



State: Louisiana

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 5, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Louisiana’s long-term goals are to have “63.5% of students proficient in reading and 56.5% of students proficient in math by 2025” (double the current rates); same long-term goals for each subgroup The state’s chosen School Quality and Student Success (SQSS) indicators are: science and social studies assessment results and “interest and opportunities” indicator (in development) for all schools; credit accumulation by 9th grade for middle schools; “strength of diploma index” (success in rigorous course work and college-readiness assessments; attainment of college credits, degrees, and certifications; and ACT®/WorkKeys® index) for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state’s accountability and rating systems depend heavily on the performance of all student subgroups. The Louisiana Department of Education’s (LDE) state plan, however, sets a lower bar for students with disabilities, especially in accountability and collaboration to support all students. See Assessing ESSA for more details. Schools identified for targeted intervention cannot receive an “A” rating, and an n-size of 10 students ensures all subgroups are counted. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The LDE will support school leaders in building a plan for improvement including by completing a comprehensive needs assessment, advising on system-wide resource allocation, and identifying effective support partners. As school systems develop these plans, the LDE will provide focused resources for each subgroup. While the definition used to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI), the state should consider strengthening the criteria for TSI to trigger intervention based on low subgroup performance on a <i>subset</i> of indicators rather than across all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The LDE will periodically review resource allocation to support school improvement in each LEA that has a significant number of “comprehensive support and improvement” (CSI) and TSI schools and address identified inequities including through the use of the 7% set aside. The LDE includes a resource equity indicator in its accountability system. The Strength of Diploma Index provides an indicator of student participation and performance in rigorous coursework such as Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment, as well as receipt of rigorous career credentials. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none">The LDE annually publishes school-level information on per-pupil expenditures, a breakdown of expenditures by category (e.g. instruction, administration, transportation, and average staff salaries).Schools with discipline rates twice the national average will be considered for identification as targeted support and improvement.	
5. Educator Equity <ul style="list-style-type: none">The LDE's plan provides clear definitions for educator equity and describes strategies, timelines and interim targets for eliminating all differences in teacher equity rates.All teacher preparation programs to include training in cultural competency as a core requirement.Teacher preparation providers will be rewarded for placing teaching residents in rural and high-need schools.The state should consider prioritizing teacher/principal pipeline diversity efforts in its plan.While it was not included in the plan, the state board adopted regulations that require teaching residencies and mentoring. More information can be found here.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
6. Stakeholder Engagement <ul style="list-style-type: none">The state promotes family and parent engagement inclusive of a range of stakeholders, including the Louisiana Urban League and identifies a strategy for continued engagement during the implementation phase.Louisiana's plan should articulate more plainly how the LDE will continue engagement with organizations serving diverse communities like the Urban League of Louisiana.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
7. Breaking the School to Prison Pipeline <ul style="list-style-type: none">The LDE includes school discipline rates as an additional factor in school improvement. Schools with suspension rates that are double the national average will be identified for targeted support and improvement.The LDE will provide training and technical assistance, for consortium and school staff, on effective discipline practices that promote orderly and healthy school climates, including the introduction of school wide Positive Behavioral Interventions and Supports.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
8. Equitable Access to Early Childhood Learning <ul style="list-style-type: none">Title I school districts and early childhood programs will coordinate with one another and comply with Head Start Program Performance Standards.The Plan highlights ways that Districts can provide Professional Development for Early Learning Capacity Building to meet the needs of students through age eight.Louisiana uses CLASS (the Classroom Assessment Scoring System) to measure the performance and quality of early childhood centers, adult-child interactions and instruction, and produces and publishes profiles that illustrate both access and quality of early childhood programs within each community network.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
9. Equitable Implementation of College and Career Standards <ul style="list-style-type: none">No credit for untested students in school performance score.Includes 2 college and career readiness (CCR) indicators in the school grading system: (1) ACT/WorkKeys index awards up to 150 points per 12th grade student based on	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>ACT or WorkKeys scores (e.g., a score of 21 equates to 100 points) and (2) Strength of Diploma index awards up to 160 points per high school graduate; a 4-year graduate with a standard diploma receives 100 points, but additional points can be earned for graduating with a basic or advanced "Jump Start" credential, passing a "TOPS core curriculum credit" course including AP, IB, dual enrollment, or other college credit, receiving a passing score on AP, IB, or College Level Examination Program exams, and earning an Associate degree. Points are docked for students who graduate in longer than 4 years or who earn a high school equivalency credential instead of a standard diploma.</p>	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The LDE is partnering with the Louisiana Center for Afterschool Learning and other stakeholders to foster quality afterschool programs and data driven professional development through the use of a program quality initiative tool kit. The LDE will also emphasize middle school programs in future 21st Century Community Learning Center requests for proposals, in order to more effectively serve this high-need student population. While the state’s plan is clear on its use of Title IV funds for out-of-school time learning, it should articulate more clearly how it intends to dedicate Title I funds for this purpose. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> LDE’s <i>accountability</i> system includes the strength of diploma index which awards points for graduates who earn who earn associate's degrees, passed Advanced Placement (AP)/International Baccalaureate (IB)/College Level Examination Program (CLEP) exams, earned credit in AP/IB/dual enrollment courses, and earned industry credentials. The LDE developed a career and technical education program called Jump Start that centers on the attainment of a high school diploma and a nationally recognized industry-based credential in high demand, high wage fields. The LDE prioritizes social and emotional learning through its use of Positive Behavior Interventions and Supports. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Louisiana uses A-F grades to differentiate schools annually and identify schools for support. Louisiana has created a robust reporting website that conveys school quality and student performance using a summative rating and dashboard. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Excellent</p>