<table>
<thead>
<tr>
<th>ESSA COMPONENTS</th>
<th>PRESENT IN LOUISIANA’S PLAN</th>
</tr>
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<tbody>
<tr>
<td>Accountability Measures within School Quality/Success</td>
<td><strong>Interests and opportunities indicator</strong> will account for 5% of overall score and measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents, including visual and performing arts, foreign language, technology, co-curricular activities, advanced coursework, health/PE, career pathways, etc. This indicator will be measured through a “menu” approach that will allow LEAs to demonstrate a strong effort in a variety of ways. A working group of superintendents, principals, and other administrators, but also including experts and teachers in health, language, arts, and music, will develop long-term goals and valuable, fair ways to measure access to quality of student experiences. Louisiana’s Accountability Commission will then use the programmatic and curricular expertise of the workgroup to propose a method for scoring these desired outcomes fairly for all school districts. (pg. 43)</td>
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<tr>
<td>School Improvement</td>
<td>The Louisiana Department of Education (LDE) school system planning guide, as well as the collaborative planning process, will also include ongoing reviews of data related to student behavior and discipline, including but not limited to chronic absenteeism and out-of-school suspensions and expulsions, prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts. (pg. 31) Through regional and one-on-one support meetings, LDE staff will support LEAs in addressing their greatest needs, as revealed by the results of needs assessments, analyses of data, and monitoring reports, and targeting funds toward those needs. This work will include, but not be limited to, addressing chronic absenteeism, excessive out-of-school discipline, and other behavior and discipline related needs for all students and for student subgroups. (pg. 32)</td>
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<tr>
<td>Professional Development</td>
<td>As part the LDE’s ongoing effort to strengthen the educator workforce, the SEA will use Title II funds to support the development and expansion of yearlong teaching residencies that result in certified teachers and leaders. Funds will be used to support stipends and training for mentor teachers, support for educator preparation providers, and other costs associated with yearlong teaching and leadership residencies. (pg. 67)</td>
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Well-Rounded Education (continued)

The LDE will support LEAs in identifying Title I and Title IV investments that can help to reduce chronic absenteeism and excessive out-of-school discipline; provide access to challenging coursework; and increase access to enriching experiences that foster lifelong interests. The LDE has also clarified for LEAs that Title II funds can be used to support training and professional development beyond classroom teachers, including other school professionals whose work is critical to supporting unique student needs and a well-rounded education for all students. (pg. 87)

Reasons to Cheer!

Health and physical education are included as a part of a well-rounded education within the Interest and Opportunities indicator.

Chronic absenteeism, excessive out of school discipline and other behavioral issues are specifically identified as areas of support to and focus of network leaders and coaches for LEAs. These will be driven by local data and needs assessments.

Opportunities for Improvement

Support the development of Interest and Opportunities measures that are related to student health and wellness. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior, improved cognitive performance (i.e., concentration, attention), better educational outcomes including overall test scores and grades, graduation rates, and fewer behavioral problems.¹

Consider whole-school improvement strategies (i.e. Positive Behavior Intervention Supports, restorative justice, high-quality after school programming) when addressing chronic absenteeism and discipline. Research tells us that school engagement and connection can buffer young people against adverse experiences and can help young people learn from adversity and thrive educationally, socially, emotionally and physically.²

Ensure that local health and wellness data, like the YRBS Survey conducted by Centers for Disease Control and Prevention are included within comprehensive needs assessments, particularly as it relates to addressing chronic absenteeism, equity, and engagement in school.


Louisiana Education Website

For technical assistance/support contact Dr. Kymm Ballard, a proud partner of Cairn Guidance on this project ncpe4kids@gmail.com

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