



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 20, 2019

Honorable John White  
Superintendent of Education  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804

Dear Superintendent White:

I am writing in response to Louisiana's requests to the U.S. Department of Education (Department) on March 1, 2019 and October 17, 2019, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Under ESEA Section 1111(A)(6)(B)(i), if a State makes any significant changes to its plan at any time, such information shall be submitted to the Secretary in the form of revisions and amendments to the State plan.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Louisiana's amended State plan. A summary of the Louisiana amendment is enclosed. This letter, as well as Louisiana's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Louisiana's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Louisiana's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Delaware's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Louisiana Department of Education has put into its consolidated State plan under the ESEA. If you have questions or need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,

/s/

Frank T. Brogan  
Assistant Secretary for  
Elementary and Secondary Education

Enclosure

cc: Erin Bendily, Assistant Superintendent

400 MARYLAND AVE., SW, WASHINGTON, DC 20202  
<http://www.ed.gov/>

## **Amendment to the Louisiana’s Consolidated State Plan**

The following is a summary of Louisiana’s amendment request. Please refer to the U.S. Department of Education’s (Department’s) website <https://www2.ed.gov/admins/lead/account/stateplan17/map/la.html> for Louisiana’s complete consolidated State plan.

### **Approved Amendments**

The following amendments are aligned with the statute and regulations:

#### **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

- *Minimum N-Size for Accountability*

The Louisiana Department of Education (LDOE) clarified that a subgroup must have a minimum of 10 students (or 40 units) in each index to be included in the school’s overall performance score calculation.

- *Other Academic Indicator*

LDOE clarified, for its Other Academic Indicator for Elementary and Secondary Schools that are not High Schools, how it includes high-achieving students who score Mastery in the current year. Schools will earn between 85 and 150 points for these students, including students who score in the 1st to 39th percentiles of the value-added model.

LDOE also revised its methodology for calculating its progress index for a school that ends in 3rd grade by pairing such a school with the school that most of its students attend next so that the school may receive a progress index score.

- *School Quality or Student Success Indicator – Strength of Diploma Index*

LDOE revised its school quality or student success (SQSS) indicator for high schools, the strength of diploma index, to include an additional category that provides 150 points for each student who receives a high school diploma with an Associate’s degree within five years.

- *School Quality or Student Success Indicator – Science Assessments*

Due to the administration of a new science assessment in the 2018-2019 school year, for this year, LDOE revised its SQSS indicator based on science assessments to average data for 2016-2017 and 2018-2019 for the purposes of Federal accountability.

- *Different Methodology for Annual Meaningful Differentiation*

LDOE added to its plan a discussion of changes it is making to its State accountability system with respect to alternative high schools. These changes have no impact on the accountability system it uses to meet Federal accountability requirements.

- *Comprehensive Support and Improvement Schools – Lowest Performing*

LDOE revised its identification methodology for comprehensive support and improvement (CSI) schools to identify the lowest performing schools from among all public schools, rather than only Title I schools.

- *Progress in Achieving English Language Proficiency Indicator*  
LDOE included a description of changes to how it will calculate and implement the Progress in Achieving English Language Proficiency (ELP) indicator using its new ELP assessment, the English Language Proficiency Test (ELPT).
- *Targeted Support and Improvement Schools – Additional Targeted Support*  
LDOE specified it identified schools for additional targeted support and improvement (ATSI) in 2018-2019 and required that they implement their school improvement plan in the 2019-2020 school year. Additionally, the State clarified that LEAs with schools identified for CSI and/or ATSI may submit one application for ESEA section 1003 (school improvement) funding.