

LOUISIANA'S SCHOOL SYSTEM PLANNING GUIDE

2017-2018

DECEMBER 2017

CONTENTS

Vision for Schools in Louisiana	2
School System Planning Process.....	4
School Redesign Grant and Direct Student Services	5
APPENDIX A: Resources	11
APPENDIX B: ESSA’s Evidence Categories.....	15
APPENDIX C: Struggling Schools Labels	16
APPENDIX D: Required and Optional Components of the School Redesign Application.....	18
APPENDIX E: Application Scoring	19

VISION FOR SCHOOLS IN LOUISIANA

To enable Louisiana's students to thrive in tomorrow's competitive job market and global economy, it is incumbent upon each Louisiana educator – at every level of the system – to ensure every Louisiana student is on track to a college degree or a professional career.

Louisiana's plan for student achievement, *Louisiana Believes*, is built on the premise that Louisiana students are just as capable as any students in America, and that those closest to children – parents and teachers – are best positioned to help students achieve those expectations. This plan focuses on raising expectations and educational outcomes for students in five major focus areas:



Unification of the State's Early Childhood System



Alignment of Academic Standards, Curriculum, Assessments, and Professional Development



Quality Preparation for Educators and Leaders in Every School



Pathway to College or a Career for Every Graduate



Relentless Focus on Struggling Schools and Students

Talented leaders– supervisors, school leaders, and classroom teachers – have worked tirelessly to improve teaching and learning in classrooms across the state. As a result, Louisiana students have achieved record gains on national and local indicators, proving that they are just as capable as their peers across the country.

- Louisiana 4th grade students achieved the highest growth on the 2015 NAEP reading test
- The number of students scoring “mastery” and above on LEAP has increased 13% since 2013
- More students graduated in 2016 than ever before
- 25,704 high school seniors in the class of 2017 earned a college-going ACT score
- Since 2012, the number of students earning AP credit each year has increased by 137%

Even with these important gains, Louisiana will continue to raise the bar for students so that by 2025 an A-rated school is one where the average student has



fully mastered content



is ready for the next level of study



has access to the same opportunities as his or her peers across the country

STRUGGLING SCHOOLS AND ESSA

In recent years, Louisiana's efforts to reduce the number of students concentrated in struggling schools are yielding results. In 2017, more than 15,800 fewer students attended D and F schools than did in 2013. However, a sizable number of schools continue to struggle to provide an excellent education to *all* students.

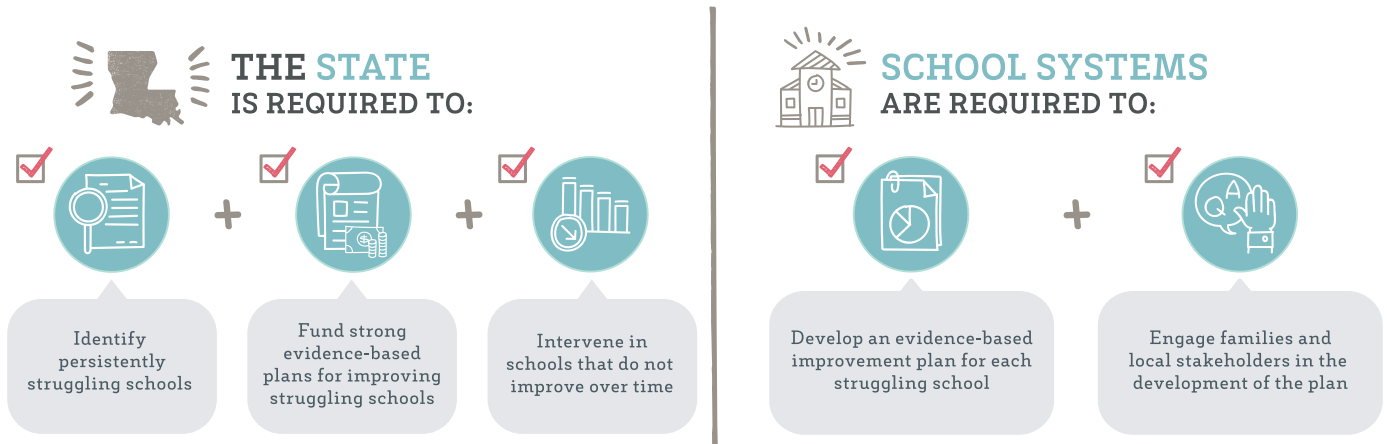
272 schools (21%), earned a letter grade of **D or F** for **three consecutive years** and/or had a 2016 cohort **graduation rate below 67%**

115,000 Louisiana students (16%), attend these persistently struggling schools. These students are more likely to be **low income (90%, compared to 71% state average)** and **minority (85%, compared to 55% state average)**

The **academic performance and growth** of historically disadvantaged students **remain lower** than their peers – revealing a persistent and widening gap in Louisiana. For example, while **35 percent of students without disabilities** scored **mastery and above** on the 2017 LEAP assessment, only **11 percent of students with disabilities** scored at that level.

The federal [Every Student Succeeds Act \(ESSA\)](#), signed into law in 2015, reinforces Louisiana's school system planning process and reflects the nation's and Louisiana's commitment to equal opportunity for *all* students. This law reauthorized the 50-year-old Elementary and Secondary Education Act and revised many provisions of No Child Left Behind (NCLB). Among the law's requirements is the requirement that school systems build and the state approves plans to improve chronically underperforming schools.

TO IMPROVE STRUGGLING SCHOOLS



Persistently struggling schools meet one or more of the following criteria:

- consistently low **subgroup performance**¹ ➔ **urgent intervention needed or required**
- chronic issues with **student behavior** ➔ **urgent intervention required**
- consistently low **overall performance** or **graduation rate** ➔ **comprehensive intervention required**

Comprehensive Intervention Required (CIR) labels will appear in [School Finder](#) beginning in November 2017. Urgent Intervention Needed (UIN) and Urgent Intervention Required (UIR) labels will appear in [School Finder](#) beginning in 2018-2019.

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled UIR in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled UIR. School systems do not need to submit a plan for their schools labeled Urgent Intervention Needed.

Refer to [Appendix C](#) for additional information about these labels.

¹ A subgroup is defined as a minimum of 10 students in any of the following groups: major racial and ethnic groups, economically-disadvantaged, students with disabilities, and English learners. Beginning in 2018, military-affiliated, foster, and homeless subgroups will be added.

SCHOOL SYSTEM PLANNING PROCESS

Each year, school systems engage in the following process to create a strong plan for the upcoming school year:



Strong plans align to systems' needs assessments and address the following key components, which are reflected in the School Redesign [rubric](#):



Core Academics: To see improvement, struggling schools must have a strong and coherent academic foundation including a plan for curriculum, assessment and teacher professional development across all grade levels and core content areas, including for birth to 4 year olds. This should include a plan for ensuring students have access to advanced coursework, career education and strong academic counselling.



Educator Workforce: Many school systems face the challenge of recruiting, hiring, supporting and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent – especially in high need schools.



LEA Structures: School systems need to organize themselves in a manner that helps struggling schools to improve. School systems with five or more struggling schools should consider creating an improvement zone, and increasing choice for families by establishing a unified enrollment system and/or shifting attendance zones and establishing new programs and charter schools.



Direct Student Services (DSS): DSS programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools, with a particular emphasis on students attending struggling schools. All school systems must create a cohesive plan for how they will use DSS funds alongside the competitive School Redesign Grant to support these schools.



Subgroups of Diverse Learners: Schools must address the unique needs of English language learners (ELL), students with disabilities, and other struggling student groups. This should include plans for early and accurate identification, aligned intervention and instruction, and protocols for program exits as appropriate. Schools must also focus on reducing rates of out-of-school suspensions, which are often applied disproportionately to students of color and students with disabilities.

Strong plans leverage evidence-based strategies and interventions that have been proven to significantly improve outcomes for students.

Refer to [Appendix A](#) for a list of resources to help school systems create strong plans. Refer to [Appendix B](#) for evidence-based categories as defined by ESSA.

Strong plans make strategic use of all existing funds and direct additional resources and support to struggling schools.

- state and local funds;
- federal grants including Every Student Succeeds Act (ESSA) and IDEA consolidated funds and SRCL; and
- other funds to support Comprehensive and Urgent Intervention Required schools.
 - » Planning grant to help school systems partner with vendors to create a strong plan
 - » Title I School Redesign Grant to fund additional support for schools requiring comprehensive and urgent intervention
 - » Title I Direct Student Services (DSS) funds awarded to all school systems

SCHOOL REDESIGN GRANT AND DIRECT STUDENT SERVICES

The LDOE is committed to directing additional resources to help school systems build and execute plans to improve their struggling schools. There are two sources of Title I funding set aside to improve outcomes for students in CIR and UIR schools:

1. The competitive **School Redesign Grant** will be awarded to school systems who create strong, [evidence-based](#) plans to address the needs of their struggling schools.
2. **Direct student services (DSS)**, automatically available to *all* school systems, must be spent on programs to support students in gaining access to academic courses, credentials, and services that are not currently available at their schools. All school systems are required to describe their plan for using DSS funds. School systems must prioritize CIR and UIR schools when planning for DSS and must ensure their DSS plan aligns to their School Redesign plan. DSS is 3% of school systems' Title I Part A allocations.

The [application](#) for these grants will serve as school systems' plan for their CIR and UIR schools. See [Appendix D](#) for additional information about required and optional components of the 2017-2018 School Redesign application.

School Redesign Grant Application Timeline

	Application Released	Application Due	Interviews	Funds Awarded
Round 1 CLOSED	August 2017	September 29, 2017	November 28-29, 2017	January 23, 2018
Round 2	November 2017	March 1, 2018	April 2018	Summer 2018

STEPS TO COMPLETE THE SCHOOL REDESIGN APPLICATION

To create a strong plan for the upcoming school year, school systems should analyze their results and prioritize their needs, plan for their struggling schools, and apply for funds and align their budget. These are also the steps to apply for the School Redesign Grant and DSS.



As required by ESSA, the LDOE has identified persistently struggling schools – Urgent Intervention Needed, Urgent Intervention Required, and Comprehensive Intervention Required. This information can be found in the principal and superintendent profiles.

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled Urgent Intervention Required in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled Urgent Intervention Required. School systems are not required to submit a plan for their schools labeled Urgent Intervention Needed.

School systems applying for the School Redesign Grant are only required to submit a single plan. School systems with more than one CIR and/or UIR school should submit one plan for all schools in which it is clear how the plan addresses the need of each school. The [application](#) provides a space for school systems who intend to differentiate their approach for each school to detail this approach in their plan.

See [Appendix D](#) for additional information about required and optional components of the 2017-2018 School Redesign application.



STEP 1: CONDUCT A NEEDS ASSESSMENT (**TAB 2**) (REQUIRED)

School systems must create a plan that is tailored to the specific needs of the students in their schools and communities. To this end, all school systems must conduct a needs assessment as part of their grant [application](#). The application asks school systems to provide:

- *The list of relevant data used to analyze progress and gaps:* student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, student discipline and truancy data, access to critical courses not otherwise available, and early childhood performance profiles.
- *Important trends – progress and needs – in the data*
- *School System- and school-level improvement goals for the areas of greatest need and interim goals that indicate progress*

To help school systems conduct a thorough needs analysis, the LDOE will provide key data in a single user-friendly, comprehensive [principal and superintendent secure reporting system](#). This system allows users to navigate their academic results under Louisiana’s new accountability formula, including disaggregating results by subject, grade, subgroup, and more.

With early childhood, K-12, postsecondary, and workforce data all in one place, school systems can more readily draw connections between and across their data. Charts and insight statements help illuminate school and school system trends, and exportable data tables allow users to dive deeper into school, teacher, and student-level data.

School systems should refer to the [rubric](#) as they conduct their needs assessment to ensure they are completing each step of the needs assessment.



STEP 2: BUILD A PLAN TO ADDRESS YOUR BIGGEST NEEDS (**TABS 3-7**)

After conducting a thorough needs assessment, school systems should build a plan that reflects the evidence-based strategies and will lead to the most significant positive changes in student achievement.

The federal [ESSA legislation](#) requires that states use designated school improvement funds to support interventions that have a strong evidence base. The law further defines evidence-based strategies as falling within one of four categories. For more information on each of these categories, refer to [Appendix B](#).

School systems should develop their plans with the involvement of parents, principals, teachers and other stakeholders.



PLAN FOR CORE ACADEMICS (tab 3)

To see improvement, struggling schools must have a strong and coherent academic foundation including a plan for curriculum, assessment and teacher professional development across all grade levels and core content areas, including for birth to 4 year olds. This should include a plan for ensuring students have access to advanced coursework, career education, and strong academic counselling.

Required Rubric Rows School systems must describe how they will address the following rubric rows	Optional Rubric Rows School systems should address these rubric rows to the extent that they align to the needs assessment
<ul style="list-style-type: none"> • High-quality curricula • High-quality teacher professional development • High-quality assessments 	<ul style="list-style-type: none"> • Post-graduation preparation (courses and funding) • High-quality principal professional development • Extended learning time • Academic counseling

School systems should refer to the LDOE’s [instructional material reviews](#) for a list of standards-aligned curricula and assessments and the [PD vendor guide](#) for partners who specialize in providing curriculum-specific professional development. Additional resources related to core academics can be found in [Appendix A](#).



PLAN FOR EDUCATOR WORKFORCE (tab 4)

Years of research on teacher quality validate that the teacher is the most important factor affecting student learning. Unfortunately, many school systems face the challenge of recruiting, hiring, supporting and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent – especially in high need schools.

Required Rubric Rows School systems must describe how they will address the following rubric rows	Optional Rubric Rows School systems should address these rubric rows to the extent that they align to the needs assessment
<ul style="list-style-type: none"> • Teacher pipeline 	<ul style="list-style-type: none"> • Educator evaluation and support • Educator advancement

See [Appendix A](#) for resources to support planning for educator workforce.



PLAN FOR LEA STRUCTURES (tab 5)

School systems need to organize themselves in a manner that helps struggling schools to improve. School systems with five or more struggling schools should consider creating an improvement zone, and increasing choice for families by establishing a unified enrollment system and/or shifting attendance zones and establishing new programs and charter schools.

Required Rubric Rows School systems must describe how they will address the following rubric rows	Optional Rubric Rows School systems should address these rubric rows to the extent that they align to the needs assessment
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Concentrate resources in a zone of low-performing schools • Access to existing high-quality options • Increasing number of high-quality seats

See [Appendix A](#) for resources to support planning for LEA structures.



PLAN FOR DSS (tab 6)

Direct Student Services (DSS) programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools, with a particular emphasis on students attending schools labeled Comprehensive and/or Urgent Intervention Required. **All school systems automatically receive DSS funds (3% of Title 1 Part A allocation), therefore all school systems must submit a plan for how they will use these funds to support students.** School systems who are also applying for School Redesign funds to support their CIR and/or UIR schools must ensure their plans for these two funding sources are aligned and cohesive.

Although DSS plan approval will occur through the School Redesign application process, budget submission will occur through eGMS in spring 2018.

DSS Funding prioritization:

1. Low-achieving² students who are enrolled in Title I schools identified as a **Comprehensive Intervention Required**
2. Low-achieving students who are enrolled in schools identified as **Urgent Intervention Required**
3. Low-achieving students who are enrolled in schools identified as **Urgent Intervention Needed**
4. Low-achieving students in other Title I schools
5. Low-achieving students in non-Title I schools

DSS student expenditures can include, but are not limited to, the following:

- Critical courses not otherwise offered at the school (elementary enrichment or TOPS and Jump Start aligned)
- Advanced STEM academic courses
- Jump Start internship opportunities
- College Credit course offerings not otherwise available (TOPS and Jump Start aligned)
- Advanced Placement, International Baccalaureate, and CLEP test fee reimbursements
- Opportunities to earn industry-based certifications (IBCs) in high-wage career sections
- Credit Recovery programs for at-risk students
- Tutoring services as approved by the State (elementary, middle, and high school)
- Student post-secondary transition planning services

The Direct Student Services that school systems propose must be aligned with their broader school redesign plan and include a description of how the school system will:

Family outreach - provide adequate outreach to ensure that families can exercise a meaningful choice of DSS for their child's education including outreach to parents through multiple mechanisms (e.g., local parent-teacher associations, parent advisory councils, etc.).

Public reporting - publicly report the results of relevant student outcomes in a manner that is accessible to parents.

Sufficiently available choice seats - ensure the sufficient availability of seats in public schools if it allows students enrolled in CSI schools with the opportunity to enroll in a different public school within the school system.

Monitoring - monitor the provision and implementation within the school system, including data collection and reporting.

See [Appendix A](#) for resources to support planning for DSS.

2 Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.



PLAN FOR SUPPORTING SUBGROUPS OF DIVERSE LEARNERS (tab 7)

Schools must address the unique needs of English language learners (ELL), students with disabilities, and other struggling student groups. This should include plans for early and accurate identification, aligned intervention and instruction, and protocols for program exits as appropriate. Schools and school systems must also focus on reducing their rate of out-of-school suspensions, which are often applied disproportionately to students of color and students with disabilities.

Required Rubric Rows School systems must describe how they will address the following rubric rows	Optional Rubric Rows School systems should address these rubric rows to the extent that they align to the needs assessment
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • English Learners: high quality instruction • English Learners: full school models • Special education: early and accurate identification • Special education: high quality instruction and IEPs • Special education: specialized supports and other services • Special education: transition planning • Discipline

ASSURANCES (tab 8)

School systems must place an “X” next to each assurance on tab 8 of the [application](#) acknowledging that they agree to comply with each statement. Beyond placing an “X” in each assurance row, no additional steps are required for this tab (e.g. printing, hand-signing, scanning).



STEP 3: ALIGN BUDGET TO FUND PRIORITIZED PROJECTS AND INITIATIVES ([BUDGET TEMPLATE](#)) (REQUIRED)

As part of their School Redesign application, school systems must submit one [budget template](#) that describes the cost associated with the interventions described in their plans. If the budget draws upon other state or federal funds to support related work at the school site or school system, indicate that within the budget file on the braided funds tab.

APPLICATION SCORING

External reviewers and LDOE staff will score school systems' plans on a [rubric](#) aligned to the key planning categories:

- Core Academics
- Educator Workforce
- LEA structures
- DSS
- Subgroups of Diverse Learners

School systems should refer to the round 2 School Redesign [rubric](#) as they create their plans. School systems' plans are only scored on the required indicators and any additional indicators that have been selected based on their unique needs assessments.

The strength of a school system's plan will be based on information gathered from the written [application](#) and an interview with the school system's senior leadership team. Specifically, submissions will be scored on the alignment to the need assessment, quality of the plan, and the strength of the evidence base. Refer to [Appendix E](#) for additional information about how applications will be scored.

PLAN APPROVAL AND GRANTING OF FUNDS

The quality of each school system's plan will determine whether it is *approved* or *not approved* and whether it is *fully funded*, *partially funded*, or *not funded*.

To be approved, a plan must address all of the required [rubric](#) components, align to the need assessment, include interventions that are evidence-based, and outline a clear plan to implement those interventions. School systems whose plans are not approved in round 2 will be required to make revisions based on feedback and resubmit their plan during the 2018-2019 school year.

Approval of a plan does not ensure that a plan will be funded. Funding decisions will be made using a combination of factors including the total amount of funds available, the number of plans approved for funding, the amount allocated to each approved plan, and considerations required by Title I.

Round 2 School Redesign Grants will be announced in June 2018. Although DSS plan approval will occur through the School Redesign application process, budget submission will occur through eGMS in spring 2018.

TECHNICAL ASSISTANCE & SUPPORT

Throughout the planning and implementation process, each school system will receive support from their Regional Turnaround Support Managers (RTSMs) and Network Teams.

Network	Network Contact	RTSM
A	Dana.Talley@la.gov	Shavonne.Price@la.gov
B	Francis.Touchet@la.gov	Delaina.Larocque@la.gov
C	Melissa.Stilley@la.gov	Kelly.DiMarco@la.gov

For other questions related to the School Redesign process, contact DistrictSupport@la.gov.

APPENDIX A: RESOURCES

School systems should the table below for resources to support them in creating and implementing their plan.

For each step in building a School Redesign plan, school systems are encouraged to engage high quality partners. Refer to the [partner profiles](#) for a list of these vendors.

NEEDS ASSESSMENT:

Priority	Action	Resources
Review all data	<ul style="list-style-type: none"> Analyze progress and gaps in all datasets: student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, student discipline and truancy data, and early childhood performance profiles. 	<ul style="list-style-type: none"> Principal and superintendent profiles School Finder Educational Resource Strategies
Identify areas of greatest need	<ul style="list-style-type: none"> Across all the data sets, establish areas of greatest need and the reasons these needs exist. 	
Goals and metrics	<ul style="list-style-type: none"> Set school system-level improvement goals for the areas of greatest need across all datasets and interim goals that indicate progress. Partner with principals to set school-level improvement goals that are aligned to the school system goals. Create metrics that accurately measure progress against all goals. 	



CORE ACADEMICS

Priority	Action	Resources
High-quality curricula	<ul style="list-style-type: none"> Choose and purchase high-quality curricula (Tier 1 or meets the criteria for Tier 1) for grades and subjects currently identified by the LDOE. Eliminate all low-quality curricular resources 	<ul style="list-style-type: none"> Louisiana Student Standards Instructional Materials Reviews Guide to Early Childhood Curriculum, Assessments, and Professional Development Connecting CLASS™ and Tier I Curriculum Linking Tier I Curriculum to GOLD® Instructional Materials Reviews
High-quality teacher professional development	<ul style="list-style-type: none"> Implement content-focused, job-embedded professional development linked to high-quality curricula for early childhood through grade 12, in all core subjects 	<ul style="list-style-type: none"> PD Planning Guide PD Vendor Guide Guide to Early Childhood Curriculum, Assessments, and Professional Development School systems Support Calendar Teacher Leaders Mentor Teacher Training Content Leader Training



CORE ACADEMICS

Priority	Action	Resources
High-quality assessments	<ul style="list-style-type: none"> Choose and purchase a high-quality (Tier 1 or LEAP 360) local assessment system that limits testing time and aligns to high-quality curricula (Tier 1) 	<ul style="list-style-type: none"> LEAP 360 LEAP 2025 Instructional Materials Reviews K-3 Assessment Guidance Guide to Early Childhood Curriculum, Assessments, and Professional Development
Post-graduation preparation (courses and funding)	<ul style="list-style-type: none"> Provide all students access to advanced coursework that prepares them for college (e.g. AP courses, dual enrollment) and/or a career (JumpStart pathways and industry-based credentials) Ensure each student's post-graduation pathway is funded (e.g. FAFSA completion) 	<ul style="list-style-type: none"> High School Student Planning Guidebook: A Path to Prosperity for Every Student Graduation Requirements All Things Jump Start web portal Course Choice Program Career Compass - Counseling and Student Planning Support Transitional 9th Grade Financial Aid Planning
High-quality principal professional development	<ul style="list-style-type: none"> Identify principal instructional needs (e.g. content focused expertise, early childhood expertise, special education expertise) and provide aligned training and coaching. 	<ul style="list-style-type: none"> Principal Guidebook Principal Fellowship TAP program Compass Training Materials
Extended learning time	<ul style="list-style-type: none"> Increase student learning time by extending the school day and/or school year and ensure that time is spent on meeting the individual needs of students. 	
Academic counseling	<ul style="list-style-type: none"> Provide student counseling support (time and number of staff) so that every student has an individual plan for course selection, remediation/enrichments and post-secondary pathways. 	



EDUCATOR WORKFORCE

Priority	Action	Resources
Teacher pipeline	<ul style="list-style-type: none"> Establish formal teacher preparation partnerships to place teacher residents that will meet the specific workforce needs of the identified schools 	<ul style="list-style-type: none"> Believe and Prepare Implementation Guide Teacher Preparation Transition Guide
Educator evaluation and support	<ul style="list-style-type: none"> Set meaningful goals with teachers and principals, choose high-quality observation tools, and implement a system of observation, feedback, and support that helps educators improve based on student performance and professional development needs 	<ul style="list-style-type: none"> Compass Library Principal Goal Setting Support
Educator advancement	<ul style="list-style-type: none"> Establish leadership roles (e.g., teacher leader, mentor, content expert) that ensure teachers have access to high-quality preparation and learning Identify and train (e.g. time and money) high-performing educators for these roles through a structured process 	<ul style="list-style-type: none"> Principal Fellowship Mentor Teacher Training Content Leader Training



LEA STRUCTURES

Priority	Action	Resources
Concentrate resources for low-performing schools	<ul style="list-style-type: none"> Focus school-system resources on an identified zone of low-performing schools and designate a single leader who is responsible for managing and improving the schools in this network. 	
Increase access to high-quality schools	<ul style="list-style-type: none"> Increase access to high-performing schools across the school system for students currently zoned to low-performing schools. 	<ul style="list-style-type: none"> Educational Resource Strategies Empower Schools
Increase number of high-quality seats	<ul style="list-style-type: none"> Increase the number of students who access high-quality seats by increasing the number of available seats in high-performing schools, merging low-performing schools into high-performing schools, closing low-performing schools, adding additional PK classrooms, and/or authorizing high-quality charter schools. 	



SUPPORTING SUBGROUPS OF DIVERSE LEARNERS

Priority	Action	Resources
English Language Learners (ELL) - High-Quality Instruction	<ul style="list-style-type: none"> Establish a plan for every English language learner to access on-grade-level instruction alongside their peers using a top tier curriculum that embeds supports for new language learners. Individualized instruction outside of the classroom occurs only as needed and not during core content instruction. 	<ul style="list-style-type: none"> ELL Guidebook
English Language Learners (ELL) - Full-School Models	<ul style="list-style-type: none"> Schools with large populations of English learners adopt a system-wide school model to support outpaced growth (e.g. dual immersion, etc.). 	
Special education early and accurate identification	<ul style="list-style-type: none"> Use high-quality screens for all students that identify students with potential special needs (SPED and ELL) as early as possible and coordinates with partners (e.g. early steps, medical professionals) to facilitate early identification. Educators are trained on the tools and identification practices. 	<ul style="list-style-type: none"> Special Education Guidebook
Special education high quality instruction and IEPs	<ul style="list-style-type: none"> Ensure the IEP for each student with special needs includes goals aligned to his/her individual needs. Ensure the IEP for each student with special needs includes instructional supports that provide access to grade-level learning using top tier curricula and instructional strategies tailored to his/her individual needs 	
Special education specialized supports and other services	<ul style="list-style-type: none"> Maintain consistent, systematic monitoring of students' progress in order to support the IEP teams to make appropriate adjustments in intensity, location, and frequency of supports and services for students according to their needs. 	
Special education transition planning	<ul style="list-style-type: none"> Monitor student progress on IEP goals using key transition points (grade 3, 5, and 8) as opportunities for increasing general education participation and transition out of special education services when appropriate. For graduating students, high school offers opportunities that prepare students with the skills needed for success in college and/or the workplace. 	
Discipline	<ul style="list-style-type: none"> Develop a school-wide tiered model of interventions and supports to prevent and address behavior problems and, if applicable, to provide coordinated early intervening services for students. 	

APPENDIX B: ESSA'S EVIDENCE CATEGORIES

The federal [ESSA legislation](#) requires that states use designated school improvement funds to support interventions that have a strong evidence base. The law further defines evidence-based strategies as falling within one of four categories:

- Demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - » **Category 1:** *strong evidence* from at least 1 well-designed and well-implemented experimental study;
 - » **Category 2:** *moderate evidence* from at least 1 well-designed and well-implemented quasi-experimental study; *or*
 - » **Category 3:** *promising evidence* from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; *or*
- Demonstrate a rationale based on:
 - » **Category 4:** high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; *and*
 - » includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

School Redesign Grant funds must be used for interventions meeting only the top three tiers of evidence.³

APPENDIX C: STRUGGLING SCHOOLS LABELS



URGENT INTERVENTION SCHOOLS

Schools earn the label “Urgent Intervention” in 2017-2018 if they have low subgroup performance and/or chronic issues with student behavior.

Subgroups include all race/ethnicity groups, economically disadvantaged, students with disabilities, and English language learners. Per federal law, foster care, military affiliated, and homeless subgroups will be added in 2018-2019 based on 2017-2018 performance. In order to receive a subgroup performance score, a school must have in the subgroup a minimum of 10 students included in each graduation, dropout credit, and ACT index and 40 units in each assessment and progress index included in the school’s overall school performance score calculation.

Urgent Intervention Needed:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score equivalent to “D” or “F” for one year (2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)	Subgroup score is “C” or better	<ul style="list-style-type: none"> No immediate consequence Schools whose subgroup score(s) remain an “F” for two years will qualify for “Urgent Intervention Required”

Urgent Intervention Required:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score of one or more subgroups is “F” equivalent in the same subgroup for two consecutive years (2015-2016, 2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)	Subgroup score is “D” or better for two consecutive years	<ul style="list-style-type: none"> School systems must submit plan for improvement beginning in 2018-2019 (optional in 2017-2018) Schools are not eligible for Top Gains distinction (beginning in 2018) Schools labeled “Urgent Intervention Required” for the same subgroup, or for an excessive OSS rate for three consecutive years, earn “Comprehensive Intervention” label (beginning in 2020)
Out of school suspension (OSS) rate more than 2x national average for three consecutive years	Suspension rate less than 2x national average for two consecutive years	<ul style="list-style-type: none"> <i>Subgroup performance only:</i> Schools cannot earn an “A” overall (beginning in 2018)

In response to feedback from the field, the Department conducted further investigation and determined that the comparable national [data](#) on suspension rates groups schools as elementary (grades K-4) and secondary (grades 5-12). Therefore, a revised list of schools will be shared with school systems in early December 2017 based on the following definition.

- Elementary schools (grades PK-4): reported an out-of-school suspension rate above 5.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)
- Middle and high schools (grades 5-12): reported an out-of-school suspension rate above 20.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)
- Elementary/middle schools and combination schools (grades PK-12): reported an out-of-school suspension rate for grades PK-4 above 5.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017) and/or reported an out-of-school suspension rate for grades 5-12 above 20.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)

Annual out-of-school suspension rates by school and district can be found in the LDE Data Center under [Safe and Healthy School Data Reports](#).

URGENT INTERVENTION AND SCHOOL FINDER

In 2017-2018, Urgent Intervention labels will only appear in the [secure principal and superintendent reporting system](#). Urgent intervention Needed and Urgent Intervention Required will appear in [School Finder](#) beginning in the 2018-2019 school year based on 2016-2017 and 2017-2018 results.

In 2017-2018, for each subgroup that received a score, the “breakdown by student groups” tab of School Finder reports a school’s percentile rank relative to all other schools for that subgroup. Beginning in 2018-2019, urgent intervention needed or required labels will also appear under the percentile rank, where applicable.

In 2017-2018, the Discipline and Attendance section of School Finder reports the percent of students with zero out-of-school suspensions compared to the district and state, including a breakdown by subgroups and three-year trend. Beginning in 2018-2019, urgent intervention required labels will also appear under the overall percent of students with zero out-of-school suspensions where applicable.

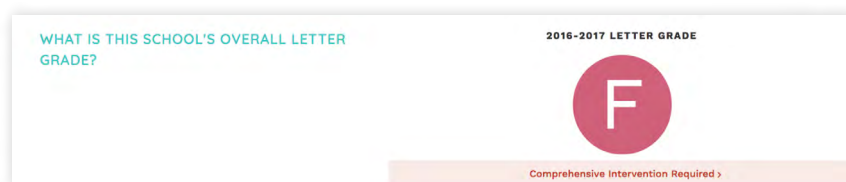
COMPREHENSIVE INTERVENTION SCHOOLS

Schools will earn the label of “[Comprehensive Intervention Required](#)” in 2017-2018 if they meet any of the following criteria:

How is it earned?	How is it removed?	What are the implications?
<p>Low SPS D, F, or T-rating⁴ for each of the past 3 consecutive school years (2014-2015, 2015-2016, and 2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)</p>	<ul style="list-style-type: none"> School earns an A, B or C letter grade for two consecutive years 	<ul style="list-style-type: none"> School systems must submit plan for improvement After two consecutive years earning an “F,” school system presents plan to BESE Schools are eligible for the Recovery School District (RSD) after four years of an “F” score
<p>Low SPS - New Schools D, F or T-rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of the first 2 years of operation (2015-2016 and 2016-2017)</p>		
<p>Low Graduation Rate Graduation rate less than 67 percent in the most recent school year (class of 2016)</p>	<ul style="list-style-type: none"> School earns an A, B or C letter grade for two consecutive years, <i>and</i> Graduation rate of 67 percent or above⁵ 	<ul style="list-style-type: none"> School system must submit plan for improvement
<p>Urgent Intervention Required for the same subgroup or for excessive out of school suspensions for 3 consecutive years (2017-2018, 2018-2019, 2019-2020)</p>	<ul style="list-style-type: none"> Subgroup score is A, B, C or D for two consecutive years Suspension rate less than 2x national average for two consecutive years 	<ul style="list-style-type: none"> School system must submit plan for improvement Not eligible for Top Gains <i>Subgroup performance only:</i> Cannot earn an “A” overall

COMPREHENSIVE INTERVENTION REQUIRED AND SCHOOL FINDER

[Comprehensive Intervention Required](#) will appear in [School Finder](#) beginning in November 2017. Schools on the August 2017 redesign list based on their 2013-2014, 2014-2015, and 2015-2016 letter grade and/or 2016 graduation rate are labeled Comprehensive Intervention Required until they meet the exit criteria defined above.



4 Where the “T” SPS score was equivalent to a D or F SPS score

5 In the first year that a school earns a “C” or better letter grade and has a graduation rate of 67 percent or above (if applicable) but has not yet exited comprehensive intervention required status, the “comprehensive intervention required” label will not appear in School Finder. However, the school will still appear on the comprehensive intervention required list until the school earn an “A,” “B,” or “C” letter grade for two consecutive years.

APPENDIX D: REQUIRED AND OPTIONAL COMPONENTS OF THE SCHOOL REDESIGN APPLICATION

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled UIR in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled UIR.

School systems applying for the School Redesign Grant are only required to submit a single plan. School systems with more than one CIR and/or UIR school should submit one plan for all schools in which it is clear how the plan addresses the need of each school. The [application](#) provides a space for school systems who intend to differentiate their approach for each school to detail this approach in their plan.

The tables below details which elements of the [application](#) are required for schools systems with each type of struggling school.

		Fall 2017	Fall 2018
Comprehensive Intervention Required (CIR)	Data available to school systems	Yes	Yes
	Label appears in School Finder	Yes	Yes
	School systems submit a plan	Required (spring 2018)	Required (spring 2019)
Urgent Intervention Needed (UIN)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	No	No
Urgent Intervention Required (UIR)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	Optional (spring 2018)	Required (spring 2019)

Round 1 Status	Struggling Schools	Round 2 Action
Submitted a School Redesign application for CIR schools in round 1; application was approved	No additional CIR or UIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application (DSS only)
	Additional CIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application for <i>all additional</i> CIR schools or a letter indicating that the same interventions will be used in the additional CIR schools as were approved in round 1
	Additional UIR schools based on 2016-2017 letter grades	OPTIONAL: Submit one School Redesign application for UIR schools
	Additional CIR <i>and</i> UIR schools based on 2016-2017 letter grades	Submit one School Redesign application for <i>all additional</i> CIR schools (required) and UIR schools (optional)
Submitted a School Redesign application for CIR schools in round 1; application was not approved	No additional CIR or UIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	Additional CIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	Additional UIR schools based on 2016-2017 letter grades	Submit one School Redesign application for <i>all</i> CIR schools (required) and UIR schools (optional)
Did not submit a School Redesign application in round 1	No CIR or UIR schools	REQUIRED: Submit one School Redesign application (DSS only)
	CIR schools only	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	UIR schools only	OPTIONAL: Submit one School Redesign application for UIR schools
	CIR and UIR schools	Submit one School Redesign application for <i>all</i> CIR schools (required) and UIR schools (optional)

APPENDIX E: APPLICATION SCORING

The strength of a school system’s plan will be based on information gathered from the written **application** and an interview with the school system’s senior leadership team. Specifically, submissions will be scored on the alignment to the need assessment, quality of the plan, and the strength of the evidence base.

Score	Needs Assessment and Budget ⁶	Plan for Core Academics, Educator Workforce, LEA Structures, and Subgroups of Diverse Learners
3	<p>Needs assessment uses all relevant data sources to:</p> <ul style="list-style-type: none"> • Accurately identify the area(s) of greatest need and their causes • Effectively prioritize the area(s) of need most likely to lead to significant improvement in school performance • Set clear, ambitious, measurable, and achievable 3-year goals for areas of greatest need and describe how progress will be measured over time <p>School system’s redesign financial plan:</p> <ul style="list-style-type: none"> • Maximizes all district funds available to support school redesign • Fully aligns grant funds requested to interventions in the redesign plan • Includes a budget that fully implements all interventions in the redesign plan 	<p>Plan includes:</p> <ul style="list-style-type: none"> • One or more evidence-based interventions that align to evidence categories 1, 2, or 3 and are aligned to the needs assessment • A strong plan for implementation such as: <ul style="list-style-type: none"> » The role of central office the role of schools in implementing the intervention » Building principal and teacher investment in the plan » Training for principals and teachers around the intervention » Technology or other resources necessary to implement the intervention » Monitoring of the success of the intervention
2	<p>Needs assessment uses some relevant data sources to:</p> <ul style="list-style-type: none"> • Accurately identify some of the greatest area(s) of need and some of their causes • Effectively prioritize some area(s) of need likely to lead to significant improvement in school performance • Set somewhat clear, ambitious, measurable, and achievable 3-year goals and describe how progress will be measured over time <p>School systems’ redesign financial plan:</p> <ul style="list-style-type: none"> • Does not maximize all district funds available to support school redesign • Mostly aligns grant funds requested to interventions in the redesign plan • Includes a budget that fully implements all interventions in the redesign plan and includes funds beyond just School Redesign Grant funds 	<p>Plan includes:</p> <ul style="list-style-type: none"> • One or more evidence-based interventions that align to evidence categories 1, 2, or 3 and are aligned to the needs assessment • A solid plan for implementation such as: <ul style="list-style-type: none"> » The role of central office the role of schools in implementing the intervention » Building principal and teacher investment in the plan » Training for principals and teachers around the intervention » Technology or other resources necessary to implement the intervention » Monitoring of the success of the intervention

6 Scores in the budget section of the **rubric** will be used to determine funding amounts that school systems selected for funding receive.

Score	Needs Assessment and Budget ⁶	Plan for Core Academics, Educator Workforce, LEA Structures, and Subgroups of Diverse Learners
1	<p>Needs assessment uses some relevant data sources to:</p> <ul style="list-style-type: none"> Identify area(s) of need and their causes with some inaccuracies Prioritize area(s) of need that may not lead to significant improved school performance Set some 3-year goals and describe how progress will be measured over time <p>School systems' redesign financial plan:</p> <ul style="list-style-type: none"> Does not maximize all district funds available to support school redesign Somewhat aligns grant funds requested to interventions in the redesign plan Includes a budget that relies only on School Redesign Grant funds to execute the plan 	<p>Plan includes:</p> <ul style="list-style-type: none"> One or more interventions that align to evidence categories 4 and/or are misaligned to the needs assessment An unclear plan for implementation
0	<p>Needs assessment is absent</p> <ul style="list-style-type: none"> Financial plan does not support interventions included in the redesign plan. 	<p>Plan includes:</p> <ul style="list-style-type: none"> Interventions that have no-evidence base or a weak evidence base

