities of the classroom and will form the basis for policy proposals to Louisiana's state Board of Elementary and Secondary Education.

Strategy 2: Encourage More and Stronger Partnerships Between LEAs and Preparation Programs.

In addition to increasing teacher effectiveness, Believe and Prepare pilots have demonstrated that increased LEA partnerships with preparation programs can help meet staffing needs in hard-to-staff schools and high-demand subject areas, such as special education, STEM and career and technical courses. Through the Believe and Prepare program, LEAs have been engaged in dialogue with preparation programs on their short-term and long-term hiring needs, and what it takes to be effective on day one in the classroom. As a result, these teacher pipelines that will more likely ensure that the new teachers are effective and that they hold the certifications they need to fill LEAs' most critical shortage areas.

An example of this is in Lafourche Parish, in which the district worked with Nicholls State University during the 2014-

2015 school year in order to fill multiple special education vacancies. Lafourche worked with Nicholls to offer current teachers the ability to earn a certification endorsement in special education through the University's master's degree program while serving as a full-time special education teacher in the district. As a result, the district will have seven new certified special education teachers to start the 2015-2016 school year.

Promising recruitment practices that result from the Believe and Prepare program will be included in the Teacher Preparation Toolkit that will be released in the winter of 2016. Moreover, the Believe and Prepare community will continue to grow over the coming years.

Strategy 3: Support District Recruitment and Hiring Practices.

Strong recruitment and hiring starts with a clear understanding workforce needs. To support LEAs' assessment of short- and long-term teacher hiring needs, the LDOE has enlisted the support of the South Central Comprehensive Center (SC3). SC3 is working with the LDOE to build a workforce projection tool that enables LEAs to project short- and long-term workforce needs. The goal is to share this tool with LEAs in the 2015-16 school year. (See Appendix D)

The LDOE will also promote the use of its Talent Recruitment System, an online database that matches teachers with the schools and LEAs interested in hiring them. This system is currently used by 91 percent of LEAs. The LDOE's Talent Office promotes the use of this system with human resource personnel during their bi-annual meetings, and with teacher candidates during college site visits held throughout the year.

LEAs in the Believe and Prepare program, such as Algiers Charter School Association in New Orleans and in St. Landry and Caddo Parishes, are also modeling innovative recruitment strategies such as recruiting future teachers from within their own communities, starting with high school seniors interested in making a difference in their own neighborhoods. These practices will also be included in the Teacher Preparation Toolkit, and serve as a resource to LEAs, especially those in rural parishes, which face significant hiring and recruitment challenges.

Through the LDOE workforce committee, the LDOE is also providing LEAs with tools and resources for PRAXIS exam preparation to help them move teachers from non-standard certifications to full, standard certifications, thus reducing the number of unqualified and out-of-field teachers in the state.

Finally, the LDOE will continue to provide LEA leaders with workforce support through the use of the [District Planning Guide](#), a how-to framework for making critical policy and financial decisions. It contains a section on workforce talent, in which it provides LEA leaders with strategies for staffing all schools to maximize student achievement and planning for future workforce needs.

Performance Objectives

By 2018, 50 percent of LEAs in Louisiana will have conducted a workforce analysis with the support of the LDOE that projects short and long-term hiring needs, thus enabling LEAs to improve recruitment and placement practices. Such analyses will include hiring needs in high poverty and high minority schools so that those needs can be better understood and met.
By 2018, 50 percent of LEAs in Louisiana will have a formalized partnership with a teacher preparation program that addresses LEA hiring needs, particularly in high need schools and subject areas, as identified through workforce analysis.
By 2020, the rate of out-of-field teachers in both high poverty and high minority parishes will reduce by 20 percent.
By 2020, the rate of inexperienced teachers in both high poverty and high minority parishes will reduce by 10 percent.

SECTION 5. ONGOING MONITORING AND SUPPORT

Louisiana is committed to ensuring that students in “high-poverty” and “high-minority” parishes have equal access to effective teachers.

To ensure that the performance objectives above are met, the LDOE will annually measure the percentage of out-of-field and inexperienced teachers in high poverty and high minority parishes and the percentage of those teachers in non-high poverty and non-high minority districts. This data will be used to calculate the equity gap in each category and determine whether the equity gap is closing over time. The information will be reported in an Equity Plan Data Summary Sheet and added to the [Statewide Results Data Center](#).

District-level equity information will be included in Workforce Reports that are provided to district leadership each year. These reports include school-level data and will be used as the basis for academic and workforce planning.

Further, for each strategy above, there is a plan in place to assess implementation. The LDOE has identified the following areas where it will begin collecting information, and is prepared to build on these efforts with further data collection and reviews as they emerge:

1. Inclusion of performance data for minority and poverty students in the LDOE’s annual public [school reports cards](#) (see Appendix E), and workforce data in the annual principal and superintendent profile reports. These reports are released each winter. LDOE staff lead individual meetings with LEA leaders in which the reported data is discussed in detail. In these conversations, supports are identified and plans of action are developed. By including equity and workforce metrics in these reports and conversations, school and district leaders will be encouraged to and have the tools to examine the rate at which minority and poverty (economically

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disadvantaged) students are achieving academically compared to their non-minority and non-poverty peers, the rate at which those students have access to qualified and effective educators, and how adjustments to staffing practices might improve rates of achievement and access to qualified, experienced educators.

2. Extended workforce management support through the LDOE workforce committee, LDOE Network teams, District Planning Guide (published each spring), and Talent Recruitment System. This includes support around workforce analyses, including a conversation to occur in spring of 2016 regarding workforce data and practices. Through the use of tools such as the workforce projection tool (see Appendix F), the District Planning Guide and ongoing support through the LDOE’s Network teams, districts will be provided with the support and resources they need to effectively recruit and retain quality teachers. As a result, districts and schools will be able to provide students with higher quality instruction, resulting in an increase in academic performance for all students, specifically minority and poverty students.
3. New and deepened partnerships between LEAs and teacher preparation programs supported through the Believe and Prepare program will result in teachers entering the workforce better prepared instructionally and with the real-world experience they need to be successful long-term in the classroom. This will increase the likelihood that these skilled, qualified teachers will choose to continue teaching.
4. Ongoing engagement with stakeholder groups for feedback and refinement of the implementation process at least annually.

The LDOE has established a detailed timeline (see Table 7) to guide the short-term and long-term implementation of this plan. Through the LDOE workforce committee, the Department will conduct an annual review of the state’s progress toward addressing root causes to eliminate equity gaps, and make adjustments to its strategic approaches as necessary. Every two years the LDOE will formally update this plan based on new data, new analyses of root causes, and new strategies.

Table 7. Louisiana Implementation Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
District workforce meetings	Participating LEA human resource personnel	LDOE Director of Educator Communications	February 2015	Monthly through December 2015, and then every other month starting in 2016
LDOE workforce management and planning support through the use of LDOE Network teams and the District Planning	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing

Guidebook				
LDOE budget support through the use of the District Planning Guidebook	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing
SC3-developed workforce analysis tool published (see Appendix F)	SC3, all LEAs	LDOE Office of Talent, SC3	Winter 2015	
Publishing of school report cards and principal and superintendent profiles including student and teacher performance data that will highlight the rate at which poverty and minority students have access to effective, certified and experienced teachers.	LDOE and all LEAs	LDOE Offices of Academic Policy and Accountability and Talent	December-January 2015	Annually
Publishing of annual Compass Report to provide principals, LEAs and the LDOE with information on the rates of Effective and Highly Effective relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.	All LEAs	LDOE Office of Talent and Academic Content	January 2016	Annually
Public reporting of equity gap data in the Statewide Data Results Center of the LDOE website	All LEAs	LDOE Office of Talent	Summer/Fall 2016	Annually
Expansion of the Believe and Prepare pilot program, including consideration of revised teacher licensure and preparation policies	LDOE, BESE, all LEAs and teacher preparation programs	LDOE Talent Office Policy Director	2015-2016	Ongoing

SECTION 6. CONCLUSION

The LDOE supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present a plan for advancing this mission in Louisiana. This plan reflects outreach to education school leaders and thoughtful deliberation about actions that most likely will enable Louisiana's schools and LEAs to attain this important objective. Although the plan will evolve over time, the LDOE believes that the targeted strategies that are included in the plan embody a solid approach to improving all students' access to effective educators. The LDOE looks forward to proceeding with this plan.

APPENDIX A. STAKEHOLDER ENGAGEMENT GROUPS

Louisiana Department of Education Equity Plan Workgroup

OFFICE	NAME	TITLE
Academic Policy and Analytics	Jessica Baghian	Assistant Superintendent
Academic Policy and Analytics	Kim Nesmith	Data Quality and Management Director
Academic Policy and Analytics	Laura Boudreaux	Director of Strategic Research and Analysis
Operations	Bernell Cook	Director of Federal Reporting
Policy	Erin Bendily	Assistant Superintendent
Talent	Hannah Dietsch	Assistant Superintendent
Talent	Annie Morrison	Director of Communications
Talent	Alanna Rosenberg	Data Analyst
Talent	Julie Stephenson	Policy Director

Key Stakeholder Groups

ORGANIZATION	KEY CONTACT	TITLE
Louisiana Association of School Superintendents (LASS)	Doris Voitier	President and Superintendent, St. Bernard Parish Public Schools
Louisiana School Boards Association (LSBA)	Scott Richard	Executive Director
Louisiana State PTA	Gary Fayard	President
Louisiana Association of School Personnel and Administrators (LSASPA)	Ricky Armelin	President
LaTEACH-Louisiana Developmental Disabilities Council	Ashley McReynolds	Region 2 Leader

Many more stakeholders participated in the LDOE's teacher preparation focus groups, policy forums and regional forums in northern, central, and southern areas of Louisiana.

Stakeholder Group	Focus Groups (October 2014)	Policy Forum (March 6, 2015)	Regional Forums (April 2015)
Teachers	123	1 (Louisiana State Teacher of the Year)	N/A
Principals	50	1 (Louisiana High School Principal of the Year)	N/A
LEA Administrators	67	50	86
Institution of Higher Education Leaders	45	32	60
Education Advocates	N/A	7	N/A
State Legislators/Board of Elementary and Secondary Education/Board of Regents	N/A	8	2

APPENDIX B. LOUISIANA STAKEHOLDER ENGAGEMENT PROCESS TIMELINE

Major Activities	Parties Involved	Organizer	Dates
LDOE conducts <i>Partners in Preparation</i> survey	6,000 educators	Office of Talent	September 2014
Educator preparation focus groups (30 meetings statewide)	District and preparation program school leaders	Office of Talent and Keystone Consulting Group	October 2014
Formation of internal state equity plan workgroup	Offices of: Talent, Assessment, Data Governance and Federal Programs	Director of Communications, Talent Office	November 3, 2015
LDOE hosts first policy forum on teacher preparation	All key stakeholder groups: LEAs, IHEs, legislators, BESE/BOR	Office of Talent	December 3, 2015
LDOE conducts workforce survey	All district and charter human resource personnel	Office of Talent and Louisiana Association of School Personnel and Administrators	January 2015
Initial discussions with key stakeholders	Office of Talent, and Louisiana Superintendents, and School Boards Associations	Assistant Superintendent of Talent	January 26, 2015
Formation of Workforce Committee	District and charter human resource personnel	Office of Talent and LSASPA	February 11, 2015
Define key terms and data parameters	State Equity Plan Workgroup	Director of Communications, Talent Office	February 11, 2015
LDOE hosts second policy forum on teacher preparation	All key stakeholder groups: LEAs, IHEs, legislators, BESE/BOR	Office of Talent	March 6, 2015
Identify key stakeholder engagement groups	Offices of Talent and Policy	Assistant Superintendent of Talent	March 6, 2015
Identify broader stakeholder engagement groups	Offices of Talent and Policy	Assistant Superintendent of Talent	April 2, 2015
Teacher preparation regional forums (eight meetings statewide)	District and teacher preparation program leaders	Office of Talent and Keystone Consulting Group	April 13-16, 2015
Confirmation of equity gaps, root causes and theory of action	State Equity Plan Workgroup	Director of Communications, Talent Office	April 27, 2015

Workforce committee meeting to review final equity plan gaps and strategies	Workforce Committee	Office of Talent	May 6, 2015
Meet with remaining stakeholder groups to review equity gaps and strategy development	Louisiana PTA, LATEach	Office of Policy and Talent	May 2015
Finalize strategies for addressing gaps and assessment metrics	State Equity Plan Workgroup	Talent Office	May 19, 2015
Submit equity plan	Office of Talent	Director of Communications, Talent Office	June 1, 2015

APPENDIX C. STAKEHOLDER ENGAGEMENT MEETING AGENDAS AND MEETING TRACKER

Stakeholder Engagement Tracker

Engagement Opportunity	Date	Goal	Stakeholder Groups Participating	Facilitator
Teacher Preparation focus groups (32 meetings)	October 2014	Identify teacher preparation challenges in Louisiana	Over 200 teachers, principals, district administrators and teacher preparation school leaders	LDOE and Keystone Consulting Group
Call to kick-off equity plan development work	January 26, 2015	Notification of LDOE's intent to submit plan and its purpose	Louisiana Associations of School Superintendents, Principals and School Boards	Hannah Dietsch, Assistant Superintendent of Office of Talent
Workforce Committee meeting	February 19, 2015	Review results of workforce survey and identify key barriers to hiring qualified and certified teachers	Workforce Committee: 16 district human resource directors	Annie Morrison, Director of Communications, Office of Talent
Teacher preparation policy forum	March 6, 2015	Share and gather feedback on proposed policy shifts for teacher preparation and certification	Legislators, district and teacher preparation program school leaders, Board of Elementary and Secondary Education members	LDOE: State Superintendent John White, Hannah Dietsch and Julie Stephenson
Regional teacher preparation forums	April 13-16, 2015	Share and gather feedback on revised policy shifts for teacher preparation and certification	District and teacher preparation program school leaders	LDOE and Keystone Consulting Group
Workforce Committee: review final equity gaps and strategies	May 6, 2015	Review identified equity gaps, root causes and identified strategies for plan	Workforce Committee: 16 district human resource directors	Annie Morrison, Director of Communications, Office of Talent
Calls with key stakeholder groups	May 15-20	Review final equity gaps and strategies	Louisiana PTA and LATeach	Erin Bendily, Office of Policy; Julie Stephenson, Office of Talent

APPENDIX D: LOUISIANA EQUITY GAPS IN SCHOOL YEAR 2014-15– FULL DATA TABLE

School Type	Teacher Data				
	Percentage of Highly Effective Teachers ¹⁸	Percentage of Effective Teachers ¹⁹	Percentage of Out-of-Field Teachers ²⁰	Percentage of Unqualified Teachers ²¹	Percentage of Inexperienced Teachers
All Schools Teachers: Highly Effective and Effective Calculation: 13,858 ²² Out-of-Field Calculation: 38,712 Unqualified Calculation: 42,570 For Inexperienced Calculation: 47,148	18.3 percent N=2,542	50.6 percent N=7,011	10.8 percent N=4,176	5.4 percent N=2,283	8.9 percent N=4,195
Charter Schools Teachers: Highly Effective and Effective Calculation: 1,144 Out-of-Field Calculation: 2,916 Unqualified Calculation: 4,190 For Inexperienced Calculation: 4,190	28.1 percent N=322	56.9 percent N=651	28.3 percent N=825	34.9 percent N=1,462	23.5 percent N=983
High Poverty Parishes Teachers: Highly Effective and Effective Calculation: 2,021 Out-of-Field Calculation: 2,670 Unqualified Calculation: 3,160 For Inexperienced Calculation: 6,719	23.2 percent N=468	50.8 percent N=1,027	15.8 percent N=422	8.8 percent N=277	15.0 percent N=1,005
Non-High Poverty Parishes	17.5 percent	50.6 percent	10.4 percent	5.1 percent	7.9 percent

¹⁸ Using 2013-14 transitional student growth data.

¹⁹ Using 2013-14 transitional student growth data.

²⁰ Charter schools are not required to hire teachers with valid teaching certificates so the Out-of-Field or Unqualified calculations exclude charter schools. The charter school percentages in these categories are included for informational purposes only.

²¹ See footnote 2.

²² This includes all teachers who received transitional student growth data in 2013-14.

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Teachers: Highly Effective and Effective Calculation: 11,837 Out-of-Field Calculation: 36,042 Unqualified Calculation: 39,410 For Inexperienced Calculation: 40,429	N=2,074	N=5,984	N=3,754	N=2,006	N=3,190
Income equity gap²³	5.7 percent	0.2 percent	5.4 percent	3.7 percent	7.1 percent
High Minority Parishes Teachers: Highly Effective and Effective Calculation: 4,018 Out-of-Field Calculation: 9,624 Unqualified Calculation: 10,871 For Inexperienced Calculation: 14,721	23.1 percent N=930	53.5 percent N=2,150	12.7 percent N=1,220	6.1 percent N=661	12.6 percent N=1,856
Non-High Minority Parishes Teachers: Highly Effective and Effective Calculation: 9,840 Out-of-Field Calculation: 29,088 Unqualified Calculation: 31,699 For Inexperienced Calculation: 32,427	16.4 percent N=1,612	49.4 percent N=4,861	10.2 percent N=2,956	5.1 percent N=1,622	7.2 percent N=2,339
Minority equity gap²⁴	6.7 percent	4.1 percent	2.5 percent	1.0 percent	5.4 percent

Source: Poverty and minority data: Student Information System and external agency files; Teacher effectiveness data: Compass Information System; Out-of-field, unqualified, and inexperienced data: Louisiana's Profile of Educational Personnel (PEP), LEADS Reporting System (LRS), and Teacher Certification Management System (TCMS).

²³ The difference in percentages of teachers in each category between "high poverty" parishes and non-"high poverty" parishes.

²⁴ The difference in percentages of teachers in each category between "high minority" parishes and non-"high minority" parishes.

APPENDIX E: SAMPLE SCHOOL REPORT CARD

WEST FELICIANA HIGH SCHOOL
 2014-2015 • West Feliciana Parish • Grades 8-12 • 063 003

SPS = 109.7

602 Enrolled • 9% Special Education • 46% Economically Disadvantaged

HOW PREPARED ARE STUDENTS FOR COLLEGE & CAREER SUCCESS?

END-OF-COURSE EXAMS: PROFICIENT
Students are assessed on their performance towards meeting grade-level expectations.

SCHOOL	14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS	14/15 vs 13/14	STUDENTS WITH DISABILITIES	14/15 vs 13/14	ECONOMICALLY DISADVANTAGED STUDENTS	14/15 vs 13/14
75%		75%	62%	63%		26%		62%	
					IMPROVED				

ACT: COLLEGE-GOING SCORE OF 18
A score of 18 or above on the ACT indicates twelfth grade students have minimum proficiency for college & career success.

ACT: AVERAGE SCORE
Average score is based on all enrolled twelfth grade students.

SCHOOL	14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	AVERAGE SCORE	DISTRICT	STATE	NATIONAL
74%		74%	62%	62%	N/A	62%	20.4	20.4	19.2	19.7
					IMPROVED					

WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?
Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES SCORING 3+ ON ADVANCED PLACEMENT TEST

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL
8%		8%	5.3%	21.6%
IMPROVED				

GRADUATES EARNING DUAL ENROLLMENT CREDIT
*Does not include students already represented as earning AP credit.

SCHOOL	13/14 vs 12/13	DISTRICT	STATE
30%		29%	28%
IMPROVED			

WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?
The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate within four years.

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
92%		92%	75%	81%	95%	N/A	93%
IMPROVED							

WHAT PERCENT OF STUDENTS ENROLLED IN COLLEGE AFTER GRADUATING?
Students enrolling in two- or four-year colleges within the 2nd Fall semester after high school graduation.

SCHOOL	DISTRICT	STATE
73%	73%	59%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?
Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

TOTAL POINTS EARNED	14/15 vs 13/14
7.0	
IMPROVED	

2013-2014	2014-2015	ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
B	A		
SPS 93.2	SPS 109.7		

APPENDIX F: LOUISIANA EDUCATOR SHORTAGE PREDICTOR MODEL PROPOSAL

 <p>South Central Comprehensive Center at the University of Oklahoma</p>	<h2 style="text-align: center;">Project Overview</h2>
<p>Louisiana Educator Shortage Predictor Model and Resource Tools</p> <p>South Central Comprehensive Center (SC3)/Louisiana Department of Education (LDOE)/ Center on Great Teachers and Leaders (GTL Center)/ Augenblick, Palaich, and Associates Consulting (APA Consulting)</p>	
<p>Background/ LDOE Need to be Addressed</p>	<p>LDOE is currently undertaking a multi-year process to revise educator preparation policies with the input of stakeholders. Potential policy revisions include accountability for educator preparation programs to meet the staffing targets established by local education agencies (LEAs). To support LEAs in development of these targets, LDOE would like to predict future education workforce needs and provide LEAs with tools and resources that will assist them in predicting their own staffing needs in the upcoming years.</p>
<p>Purposes</p>	<ul style="list-style-type: none"> ● Assist LDOE in the development of the Louisiana Educator Shortage Predictor Model. ● Assist LDOE in the development of tools and resources for LEAs when predicting their staffing needs and creating staffing targets for partnering educator preparation programs.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> ● Increased knowledge of educator workforce dynamics in Louisiana ● Increased ability to interpret educator workforce data ● Improved stakeholder engagement in addressing the issues of educator workforce dynamics in Louisiana ● Enhanced educator preparation policies designed to meet LEA staffing needs ● Redesigned educator preparation programs that meet the staffing targets of LEAs ● Creation of opportunities for SC3 to provide deeper technical assistance (TA) to build greater capacity for LDOE to implement Educator Effectiveness goals
<p>Process</p>	<p>LDOE will partner with SC3, the GTL Center, and APA Consulting to engage Louisiana stakeholders in the development and use of tools and resources required to predict educator workforce supply, demand, and shortages. LDOE and its partners will provide training to stakeholders on how to use the tools and how to interpret the data produced.</p>

Timeline	<ul style="list-style-type: none"> ● Summer 2015 – Determine which data elements will produce the best predictions for the Louisiana model through data analysis and stakeholder participation. ● Early Fall 2015 – Provide training to stakeholders on the data produced by the model and how to use the tools and resources. ● Fall 2015 – Provide prototypes of tools and resources to LEAs. ● Winter 2015/2016 – Gather feedback on prototypes. ● Spring 2016 – Refine model, tools, and resources. ● Summer 2016 – Train stakeholders on interpreting information produced through the model, tools, and resources.
Next Steps	<ul style="list-style-type: none"> ● LDOE Office of Talent will collaborate with other offices and divisions of LDOE to determine the best course of action for moving forward. ● SC3, GTL Center, and APA Consulting will prepare initial documents. ● When LDOE is ready to begin, SC3 will schedule a face-to-face meeting to launch the project.

Partnership List

Augenblick, Palaich, and Associates Consulting (APA Consulting)	
<p>Robert Reichardt Senior Associate rer@apaconsulting.net 303.803.4412</p>	

Center on Great Teachers and Leaders (GTL Center)	
<p>Alex Berg-Jacobson Technical Assistance Support aberg-jacobson@air.org 202.403.6639</p>	<p>Laura Goe Senior Research and Technical Assistance Expert lgoe@ets.org 609.734.1076</p>
<p>Ellen Sherratt Co-Deputy Director esherratt@air.com 312.288.7623</p>	

Louisiana Department of Education (LDOE)

<p>Hannah Dietsch Assistant Superintendent, Office of Talent Hannah.Dietsch@la.gov 225.223.4816</p>	<p>Julie Stephenson Policy Director, Office of Talent Julie.Stephneson@la.gov 225.362.9867</p>
<p>Alanna Rosenberg Data Analyst, Office of Talent Alanna.Rosenberg@la.gov 225.252.9248</p>	

South Central Comprehensive Center (SC3) at the University of Oklahoma (OU)	
<p>Belinda Biscoe Boni Director and OU Associate Vice President for Outreach bbiscoe@ou.edu 405.325.6939</p>	<p>Sarah Hall Associate Director and New Mexico/Oklahoma Technical Assistance Coordinator sjhall@ou.edu 405.325.7087</p>
<p>Donna Richardson Technical Assistance Manager drichardson@ou.edu 405.325.5485</p>	<p>Kerri White Arkansas/Louisiana Technical Assistance Coordinator kkwhite@ou.edu 405.325.6962</p>
<p>Theresa Zedeker C3/SC3 Technical Assistance Support Specialist tparks@ou.edu 405.325.3375</p>	