



A Plan to Improve

**Facilities/Technology, Discipline, and Compensation  
in the East Baton Rouge Parish School System  
(the “Plan”)**



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**Adopted August 13, 1998**

(As revised through February 22, 2018)

*Building the Future of Baton Rouge*



*EAST BATON ROUGE PARISH SCHOOL SYSTEM*

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# Strategic Plan

## **BOLD GOAL**

*The* East Baton Rouge Parish School System will be a top ten district by 2020, building an innovative and globally-competitive educational choice for all families.

Focusing on the **Bold Goal**,  
our Plan to achieve top ten status  
is revealed in 6 Objectives:

Objective 1: Early Childhood Education

Objective 2: Academic Expectations

Objective 3: Governance/Accountability/Efficiency

Objective 4: Culture and Safety/School Climate and Human Capital

Objective 5: Neighborhood Schooling and School Choice

Objective 6: Community and Parental Involvement

**ONE TEAM. ONE MISSION.**



# Vision

*All* East Baton Rouge Parish School System students will graduate with the knowledge, skills and values necessary to become active and successful members of a dynamic learning community.

# Mission

*The* East Baton Rouge Parish School System, in partnership with our community, educates all students to their maximum potential in a caring, rigorous and safe environment.

**ONE TEAM. ONE MISSION.**

# Introduction





# Introduction

This document and the appendices that follow constitute a partnership between the East Baton Rouge Parish School System (EBRPSS) and its community of citizens. The East Baton Rouge Parish School System has invested time and resources to listen to the concerns of its stakeholders. Through aligned strategic planning, the goals of the school system are the following:

- (1) To increase student achievement;
- (2) To promote a safe and caring environment;
- (3) To expand student and stakeholder engagement;
- (4) To promote effective and efficient internal processes; and
- (5) To maximize employee learning and growth.

The public school system is the foundation of the community. The community deserves a vibrant public school system that produces responsible citizens who are equipped with the knowledge, skills, and values necessary to become active and successful members of a dynamic learning community. The East Baton Rouge Parish School System's vision is that *"All students will graduate with the knowledge, skills and values necessary to become active and successful members of a dynamic learning community."* By focusing on the district vision, meeting students at their point of need and integrating technology into instruction, EBRPSS is preparing our students for the 21st century workplace and jobs not yet imagined for tomorrow.

The East Baton Rouge Parish School System is comprised of nearly 41,000 students: 77% black, 11% white, 3% Asian, 8% Hispanic, and 1% other. Approximately 88% of students are classified as economically disadvantaged and all students enrolled in district schools receive free breakfast and free lunch through federal grants. For the 2016-2017 school year, the attendance rate was 95.2% for elementary students, 93% for middle school students, and 91.7% for high school students. The school system operates 47 elementary schools, 13 middle schools, 11 high schools, 4 alternative schools, and 6 district authorized, Type 1 charter schools. The district is staffed with over 5,900 employees, including 3,345 teachers.

EBRPSS is accountable to the community for the stewardship of its resources. The district has demonstrated this commitment during the last twenty years by completing previous tax plan named projects in a timely and economically efficient manner. The tax plan has funded new state of the art schools, provided major facility updates, completed classroom renovations and secured new additions to numerous district schools and properties. Earlier phases of tax plans also included replacing roofs, heating, ventilation, and air conditioning systems (HVAC), installing energy efficient heating and lighting systems, addressing maintenance needs and modernizing technology. In future phases of the tax plan, modernizing facilities and maintaining state of the art technology will remain a priority in order to ensure college and career readiness for all students. Furthermore, the continuation of this plan provides increased access to neighborhood schools, expansion of parent choice, enhancement of academic programs, and response to demographic changes due to population shifts.

## **Propositions**

At the core of the tax plan are three distinct propositions outlined in this document. The proposed renewal of each proposition will continue to provide funds through a 1-cent sales tax. The propositions are listed below.

- Proposition 1: Facilities and Technology;
- Proposition 2: Discipline, Truancy, and Alternative Education;
- Proposition 3: Employee Compensation.

A portion of the 1-cent sales tax is divided to provide funding for the three identified propositions.

- Proposition 1 represents 51% of the penny
- Proposition 2 represents 8% of the penny
- Proposition 3 represents 41% of the penny

Proposition 1 continues to focus on facilities and technology upgrades. It specifically lists the new schools, major renovations, facility improvements and maintenance projects planned for the system across the next ten years. District leadership inclusive of the local school board is committed to engaging in data driven decision making as it relates to new construction, school expansion, school renovations, school consolidations, school closures and facility removals. Aligned to this process will be careful consideration of academic programs, student attendance zones and efficient use of district facilities. EBRPSS is also sensitive to its obligation to the community with regards to historic sites and properties. Additionally, the school board and district staff understand the impact of abandoned properties on neighborhoods and the quality of life surrounding such properties.

Proposition 2 ensures safe and orderly school environments to support student learning. It provides expanded choice in educational options for families as well as resources to support alternative instructional approaches for students who may be disruptive or underserved by traditional classroom settings. This proposition also supports the district's truancy initiatives to positively impact student attendance rates and decrease district mobility rates.

Proposition 3 sustains the compensation for all teachers and support employees across the district. Compensation for teachers and other school system employees is a district priority in order to be competitive in recruiting and retaining effective teachers, administrators and support staff. To attain this goal, the school system must be competitive in the marketplace with compensation and benefits that are attractive in comparison to the neighboring districts within Louisiana and in comparison to other states in the southern region.

## **Intent of the Plan**

Multiple modes of data were analyzed and considered in the development of this plan. The district sought community and stakeholder input through ten community forums over the course of six months. Survey results, comments and prioritization exercises from stakeholders were also evaluated as projects were considered. The School Board commissioned a demographic study to examine census data, population shifts and to determine underserved areas. Additionally, facility needs assessments and other facility reports provided data on the age and condition of the buildings to help with the selection of projects.

The intent of the East Baton Rouge Parish School Board's *Plan to Improve Facilities/Technology, Discipline, and Compensation in the East Baton Rouge Parish School System* is to improve education by addressing the following areas:

- To upgrade facilities for optimal safe and effective learning environments;
- To provide technology to meet the requirements of state mandated assessments and for the acquisition of college and career readiness skills;
- To reduce truancy and increase the graduation rate;
- To support neighborhood schooling and provide more effective school choice options through alternative, specialized and innovative academic programs; and
- To improve the recruitment and retention of effective personnel with competitive compensation.

The components of the Plan are aligned to the district's Strategic Plan and are designed to be measurable. In doing so, oversight of this written document holds the East Baton Rouge Parish School System and its governing board accountable for the results of the Plan and the responsible management of taxpayer dollars.

The revenue generated from Propositions 1, 2 and 3 are considered in the development of the district's per pupil allocation as determined by the Louisiana Department of Education. Notice is hereby provided that the Educational Facilities Improvement District (EFID) may begin funding its proportional share of the per pupil allocation in Phase four of the Tax Plan.

## Academic Accountability

### *Introduction*

In 1999, the state of Louisiana implemented a comprehensive accountability plan modeled after similar systems in Texas, Kentucky, and other states. The accountability plan outlined major goals for all public schools, created a method for reporting school progress, recognized schools and districts that make progress toward state goals, and focused extra resources and attention to failing schools. In 2001, the federal legislation, *No Child Left Behind Act (NCLB)*, impacted the evolution of state and district accountability requirements requiring that students be tested in mandated content areas. The federal *Every Student Succeeds Act (ESSA)* was signed into law December 10, 2015, reauthorizing the 50 year old *Elementary and Secondary Education Act* and revising many provisions of what was known as *NCLB*. The ESSA Act is the United States' national education law and longstanding commitment to equal opportunity for all students. Under this federal law, the State Education Agency is responsible for creating and submitting a plan that complies with applicable laws in Louisiana. The required state level plan includes the following:

- Adoption of statewide standards in core academic subjects aligned with entrance requirements for college and universities and relevant career and technical education standards;
- Assessment of all students in the same grades and subjects as required under *NCLB*;
- Reporting on specific metrics, including student and subgroup (race, economic status, etc.) results, at the school and district level to address student equity gaps;
- A singular rating system for all schools, including identification and improvement plans for schools in need of support and advancement; and
- Authorization of federal education funding and competitive grant opportunities.

### *Louisiana's Accountability System*

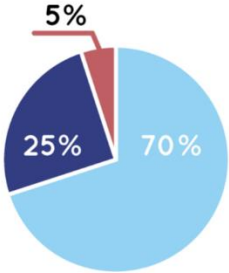
Improvements to Louisiana's Accountability System enacted during 2017 represent critical shifts of the design of the accountability system. These shifts are summarized as follows:

- Ensuring an "A" in Louisiana's letter grade system signals mastery of fundamental skills by raising expectations for what is required in order for a school to earn "A" level points based on student achievement and growth;
- Adjusting school rating calculations to value more the progress of every individual child including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers through a progress index; and
- Expanding the school performance score formula to emphasize interests and opportunities for students, in addition to traditional assessment and graduation outcomes, as five percent of school scores.

As part of the educational goals of the Louisiana Accountability System, a school performance score is calculated for each school and for the district. Schools participate in rigorous state testing and student results are characterized by five achievement levels to communicate performance and content mastery. Assessment and other indexes contribute to a school and district performance score.

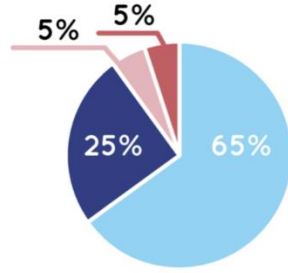
School Performance Score Formulae (2019 – 2020 and beyond)

**Elementary Schools**



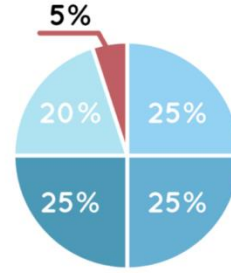
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

**Elementary/Middle Schools (with Grade 8)**



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

**High Schools**



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

Key Terms of School Performance Score Formulae	
Assessment Index (K-8)	Students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery and the knowledge and skills reflected in the standards of that grade and subject; the school performance score includes points assigned to achievement levels earned by students for each tested subject.
Dropout/ Credit Accumulation Index (DCAI) (K-8)	Measure recognizes successful transition to high school as well as access to Carnegie credits in middle school; the school performance score includes an index that is calculated for schools that include grade 8 in prior year and points are based on number of Carnegie credits earned through the completion of 9 <sup>th</sup> grade.
Assessment Index (High School)	End of Course Exams assess whether students have mastered the standards of core high school core content

	<p>subject areas. EOC exams are required in the following areas: Algebra I, geometry, English I, English II, biology, and United States history; the school performance score includes points assigned to achievement levels earned by students for each tested subject.</p>
<p><i>ACT</i> Index (High School)</p>	<p>Index measures student readiness for postsecondary learning; All students in grade 11 take the <i>ACT</i> and schools earn points for the highest composite score earned by each student through the original spring testing date through the senior year. <i>WorkKeys</i> is included in the <i>ACT</i> index score and provides additional opportunities to earn points when the <i>WorkKeys</i> score yields more index points than the <i>ACT</i> score.</p>
<p>Graduation Rate (High School)</p>	<p>Measures the percentage of students who enter grade 9 and graduate four years later; all 9<sup>th</sup> grade students who enter a graduation cohort are included in calculations regardless of the diploma pathway, unless they are legitimate leavers according to state policy and exit codes.</p>
<p>Strength of Diploma (High School)</p>	<p>Measures the quality of the diploma earned by each 12<sup>th</sup> grader; while points are awarded for each high school diploma awarded for students who graduate on time, additional points are awarded for Advanced Placement, International Baccalaureate, JumpStart Credentials, CLEP, Dual Enrollment course completion, and Associates Degrees. Point values (lower) are also awarded for HiSET/GED and five and six year graduates with any type of diploma.</p>
<p>Growth &amp; Progress Index (K-12)</p>	<p>Students scoring below the Mastery threshold will receive simple, clear growth targets for the following year that illustrates the growth required to be on track to Master ELA and math by 8<sup>th</sup> or 10<sup>th</sup> grade; schools earn points for students achieving the target. If the student does not meet the target, schools may still earn points based on student's growth percentile as compared to peers.</p>

School Systems are required, per *ESSA*, to submit a plan for persistently struggling schools as defined by Louisiana Department of Education criteria outlined in the state's *ESSA* plan. Through the required plans for persistently struggling schools and school improvement plans for higher performing schools, the East Baton Rouge Parish School System implements an improvement process in the development, implementation, monitoring and evaluation of these plans. Plans are designed according to the following goals:

- Provide high quality, standards based curriculum materials and resources;
- Support effective implementation of curricula resources with aligned, high quality professional development;
- Support curriculum and instruction through high quality assessments aligned to state standards;
- Leverage evidence based strategies and interventions that have been proven to significantly improve outcomes for all students;
- Foster instructional professional learning opportunities and build leadership capacity at all levels;
- Make strategic use of all funds to meet the diverse needs of students; and
- Align to school needs assessment and district mission and vision.

In order to provide the vision for school level plans, support the achievement of the goals in the Louisiana Accountability System and further ensure district accountability and evaluation methods, the East Baton Rouge Parish School System has adopted a Strategic Plan.

### *East Baton Rouge Parish School System Strategic Plan (2013)*

The East Baton Rouge Parish School System's Strategic Plan was developed by a volunteer committee of area community leaders with the benefit of the broader community input and cooperative support from the staff of the East Baton Rouge Parish School System. Through this process, a single, bold goal was established to provide a vision of achievement for the district to be realized by 2020. Although written at a high level, the goal is designed to be measurable, allowing for progress reporting and measurement. Six focus areas were identified to frame the strategic plan through the development of six high level objective statements aligned to the bold goal to define a specific level of achievement focusing on identified objectives. Within the plan, each objective is further broken down into strategies and tactics designed to support academic programs and propel the district toward desired achievement levels. Strategies and tactics provide more detailed descriptions of methods, actions and practices to accomplish plan objectives.

In addition to the requirements of *ESSA* and the Louisiana Accountability System, the district strategic plan provides internal and local measures to ensure academic accountability.

### Strategic Plan Bold Goal

*The East Baton Rouge Parish School System will be a top ten Louisiana district by 2020, building an innovative and globally-competitive educational choice for all families.*

<i>Objective 1: Early Childhood Education</i>	The East Baton Rouge Parish School System (EBRPSS) will provide all pre-kindergarten children equal access to high-quality options that ensure young students enter kindergarten ready to learn.
<i>Objective 2: Academic Expectations</i>	All students in the East Baton Rouge Parish School System (EBRPSS) will complete a comprehensive and rigorous academic curriculum that builds workforce and college preparedness, and cultivates an appreciation for knowledge.
<i>Objective 3: Governance/ Accountability/Efficiency</i>	The East Baton Rouge Parish School Board (EBRPSB) will lead the East Baton Rouge Parish School System (EBRPSS) to the 2020 goal of being a top ten school system by maintaining a focus on excellence and by holding accelerating student achievement as the priority focus of all governance policies, accountability mechanisms, and financial resource allocations.
<i>Objective 4: Culture and Safety/ School Climate and Human Capital</i>	The East Baton Rouge Parish School System (EBRPSS) will recruit and retain only those teachers, school leaders, and administrators who provide an excellent education to all students and create a learning environment that drives high student achievement and safety. EBRPSS will identify and confront all barriers and constraints that prevent having an excellent teacher in every classroom and excellent leader in every school.
<i>Objective 5: Neighborhood Schooling/ School Choice</i>	Engage in an effort to re-create true neighborhood schools while maintaining students' right to choose to attend any magnet or other school of choice in the district, provided they can meet that school's admissions requirements.
<i>Objective 6: Community and Parental Involvement</i>	All East Baton Rouge Parish School District schools will provide an inviting, trustworthy environment for parents, families, and businesses to be involved in student learning and development.



# Financial Overview





**Tax Plan Financial Overview - Ten-Year Projected Sales Tax Revenue****Phase IV - 2019-2020 Through 2029-2030**

(Proposed Assumptions for the Fourth Phase @ 2.0 % Annual Growth Compared to 1.5% Annual Growth)

Fiscal Year:	* 18-19	19-20	20-21	21-22	22-23	23-24	Subtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Phase III	1st Year	2nd Year	3rd Year	4th Year	5th Year	Revenue
	Ending Fund Balance						
Phase I revenue projections were based on an annual increase of 1.0%, while Phase II & III projections were based on an annual increase of 1.5%.							
1.0c Sales Tax @ 2.0% growth	\$ 8,929,270	\$ 86,560,104	\$ 88,291,306	\$ 90,057,132	\$ 91,858,275	\$ 93,695,440	\$ 459,391,527
1.0c Sales Tax @ 1.5% growth	8,929,270	86,135,790	87,427,827	88,739,244	90,070,333	91,421,388	452,723,850
<b>Difference</b>	<b>\$ -</b>	<b>\$ 424,314</b>	<b>\$ 863,479</b>	<b>\$ 1,317,888</b>	<b>\$ 1,787,942</b>	<b>\$ 2,274,053</b>	<b>\$ 6,667,677</b>
<b>Proposition 1 @ .51c</b>							
.51c Sales Tax @ 2.0% growth	2,478,915	44,145,580	45,028,491	45,929,061	46,847,642	47,784,595	232,214,284
.51c Sales Tax @ 1.5% growth	2,478,915	43,929,180	44,588,117	45,256,939	45,935,793	46,624,830	228,813,775
<b>Difference</b>	<b>\$ -</b>	<b>\$ 216,400</b>	<b>\$ 440,374</b>	<b>\$ 672,122</b>	<b>\$ 911,849</b>	<b>\$ 1,159,765</b>	<b>\$ 3,400,509</b>
<b>Proposition 2 @ .08c</b>							
.08c Sales Tax @ 2.0% growth	\$ 549,559	6,924,793	7,063,289	7,204,555	7,348,646	7,495,619	\$ 36,586,461
.08c Sales Tax @ 1.5% growth	549,559	6,890,848	6,994,211	7,099,124	7,205,611	7,313,695	36,053,048
<b>Difference</b>	<b>\$ -</b>	<b>\$ 33,945</b>	<b>\$ 69,078</b>	<b>\$ 105,431</b>	<b>\$ 143,035</b>	<b>\$ 181,924</b>	<b>\$ 533,413</b>
<b>Proposition 3 @ .41c</b>							
.41c Sales Tax @ 2.0% growth	\$ 5,900,796	35,489,731	36,199,526	36,923,516	37,661,987	38,415,226	\$ 190,590,782
.41c Sales Tax @ 1.5% growth	5,900,796	35,315,762	35,845,496	36,383,181	36,926,928	37,482,862	187,857,028
<b>Difference</b>	<b>\$ -</b>	<b>\$ 173,969</b>	<b>\$ 354,027</b>	<b>\$ 540,336</b>	<b>\$ 733,058</b>	<b>\$ 932,364</b>	<b>\$ 2,733,754</b>

Fiscal Year:	24-25	25-26	26-27	27-28	** 28-29	*** 29-30	Grandtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	Revenue
Phase I revenue projections were based on an annual increase of 1.0%, while Phase II & III projections were based on an annual increase of 1.5%.							
1.0c Sales Tax @ 2.0% growth	\$ 95,569,349	\$ 97,480,736	\$ 99,430,351	\$ 101,418,958	\$ 103,447,337	\$ 6,330,966	\$ 963,069,224
1.0c Sales Tax @ 1.5% growth	92,792,708	94,184,599	95,597,368	97,031,329	98,486,798	5,997,836	936,814,488
<b>Difference</b>	<b>\$ 2,776,641</b>	<b>\$ 3,296,137</b>	<b>\$ 3,832,983</b>	<b>\$ 4,387,629</b>	<b>\$ 4,960,538</b>	<b>\$ 333,130</b>	<b>\$ 26,254,735</b>
<b>Proposition 1 @ .51c</b>							
.51c Sales Tax @ 2.0% growth	48,740,287	49,715,093	50,709,395	51,723,582	52,758,054	5,275,805	491,136,500
.51c Sales Tax @ 1.5% growth	47,324,203	48,034,066	48,754,577	49,485,895	50,228,184	4,998,197	477,638,895
<b>Difference</b>	<b>\$ 1,416,084</b>	<b>\$ 1,681,027</b>	<b>\$ 1,954,818</b>	<b>\$ 2,237,687</b>	<b>\$ 2,529,870</b>	<b>\$ 277,609</b>	<b>\$ 13,497,605</b>
<b>Proposition 2 @ .08c</b>							
.08c Sales Tax @ 2.0% growth	7,645,531	7,798,442	7,954,411	8,113,499	8,275,769	1,055,161	\$ 77,429,274
.08c Sales Tax @ 1.5% growth	7,423,401	7,534,752	7,647,773	7,762,489	7,878,927	999,639	75,300,028
<b>Difference</b>	<b>\$ 222,131</b>	<b>\$ 263,690</b>	<b>\$ 306,638</b>	<b>\$ 351,010</b>	<b>\$ 396,842</b>	<b>\$ 55,522</b>	<b>\$ 2,129,246</b>
<b>Proposition 3 @ .41c</b>							
.41c Sales Tax @ 2.0% growth	39,183,531	39,967,201	40,766,545	41,581,876	42,413,514		\$ 394,503,450
.41c Sales Tax @ 1.5% growth	38,045,105	38,615,782	39,195,019	39,782,944	40,379,688		383,875,565
<b>Difference</b>	<b>\$ 1,138,426</b>	<b>\$ 1,351,420</b>	<b>\$ 1,571,527</b>	<b>\$ 1,798,932</b>	<b>\$ 2,033,826</b>	<b>\$ -</b>	<b>\$ 10,627,885</b>

**NOTES:**

\* The fiscal year 2018-2019 amounts for propositions 1, 2, and 3 are the projected ending fund balances for phase III.

\*\* Sales taxes were collected 3 months in advance for proposition #3, resulting in 25% advance collection in previous phase and 75% collection in last year of collections.  
For reporting purposes, a full fiscal year of revenue collections are entered in 2028-2029 for proposition 3.

\*\*\* Approximately 9.8% (5/51) and 12.5% (1/8) of propositions #1 and #2 total percentage allocation of sales tax will be collected one year in arrears if the sales tax is not renewed. This resulted because the full percentage of collection occurred a year after the beginning effective date of collections.

## Expiration Dates:

Proposition 1 - .46% Expires June 30, 2029

Proposition 1 - .05% Expires June 30, 2030

Proposition 2 - .07% Expires June 30, 2029

Proposition 2 - .01% Expires June 30, 2030

Proposition 3 - .41% Expires March 31, 2029

**Tax Plan Financial Overview - Ten-Year Projected Sales Tax Expenditures**

**Phase IV - 2019-2020 Through 2029-2030**

<b>Fiscal Year:</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>Subtotal</b>
		<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
		<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>	<b>5th Year</b>	<b>Expenditures</b>
<b>Proposition 1 @ .51c</b>							
General Expenditures	\$ -	\$ 550,352	\$ 558,322	\$ 566,412	\$ 574,625	\$ 582,962	\$ 2,832,673
Facilities	-	39,402,446	40,143,735	37,015,869	34,380,860	35,243,721	186,186,631
Technology	-	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	20,000,000
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ 43,952,798</b>	<b>\$ 44,702,057</b>	<b>\$ 41,582,281</b>	<b>\$ 38,955,485</b>	<b>\$ 39,826,683</b>	<b>\$ 209,019,304</b>
<b>Proposition 2 @ .08c</b>							
General Expenditures		\$ 72,381	\$ 73,467	\$ 74,569	\$ 75,688	\$ 76,823	\$ 372,928
Elementary Schools		2,454,789	2,470,914	2,509,887	2,549,490	2,589,752	12,574,832
Middle and High Schools		2,728,209	2,762,530	2,802,453	2,842,955	2,884,063	14,020,210
School for Over-Age Students		1,246,740	1,277,043	1,297,553	1,318,332	1,339,347	6,479,015
Truancy		388,729	393,057	397,462	401,946	406,510	1,987,704
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ 6,890,848</b>	<b>\$ 6,977,011</b>	<b>\$ 7,081,924</b>	<b>\$ 7,188,411</b>	<b>\$ 7,296,495</b>	<b>\$ 35,434,689</b>
<b>Proposition 3 @ .41c</b>							
General Expenditures		\$ 370,957	\$ 376,521	\$ 382,169	\$ 387,901	\$ 393,720	\$ 1,911,268
Recruit/Retain Employee		34,907,144	35,430,751	35,962,212	36,501,645	37,049,170	179,850,921
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ 35,278,101</b>	<b>\$ 35,807,272</b>	<b>\$ 36,344,381</b>	<b>\$ 36,889,546</b>	<b>\$ 37,442,890</b>	<b>\$ 181,762,189</b>
<b>Total of Propositions 1, 2, &amp; 3</b>	<b>\$ -</b>	<b>\$ 86,121,747</b>	<b>\$ 87,486,340</b>	<b>\$ 85,008,586</b>	<b>\$ 83,033,442</b>	<b>\$ 84,566,068</b>	<b>\$ 426,216,182</b>

<b>Fiscal Year:</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>	<b>28-29</b>	<b>* 29-30</b>	<b>Grandtotal</b>
	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
	<b>6th Year</b>	<b>7th Year</b>	<b>8th Year</b>	<b>9th Year</b>	<b>10th Year</b>	<b>11th Year</b>	<b>Expenditures</b>
<b>Proposition 1 @ .51c</b>							
General Expenditures	\$ 591,426	\$ 600,019	\$ 608,743	\$ 617,600	\$ 626,592	\$ 152,712	\$ 6,029,765
Facilities	43,992,464	53,053,103	37,923,652	60,006,204	43,990,533	6,264,870	431,417,457
Technology	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	-	40,000,000
<b>Subtotal</b>	<b>\$ 48,583,890</b>	<b>\$ 57,653,122</b>	<b>\$ 42,532,395</b>	<b>\$ 64,623,804</b>	<b>\$ 48,617,125</b>	<b>\$ 6,417,582</b>	<b>\$ 477,447,222</b>
<b>Proposition 2 @ .08c</b>							
General Expenditures	\$ 77,975	\$ 79,145	\$ 80,332	\$ 81,537	\$ 82,760	\$ 10,500	\$ 785,177
Elementary Schools	2,630,684	2,672,298	2,714,610	2,757,632	2,801,378		26,151,434
Middle and High Schools	2,925,786	2,968,132	3,011,111	3,054,736	3,099,016		29,078,991
School for Over-Age Students	1,360,597	1,382,084	1,403,805	1,425,756	1,447,938		13,499,195
Truancy	411,158	415,893	420,715	425,628	430,634		4,091,732
<b>Subtotal</b>	<b>\$ 7,406,200</b>	<b>\$ 7,517,552</b>	<b>\$ 7,630,573</b>	<b>\$ 7,745,289</b>	<b>\$ 7,861,726</b>	<b>\$ 10,500</b>	<b>\$ 73,606,529</b>
<b>Proposition 3 @ .41c</b>							
General Expenditures	\$ 399,626	\$ 405,620	\$ 411,704	\$ 417,880	\$ 424,148	\$ -	\$ 3,970,246
Recruit/Retain Employee	37,604,907	38,168,981	38,741,516	39,322,638	39,912,478		373,601,442
<b>Subtotal</b>	<b>\$ 38,004,533</b>	<b>\$ 38,574,601</b>	<b>\$ 39,153,220</b>	<b>\$ 39,740,518</b>	<b>\$ 40,336,626</b>	<b>\$ -</b>	<b>\$ 377,571,688</b>
<b>Total of Propositions 1, 2, &amp; 3</b>	<b>\$ 93,994,623</b>	<b>\$ 103,745,275</b>	<b>\$ 89,316,188</b>	<b>\$ 112,109,611</b>	<b>\$ 96,815,477</b>	<b>\$ 6,428,082</b>	<b>\$ 928,625,439</b>

**NOTES**

General expenditures are primarily sales tax collection fees charged by the City/Parish, the agency that collects sales tax and the Fair Share Coordinator for Proposition 1.

\* Proposition 1 completion of construction projects Phase IV.

# Accountability



# Accountability

## Accountability

The East Baton Rouge Parish School Board shall continue the separate accounting funds in connection with all amounts collected pursuant to any tax voted upon in connection with the Plan, or any portion of this Plan, so as to ensure that any amounts collected in connection with any individual proposition will be accounted for in separate accounting funds. If any amounts remain in any such accounting funds upon the conclusion of the period of collection of any such tax, then such remaining amounts will be spent in the future only for a purpose set forth in the original proposition relating to such amounts.

The School Board shall continue to prepare a semi-annual report for each and every semi-annual period during which any tax is collected for purposes of this Plan, or any portion of this Plan. The semi-annual reports shall address the issue of whether the expenditures made by the School Board from the accounting funds referred to above were in accordance with the Plan. The semi-annual reports shall be presented at a public meeting of the School Board, and the School Board shall ensure that each such report is made available to the press and the public in the same manner as any other public record.

## The Plan

The provisions of the Plan, or any portion of this Plan, pursuant to each proposition for which taxes are collected, may be modified to accommodate unforeseen events, emergencies, and variations in estimates. Any such modification must be approved by the Oversight Committee.

If the School Board determines that there is need to consider a possible modification of this Plan, or any portion of this Plan, before any possible modification can be considered, the School Board shall at least ten days prior to considering any possible modification:

- 1.) Place a prominent notice in the official journal of the East Baton Rouge Parish School Board, indicating that a possible modification to the Plan, or a portion of the Plan, will be considered at a public meeting of the School Board and indicating the specific date of the meeting and the specific possible modification; and
- 2.) Notify the members of the Oversight Committee referred to below in writing of the possible modification to the Plan, or a portion of the Plan, and the specific date of the meeting when the same shall be considered.

The Oversight Committee referred to below shall have the right to make any report or written comment in regard to the proposed modification as it deems necessary and any such report or written comment of the Oversight Committee shall be presented at the public meeting of the School Board where the proposed modification is being considered and shall be made available to the press and public in the same manner as any other public record.

## **Oversight Committee**

The School Board shall continue with the established Oversight Committee upon the passage of any tax voted upon in connection with this Plan, or any portion of this Plan.

The Oversight Committee shall continue to be comprised of five individuals who reside in East Baton Rouge Parish, Louisiana. Three of these individuals shall be finance or accounting professionals who shall be appointed by the School Board and, if possible, these three professionals shall consist of:

- 1.) A faculty member employed by Louisiana State University;
- 2.) A faculty member employed by Southern University; and
- 3.) A Certified Public Accountant employed in the private sector (who shall be recommended by the Baton Rouge Chapter of the Society of Louisiana Certified Public Accountants or some other similar organization).

The three members appointed by the School Board shall select the remaining two members of the Oversight Committee.

The functions of the Oversight Committee shall continue as follows:

- 1.) To review the semi-annual reports prepared by the School Board which are referred to above and to make any responses to such reports as the Oversight Committee deems appropriate;
- 2.) To prepare its own reports whenever, and to the extent that, it deems necessary; and
- 3.) To prepare, if it deems necessary, a report or written comment in regard to any possible modification of the Plan, or any portion of this Plan.

The School Board shall ensure that the staff of the East Baton Rouge Parish School System provides sufficient documentation and assistance to the Oversight Committee so as to allow the Oversight Committee to properly and timely perform all of the above functions.

All of the responses of the Oversight Committee which are referred to above and all other reports or written comments prepared by the Oversight Committee shall be presented at public meetings of the School Board, and the School Board shall ensure that each such response, report, or written comment is made available to the press and public in the same manner as any other public record.

The members of the Oversight Committee shall serve without compensation.



# Proposition No. 1



EAST BATON ROUGE PARISH  
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

**PROPOSITION NO. 1 (TAX RENEWAL)**

**SUMMARY:** RENEWAL OF A 0.51% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF FUNDING OF REPAIRS AND RENOVATIONS, ENHANCING TECHNOLOGY, CONSTRUCTION OF NEW CLASSROOMS AND CONSTRUCTION OF NEW SCHOOLS IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

To assist the East Baton Rouge Parish School Board (the “Board”) in funding repairs and renovations, enhancing technology and construction of new classrooms and schools in the public school system in East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the “District”), as set forth in and subject to “A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge School System” approved by the Board as revised on February 22, 2018, shall the District be authorized to continue to levy and collect a tax of fifty-one hundredths of one percent (0.51%) (the “Tax”) (an estimated \$43,900,000 reasonably expected at this time to be collected from the levy of the Tax for an entire year), upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District, (excepting food and prescription drugs), for a period of ten (10) years from the Tax’s effective dates (July 1, 2019 for 0.46% and July 1, 2020 for 0.05%), with Tax proceeds (after paying costs of collection and administration) to be dedicated for the above purposes?

# **Proposition 1**

## **Facilities/Technology**

### **for**

## **New School Construction**

#### **Benefits to Students, Parents and Teachers:**

- Access to 21st century educational spaces that are conducive to teaching and learning and provide a safe and secure environment;
- Provides innovative and collaborative program spaces;
- Increases the use of student centered technology implementation and accessibility.

#### **Benefits to Taxpayers:**

- Reduces operational cost through energy efficient design;
- Reduces school system liability;
- Enhances school system assets and investments.

Considering the physical conditions of Baton Rouge Center for Visual and Performing Arts, Brownfields Elementary, Glasgow Middle, Mayfair Laboratory School and Westdale Heights Academic Magnet will be rebuilt on the current site. Due to current physical conditions Buchanan Elementary and University Terrace will be combined and rebuilt on the current University Terrace site. Demographic studies show new school(s) in the southern part of the East Baton Rouge Parish School District are necessary to meet the expected population growth for this portion of the district.

These new facilities will result in the relocation, consolidation, repurpose and closure of existing schools. The final number and locations will be determined by future demographic and enrollment data.

#### **Action Item**

Construction of 8-9 New Schools

Closing/Repurposing One (1) District Operated Facilities

#### **Funding**

Proposed Tax Continuance

Budget Process

# **Facilities/Technology for Facility Additions and Renovations**

## **Benefits to Students, Parents and Teachers:**

- Access to educational spaces that are conducive to teaching and learning and provide a safe and secure environment;
- Provides innovative and collaborative program spaces;
- Provides additional program and teacher/staff areas to accommodate multiple instructional delivery methods;
- Increases technology implementation and accessibility.

## **Benefits to Taxpayers:**

- Reduces operational cost through energy efficient design;
- Reduces school system liability;
- Enhances school system assets and investments.

The following infrastructure improvements are recommended in order to provide a safe environment conducive to the educational process for the students, parents, faculty and staff of the East Baton Rouge Parish School System.

## **Facility Additions and Renovations**

Renovations will consist of a combination of new flooring, painting, ceilings, lighting and classroom specialty items. New classrooms and other new facilities will be constructed in the district to accommodate student enrollment and programmatic needs. Facility improvements may include interior and exterior building components and athletic areas.

### **HVAC Maintenance Services**

The Heating, Ventilation, and Air Conditioning (HVAC) Maintenance Services is required to protect and maintain climate control services throughout the District. This service will not only alleviate the future cost for major air handling and chiller replacements, but it will also provide energy savings through the method of more efficient controls. Furthermore, it will provide an improved and more consistent delivery of services, which will result in fewer disruptions to the educational process.

### **Demolitions**

Demolitions will take place at the following: Arlington Preparatory Academy, Banks Elementary Site, Eden Park Elementary Site, Greenville Site, Rosenwald Site and Wyandotte Site. Demolition schedules will be based on facility needs and funding availability.

### **Action Item**

Facility Additions & Renovations

HVAC Maintenance Service

Demolitions

### **Funding**

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

# Facilities/Technology for Technology Projects

## **Benefits to Students, Parents, and Staff:**

- Provide for the addition and replacement of computer devices for student use;
- Provide for the addition and replacement of computer devices for faculty and staff use; and
- Continue salary funding for technology support services to all campuses in the District.

Proposition 1 of the initial Five Year Plan to Improve Facilities/Technology, Discipline and Compensation provided for the implementation of the school system's wide area computer network serving all schools and administrative sites throughout the East Baton Rouge Parish School System with high-speed data and Internet connectivity. The initial plan has also provided the system with a staff of network specialists to maintain and support this district-wide network.

The continuance of the technology component of Proposition 1 will provide funding to allow the East Baton Rouge Parish School System to:

1. Purchase computer devices to both replace obsolete equipment and to provide additional computer access to students. At current academic pricing, the plan will provide for the purchase and integration of 7000 computer devices annually or 70,000 units over the ten-year period at a cost of \$21,000,000.00;
2. Purchase computer devices to both replace obsolete equipment and to provide additional computer access to faculty and staff. At current academic pricing, the plan will provide for the purchase and integration of 240 computer devices annually or 2400 units over the ten-year period at a cost of \$3,000,000.00; and
3. Provide continued funding for the salaries and benefits of 30 technology support staff to maintain and support the operation of the District's wide area computer network at a cost of \$16,000,000.00 over the ten-year period.

**Action Item**

Computer Devices

Salaries and Benefits for 30

Networking Personnel

**Funding**

Proposed Tax Continuance/Other Sources

Proposed Tax Continuance

**Technology Funding Schedule**

See attached spreadsheet.



# PROPOSITION 1

## Facilities / Technology Summary

Fiscal Year	2018-2019	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	Total Tax Plan Budget
<b>Facilities</b>							
New School Construction	\$ -	\$ 11,800,000	\$ 23,985,000	\$ 26,300,000	\$ 24,107,000	\$ 24,311,000	\$ 110,503,000
Classroom Additions/Renovations	\$ -	\$ 21,000,000	\$ 9,500,000	\$ 4,000,000	\$ 3,500,000	\$ 4,100,000	\$ 42,100,000
<b>Demolitions/HVAC</b>							
Demolitions	-	-	-	-	-	-	-
HVAC Maintenance Services	-	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	17,500,000
Subtotal	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	17,500,000
Facilities Subtotal	\$ -	\$ 36,300,000	\$ 36,985,000	\$ 33,800,000	\$ 31,107,000	\$ 31,911,000	\$ 170,103,000
<b>Management</b>							
Management Fees		\$ 1,365,496	\$ 1,390,271	\$ 1,415,418	\$ 1,440,942	\$ 1,466,849	7,078,976
Contingency		\$ 1,736,950	\$ 1,768,464	\$ 1,800,451	\$ 1,832,918	\$ 1,865,872	9,004,655
Subtotal	\$ -	\$ 3,102,446	\$ 3,158,735	\$ 3,215,869	\$ 3,273,860	\$ 3,332,721	16,083,631
Total - Facilities	\$ -	\$ 39,402,446	\$ 40,143,735	\$ 37,015,869	\$ 34,380,860	\$ 35,243,721	\$ 186,186,631
<b>Technology</b>							
Infrastructure		2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	12,000,000
Network Specialists		1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	8,000,000
Total - Technology	\$ -	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 20,000,000
Total - General Expenditures	\$ -	\$ 550,352	\$ 558,322	\$ 566,412	\$ 574,625	\$ 582,962	\$ 2,832,673
Grand Total Facilities/Technology/General	\$ -	\$ 43,952,798	\$ 44,702,057	\$ 41,582,281	\$ 38,955,485	\$ 39,826,683	\$ 209,019,304

# PROPOSITION 1

## Facilities / Technology Summary

Fiscal Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	2029-2030 11th Year	Total Tax Plan Budget
<b>Facilities</b>							
New School Construction	\$ 7,500,000	\$ 42,600,000	\$ 31,909,000	\$ 47,384,000	\$ 4,000,000	\$ -	\$ 243,896,000
Classroom Additions/Renovations	\$ 30,400,000	\$ 4,500,000	\$ -	\$ 6,850,000	\$ 32,850,000	\$ 1,300,000	\$ 118,000,000
<b>Demolitions/HVAC</b>							
Demolitions/HVAC	-	-	-	-	-	441,000	441,000
HVAC Maintenance Services	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	-	35,000,000
Subtotal	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 441,000	\$ 35,441,000
<b>Facilities Subtotal</b>	\$ 41,400,000	\$ 50,600,000	\$ 35,409,000	\$ 57,734,000	\$ 40,350,000	\$ 1,741,000	\$ 397,337,000
<b>Management</b>							
Management Fees	\$ 1,493,144	\$ 1,519,834	\$ 1,546,924	\$ 1,574,420	\$ 1,602,329	184,373	15,000,000
Contingency	\$ 1,099,320	\$ 933,269	\$ 967,728	\$ 697,784	\$ 2,038,204	4,339,497	19,080,457
Subtotal	\$ 2,592,464	\$ 2,453,103	\$ 2,514,652	\$ 2,272,204	\$ 3,640,533	\$ 4,523,870	\$ 34,080,457
<b>Total - Facilities</b>	\$ 43,992,464	\$ 53,053,103	\$ 37,923,652	\$ 60,006,204	\$ 43,990,533	\$ 6,264,870	\$ 431,417,457
<b>Technology</b>							
Infrastructure	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	-	24,000,000
Network Specialists	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	-	16,000,000
<b>Total - Technology</b>	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ -	\$ 40,000,000
<b>Total - General Expenditures</b>	\$ 591,426	\$ 600,019	\$ 608,743	\$ 617,600	\$ 626,592	\$ 152,712	\$ 6,029,765
<b>Grand Total Facilities/Technology/General</b>	\$ 48,583,890	\$ 57,653,122	\$ 42,532,395	\$ 64,623,804	\$ 48,617,125	\$ 6,417,582	\$ 477,447,222

# PROPOSITION 1

## New School Construction

Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Subtotal
		1st Year	2nd Year	3rd Year	4th Year	5th Year	
<b>Plan Components:</b>							
New Buchanan Elementary/University Terrace Elementary (on the University Terrace site)		1,800,000	21,485,000	2,000,000			\$ 25,285,000
Land purchased for new schools in the Southern part of the East Baton Rouge Parish School District	-	10,000,000	-	-			\$ 10,000,000
New Elementary School in the Southern part of the East Baton Rouge Parish School District: On purchased or donated land	-	-	2,500,000	22,500,000			\$ 25,000,000
New Brownfields Elementary (on the current site)	-	-	-	1,800,000	21,307,000	2,000,000	\$ 25,107,000
New BRCVPA (on the current site)	-	-	-	-	2,800,000	22,311,000	\$ 25,111,000
New Secondary School or New Middle and High School in the Southern part of the East Baton Rouge Parish School District: On purchased or donated land	-	-	-	-	-	-	\$ -
New Mayfair Laboratory School (on the current site)	-	-	-	-	-	-	\$ -
New Westdale Heights Academic Magnet (on the current site)	-	-	-	-	-	-	\$ -
New Glasgow Middle School (on the current site)	-	-	-	-	-	-	\$ -
<b>Total New School Construction Subtotal</b>	<b>\$ -</b>	<b>\$ 11,800,000</b>	<b>\$ 23,985,000</b>	<b>\$ 26,300,000</b>	<b>\$ 24,107,000</b>	<b>\$ 24,311,000</b>	<b>\$ 110,503,000</b>

Fiscal Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	
<b>Plan Components:</b>							
New Buchanan Elementary/University Terrace Elementary (on the University Terrace site)							\$ 25,285,000
Land purchased for new schools in the Southern part of the East Baton Rouge Parish School District	-	-	-	-	-	-	\$ 10,000,000
New Elementary School in the Southern part of the East Baton Rouge Parish School District: On purchased or donated land	-	-	-	-	-	-	\$ 25,000,000
New Brownfields Elementary (on the current site)	-	-	-	-	-	-	\$ 25,107,000
New BRCVPA (on the current site)	3,000,000	-	-	-	-	-	\$ 28,111,000
New Secondary School or New Middle and High School in the Southern part of the East Baton Rouge Parish School District: On purchased or donated land	4,500,000	40,500,000	-	-	-	-	\$ 45,000,000
New Mayfair Laboratory School (on the current site)	-	2,100,000	28,009,000	-	-	-	\$ 30,109,000
New Westdale Heights Academic Magnet (on the current site)	-	-	1,800,000	21,300,000	2,000,000	-	\$ 25,100,000
New Glasgow Middle School (on the current site)	-	-	2,100,000	26,084,000	2,000,000	-	\$ 30,184,000
<b>Total New School Construction Subtotal</b>	<b>\$ 7,500,000</b>	<b>\$ 42,600,000</b>	<b>\$ 31,909,000</b>	<b>\$ 47,384,000</b>	<b>\$ 4,000,000</b>	<b>\$ -</b>	<b>\$ 243,895,000</b>

# PROPOSITION 1

## Classroom Additions / Renovations

Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Subtotal
		1st Year	2nd Year	3rd Year	4th Year	5th Year	
Plan Components:							
Glen Oaks High School		7,000,000					\$ 7,000,000
Broadmoor Middle Site (program to be determined)	-	14,000,000	1,000,000				\$ 15,000,000
Middle School Component in the Scotlandville Area	-	-	4,000,000	-	-	-	\$ 4,000,000
LaBelle Aire Elementary School	-	-	1,500,000	-	-	-	\$ 1,500,000
Belfair Elementary School	-	-	3,000,000	-	-	-	\$ 3,000,000
Forest Heights Academy of Excellence	-	-	-	4,000,000	-	-	\$ 4,000,000
Wildwood Elementary School	-	-	-	-	3,500,000	-	\$ 3,500,000
McKinley High School	-	-	-	-	-	2,600,000	\$ 2,600,000
Woodlawn High School	-	-	-	-	-	1,500,000	\$ 1,500,000
Villa del Rey Elementary School	-	-	-	-	-	-	\$ -
Broadmoor High School	-	-	-	-	-	-	\$ -
Sherwood Middle School	-	-	-	-	-	-	\$ -
Scotlandville High School	-	-	-	-	-	-	\$ -
Tara High School	-	-	-	-	-	-	\$ -
Classroom Additions / Renovations Subtotal	\$ -	\$ 21,000,000	\$ 9,500,000	\$ 4,000,000	\$ 3,500,000	\$ 4,100,000	\$ 42,100,000

Fiscal Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	2029-2030 11th Year	Total
Plan Components:							
Glen Oaks High School							\$ 7,000,000
Broadmoor Middle Site (program to be determined)						-	\$ 15,000,000
Middle School Component in the Scotlandville Area	-	-	-	-	-	-	\$ 4,000,000
LaBelle Aire Elementary School	-	-	-	-	-	-	\$ 1,500,000
Belfair Elementary School	-	-	-	-	-	-	\$ 3,000,000
Forest Heights Academy of Excellence	-	-	-	-	-	-	\$ 4,000,000
Wildwood Elementary School	-	-	-	-	-	-	\$ 3,500,000
McKinley High School	30,400,000	2,000,000	-	-	-	-	\$ 35,000,000
Woodlawn High School	-	-	-	-	-	-	\$ 1,500,000
Villa del Rey Elementary School	-	2,500,000	-	-	-	-	\$ 2,500,000
Broadmoor High School	-	-	-	1,850,000	21,850,000	1,300,000	\$ 25,000,000
Sherwood Middle School	-	-	-	5,000,000	-	-	\$ 5,000,000
Scotlandville High School	-	-	-	-	6,000,000	-	\$ 6,000,000
Tara High School	-	-	-	-	5,000,000	-	\$ 5,000,000
Classroom Additions / Renovations Subtotal	\$ 30,400,000	\$ 4,500,000	\$ -	\$ 6,850,000	\$ 32,850,000	\$ 1,300,000	\$ 118,000,000

PROPOSITION 1

Demolitions

Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Subtotal
	1st Year	2nd Year	3rd Year	4th Year	5th Year		
Plan Components:							
Demolitions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Demolitions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Fiscal Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	
Plan Components:							
Demolitions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 441,000	\$ 441,000
Demolitions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 441,000	\$ 441,000

# PROPOSITION 1

## HVAC - Maintenance Services

Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Subtotal
		1st Year	2nd Year	3rd Year	4th Year	5th Year	
Plan Components:							
HVAC Maintenance Services *	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 17,500,000
HVAC - Maintenance Subtotal	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 17,500,000

Fiscal Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	2029-2030 11th Year	Total
Plan Components:							
HVAC Maintenance Services *	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ -	\$ 35,000,000
HVAC - Maintenance Subtotal	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ -	\$ 35,000,000

\* All facilities in operation will be maintained under the HVAC maintenance services package.

PROPOSITION 1

Technology Component

Fiscal Year	Detail	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Chromebooks 1:1 Project Unit Cost Annual Quantity	\$300.00 7000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$ 21,000,000
Computer Workstations Unit Cost Annual Quantity	\$1,250.00 240	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	\$ 3,000,000
Technology Support Staff Unit Cost Annual Quantity	Employee Specific 30	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$ 16,000,000
Total		\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 40,000,000





# Proposition No. 2



EAST BATON ROUGE PARISH  
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

**PROPOSITION NO. 2 (TAX RENEWAL)**

SUMMARY: RENEWAL OF A 0.08% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF IMPROVING THE EDUCATIONAL ENVIRONMENT FOR ALL STUDENTS OF THE EAST BATON ROUGE PARISH SCHOOL SYSTEM BY IMPROVING DISCIPLINE, PROVIDING FOR ALTERNATIVE EDUCATION AND REDUCING TRUANCY IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

To assist the East Baton Rouge Parish School Board (the “Board”) in improving the educational environment in the East Baton Rouge Parish School System by improving discipline, providing alternative education and reducing truancy in the East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the “District”), as set forth in and subject to “A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge School System” approved by the Board as revised on February 22, 2018, shall the District be authorized to continue to levy and collect a tax of eight hundredths of one percent (0.08%) (the “Tax”) (an estimated \$6,900,000 reasonably expected at this time to be collected from the levy of the Tax for an entire year) upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District (excepting food and prescription drugs), for a period of ten (10) years from the Tax’s effective dates (July 1, 2019 for 0.07% and July 1, 2020 for 0.01%), with Tax proceeds (after paying costs of collection and administration) to be dedicated for the above purposes?

# **Proposition 2**

## **DISCIPLINE**

## **ALTERNATIVE EDUCATION**

## **TRUANCY**

To maintain a positive teaching/learning environment in the East Baton Rouge Parish School System, proactive steps must be taken to continue to address classroom disruptions and create focused instruction to meet students' academic needs.

The proposed components that will continue to address such critical matters are:

### **Elementary Schools:**

- Continue a zero tolerance plan for classroom disruptions that prevent the classroom teacher from being effective;
- Continue to provide alternative learning environments for students who are two or more grade levels behind; and
- Reduce the number of students assigned to one teacher in grades K and 1.

### **Middle and High Schools:**

- Continue to provide alternative learning environments for students who are two or more grade levels behind; and
- Continue to provide additional space for student discipline centers; and
- Continue to provide additional resources to existing alternative education sites that promote behavioral changes in students.

### **Truancy:**

- Continue to provide additional resources to work with such students and their families; and
- Enforce the legal consequences for non-compliance with the law.

The fulfillment of these aforementioned expectations will require additional classroom space, teachers, specialists, and on-going training for personnel. The specifics of this plan follow.

# **DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for Elementary Schools**

## **Benefits to Students, Families and Teachers:**

- Immediate short-term removal of disruptive students from the regular education classroom;
- Safe and orderly instructional settings;
- Lower teacher-pupil ratio; and
- More students reading and computing on grade level by the end of their second grade year.

In order to provide for zero tolerance in the classroom with immediate removal of students whose disruptive behavior is preventing the classroom teacher from providing instruction and preventing other students from learning, Time Out Rooms (TOR) will continue to be implemented on all 45 elementary campuses. These Time Out Rooms will be used for emergency removal of disruptive students in grades K-5.

This plan will continue to fund 27 Time Out Room Moderator positions. The role of the Moderator is to make immediate contact with parents (families), arrange conferences between parents and teachers and coordinate student reentry into the classroom. Counseling and behavioral supports which promote positive academic learning environments will be provided. Classroom instruction aligned to the Louisiana Student Standards will be maintained.

An Elementary Discipline Center will continue to be utilized for long-term (10-20 days) and/or expulsion and transportation will continue to be provided. The center consists of classrooms staffed with teachers, paraprofessional, and one mental health staff member. The teachers and paraprofessional will be responsible for maintaining an uninterrupted instructional program. Certified and/or licensed mental health professionals will be responsible for written behavior contracts, counseling, diagnostic testing, and referrals for special programs.

Understanding the positive correlation that exists between students' success in school and their behavior, two academic improvement models have been presented for children in elementary school.

1. Instructors and Transition Classes will continue to be made available for kindergarten children at identified schools who are not prepared to enter first grade. These classes are designed to accelerate students to the extent that upon completion, they will be prepared to enter second grade.
2. Instructors and Intensive Intervention Classes will be made available for fourth, and fifth grade students who have academically fallen behind their grade placement by two or more years. These classes target basic skills instruction in reading, writing and mathematics.

Both instructional programs call for small numbers of students for each teacher, thus allowing for more individualized/personalized delivery of services. A teacher-pupil ratio of 1:15 is recommended.

The outcomes for these programs are as follows:

- To provide differentiated instruction in order to meet the unique needs of individual learners;
- To promote positive school culture and provide a learning environment that is free of classroom disruptions; and
- To adequately prepare students for transitions into middle school.

Criteria used to select campus sites for these instructional models are:

- The availability of classroom space to accommodate the students;
- Parent interests;
- Enrollment requests; and
- Program evaluations.

The outcomes stated cannot be accomplished without providing specific professional learning for school leaders and staff. Professional development will focus on restorative practices, classroom management and instructional strategies.

### **Action Item**

### **Funding**

27 Time Out Room Moderators

Proposed Tax Continuance

8 Transition/Academic Acceleration Instructors

Proposed Tax Continuance

10 Teachers

Proposed Tax Continuance

2 Paraprofessionals

Proposed Tax Continuance

1 Social Worker

Proposed Tax Continuance

1 Administrator

Proposed Tax Continuance

1 Instructional Coach

Proposed Tax Continuance

PROPOSITION 2  
Discipline/Alternative Education/Tuancy Plan

**ELEMENTARY SCHOOLS**

Elementary Schools	No.	Fiscal Year										Total
		2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	
<b>Salaries w/Benefits *</b>												
Time Out Room Moderators	27	\$ 917,644	\$ 931,104	\$ 944,870	\$ 958,952	\$ 973,360	\$ 988,104	\$ 1,003,197	\$ 1,018,649	\$ 1,034,472	\$ 1,050,679	\$ 9,821,031
Teachers	10	644,378	652,537	660,846	669,310	677,933	686,719	695,673	704,800	714,105	723,594	\$ 6,829,895
Paraprofessionals	2	63,701	64,736	65,796	66,884	68,000	69,145	70,320	71,526	72,764	74,035	686,907
Transition/Academic Acceleration Instructors	8	496,344	502,895	509,575	516,388	523,338	530,428	537,664	545,050	552,590	560,288	5,274,560
Social Worker	1	72,027	72,981	73,954	74,947	75,959	76,992	78,046	79,122	80,221	81,343	765,592
Administrator	1	82,963	83,969	84,991	86,031	87,089	88,166	89,261	90,377	91,512	92,667	877,026
Instructional Coach	1	95,532	96,800	98,093	99,412	100,757	102,131	103,532	104,963	106,424	107,916	1,015,560
<b>Other Expenditures</b>												
Materials & Supplies		56,000	56,892	62,762	68,566	74,316	79,999	85,605	91,123	96,544	101,856	773,663
Equipment		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Travel		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Electricity		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Natural Gas		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Telephone		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Sewer		2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	22,000
<b>Grand Total - Elementary Schools</b>	<b>50</b>	<b>\$ 2,454,789</b>	<b>\$ 2,470,914</b>	<b>\$ 2,509,887</b>	<b>\$ 2,549,490</b>	<b>\$ 2,589,752</b>	<b>\$ 2,630,684</b>	<b>\$ 2,672,298</b>	<b>\$ 2,714,610</b>	<b>\$ 2,757,632</b>	<b>\$ 2,801,378</b>	<b>\$ 26,306,234</b>

\* Salary includes benefits.

# **DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for MIDDLE AND HIGH SCHOOLS**

## **Benefits to Students, Parents and Teachers:**

- To promote positive school culture and provide a learning environment that is free of classroom disruptions;
- Interventions for identified students to receive academic assistance and counseling support to increase opportunities for success;
- Provide discipline centers to minimize the loss of instructional time; and
- Increased high school graduation rate to promote college and career readiness.

A Dean of Students and/or a Time Out Room Moderator are provided to middle and high schools. The plan funds 31 of these positions to be determined by a need demonstrated through annual discipline data. The Time Out Room Moderator will assist with discipline management at the school level and serve as an intervention prior to or in lieu of assigning out of school suspension.

Each discipline center classroom will be staffed with two employees, which will consist of some combination of a full-time or part-time teacher and/or moderator. All students attending a discipline center will receive counseling and develop a contract to include academic, attendance and behavioral expectations. A report of the student's progress will be sent to their home school.

With the continued operation of discipline centers an administrator will monitor the daily operations of each center and ensure the following occurs:

1. All centers have adequate materials of instruction;
2. All center staff members will carry out assigned duties including planning, standards based instruction, as well as monitor and support students; and
3. All center counseling staff are providing appropriate support to meet the socio-emotional needs of students.



Expelled students are assigned to an alternative school as a result of an affirmed recommendation to expel from their home school. Alternative school funding supports the following:

1. Opportunities to engage in coursework aligned to promote college and career readiness;
2. Access to restorative practices to gain strategies for positive behavior and conflict resolution;
3. Flexible options for student access to instruction during non- traditional school hours; and
4. Options for students to engage in adult education or pre adult education coursework.

In an effort for District personnel to positively impact student discipline, the school system will continue to provide professional learning for teachers, administrators and staff regarding behavior management and restorative practices. Training will also be made available to hearing officers to bring greater consistency to due process hearings for students recommended for long-term suspension or expulsion. The cost of staff training will be included in the yearly operating budget of the tax plan.

**Action Item**

**Funding**

13 Time Out Room Certified Teachers

Proposed Tax Continuance

13 Deans

Proposed Tax Continuance

8 Teachers

Proposed Tax Continuance

4 Paraprofessionals

Proposed Tax Continuance

2 Social Workers or Counselors

Proposed Tax Continuance

1 Secretary

Proposed Tax Continuance

PROPOSITION 2  
Discipline/Alternative Education/Tuancy Plan

**MIDDLE and HIGH SCHOOLS**

Middle and High Schools	No.	Fiscal Year										Total	
		2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year		
												Total	
<b>Salaries w/Benefits *</b>													
Time Out Room Moderators	13	\$ 861,955	\$ 872,388	\$ 882,998	\$ 893,790	\$ 904,768	\$ 915,938	\$ 927,304	\$ 938,872	\$ 950,648	\$ 962,636	9,111,297	
Dean of Students	13	886,500	897,904	909,524	921,366	933,436	945,741	958,288	971,084	984,137	997,453	9,405,433	
Teachers	8	542,050	549,067	556,218	563,506	570,937	578,514	586,241	594,123	602,165	610,372	5,753,193	
Paraprofessionals	4	127,402	129,471	131,592	133,768	136,000	138,289	140,639	143,051	145,527	148,070	1,373,809	
School Counselors	2	154,313	156,208	158,136	160,098	162,094	164,127	166,196	168,303	170,448	172,634	1,632,557	
Secretary	1	43,489	44,100	44,723	45,361	46,012	46,678	47,359	48,055	48,767	49,495	464,039	
<b>Other Expenditures</b>													
Materials & Supplies		56,000	56,892	62,762	68,566	74,316	79,999	85,605	91,123	96,544	101,856	773,663	
Equipment		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000	
Travel		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000	
Electricity		30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	300,000	
Natural Gas		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000	
Telephone		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000	
Sewer		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	
<b>Grand Total - Middle &amp; High Schools</b>	<b>41</b>	<b>\$ 2,728,209</b>	<b>\$ 2,762,530</b>	<b>\$ 2,802,453</b>	<b>\$ 2,842,955</b>	<b>\$ 2,884,063</b>	<b>\$ 2,925,786</b>	<b>\$ 2,968,132</b>	<b>\$ 3,011,111</b>	<b>\$ 3,054,736</b>	<b>\$ 3,099,016</b>	<b>\$ 29,078,991</b>	

\* Salary includes benefits.

# **DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for OVERAGE PROGRAMS**

## **Benefits to Students, Parents and Teachers:**

- Access to instructional programs focusing on interventions and acceleration;
- Reduction in discipline problems;
- More age-appropriate middle school population;
- Lower teacher-pupil ratio;
- Targeted socio-emotional support;
- Reduction in truancy; and
- Access for families to enroll in over-age programs or other alternative schools.

The goal of the overage programs is to provide an educational option for students who are unsuccessful in the traditional school setting. Overage students lag behind their peers academically due to multiple factors including learning gaps, learning disabilities and socio-emotional issues. The overage student requires access to intensive instruction designed to meet them at their current instructional level. Targeting a student's instructional level gives them an opportunity to fill in the gaps and continue to move towards being college and career ready. The District will offer an overage program at each grade band (elementary, middle and high school) for students who are two or more years overage according to their current grade placement. The programs will meet student needs by offering a combination of the following: core instruction, credit recovery, intensive intervention, flexible options during the school day, access to pre HISET courses, group counseling and an opportunity for promotion to an age appropriate grade. The teacher-pupil ratio at each site will be 15:1 for grades 4-5 and 20:1 for grades 6-12.

Technology will be an integral part of overage school programs. Computer-based instruction in addition to face-to-face teaching will be used to support acceleration, intervention and credit recovery. Teachers will provide direct instruction aligned to the Louisiana Student Standards along with intervention instruction using strategies and materials proven to increase student achievement. School staff will receive extensive professional learning with particular attention focused on classroom management, intervention strategies and restorative practices.

The East Baton Rouge Parish Reengagement Center (EBR-REC) will provide one central location for families to access resources and consulting needed to re-enroll in an alternative school or program. Parents and students who are disengaged from the school district or school will be able to inquire about overage programs, services and resources available to get back on track to graduation. Admissions to the overage program or school will require parents to complete an Alternative Options Applications and/or participate in an intake meeting held at the Reengagement Center (EBR-REC).

**Action Item**

**Funding**

9 Teachers	Proposed Tax Continuance
1 Dean	Proposed Tax Continuance
2 Instructional Coaches	Proposed Tax Continuance
1 Librarian	Proposed Tax Continuance
1 Counselor	Proposed Tax Continuance
1 Secretary	Proposed Tax Continuance
1 Clerk	Proposed Tax Continuance

PROPOSITION 2  
Discipline/Alternative Education/Tuancy Plan

**OVER-AGE STUDENTS**  
(Grades 5-8)

Over-age Students (Grades 5-8)		Fiscal Year										
		2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Salaries w/Benefits *												
Teachers	9	\$ 609,806	\$ 617,700	\$ 625,745	\$ 633,945	\$ 642,304	\$ 650,828	\$ 659,521	\$ 668,389	\$ 677,436	\$ 686,668	\$ 6,472,342
Instructional Coach	2	191,064	193,599	196,185	198,823	201,515	204,261	207,064	209,926	212,848	215,832	2,031,117
Librarian	1	75,437	76,368	77,314	78,278	79,258	80,256	81,273	82,308	83,363	84,437	798,292
School Counselor	1	77,157	78,104	79,068	80,049	81,047	82,063	83,098	84,151	85,224	86,317	816,278
Secretary	1	50,067	50,743	51,434	52,138	52,857	53,591	54,341	55,107	55,890	56,689	532,857
Clerk	1	37,469	38,020	38,583	39,159	39,748	40,351	40,969	41,601	42,248	42,911	401,059
Deans	1	68,192	69,070	69,963	70,874	71,803	72,749	73,714	74,699	75,703	76,727	723,494
Other Expenditures												
Contract Services		30,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	435,000
Materials and Supplies		56,048	56,939	62,761	68,566	74,315	79,998	85,604	91,124	96,544	101,857	773,756
Equipment		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Travel		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Electricity		30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	300,000
Natural Gas		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Telephone		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Sewer		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Grand Total - Over-age Students		16	\$ 1,246,740	\$ 1,277,043	\$ 1,297,553	\$ 1,318,332	\$ 1,339,347	\$ 1,360,597	\$ 1,382,084	\$ 1,403,805	\$ 1,425,756	\$ 13,499,195

# **DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for TRUANCY**

## **Benefits to Students, Parents and Teachers:**

- Reduced drop-out rate;
- Greater opportunity for academic attainment; and
- Improved graduation rate.

## **Benefits to Taxpayers:**

- Reduced juvenile crime during school hours; and
- Increased college and career ready population.

Truancy is the absence of students from school, for which no legal excuse exists. Data consistently supports the concept that a student's regular attendance in school is a requisite for academic success. A strong correlation exists between a community's delinquency rate and school attendance. Child Welfare and Attendance staff will continue to support increasing student attendance by implementing practices within the school system to promote attendance. They will also continue to serve as the primary agents in mediating student discipline situations resulting in the need to affirm consequences greater than assignment of a short term suspension.

## **Truancy**

<b>STAFFING</b>	<b>Funding Status</b>
3 Child Welfare and Attendance Officers	Proposed Tax Continuance
1 Clerks	Proposed Tax Continuance
1 Law Enforcement Officer	Proposed Tax Continuance

PROPOSITION 2  
Discipline/Alternative Education/Truancy Plan

**TRUANCY**

Truancy	No.	Fiscal Year											
		2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year		
<b>Salaries w/Benefits *</b>													<b>Total</b>
Child Welfare & Attendance Officers	3	\$ 311,260	\$ 315,037	\$ 318,879	\$ 322,787	\$ 326,762	\$ 330,807	\$ 334,924	\$ 339,114	\$ 343,380	\$ 347,723	\$ 3,290,673	
Clerk	1	37,469	38,020	38,583	39,159	39,748	40,351	40,969	41,601	42,248	42,911	401,059	
Law Enforcement Officer	1	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	300,000	
<b>Other Expenditures</b>													
Materials and Supplies		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000	
<b>Grand Total - Truancy</b>	<b>5</b>	<b>\$ 388,729</b>	<b>\$ 393,057</b>	<b>\$ 397,462</b>	<b>\$ 401,946</b>	<b>\$ 406,510</b>	<b>\$ 411,158</b>	<b>\$ 415,893</b>	<b>\$ 420,715</b>	<b>\$ 425,628</b>	<b>\$ 430,634</b>	<b>\$ 4,091,732</b>	

\* Salary includes benefits.





# Proposition No. 3



EAST BATON ROUGE PARISH  
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

**PROPOSITION NO. 3 (TAX RENEWAL)**

SUMMARY: RENEWAL OF A 0.41% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF INCREASING COMPENSATION OF TEACHERS AND OTHER SCHOOL SYSTEM EMPLOYEES IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

To assist the East Baton Rouge Parish School Board (the “Board”) in increasing compensation of teachers and other school system employees in the East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the “District”), as set forth in and subject to “A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge School System” approved by the Board as revised on February 22, 2018, shall the District be authorized to continue to levy and collect a tax of forty-one hundredths of one percent (0.41%) (the “Tax”) (an estimated \$35,300,000 reasonably expected at this time to be collected from the levy of the Tax for an entire year) upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District (excepting food and prescription drugs), for a period of ten (10) years from the Tax’s effective date of April 1, 2019, with Tax proceeds (after paying costs of collection and administration) to be dedicated for the above purposes?

# Proposition 3

## Compensation

### Benefits to Students, Parents and Staff:

- Improved ability to recruit and retain certified and effective teachers, assistant principals and principals;
- Improved ability to recruit and retain highly qualified support employees; and
- Improved ability to reward performance that meets and/or exceeds standards.

### Benefits to Taxpayer:

- Reduced costs related to employee attrition; and
- Performance-based accountability program for employees.

Improving compensation for teachers and other district employees is an East Baton Rouge Parish School Board priority. This is required to be competitive in recruiting and retaining the effective and committed teachers, assistant principals, principals in sustaining and support personnel. To attain this goal, the district must be competitive in the marketplace with compensation and benefits that are attractive in comparison to the Southern Region, Louisiana, and surrounding districts.

The East Baton Rouge Parish School System has been entrusted with the responsibility to educate more than 40,000 students. The district must provide employees with relevant professional learning opportunities to enhance the skill set of its employees. As instructional time is at a premium, resources must be provided to conduct job embedded and on-going professional learning during non-teaching hours.

The four (4) elements included as a part of the original compensation component are being proposed to be continued as voted on by the Board each fiscal year:

1. **Teacher salaries:** Retention incentives of \$1,000 are provided for teachers who are fully certified, and at experience Step 21; includes 9, 10, 11 and 12-month teachers, guidance counselors, librarians, social workers, therapists and specialists, and provides improved consistency across educational degrees and experience Steps. The average cost is \$29,784,683 annually;
2. **Other employees salaries:** These employees include clerical, targeted management and administrative employees, and school secretaries. The average cost is \$3,553,436 annually;
3. **Principal and Assistant Principal salaries:** Salary differentiation are based on school levels (elementary, middle and high schools). The average cost is \$2,052,546 annually; and
4. **Bus Operator salaries:** The average cost is \$1,969,480 annually.

The forecasting of sales tax is unpredictable due to the fluctuations in retail sales. If sales tax collections are not met or exceeded in these projections, actual sales tax collections will fall short of meeting the East Baton Rouge Parish School System revenue needs to supplement the salaries of its teachers and other school system employees.

**Action Item**

Teachers

Other Employees

Principals and Assistant Principals

Bus Operators

**Funding**

Existing/Proposed Tax Continuance

Existing/Proposed Tax Continuance

Existing/Proposed Tax Continuance

Existing/Proposed Tax Continuance

# PROPOSITION 3

## COMPENSATION

Instruction	Fiscal Year					
	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	Subtotal
Teachers	\$ 23,879,086	\$ 24,237,272	\$ 24,600,831	\$ 24,969,843	\$ 25,344,391	\$ 123,031,423
Teacher Aides	1,110,876	1,127,539	1,144,452	1,161,619	1,179,043	5,723,531
Therapists/Specialists	1,085,406	1,101,687	1,118,212	1,134,985	1,152,010	5,592,301
Counselor/Psychologist/Social Worker	1,922,704	1,951,544	1,980,817	2,010,530	2,040,688	9,906,283
Librarians	941,878	956,006	970,346	984,902	999,675	4,852,807
School Clerks	303,342	307,892	312,510	317,198	321,956	1,562,896
<b>Total Instruction</b>	<b>\$ 29,243,291</b>	<b>\$ 29,681,940</b>	<b>\$ 30,127,169</b>	<b>\$ 30,579,077</b>	<b>\$ 31,037,763</b>	<b>\$ 150,669,241</b>

Instruction	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Teachers	\$ 25,724,557	\$ 26,110,425	\$ 26,502,082	\$ 26,899,613	\$ 27,303,107	\$ 255,571,207
Teacher Aides	1,196,729	1,214,680	1,232,900	1,251,394	1,270,165	11,889,398
Therapists/Specialists	1,169,290	1,186,830	1,204,632	1,222,702	1,241,042	11,616,797
Counselor/Psychologist/Social Worker	2,071,298	2,102,367	2,133,903	2,165,912	2,198,400	20,578,163
Librarians	1,014,670	1,029,890	1,045,339	1,061,019	1,076,934	10,080,659
School Clerks	326,785	331,687	336,662	341,712	346,838	3,246,580
<b>Total Instruction</b>	<b>\$ 31,503,330</b>	<b>\$ 31,975,880</b>	<b>\$ 32,455,518</b>	<b>\$ 32,942,351</b>	<b>\$ 33,436,486</b>	<b>\$ 312,982,804</b>

School Administration	Fiscal Year					
	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	Subtotal
Principals	\$ 1,026,100	\$ 1,041,491	\$ 1,057,114	\$ 1,072,971	\$ 1,089,065	\$ 5,286,741
Assistant Principals	891,679	905,055	918,630	932,410	946,396	4,594,170
School Secretaries	213,465	216,667	219,917	223,215	226,564	1,099,827
<b>Total School Administration</b>	<b>\$ 2,131,244</b>	<b>\$ 2,163,213</b>	<b>\$ 2,195,661</b>	<b>\$ 2,228,596</b>	<b>\$ 2,262,025</b>	<b>\$ 10,980,738</b>

School Administration	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Principals	\$ 1,105,401	\$ 1,121,982	\$ 1,138,812	\$ 1,155,894	\$ 1,173,232	\$ 10,982,062
Assistant Principals	\$ 960,592	975,001	989,626	1,004,470	1,019,537	9,543,395
School Secretaries	\$ 229,962	233,412	236,913	240,466	244,073	2,284,653
<b>Total School Administration</b>	<b>\$ 2,295,955</b>	<b>\$ 2,330,394</b>	<b>\$ 2,365,350</b>	<b>\$ 2,400,831</b>	<b>\$ 2,436,843</b>	<b>\$ 22,810,111</b>

# PROPOSITION 3

## COMPENSATION

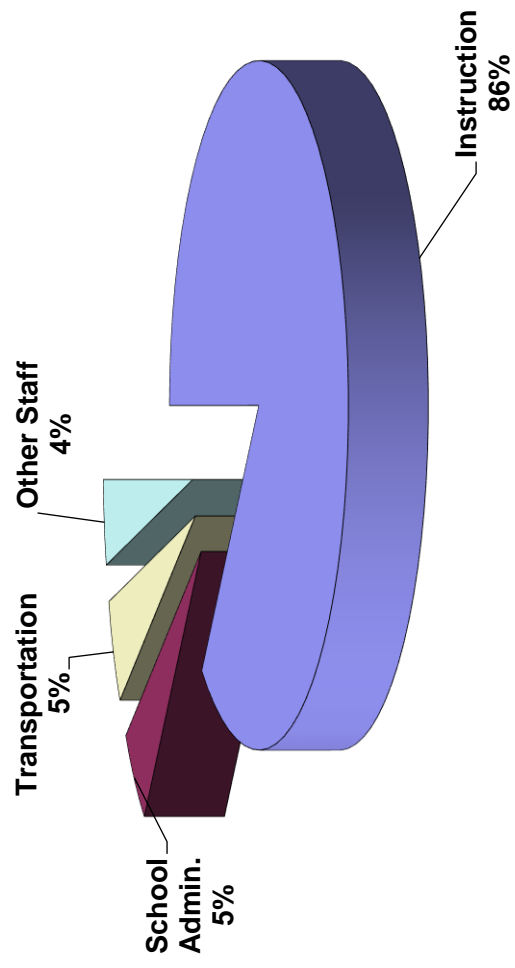
Transportation	Fiscal Year					
	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	Subtotal
Bus Operators	\$ 1,619,284	\$ 1,643,573	\$ 1,668,227	\$ 1,693,250	\$ 1,718,649	\$ 8,342,983
Bus Attendants/Aides	220,883	224,197	227,560	230,973	234,438	1,138,050
Mechanics	117,347	119,107	120,894	122,707	124,548	604,602
<b>Total Transportation</b>	<b>\$ 1,957,514</b>	<b>\$ 1,986,877</b>	<b>\$ 2,016,680</b>	<b>\$ 2,046,930</b>	<b>\$ 2,077,634</b>	<b>\$ 10,085,635</b>

Transportation	Fiscal Year					
	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Bus Operators	\$ 1,744,429	\$ 1,770,595	\$ 1,797,154	\$ 1,824,111	\$ 1,851,473	\$ 17,330,746
Bus Attendants/Aides	237,954	241,523	245,146	248,823	252,556	2,364,053
Mechanics	126,416	128,312	130,237	132,190	134,173	1,255,930
<b>Total Transportation</b>	<b>\$ 2,108,799</b>	<b>\$ 2,140,431</b>	<b>\$ 2,172,537</b>	<b>\$ 2,205,125</b>	<b>\$ 2,238,202</b>	<b>\$ 20,950,728</b>

Other Staff	Fiscal Year					
	2019-2020 1st Year	2020-2021 2nd Year	2021-2022 3rd Year	2022-2023 4th Year	2023-2024 5th Year	Subtotal
Management	\$ 681,352	\$ 691,572	\$ 701,946	\$ 712,475	\$ 723,162	\$ 3,510,506
Degreed Professional	149,619	151,863	154,141	156,453	158,800	770,875
Clerical	363,246	368,695	374,225	379,838	385,536	1,871,540
Other Staff	380,878	386,591	392,390	398,276	404,250	1,962,387
<b>Total Other Staff</b>	<b>\$ 1,575,095</b>	<b>\$ 1,598,721</b>	<b>\$ 1,622,702</b>	<b>\$ 1,647,042</b>	<b>\$ 1,671,748</b>	<b>\$ 8,115,307</b>

Other Staff	Fiscal Year					
	2024-2025 6th Year	2025-2026 7th Year	2026-2027 8th Year	2027-2028 9th Year	2028-2029 10th Year	Total
Management	\$ 734,009	\$ 745,019	\$ 756,195	\$ 767,538	\$ 779,051	\$ 7,292,317
Degreed Professional	161,182	163,599	166,053	168,544	171,072	1,601,326
Clerical	391,319	397,189	403,147	409,194	415,332	3,887,721
Other Staff	410,314	416,469	422,716	429,057	435,492	4,076,434
<b>Total Other Staff</b>	<b>\$ 1,696,824</b>	<b>\$ 1,722,276</b>	<b>\$ 1,748,111</b>	<b>\$ 1,774,332</b>	<b>\$ 1,800,947</b>	<b>\$ 16,857,798</b>

## Expenditures by Category





# Exhibit A



**2017 SCHOOL  
PERFORMANCE SCORE  
DETAILS**

**2017 School Performance Scores/Letter Grades**

School	School Type (Elementary, Middle, High, Combination)	2017 Final Letter Grade	2017 Final SPS	2017 Assessment Index Grades 3-8*	2017 Dropout Credit Accumulation Index*	2017 Assessment Index End-of-Course Exams*	2017 Assessment Index ACT*	Strength of Diploma (Graduation Index) (2015-2016 Cohort)*	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2015-2016 Cohort)*	Cohort Graduation Rate (Actual Graduation Rate) (2015-2016 Cohort)**
<b>Louisiana State</b>										
East Baton Rouge Parish		B	86.8	74.2	136	73.2	87.5	88.1	104	77
Arlington Preparatory Academy	High School	C	73.5	71	131.7	59.7	69.1	77.9	84.4	67.2
Audubon Elementary School	Elementary/Middle School	F	44.4							
Baton Rouge Magnet High School	High School	B	96							
Belair High School	High School	A	136.3							
Belfair Montessori School	High School	F	49.6							
Bernard Terrace Elementary School	Elementary/Middle School	B	96							
Broadmoor Elementary School	Elementary/Middle School	C	77.2							
Broadmoor Middle School	Elementary/Middle School	D	60.9							
Broadmoor Senior High School	Elementary/Middle School	D	58.3							
Brownfields Elementary School	High School	D	65.1							
Buchanan Elementary School	Elementary/Middle School	B	97.4	88.1						
Capitol Middle School	Elementary/Middle School	C	84.1							
Cedarcrest-Southmoor Elementary School	Elementary/Middle School	D	64.9							
Clabourne Elementary School	Elementary/Middle School	B	92.3							
Crestworth Elementary School	Elementary/Middle School	C	66.5	58.3						
Southdowns School	Elementary/Middle School	B	96.9							
The DuFroq School	Elementary/Middle School	C	84.1							
Forest Heights Academy of Excellence	Elementary/Middle School	C	84.6							
Glasgow Middle School	Elementary/Middle School	A	115							
Glen Oaks Park Elementary School	Elementary/Middle School	C	71.9							
Glen Oaks Senior High School	Elementary/Middle School	C	74.7							
Greenbrier Elementary School	High School	D	54.1							
Highland Elementary School	Elementary/Middle School	C	70.5							
Howell Park Elementary School	Elementary/Middle School	F	70.3	62.9						
Jefferson Terrace Elementary School	Elementary/Middle School	D	38.5							
LaBelle Aire Elementary School	Elementary/Middle School	D	55.5							
LaSalle Elementary School	Elementary/Middle School	D	56.3							
Magnolia Woods Elementary School	Elementary/Middle School	B	90.4							
McKinley Middle Magnet School	Elementary/Middle School	C	79.3							
McKinley Senior High School	Elementary/Middle School	A	112.1							
Melrose Elementary School	High School	C	79.6							
Merrydale Elementary School	Elementary/Middle School	D	60.1							
Northdale Superintendent's Academy	Elementary/Middle School	D	56.8							
Northeast Elementary School	High School	F	15.1							
Northeast High School	Elementary/Middle School	C	66.7	59.4						
Park Elementary School	Combination School	C	81.7							
	Elementary/Middle School	F	39.2							

## 2017 School Performance Scores/Letter Grades

School	School Type (Elementary, Middle, High, Combination)	2017 Final Letter Grade	2017 Final SPS	2017 Assessment Index Grades 3-8*	2017 Dropout Credit Accumulation Index*	2017 Assessment Index End-of-Course Exams*	2017 Assessment Index ACT*	Strength of Diploma (Graduation Index) (2015-2016 Cohort)*	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2015-2016 Cohort)*	Cohort Graduation Rate (Actual Graduation Rate) (2015-2016 Cohort)**
Louisiana State		B	86.8	74.2	136	73.2	87.5	88.1	104	77
East Baton Rouge Parish		C	73.5	71	131.7	59.7	69.1	77.9	84.4	67.2
Arlington Preparatory Academy	High School	F	44.4							
Audubon Elementary School	Elementary/Middle School	B	96							
Baton Rouge Magnet High School	High School	A	136.3							
Belaire High School	High School	F	49.6							
Belfair Montessori School	Elementary/Middle School	B	96							
Bernard Terrace Elementary School	Elementary/Middle School	C	77.2							
Broadmoor Elementary School	Elementary/Middle School	D	60.9							
Broadmoor Middle School	Elementary/Middle School	D	58.3							
Broadmoor Senior High School	High School	D	65.1							
Brownfields Elementary School	Elementary/Middle School	B	97.4	88.1						
Buchanan Elementary School	Elementary/Middle School	C	84.1							
Capitol Middle School	Elementary/Middle School	D	64.9							
Cedarcrest-Southmoor Elementary School	Elementary/Middle School	B	92.3							
Claiborne Elementary School	Elementary/Middle School	C	66.5	58.3						
Crestworth Elementary School	Elementary/Middle School	B	96.9							
Southdowns School	Elementary/Middle School	C	84.1							
The Dufrocq School	Elementary/Middle School	C	84.6							
Forest Heights Academy of Excellence	Elementary/Middle School	A	115							
Glasgow Middle School	Elementary/Middle School	C	71.9							
Glen Oaks Park Elementary School	Elementary/Middle School	C	74.7							
Glen Oaks Senior High School	High School	D	54.1			29.8	40.6	70.6	75.4	62.7
Greenbrier Elementary School	Elementary/Middle School	C	70.5							
Highland Elementary School	Elementary/Middle School	C	70.3	62.9						
Howell Park Elementary School	Elementary/Middle School	F	38.5							
Jefferson Terrace Elementary School	Elementary/Middle School	D	55.5							
LaBelle Aire Elementary School	Elementary/Middle School	D	56.3							
LaSalle Elementary School	Elementary/Middle School	B	90.4							
Magnolia Woods Elementary School	Elementary/Middle School	C	79.3							
McKinley Middle Magnet School	Elementary/Middle School	A	112.1							
McKinley Senior High School	High School	C	79.6							
Meirose Elementary School	Elementary/Middle School	D	60.1							
Merrydale Elementary School	Elementary/Middle School	D	56.8							
Northdale Superintendent's Academy	High School	F	15.1							
Northeast Elementary School	Elementary/Middle School	C	66.7	59.4		5.4	14.3	25.3	15.2	13
Northeast High School	Combination School	C	81.7							
Park Elementary School	Elementary/Middle School	F	39.2							



School	School Type (Elementary, Middle, High, Combination)	2017 Final Letter Grade	2017 Final SPS	2017 Assessment Index Grades 3-8*	2017 Dropout Credit Accumulation Index*	2017 Assessment Index End-of-Course Exams*	2017 Assessment Index ACT*	Strength of Diploma (Graduation Index) (2015-2016 Cohort)*	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2015-2016 Cohort)*	Cohort Graduation Rate (Actual Graduation Rate) (2015-2016 Cohort)**
Park Forest Elementary School	Elementary/Middle School	D	58.4							
Park Forest Middle School	Elementary/Middle School	F	47.1							
Parkview Elementary School	Elementary/Middle School	A	114.1							
Polk Elementary School	Elementary/Middle School	B	85.9							
Progress Elementary School	Elementary/Middle School	D	62.7							
Riveroaks Elementary School	Elementary/Middle School	C	77.2							
Ryan Elementary School	Elementary/Middle School	C	80.9							
Scotlandville Magnet High School	High School	C	74.3							
Sharon Hills Elementary School	Elementary/Middle School	D	55.5							
Shenandoah Elementary School	Elementary/Middle School	A	106							
Sherwood Middle Academic Academy	Elementary/Middle School	A	127.4							
B. R. Foreign Language Acad. Immersion M	Elementary/Middle School	A	122.5							
Southeast Middle School	Elementary/Middle School	C	74.1							
Tara High School	High School	D	57.2							
Twin Oaks Elementary School	Elementary/Middle School	D	65.6							
University Terrace Elementary School	Elementary/Middle School	C	70.2	62.2						
EBR Readiness Superintendent Academy	High School	F	12.8							
Villa del Rey Elementary School	Elementary/Middle School	D	65.2							
Baton Rouge Visual and Performing Arts Ce	Elementary/Middle School	A	117.2	117.2						
Wedgewood Elementary School	Elementary/Middle School	D	64.2							
Westdale Heights Academic Magnet School	Elementary/Middle School	A	130.3							
Westdale Middle School	Elementary/Middle School	B	90.2							
Westminster Elementary School	Elementary/Middle School	C	64.1	64.1						
Wildwood Elementary School	Elementary/Middle School	C	79.7							
Winbourne Elementary School	Elementary/Middle School	D	44.8	41.4						
Woodlawn High School	High School	C	80.9			55.6	72.5	84.6	98.2	74.1
AMIkids Baton Rouge	Combination School	F	23	7.6		~				
Children's Charter School	Elementary/Middle School	D	54.2							
Community School For Apprenticeship Lear	Elementary/Middle School	B	97.4							
J. K. Haynes Charter Inc.	Elementary/Middle School	D	57	52.3						
Greenville Superintendent's Academy	Elementary/Middle School	F	17.4							
White Hills Elementary School	Elementary/Middle School	C	72							
Woodlawn Middle School	Elementary/Middle School	B	91.9							
Capitol Elementary School	Elementary/Middle School	D	54.7							
Scotlandville Middle Pre-Engineering Acad	Elementary/Middle School	B	89.2							
Woodlawn Elementary	Elementary/Middle School	B	88.1	81.6						
Mentorship STEAM Academy	High School	B	86			42.6	62.3	95.3	128	89
Inspire Charter Academy (Natl. Heritage Ac	Elementary/Middle School	D	54.8							
Thrive Baton Rouge	Combination School	D	63.7							
Lee High School	High School	A	106.7			114.6	99.3	89.1	103.8	76.9
Eden Park Superintendent Academy	Elementary/Middle School	F	26.1							
North Banks Middle School of Excellence	Elementary/Middle School	F	38.9							
Delmont Pre-K and Kindergarten Center	Elementary/Middle School	D	44.8	41.4						
Mayfair Laboratory School	Elementary/Middle School	A	119.5							
South Baton Rouge Charter Academy	Elementary/Middle School	D	49.8							
Brookstown Middle Magnet Academy	Elementary/Middle School	D	62.8							

**2013 - 2016  
SCHOOL PERFORMANCE  
SCORES**

Site Code	School	School Type (Elementary, Middle, High, Combination)	2016 Letter Grade	2016 Annual SPS	2015 Letter Grade	2015 Annual SPS	2014 Letter Grade	2014 Annual SPS	2013 Letter Grade	2013 Annual SPS	Point Difference Between 2013 to 2016
	<b>Louisiana State</b>										
	<b>East Baton Rouge Parish</b>										
017001	Arlington Preparatory Academy	High School	C	83	B	88.8	B	89.2	B	88.5	-89.2
017002	Audubon Elementary School	Elementary/Middle School	F	44.4	F	30.5	F	24.6	F	25.2	-81.3
017008	Baton Rouge Magnet High School	High School	B	96	B	85.8	B	91.5	C	81.4	19.2
017010	Belaire High School	High School	A	136.1	A	133.7	A	130.1	A	132.9	14.6
017011	Belfair Montessori School	High School	F	45.8	D	48.4	D	52.2	D	51.1	3.2
017013	Bernard Terrace Elementary School	Elementary/Middle School	B	96	B	95.5	B	97.5	C	81.1	-5.3
017014	Broadmoor Elementary School	Elementary/Middle School	C	77.2	C	71.2	C	75.1	B	90.9	14.9
017015	Broadmoor Middle School	Elementary/Middle School	D	60.9	D	58	D	69.1	C	82	-13.7
017016	Broadmoor Senior High School	Elementary/Middle School	D	58.3	D	62.8	D	59.9	D	54.1	-21.1
017018	Brownfields Elementary School	High School	D	65.1	D	63.8	D	66.3	D	64.5	4.2
017019	Buchanan Elementary School	Elementary/Middle School	B	89.6	C	78.6	B	85	C	76.2	0.6
017020	Capitol Middle School	Elementary/Middle School	C	84.1	B	86	B	95	C	81	13.4
017022	Cedarcrest-Southmoor Elementary School	Elementary/Middle School	D	64.9	D	61.7	D	61.3	D	57.9	3.1
017026	Claiborne Elementary School	Elementary/Middle School	B	92.3	C	77.7	B	91.1	C	83.8	7
017027	Crestworth Elementary School	Elementary/Middle School	D	54.5	D	47.2	D	57.3	F	45.8	8.5
017031	Southdowns School	Elementary/Middle School	B	96.9	C	79	B	96.6	B	94.5	8.7
017032	The Dufrocq School	Elementary/Middle School	C	84.1	B	86	B	95	C	81	2.4
017034	Forest Heights Academy of Excellence	Elementary/Middle School	C	84.6	B	85.1	B	97.4	C	91.2	3.1
017035	Glasgow Middle School	Elementary/Middle School	A	115	A	110.6	A	112.4	B	91.2	-6.6
017037	Glen Oaks Park Elementary School	Elementary/Middle School	C	71.9	C	72.2	C	84.4	A	114.8	0.2
017038	Glen Oaks Senior High School	Elementary/Middle School	C	74.7	D	59.3	D	64.5	B	85.6	-13.7
017040	Greenbrier Elementary School	High School	D	51.4	D	49.1	D	55.5	C	77.1	-2.4
017043	Highland Elementary School	Elementary/Middle School	C	70.5	D	61.2	D	69.8	D	62.2	-10.8
017044	Howell Park Elementary School	Elementary/Middle School	D	59	C	67.4	C	80.4	C	77	-6.5
017047	Jefferson Terrace Elementary School	Elementary/Middle School	F	38.5	F	40.6	F	46.2	C	77.5	-18.5
017050	LaBelle Aire Elementary School	Elementary/Middle School	D	55.5	C	68.5	D	58.2	D	56.3	-17.8
017051	LaSalle Elementary School	Elementary/Middle School	D	56.3	C	69.6	D	66.6	D	69.2	-13.7
017053	Magnolia Woods Elementary School	Elementary/Middle School	B	90.4	C	81.1	A	102.3	D	65	-8.7
017055	McKinley Middle Magnet School	Elementary/Middle School	C	79.3	B	92.3	B	87.6	B	86.6	3.8
017056	McKinley Senior High School	Elementary/Middle School	A	112.1	A	102.4	A	108.7	C	84.7	-5.4
		High School	C	79.6	C	84.8	C	75.5	A	107.3	4.8
									C	76.6	3

Site Code	School	School Type (Elementary, Middle, High, Combination)	2016 Letter Grade	2016 Annual SPS	2015 Letter Grade	2015 Annual SPS	2014 Letter Grade	2014 Annual SPS	2013 Letter Grade	2013 Annual SPS	Point Difference Between 2013 to 2016
017057	Melrose Elementary School	Elementary/Middle School	D	60.1	D	48.6	F	47.1	D	53.5	6.6
017058	Merrydale Elementary School	Elementary/Middle School	D	56.8	D	53.8	F	40.4	D	61.4	-4.6
017063	Northdale Superintendent's Academy	Combination School	F	11.8	F	23.6	F	24.4	F	29.1	-17.3
017064	Northeast Elementary School	Elementary/Middle School	D	64	C	69.2	D	66.1	D	59.1	4.9
017065	Northeast High School	Combination School	C	81.7	C	79.4	D	66.7	D	67.6	14.1
017068	Park Elementary School	Elementary/Middle School	F	39.2	F	41.6	D	67.1	C	76	-36.8
017069	Park Forest Elementary School	Elementary/Middle School	D	58.4	D	49.7	F	49.2	D	55.2	3.2
017070	Park Forest Middle School	Elementary/Middle School	F	47.1	D	55.1	D	56.2	D	59.1	-12
017072	Parkview Elementary School	Elementary/Middle School	A	114.1	A	111	A	112.6	A	110.5	3.6
017073	Polk Elementary School	Elementary/Middle School	B	85.9	B	86.5	C	81.1	D	62.6	23.3
017075	Progress Elementary School	Elementary/Middle School	D	62.7	D	54.8	D	61.6	D	65.2	-2.5
017077	Riveroaks Elementary School	Elementary/Middle School	C	77.2	C	69.7	C	80.1	D	65.4	11.8
017078	Ryan Elementary School	Elementary/Middle School	C	80.9	C	69.2	C	71.1	C	79.5	1.4
017079	Scotlandville Magnet High School	High School	C	74.3	C	70.2	D	68.1	C	73.4	0.9
017081	Sharon Hills Elementary School	Elementary/Middle School	D	55.5	C	67.2	D	63	D	55.8	-0.3
017082	Shenandoah Elementary School	Elementary/Middle School	A	106	B	98.7	A	106.5	A	102.7	3.3
017083	Sherwood Middle Academic Academy	Elementary/Middle School	A	127.4	A	128.6	A	121.9	A	118.7	8.7
017084	B. R. Foreign Language Acad. Immersion Magnet	Elementary/Middle School	A	122.5	A	117.9	A	116.8	A	118.2	4.3
017085	Southeast Middle School	Elementary/Middle School	C	74.1	D	56.6	D	68.6	D	66.2	7.9
017088	Tara High School	High School	D	57.2	D	51.1	D	56.9	D	60	-2.8
017089	Twin Oaks Elementary School	Elementary/Middle School	D	65.6	D	60.1	C	72.5	C	71.2	-5.6
017091	University Terrace Elementary School	Elementary/Middle School	D	60.3	C	69.1	B	88.2	C	72.8	-12.5
017092	EBR Readiness Superintendent Academy	High School	F	12.8	F	5.9	F	19.4	F	9.7	3.1
017093	Villa del Rey Elementary School	Elementary/Middle School	D	65.2	C	69.1	D	60.8	C	72.4	-7.2
017094	Baton Rouge Visual and Performing Arts Center	Elementary/Middle School	A	114.2	A	108.7	A	115.5	A	113.6	0.6
017095	Wedgewood Elementary School	Elementary/Middle School	D	64.2	C	71.3	D	65	C	75.6	-11.4
017096	Westdale Heights Academic Magnet School	Elementary/Middle School	A	130.3	A	126.4	A	126.6	A	127	3.3
017097	Westdale Middle School	Elementary/Middle School	B	90.2	C	71.8	B	86.3	B	89.3	0.9
017098	Westminster Elementary School	Elementary/Middle School	D	65.1	D	63.8	D	66.5	C	81	-15.9
017100	Wildwood Elementary School	Elementary/Middle School	C	79.7	C	67.5	C	82.1	C	78.5	1.2
017101	Winbourne Elementary School	Elementary/Middle School	F	45.4	D	45.9	D	64.2	D	58.8	-13.4
017102	Woodlawn High School	High School	C	79.8	C	84.3	C	75.4	C	70.8	9
017109	AMikids Baton Rouge	Combination School	F	1.9	F	1.2	F	5.9			
017110	Children's Charter School	Elementary/Middle School	D	54.2	D	54	F	44.7	D	68.8	-14.6
017111	Community School For Apprenticeship Learning	Elementary/Middle School	B	97.4	B	86.2	C	81.5	C	81.7	15.7
017112	J. K. Haynes Charter Inc.	Elementary/Middle School	D	48.4	F	40.5	B	86.5	C	76.7	-28.3
017114	Greenville Superintendent's Academy	Elementary/Middle School	F	17.4	F	15.2	F	21.8	F	25.7	-8.3
017120	White Hills Elementary School	Elementary/Middle School	C	72	C	78.8	D	66.9	D	60.2	11.8
017125	Woodlawn Middle School	Elementary/Middle School	B	91.9	B	92.3	B	87	C	83	8.9



Site Code	School	School Type (Elementary, Middle, High, Combination)	2016 Letter Grade	2016 Annual SPS	2015 Letter Grade	2015 Annual SPS	2014 Letter Grade	2014 Annual SPS	2013 Letter Grade	2013 Annual SPS	Point Difference Between 2013 to 2016
017128	Capitol Elementary School	Elementary/Middle School	D	54.7	D	55.6	C	71.2	D	63	-8.3
017130	Scotlandville Middle Pre-Engineering Academy	Elementary/Middle School	B	89.2	C	80.1	C	83.3	C	83.2	6
017131	Woodlawn Elementary	Elementary/Middle School	B	85.9	B	93.9	B	97.2	B	86.4	-0.5
017133	Mentorship STEAM Academy	High School	C	75.7	C	80.2	D	50.2	F	38	37.7
017135	Inspire Charter Academy (Natl. Heritage Acad.)	Elementary/Middle School	D	54.8	D	65.6	D	57.3	D	62.2	-7.4
017137	Thrive Baton Rouge	Combination School	D	63.7	C	79.1	B	87.5	C	76.9	-13.2
017138	Robert E. Lee High School	High School	B	92.7	B	96.5	B	91.1	D	50	42.7
017141	Eden Park Superintendent Academy	Elementary/Middle School	F	26.1	F	16.1	F	11			
017142	North Banks Middle School of Excellence	Elementary/Middle School	F	38.9	D	47.1	F	35.5			
017143	Delmont Pre-K and Kindergarten Center	Elementary/Middle School	F	45.4	D	45.9	D	64.2			
017144	Mayfair Laboratory School	Elementary/Middle School	A	119.5	A	114.3	A	118.1			
017145	South Baton Rouge Charter Academy	Elementary/Middle School	D	49.8	F	43.5					
017146	Brookstown Middle Magnet Academy	Elementary/Middle School	D	62.8	D	63.9					



### Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 3

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\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Spring 2017 LEAP Criterion-Referenced Test  
State/District/School Achievement Level Summary Report – Grade 3  
Percent of Students at Each Achievement Level

School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts Percent of Students at Each Achievement Level										Mathematics Percent of Students at Each Achievement Level										Science Percent of Students at Each Achievement Level										Social Studies Percent of Students at Each Achievement Level																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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\* Tests that are voided due to test irregularities are included in the total participation count.

but not included in the state, school system, or school averages

## Percent of Students at Each Achievement Level for Spring 2017 Tests -- By District and School -- Grade 3

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Spring 2017 LEAP Criterion-Referenced Test  
State/District/School Achievement Level Summary Report -- Grade 3

School Name	Total Students Tested in ELA, Math, Science, or Social Studies	Percent of Students at Each Achievement Level										Percent of Students at Each Achievement Level									
		English Language Arts					Mathematics					Science					Social Studies				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
J. K. HAYNES CHARTER INC.	≥30	≤1	43	23	23	11	≤1	20	34	37	9	≤1	6	37	37	20	≤1	17	29	46	9
WHITE HILLS ELEMENTARY SCHOOL	≥20	≤1	23	27	32	18	≤1	5	50	23	23	≤1	5	41	36	18	≤1	5	27	36	32
CAPITOL ELEMENTARY SCHOOL	≥80	≤1	25	28	24	23	≤1	23	30	31	15	≤1	6	36	38	20	3	5	29	30	34
WOODLAWN ELEMENTARY	≥120	11	35	21	18	15	7	27	33	20	12	8	29	44	9	11	11	24	30	20	16
INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≥70	≤1	30	23	26	21	8	41	18	21	12	23	27	21	15	14	5	16	23	27	27
MAYFAIR LABORATORY SCHOOL	≥40	20	65	12	2	≤1	18	65	14	2	≤1	18	35	37	8	2	18	47	24	8	2
SOUTH BATON ROUGE CHARTER ACADEMY	≥60	3	18	19	25	34	≤1	18	25	24	33	3	9	22	34	31	3	12	15	34	36

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## Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 4

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

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Spring 2017 LEAP Criterion-Referenced Test																																				
State/District/School Achievement Level Summary Report – Grade 4																																				
School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts										Mathematics										Science										Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level									
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U					
LOUISIANA STATEWIDE	≥57960	7	36	29	18	9	4	35	30	23	8	4	17	46	24	9	4	20	26	28	22															
EAST BATON ROUGE PARISH (WITHOUT SCHOOLS ASSIGNED TO RSD)	≥3360																																			
AUDUBON ELEMENTARY SCHOOL	≥80	7	30	28	23	12	4	26	27	29	14	4	12	42	29	13	4	17	23	29	27															
BELFAIR MONTESSORI SCHOOL	≥20	6	36	31	14	13	4	46	27	18	5	3	19	53	12	14	5	23	24	29	18															
BERNARD TERRACE ELEMENTARY SCHOOL	≥60	4	38	29	25	4	8	29	50	13	≤1	4	75	17	4	≤1	4	29	42	25	42															
BROADMOOR ELEMENTARY SCHOOL	≥90	3	19	40	24	14	≤1	17	33	29	21	≤1	10	33	40	17	≤1	14	22	26	38															
BROWNFIELDS ELEMENTARY SCHOOL	≥30	≤1	27	35	19	17	≤1	12	30	38	19	≤1	4	41	36	17	2	6	24	38	29															
BUCHANAN ELEMENTARY SCHOOL	≥70	8	38	41	14	≤1	11	38	32	16	3	5	16	41	32	5	3	35	19	27	10															
CEDARCREST-SOUTHMOOR ELEMENTARY SCHOOL	≥80	4	39	26	25	6	3	33	29	29	8	≤1	13	54	29	4	4	25	30	26	15															
CLAIBORNE ELEMENTARY SCHOOL	≥90	4	18	37	28	13	≤1	30	30	31	10	≤1	8	39	39	15	≤1	11	11	40	39															
CRESTWORTH ELEMENTARY SCHOOL	≥60	4	48	31	17	≤1	15	48	25	6	6	13	27	33	23	4	2	31	44	15	8															
THE DUFROCQ SCHOOL	≥90	2	47	29	12	10	≤1	41	28	17	13	3	16	52	20	9	2	28	26	25	18															
FOREST HEIGHTS ACADEMY OF EXCELLENCE	≥60	25	63	10	≤1	≤1	6	56	28	10	≤1	24	31	38	7	≤1	15	49	22	12	3															
GLEN OAKS PARK ELEMENTARY SCHOOL	≥70	≤1	16	46	21	16	≤1	11	31	43	14	≤1	3	49	29	20	≤1	17	20	44	19															
GREENBRIER ELEMENTARY SCHOOL	≥70	≤1	25	32	32	12	≤1	11	29	42	18	≤1	3	40	40	15	≤1	8	17	35	38															
HIGHLAND ELEMENTARY SCHOOL	≥60	≤1	21	32	19	28	2	26	36	28	9	2	13	32	32	21	≤1	19	17	32	32															
HOWELL PARK ELEMENTARY SCHOOL	≥30	≤1	5	26	47	21	≤1	3	11	66	21	≤1	≤1	16	37	47	≤1	≤1	5	29	66															
JEFFERSON TERRACE ELEMENTARY SCHOOL	≥80	≤1	12	26	47	16	≤1	3	22	41	33	≤1	3	38	47	12	≤1	2	17	50	31															
LABELLE AIRE ELEMENTARY SCHOOL	≥90	≤1	20	22	39	18	2	16	22	32	27	≤1	2	48	31	19	≤1	9	22	29	39															
LASALLE ELEMENTARY SCHOOL	≥80	11	36	16	27	10	4	23	20	37	16	8	23	43	19	9	9	20	16	31	24															
MAGNOLIA WOODS ELEMENTARY SCHOOL	≥70	3	30	36	26	5	≤1	11	32	48	10	≤1	4	60	27	8	≤1	8	36	38	18															
MELROSE ELEMENTARY SCHOOL	≥90	≤1	16	38	28	19	≤1	22	33	27	17	≤1	5	33	47	16	≤1	6	14	41	39															
MERRYDALE ELEMENTARY SCHOOL	≥90	≤1	14	29	38	17	≤1	13	26	40	22	≤1	3	34	36	26	≤1	8	18	31	44															
NORTHEAST ELEMENTARY SCHOOL	≥30	9	26	32	21	12	3	15	56	21	6	≤1	12	38	35	15	3	15	18	29	35															
PARK ELEMENTARY SCHOOL	≥40	≤1	12	19	33	37	≤1	14	19	37	30	≤1	≤1	35	42	23	≤1	7	9	35	49															
PARK FOREST ELEMENTARY SCHOOL	≥80	2	14	34	38	12	≤1	7	21	43	29	3	7	28	45	17	≤1	14	22	34	29															
PARKVIEW ELEMENTARY SCHOOL	≥90	11	56	19	7	7	13	56	20	9	2	10	23	45	14	7	8	38	26	14	13															
POLK ELEMENTARY SCHOOL	≥60	30	47	14	5	4	7	68	19	5	≤1	14	28	49	5	4	12	35	35	7	11															
PROGRESS ELEMENTARY SCHOOL	≥80	≤1	33	29	19	18	3	41	34	5	18	≤1	10	53	19	18	≤1	9	33	29	28															
RIVEROAKS ELEMENTARY SCHOOL	≥60	2	33	33	25	7	≤1	14	28	35	23	2	18	42	26	12	7	12	23	26	32															
RYAN ELEMENTARY SCHOOL	≥70	5	31	34	16	14	3	31	23	32	11	≤1	8	53	30	9	≤1	12	24	35	28															
SHARON HILLS ELEMENTARY SCHOOL	≥60	2	16	40	24	18	2	16	27	33	22	≤1	2	47	33	18	≤1	4	22	33	40															
SHENANDOAH ELEMENTARY SCHOOL	≥80	11	53	26	6	4	2	44	40	14	≤1	4	27	48	20	≤1	5	35	35	19	7															
TWIN OAKS ELEMENTARY SCHOOL	≥80	≤1	19	31	29	19	≤1	15	28	44	12	≤1	6	40	38	15	≤1	4	28	44	24															
UNIVERSITY TERRACE ELEMENTARY SCHOOL	≥60	7	32	36	19	7	≤1	19	32	34	15	5	5	49	32	8	5	25	31	22	17															
VILLA DEL REY ELEMENTARY SCHOOL	≥60	2	21	29	23	25	4	32	29	25	11	2	2	39	38	20	≤1	11	20	32	38															
BATON ROUGE VISUAL AND PERFORMING ARTS C	≥60	26	58	14	3	≤1	11	71	18	≤1	≤1	9	30	53	8	≤1	18	42	27	12	≤1															
WEDGEWOOD ELEMENTARY SCHOOL	≥80	3	29	36	24	9	≤1	8	28	42	22	≤1	5	47	30	16	≤1	7	30	26	37															
WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	≥70	46	44	10	≤1	≤1	47	47	6	≤1	≤1	26	49	23	3	≤1	23	46	24	7	≤1															
WESTMINSTER ELEMENTARY SCHOOL	≥70	≤1	27	39	30	4	≤1	6	36	37	21	≤1	6	43	43	9	≤1	13	12	35	40															
WILDWOOD ELEMENTARY SCHOOL	≥90	6	28	28	20	17	9	21	23	22	25	9	16	42	17	16	9	22	23	20	26															
WINBOURNE ELEMENTARY SCHOOL	≥80	≤1	12	35	33	21	≤1	12	23	44	22	≤1	≤1	40	40	19	≤1	6	17	37	40															
CHILDREN'S CHARTER SCHOOL	≥40	2	14	25	43	16	2	16	25	39	18	≤1	≤1	34	45	20	≤1	5	14	43	39															

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Spring 2017 LEAP Criterion-Referenced Test																					
State/District/School Achievement Level Summary Report – Grade 4																					
Percent of Students at Each Achievement Level																					
School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
J. K. HAYNES CHARTER INC.	≥40	2	27	38	31	2	≤1	7	40	42	11	≤1	4	22	53	20	≤1	9	24	40	27
WHITE HILLS ELEMENTARY SCHOOL	≥20	4	33	33	29	≤1	≤1	8	38	38	17	≤1	≤1	79	17	4	≤1	8	33	42	17
CAPITOL ELEMENTARY SCHOOL	≥70	≤1	9	19	44	27	≤1	≤1	21	47	30	≤1	3	23	43	31	≤1	4	4	38	55
WOODLAWN ELEMENTARY	≥120	3	37	31	21	8	2	30	37	29	3	3	15	56	19	7	5	18	30	29	18
INSPIRE CHARTER ACADEMY (NATL. HERITAGE)	≥80	5	22	22	27	23	≤1	22	17	38	22	2	7	44	28	17	2	10	22	36	30
EDEN PARK SUPERINTENDENT ACADEMY	≥10	≤1	6	11	50	33	≤1	≤1	≤1	33	67	≤1	≤1	47	53	≤1	≤1	≤1	22	78	≤1
MAYFAIR LABORATORY SCHOOL	≥40	35	50	11	4	≤1	9	61	24	7	≤1	7	30	54	9	≤1	7	41	37	11	4
SOUTH BATON ROUGE CHARTER ACADEMY	≥60	5	24	27	19	25	≤1	10	21	40	30	≤1	13	37	37	14	≤1	10	24	29	38

A = Advanced; M = Mastery; B = Basic; AB = Approaching Basic; U = Unsatisfactory  
 NR = Less than 10 students or no results are reported  
 The percent of students across achievement levels may be 0 or may not total 100 due to rounding.  
 \* Tests that are voided due to test irregularities are included in the total participation count but not included in the state, school system, or school averages.

## Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 5

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Masterly; B=Approaching Basic; U=Unsatisfactory

Spring 2017 LEAP Criterion-Referenced Test																																						
State/District/School Achievement Level Summary Report – Grade 5																																						
School Name	Total Students Tested in ELA, Math, Science, or Social Studies	Percent of Students at Each Achievement Level															Mathematics											Science										
		English Language Arts					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level						
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U		
LOUISIANA STATEWIDE	≥53840	3	38	31	19	9	4	28	32	25	11	4	17	43	22	14	3	16	25	28	29																	
EAST BATON ROUGE PARISH (WITHOUT SCHOOLS ASSIGNED TO RSD)	≥2990	4	34	30	21	11	4	23	30	29	15	3	14	38	28	17	3	13	21	29	34																	
AUDUBON ELEMENTARY SCHOOL	≥70	8	35	24	18	14	3	34	30	23	11	≤1	23	46	17	13	≤1	20	30	23	27																	
BELFAIR MONTESSORI SCHOOL	≥10	6	56	38	≤1	≤1	6	50	31	13	≤1	≤1	25	63	13	≤1	13	44	31	13																		
BERNARD TERRACE ELEMENTARY SCHOOL	≥60	5	43	18	26	8	3	25	41	23	8	2	19	34	34	11	5	15	21	26	33																	
BROADMOOR ELEMENTARY SCHOOL	≥90	2	18	32	24	24	3	9	33	40	14	≤1	7	37	33	22	≤1	4	23	35	36																	
BROWNFIELDS ELEMENTARY SCHOOL	≥50	6	52	29	10	4	2	54	29	13	2	2	15	50	29	4	4	19	31	25	21																	
BUCHANAN ELEMENTARY SCHOOL	≥70	18	32	16	25	10	18	25	14	32	12	15	23	21	21	21	16	15	14	21	34																	
CEDARCREST-SOUTHMOOR ELEMENTARY SCHOOL	≥70	3	50	27	11	9	≤1	31	43	16	9	≤1	7	54	27	11	3	14	33	24	26																	
CLAIBORNE ELEMENTARY SCHOOL	≥60	≤1	30	32	28	10	≤1	25	38	26	12	≤1	12	43	37	9	≤1	4	26	32	38																	
CRESTWORTH ELEMENTARY SCHOOL	≥40	≤1	41	39	14	6	≤1	27	41	27	6	≤1	10	53	18	18	2	8	43	12	35																	
THE DUFROCO SCHOOL	≥90	≤1	23	50	25	2	2	18	34	35	10	≤1	13	43	34	10	≤1	9	15	38	39																	
FOREST HEIGHTS ACADEMY OF EXCELLENCE	≥60	≤1	67	28	≤1	≤1	4	40	37	18	≤1	7	28	57	7	≤1	33	28	30	7																		
GLEN OAKS PARK ELEMENTARY SCHOOL	≥60	2	38	36	22	3	3	30	31	27	9	2	5	48	27	19	≤1	17	31	28	23																	
GREENBRIER ELEMENTARY SCHOOL	≥70	≤1	13	40	36	11	≤1	6	26	39	30	≤1	≤1	20	39	41	≤1	≤1	7	34	57																	
HIGHLAND ELEMENTARY SCHOOL	≥50	≤1	27	41	22	10	4	16	31	35	14	≤1	6	53	31	10	≤1	6	18	37	39																	
HOWELL PARK ELEMENTARY SCHOOL	≥30	3	23	51	23	≤1	3	9	26	57	6	≤1	≤1	37	37	26	≤1	3	11	46	40																	
JEFFERSON TERRACE ELEMENTARY SCHOOL	≥50	≤1	19	40	15	25	≤1	8	23	33	37	≤1	2	24	37	37	≤1	8	12	33	48																	
LABELLE AIRE ELEMENTARY SCHOOL	≥80	3	19	41	22	16	≤1	19	53	18	10	≤1	6	44	29	20	≤1	4	23	38	34																	
LASALLE ELEMENTARY SCHOOL	≥70	≤1	21	37	23	17	3	15	24	29	29	3	19	47	20	12	≤1	12	29	28	29																	
MAGNOLIA WOODS ELEMENTARY SCHOOL	≥60	12	55	17	10	7	3	32	40	18	7	≤1	25	50	12	13	5	22	32	27	15																	
MELROSE ELEMENTARY SCHOOL	≥70	≤1	12	35	26	28	≤1	12	35	33	20	≤1	≤1	23	39	36	≤1	≤1	12	30	57																	
MERRYDALE ELEMENTARY SCHOOL	≥60	≤1	17	30	33	19	≤1	5	13	57	25	2	5	22	37	35	≤1	2	11	29	59																	
NORTHEAST ELEMENTARY SCHOOL	≥30	≤1	15	41	32	12	≤1	18	41	35	6	≤1	6	61	30	3	≤1	3	21	44	32																	
PARK ELEMENTARY SCHOOL	≥40	≤1	26	33	31	10	≤1	7	24	40	29	≤1	≤1	20	39	41	≤1	2	14	38	45																	
PARK FOREST ELEMENTARY SCHOOL	≥50	2	30	26	30	13	≤1	13	17	43	28	≤1	7	33	31	28	≤1	4	22	22	52																	
PARKVIEW ELEMENTARY SCHOOL	≥80	16	61	16	5	2	12	40	24	17	7	14	35	34	14	2	12	46	19	14	8																	
POLK ELEMENTARY SCHOOL	≥50	14	70	14	2	≤1	16	52	22	10	≤1	12	34	42	10	2	10	32	30	22	6																	
PROGRESS ELEMENTARY SCHOOL	≥60	≤1	17	35	22	26	≤1	9	29	48	14	≤1	5	42	38	15	≤1	5	17	29	49																	
RIVEROAKS ELEMENTARY SCHOOL	≥50	2	36	39	18	5	≤1	23	41	29	7	4	4	62	22	9	≤1	2	29	45	25																	
RYAN ELEMENTARY SCHOOL	≥70	11	33	25	22	8	3	26	29	31	11	≤1	8	40	33	17	≤1	6	28	32	33																	
SHARON HILLS ELEMENTARY SCHOOL	≥40	≤1	18	41	31	10	≤1	8	29	47	16	≤1	≤1	29	41	31	≤1	≤1	18	24	57																	
SHENANDOAH ELEMENTARY SCHOOL	≥80	5	58	26	7	4	7	39	25	21	8	13	37	32	13	5	4	33	25	25	13																	
TWIN OAKS ELEMENTARY SCHOOL	≥70	≤1	27	20	27	26	≤1	13	13	44	30	≤1	3	32	32	32	≤1	3	17	39	41																	
UNIVERSITY TERRACE ELEMENTARY SCHOOL	≥50	4	31	15	24	26	≤1	31	24	28	17	≤1	7	24	41	28	≤1	6	22	30	43																	
VILLA DEL REY ELEMENTARY SCHOOL	≥60	2	13	35	40	11	2	13	27	44	14	≤1	3	27	45	24	≤1	2	19	30	49																	
BATON ROUGE VISUAL AND PERFORMING ARTS C	≥60	13	54	30	3	≤1	19	59	21	2	≤1	13	38	44	5	≤1	14	35	25	21	5																	
WEDGEWOOD ELEMENTARY SCHOOL	≥60	2	22	29	32	16	2	6	37	36	17	3	16	30	32	19	5	11	27	46																		
WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	≥60	16	75	7	≤1	≤1	≤1	28	61	10	≤1	≤1	28	51	18	3	≤1	24	49	21	4																	
WESTMINSTER ELEMENTARY SCHOOL	≥50	2	42	28	11	17	≤1	15	36	19	30	≤1	13	51	15	11	≤1	15	30	23	32																	
WILDWOOD ELEMENTARY SCHOOL	≥70	4	32	28	25	10	4	13	27	28	28	7	17	36	27	13	4	8	24	30	34																	
WINBOURNE ELEMENTARY SCHOOL	≥70	≤1	12	31	35	22	≤1	7	35	41	16	≤1	3	24	46	27	≤1	≤1	12	26	61																	
CHILDREN'S CHARTER SCHOOL	≥30	≤1	22	36	22	19	≤1	11	25	36	28	≤1	≤1	17	44	39	≤1	3	11	28	58																	

A = Advanced; M = Masterly; B = Basic; AB = Approaching Basic; U = Unsatisfactory

NR = Less than 10 students or no results are reported

The percent of students across achievement levels may be 0 or may not total 100 due to rounding  
\* Tests that are voided due to test irregularities are included in the total participation count but not included in the state, school system, or school averages



## Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 5

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Spring 2017 LEAP Criterion-Referenced Test  
State/District/School Achievement Level Summary Report – Grade 5

School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
J. K. HAYNES CHARTER INC.	≥40	≤1	18	52	25	5	≤1	7	25	61	7	≤1	2	27	41	30	≤1	5	11	34	50
WHITE HILLS ELEMENTARY SCHOOL	≥20	≤1	18	41	27	14	≤1	5	18	41	36	5	5	36	23	32	≤1	5	14	32	50
CAPITOL ELEMENTARY SCHOOL	≥40	2	23	43	23	9	2	7	59	18	14	≤1	5	41	34	20	≤1	7	16	32	45
WOODLAWN ELEMENTARY	≥110	4	48	26	18	4	9	39	32	13	6	4	26	45	19	6	4	19	32	23	21
INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≥60	≤1	22	33	34	9	≤1	14	42	26	18	2	6	33	32	27	≤1	4	18	33	45
EDEN PARK SUPERINTENDENT ACADEMY	≥30	≤1	3	37	33	27	≤1	≤1	23	43	33	≤1	≤1	17	45	38	≤1	≤1	≤1	37	63
MAYFAIR LABORATORY SCHOOL	≥40	2	87	9	2	≤1	15	57	21	4	≤1	6	36	53	4	≤1	9	40	30	19	2
SOUTH BATON ROUGE CHARTER ACADEMY	≥50	≤1	29	20	34	17	≤1	5	25	31	39	2	3	32	27	≤1	2	8	39	51	51

A = Advanced; M = Mastery; B = Basic; AB = Approaching Basic; U = Unsatisfactory

NR = Less than 10 students or no results are reported

The percent of students across achievement levels may be 0 or may not total 100 due to rounding

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## Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 6

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

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Spring 2017 LEAP Criterion-Referenced Test State/District/School Achievement Level Summary Report – Grade 6 Percent of Students at Each Achievement Level																													
School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts					Mathematics					Science					Social Studies												
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level												
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U								
LOUISIANA STATEWIDE	≥52940	6	29	30	25	10	4	24	29	31	13	13	6	19	41	23	12	7	14	25	29	25							
EAST BATON ROUGE PARISH (WITHOUT SCHOOLS ASSIGNED TO RSD)	≥2580	5	23	29	25	17	4	19	28	30	18	18	5	15	41	24	16	7	11	21	28	33							
BELFAIR MONTESSORI SCHOOL	≥20	≤1	20	45	35	≤1	≤1	20	45	35	≤1	≤1	≤1	5	40	40	15	≤1	≤1	20	65	15							
BROADMOOR MIDDLE SCHOOL	≥130	≤1	4	22	35	39	≤1	3	11	40	47	≤1	2	22	45	30	≤1	≤1	5	28	66								
CAPITOL MIDDLE SCHOOL	≥140	2	8	38	35	18	≤1	16	25	39	19	≤1	15	49	22	13	≤1	2	10	34	54								
GLASGOW MIDDLE SCHOOL	≥140	18	17	28	21	16	18	13	25	30	15	16	12	25	27	21	19	7	13	29	33								
MCKINLEY MIDDLE MAGNET SCHOOL	≥250	10	52	33	5	≤1	4	30	45	20	≤1	≤1	6	26	57	10	≤1	13	24	37	21								
NORTHEAST ELEMENTARY SCHOOL	≥50	2	13	30	34	21	≤1	17	30	34	19	≤1	4	51	23	23	≤1	8	19	45	28								
PARK FOREST MIDDLE SCHOOL	≥180	≤1	5	18	40	37	≤1	3	15	44	39	≤1	3	28	32	36	≤1	2	10	29	59								
SHERWOOD MIDDLE ACADEMIC ACADEMY	≥270	13	56	26	4	≤1	11	45	36	7	≤1	17	40	40	4	≤1	23	29	32	15	2								
SOUTHEAST MIDDLE SCHOOL	≥210	≤1	12	32	29	26	≤1	15	27	34	25	≤1	6	43	29	21	≤1	4	15	37	44								
WESTDALE MIDDLE SCHOOL	≥280	8	27	26	25	15	5	24	24	29	18	≤1	6	13	39	26	16	5	18	25	33								
AMIKIDS BATON ROUGE	<10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR								
COMMUNITY SCHOOL FOR APPRENTICESHIP LEAF	≥80	≤1	14	48	29	9	≤1	7	38	48	7	≤1	10	57	26	6	≤1	11	29	43	16								
J. K. HAYNES CHARTER INC.	≥10	≤1	20	50	30	≤1	≤1	≤1	50	40	10	≤1	10	60	10	20	≤1	10	30	40	20								
GREENVILLE SUPERINTENDENT'S ACADEMY	≥60	≤1	12	19	69	≤1	≤1	≤1	7	24	69	≤1	≤1	15	30	54	≤1	≤1	4	14	82								
WOODLAWN MIDDLE SCHOOL	≥250	7	27	30	28	8	6	23	36	25	10	6	13	40	30	12	9	12	25	27	27								
SCOTLANDVILLE MIDDLE PRE-ENGINEERING ACA	≥160	≤1	13	37	34	16	≤1	15	28	47	10	2	13	57	22	5	≤1	8	23	40	28								
INSPIRE CHARTER ACADEMY (NATL. HERITAGE)	≥70	≤1	12	30	42	14	≤1	7	23	33	36	≤1	8	45	25	22	≤1	6	13	23	58								
THRIVE BATON ROUGE	≥20	≤1	≤1	33	38	29	≤1	10	29	33	29	≤1	≤1	29	38	33	≤1	10	38	52	31								
NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≥40	≤1	2	12	51	34	≤1	2	17	37	44	≤1	2	24	39	34	≤1	2	7	24	66								
MAYFAIR LABORATORY SCHOOL	≥40	16	60	24	≤1	≤1	13	56	22	9	≤1	13	40	44	2	≤1	20	24	47	9	≤1								
SOUTH BATON ROUGE CHARTER ACADEMY	≥40	≤1	13	32	34	21	≤1	13	28	43	17	≤1	9	26	39	26	≤1	17	36	47	51								
BROOKSTOWN MIDDLE MAGNET ACADEMY	≥60	≤1	11	15	36	38	≤1	3	12	39	45	≤1	3	31	35	31	≤1	2	21	24	53								

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 NR = Less than 10 students or no results are reported  
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### Percent of Students at Each Achievement Level for Spring 2017 Tests – By District and School – Grade 7

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

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Spring 2017 LEAP Criterion-Referenced Test State/District/School Achievement Level Summary Report – Grade 7																								
Percent of Students at Each Achievement Level																								
School Name	Total Students Tested in ELA, Math, Science, or Social Studies	English Language Arts						Mathematics						Science						Social Studies				
		Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level				
		A	M	B	AB	U		A	M	B	AB	U		A	M	B	AB	U		A	M	B	AB	U
LOUISIANA STATEWIDE	≥2530	11	30	27	19	13		2	23	35	29	11		7	24	35	21	13		10	20	25	19	26
EAST BATON ROUGE PARISH (WITHOUT SCHOOLS ASSIGNED TO RSD)	≥2800	6	23	24	23	25		2	17	31	34	16		6	18	30	26	22		9	14	20	20	37
BELFAIR MONTESSORI SCHOOL	≥30	≤1	21	53	24	3		≤1	35	50	15	≤1		≤1	12	62	24	3		≤1	26	26	26	21
BROADMOOR MIDDLE SCHOOL	≥120	≤1	6	21	36	37		≤1	4	18	37	41		≤1	3	19	37	42		≤1	14	24	60	60
CAPITOL MIDDLE SCHOOL	≥130	≤1	7	22	28	43		≤1	6	13	46	35		≤1	10	33	32	24		≤1	5	16	24	55
GLASGOW MIDDLE SCHOOL	≥170	23	16	17	22	22		9	13	21	40	17		13	14	21	26	25		18	9	17	20	36
MCKINLEY MIDDLE MAGNET SCHOOL	≥250	15	51	28	4	2		2	31	55	11	≤1		17	43	36	4	≤1		25	35	25	9	5
NORTHEAST HIGH SCHOOL	≥60	5	24	27	26	18		≤1	8	30	45	17		3	12	18	36	30		2	26	20	50	50
PARK FOREST MIDDLE SCHOOL	≥240	≤1	6	13	31	50		≤1	3	17	46	33		≤1	17	34	48	≤1		≤1	9	22	68	68
SHERWOOD MIDDLE ACADEMIC ACADEMY	≥230	14	57	22	6	≤1		10	55	30	6	≤1		18	47	30	5	≤1		36	38	18	6	2
SOUTHEAST MIDDLE SCHOOL	≥240	3	14	24	26	33		≤1	12	25	47	16		2	10	30	29	29		2	9	19	23	46
WESTDALE MIDDLE SCHOOL	≥320	4	28	29	21	17		2	24	34	28	12		6	22	35	23	14		6	16	26	24	28
AMIKIDS BATON ROUGE	≥10	≤1	≤1	9	36	55		NR	NR	NR	NR	NR		NR	NR	NR	NR	NR		NR	NR	NR	NR	NR
COMMUNITY SCHOOL FOR APPRENTICESHIP LEAF	≥80	2	27	40	20	11		≤1	11	59	26	3		≤1	22	47	27	3		3	21	37	26	13
GREENVILLE SUPERINTENDENT'S ACADEMY	≥70	≤1	≤1	4	19	75		≤1	≤1	5	41	55		≤1	2	9	19	71		≤1	5	16	79	79
WOODLAWN MIDDLE SCHOOL	≥310	6	28	25	19	22		2	20	39	26	14		5	20	31	23	21		6	21	20	20	33
SSCOTLANDVILLE MIDDLE PRE-ENGINEERING ACA	≥160	2	10	31	40	17		≤1	11	43	41	4		2	8	47	32	11		4	9	26	28	34
INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≥70	3	10	24	45	18		≤1	10	19	51	19		3	14	24	43	16		≤1	4	23	26	47
THRIVE BATON ROUGE	≥20	≤1	5	24	33	38		≤1	≤1	14	71	14		≤1	≤1	19	38	43		≤1	14	10	76	76
NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≥50	≤1	≤1	12	22	65		≤1	6	14	47	33		≤1	≤1	12	33	55		≤1	4	20	76	76
SOUTH BATON ROUGE CHARTER ACADEMY	≥10	4	16	27	29	24		≤1	4	24	50	22		≤1	8	28	50	14		2	10	18	31	39
BROOKSTOWN MIDDLE MAGNET ACADEMY	≥110	≤1	10	24	33	34		≤1	3	30	51	16		≤1	6	20	42	32		≤1	3	17	26	53

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\* Tests that are voided due to test irregularities are included in the total participation count but not included in the state, school system, or school averages



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\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Spring 2017 LEAP Criterion-Referenced Test  
State/District/School Achievement Level Summary Report – Grade 8  
Percent of Students at Each Achievement Level

School Name	Total Students Tested In ELA, Math, Science, or Social Studies	English Language Arts										Mathematics										Science										Social Studies									
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level														
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U										
LOUISIANA STATEWIDE	≥51010	9	35	27	17	11	2	25	25	28	20	3	19	39	24	15	11	24	25	21	20																				
	≥2830	7	26	27	21	20	4	22	22	26	25	2	14	33	27	24	8	17	21	23	31																				
	≥20	≤1	18	46	21	14	≤1	14	54	32	≤1	≤1	4	46	36	14	≤1	7	29	39	25																				
	≥130	≤1	10	26	27	35	≤1	15	16	35	32	≤1	2	23	40	34	≤1	6	15	29	51																				
	≥150	≤1	17	30	28	23	≤1	13	18	34	33	≤1	7	31	32	29	2	5	19	29	45																				
	≥170	20	15	23	18	24	13	13	11	29	34	4	16	20	21	40	19	10	11	19	41																				
	≥220	12	59	23	5	31	3	39	37	17	4	4	27	55	11	2	14	42	33	9	2																				
	≥70	6	25	31	21	18	≤1	24	30	24	21	≤1	6	26	42	26	≤1	10	19	36	33																				
	≥270	≤1	14	20	32	33	≤1	6	14	37	44	≤1	3	20	33	44	≤1	6	15	24	55																				
	≥240	26	55	17	2	≤1	22	61	14	2	≤1	8	46	40	5	≤1	32	43	20	5	≤1																				
SHERWOOD MIDDLE ACADEMIC ACADEMY	≥230	2	25	30	21	22	≤1	18	25	25	31	≤1	6	39	33	21	4	20	28	27	21																				
	≥340	5	25	29	21	20	4	28	21	25	22	4	11	33	26	26	9	16	20	22	32																				
	≥10	≤1	≤1	≤1	10	90	≤1	≤1	≤1	30	70	≤1	≤1	20	80	≤1	≤1	≤1	10	90																					
	≥90	4	35	39	17	4	≤1	19	49	26	6	≤1	29	60	11	≤1	≤1	12	39	34	15																				
	≥110	≤1	2	12	35	≤1	≤1	≤1	≤1	32	66	≤1	≤1	8	29	63	≤1	≤1	19	80	≤1																				
	≥270	6	30	30	21	13	7	26	32	18	17	3	15	38	25	19	8	23	24	24	21																				
	≥110	≤1	21	43	29	7	≤1	31	35	31	3	≤1	15	41	39	5	3	15	39	28	15																				
	≥60	3	35	27	24	11	2	14	12	39	33	≤1	8	23	44	26	6	8	23	36	27																				
	≥20	≤1	22	41	26	11	≤1	7	22	30	41	≤1	≤1	≤1	≤1	≤1	≤1	11	19	48	22																				
	≥90	≤1	4	24	35	36	≤1	4	12	34	50	≤1	2	14	42	41	≤1	2	12	28	57																				
NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≥50	≤1	6	37	39	18	≤1	2	21	30	47	≤1	4	24	47	25	≤1	6	16	39	39																				
	≥90	2	10	29	22	36	≤1	7	19	36	36	≤1	3	24	31	42	≤1	10	18	20	51																				

A = Advanced; M = Mastery; B = Basic; AB = Approaching Basic; U = Unsatisfactory

NR = Less than 10 students or no results are reported

The percent of students across achievement levels may be 0 or may not total 100 due to rounding.

## End-of-Course Tests - English II – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Arlington Preparatory Academy	NR	NR	NR	NR	<10
Baton Rouge Magnet High School	79	20	≤1	≤1	≥360
Belaire High School	3	25	40	32	≥290
Broadmoor Senior High School	6	31	39	24	≥260
Glen Oaks Senior High School	9	37	35	19	≥130
McKinley Senior High School	25	35	21	19	≥300
Northdale Superintendent's Academy	≤1	22	17	61	≥10
Northeast High School	17	41	30	12	≥70
Scotlandville Magnet High School	7	39	29	25	≥300
Tara High School	12	30	38	19	≥230
EBR Readiness Superintendent Academy	9	14	40	37	≥30
Woodlawn High School	16	40	30	14	≥290
AMikids Baton Rouge	NR	NR	NR	NR	<10
Mentorship STEAM Academy	7	45	39	9	≥120
Thrive Baton Rouge	11	44	28	17	≥10
Lee High School	72	27	≤1	≤1	≥180
EBR Virtual Academy	NR	NR	NR	NR	<10
East Baton Rouge Parish	25	32	26	17	≥2670
Louisiana Statewide	30	38	22	10	≥48530

## End-of-Course Tests - English III – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Arlington Preparatory Academy	NR	NR	NR	NR	<10
Baton Rouge Magnet High School	72	26	≤1	≤1	≥320
Belaire High School	2	31	42	25	≥190
Broadmoor Senior High School	4	38	40	18	≥190
Glen Oaks Senior High School	4	23	51	23	≥90
McKinley Senior High School	14	33	40	13	≥260
Northdale Superintendent's Academy	≤1	7	13	80	≥10
Northeast High School	20	45	28	8	≥60
Scotlandville Magnet High School	4	26	47	23	≥290
Tara High School	5	35	39	22	≥150
EBR Readiness Superintendent Academy	≤1	22	26	52	≥20
Woodlawn High School	17	35	33	15	≥240
AMikids Baton Rouge	NR	NR	NR	NR	<10
Mentorship STEAM Academy	5	44	44	7	≥90
Lee High School	44	46	10	≤1	≥180
EBR Virtual Academy	NR	NR	NR	NR	<10
East Baton Rouge Parish	21	33	32	15	≥2160
Louisiana Statewide	21	41	27	10	≥41380





## End-of-Course Tests - Algebra I – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Baton Rouge Magnet High School	42	50	8	≤1	≥190
Belaire High School	2	27	42	29	≥100
Belfair Montessori School	NR	NR	NR	NR	<10
Broadmoor Middle School	43	48	9	≤1	≥20
Broadmoor Senior High School	6	32	31	31	≥150
Capitol Middle School	45	18	27	9	≥10
Glasgow Middle School	86	11	3	≤1	≥30
Glen Oaks Senior High School	≤1	33	38	28	≥70
McKinley Middle Magnet School	43	45	8	4	≥50
McKinley Senior High School	6	28	31	34	≥240
Northdale Superintendent's Academy	NR	NR	NR	NR	<10
Northeast High School	17	47	35	2	≥60
Park Forest Middle School	7	39	43	11	≥40
Polk Elementary School	NR	NR	NR	NR	<10
Scotlandville Magnet High School	2	31	44	23	≥210
Sherwood Middle Academic Academy	≥99	≤1	≤1	≤1	≥100
Southeast Middle School	60	40	≤1	≤1	≥20
Tara High School	8	36	29	26	≥140
EBR Readiness Superintendent Academy	8	8	40	44	≥20
Westdale Middle School	76	21	3	≤1	≥50

## End-of-Course Tests - Algebra I – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Woodlawn High School	8	30	35	28	≥230
AMilkids Baton Rouge	NR	NR	NR	NR	<10
Woodlawn Middle School	88	13	≤1	≤1	≥20
Scotlandville Middle Pre-Engineering Aca	33	57	7	3	≥30
Mentorship STEAM Academy	≤1	24	41	35	≥200
Thrive Baton Rouge	≤1	27	33	40	≥30
Lee High School	44	44	11	≤1	≥210
North Banks Middle School of Excellence	≤1	42	42	17	≥10
South Baton Rouge Charter Academy	NR	NR	NR	NR	<10
Brookstown Middle Magnet Academy	27	41	23	9	≥20
EBR Virtual Academy	NR	NR	NR	NR	<10
<b>East Baton Rouge Parish</b>	22	32	27	19	≥2380
<b>Louisiana Statewide</b>	27	35	23	15	≥50080

## End-of-Course Tests - Geometry – December 2016 & May 2017 Combined Percent of Students by Achievement Level

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School Name	Excellent	Good	Fair	Needs Improvement	Total
Arlington Preparatory Academy	NR	NR	NR	NR	<10
Baton Rouge Magnet High School	60	35	6	≤1	≥320
Belaire High School	2	14	38	46	≥250
Broadmoor Senior High School	4	15	31	50	≥190
Glasgow Middle School	95	5	≤1	≤1	≥10
Glen Oaks Senior High School	≤1	9	43	48	≥120
McKinley Middle Magnet School	58	26	10	6	≥30
McKinley Senior High School	15	27	33	24	≥240
Northdale Superintendent's Academy	≤1	11	22	67	≥10
Northeast High School	14	33	30	22	≥60
Scotlandville Magnet High School	≤1	10	37	52	≥300
Sherwood Middle Academic Academy	≥99	≤1	≤1	≤1	≥20
Tara High School	6	15	40	39	≥170
EBR Readiness Superintendent Academy	5	10	15	70	≥20
Westdale Middle School	NR	NR	NR	NR	<10
Woodlawn High School	15	24	35	26	≥240
AMikids Baton Rouge	NR	NR	NR	NR	<10
Woodlawn Middle School	≥99	≤1	≤1	≤1	≥10
Mentorship STEAM Academy	3	27	42	28	≥130
Thrive Baton Rouge	6	6	50	38	≥10

# End-of-Course Tests - Geometry – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Lee High School	55	35	8	2	≥210
East Baton Rouge Parish	21	21	28	30	≥2440
Louisiana Statewide	26	30	25	19	≥43250

## End-of-Course Tests - Biology – December 2016 & May 2017 Combined Percent of Students by Achievement Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Arlington Preparatory Academy	NR	NR	NR	NR	<10
Baton Rouge Magnet High School	66	32	2	≤1	≥400
Belaire High School	≤1	26	46	28	≥280
Broadmoor Senior High School	2	18	42	37	≥240
Glen Oaks Senior High School	≤1	37	38	25	≥110
McKinley Senior High School	14	37	30	18	≥290
Northdale Superintendent's Academy	≤1	≤1	25	75	≥10
Northeast High School	4	26	45	25	≥70
Scotlandville Magnet High School	2	21	45	32	≥270
Tara High School	2	21	44	32	≥220
EBR Readiness Superintendent Academy	3	10	30	57	≥30
Woodlawn High School	11	31	38	19	≥280
AMikids Baton Rouge	NR	NR	NR	NR	<10
Mentorship STEAM Academy	6	39	42	13	≥120
Thrive Baton Rouge	≤1	19	69	13	≥10
Lee High School	43	47	9	≤1	≥230
East Baton Rouge Parish	18	30	32	21	≥2650
Louisiana Statewide	21	35	30	14	≥46950





## End-of-Course Tests - U.S. History – December 2016 & May 2017 Combined Percent of Students by Achievement

### Level

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e., Less than 10 students in a subgroup or subgroup not defined at that time). N/A indicates that no students tested or no comparison can be made for that grouping.

School Name	Excellent	Good	Fair	Needs Improvement	Total
Arlington Preparatory Academy	NR	NR	NR	NR	<10
Baton Rouge Magnet High School	67	30	4	≤1	≥320
Belaire High School	3	20	37	40	≥230
Broadmoor Senior High School	5	36	29	30	≥250
Glen Oaks Senior High School	≤1	12	55	33	≥100
McKinley Senior High School	13	53	25	10	≥270
Northdale Superintendent's Academy	≤1	≤1	29	71	≥10
Northeast High School	16	50	24	10	≥100
Scotlandville Magnet High School	4	30	37	29	≥290
Tara High School	2	36	36	26	≥190
EBR Readiness Superintendent Academy	5	9	36	50	≥20
Woodlawn High School	21	40	26	13	≥250
AMikids Baton Rouge	NR	NR	NR	NR	<10
Mentorship STEAM Academy	8	52	31	9	≥80
Lee High School	34	51	14	2	≥170
EBR Virtual Academy	NR	NR	NR	NR	<10
East Baton Rouge Parish	18	36	27	19	≥2330
Louisiana Statewide	20	42	24	14	≥46440

This report includes pre-data certification results. The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates statistically unreliable (i.e. Less than 10 students in a subgroup). N/A indicates scores not available.

Site Name	2016-2017 (All students access test)				2015-2016 (All students access test)				2014-2015 (All students access test)			
	ACT Composite Score	# Students Scoring 18+	# Students Scoring 21+	ACT Composite Score	ACT Composite Score	# Students Scoring 18+	# Students Scoring 21+	ACT Composite Score	ACT Composite Score	# Students Scoring 18+	# Students Scoring 21+	
Arlington Preparatory Academy	~	~	~	~	~	~	~	13	13	<10	<10	
Baton Rouge Magnet High School	25.6	348	312	26.6	26.6	336	319	26.2	26.2	293	273	
Belaire High School	15.9	50	11	15.4	15.4	58	13	15.7	15.7	57	13	
Broadmoor Senior High School	17	85	38	16.8	16.8	85	33	17.4	17.4	134	53	
Glen Oaks Senior High School	16.3	34	12	15.2	15.2	17	<10	16.1	16.1	25	<10	
McKinley Senior High School	18.4	153	79	18.8	18.8	138	83	20	20	193	121	
Northdale Superintendent's Academy	14.1	<10	<10	13.9	13.9	<10	<10	14.6	14.6	<10	<10	
Northeast High School	17.3	18	15	16.8	16.8	34	10	18	18	44	15	
Scotlandville Magnet High School	17.2	120	43	17.8	17.8	150	67	17.5	17.5	134	57	
Tara High School	16.7	81	35	17.3	17.3	72	27	17	17	75	23	
EBR Readiness Superintendent Academy	~	~	~	15.8	15.8	<10	<10	16.9	16.9	<10	<10	
Woodlawn High School	18.5	118	66	18.2	18.2	126	69	19.2	19.2	158	100	
Mentorship Academy of Digital Arts	17.4	50	18	16.8	16.8	46	13	17	17	14	<10	
Robert E. Lee High School	21.8	56	35	19.7	19.7	34	17	20.2	20.2	32	18	
EBR Virtual Academy	~	~	~	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
East Baton Rouge Parish	18.8	1117	666	18.7	18.7	1101	658	18.8	18.8	1182	694	
Louisiana (public schools only)	19.6	25704	15406	19.5	19.5	25287	15193	19.4	19.4	24682	14697	

**2015-2016 School Graduation Rates**

Site Code	District Name	School Name	Graduation Rate
017001	East Baton Rouge Parish	Arlington Preparatory Academy	16.7
017008	East Baton Rouge Parish	Baton Rouge Magnet High School	>95
017010	East Baton Rouge Parish	Belair High School	56
017016	East Baton Rouge Parish	Broadmoor Senior High School	62.4
017038	East Baton Rouge Parish	Glen Oaks Senior High School	62.7
017056	East Baton Rouge Parish	McKinley Senior High School	69.7
017063	East Baton Rouge Parish	Northdale Superintendent's Academy	13
017065	East Baton Rouge Parish	Northeast High School	83.3
017079	East Baton Rouge Parish	Scotlandville Magnet High School	78.4
017088	East Baton Rouge Parish	Tara High School	47.6
017092	East Baton Rouge Parish	EBR Readiness Superintendent Academy	<5
017102	East Baton Rouge Parish	Woodlawn High School	74.1
017133	East Baton Rouge Parish	Mentorship STEAM Academy	89
017138	East Baton Rouge Parish	Lee High School	76.9

## District and State Graduation Rates (2005-2006 to 2015-2016)

*\*Districts that were heavily impacted by the hurricanes of 05-06 do not have graduation cohort results from 2005-2006 to 2008-2009. These districts are Cameron, City of Bogalusa, Orleans, Plaquemines, RSD-New Orleans, and St. Bernard. Jefferson requested that their graduation data be included beginning with their 2008 reports, and BESE granted the request.*

District Name	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Percentage Point Change (2014-2015 to 2015-2016)	Percentage Point Change (2012-2013 to 2015-2016)	Percentage Point Change (2005-2006 to 2015-2016)
Louisiana	64.8	66.3	66.0	67.3	67.2	71.4	72.3	73.5	74.6	77.5	77	-0.5	3.5	12.2
East Baton Rouge Parish	66.4	61.8	57.8	56.8	59.5	63.5	66.1	68.6	66.2	67.2	67.8	0.6	-0.8	1.4

# Exhibit B



# OFFICE OF HUMAN RESOURCES

The Office of Human Resources provides services and supports offered to employees throughout their tenure with the East Baton Rouge Parish School System (EBRPSS) from the point of hire to separation date. The services and supports offered to employees begin with recruitment and hiring. The EBRPSS has a Recruitment Manager who leads recruitment efforts via a Recruitment Team composed of various district personnel. Recruitment efforts are made on the local, state and national levels through the following:

- Participation in Teacher Job Fairs;
- Using social media, i.e. Facebook, LinkedIn;
- Posting teaching opportunities on Education Week, HBCU Careers, and Frontline's Applitrack Application System;
- Building and sustaining relationships with local universities and community colleges in our area to build a teacher candidate pool through presentations, seminars, and meetings held at various sites;
- Creating support programs targeted towards building the district's own teacher applicant pool; i.e. Teach Baton Rouge, Math for Professionals, Unlocking Your Potential, Future Teachers of America, Proximity Learning;
- Participate in American Association of School Personnel Administrators (AASPA), Council of Great City Schools, American Association of Employment in Education (AAEE), and Louisiana Association of School Personnel Administrators (LASPA) to gain Professional Development in the area of recruitment and recruiting. HR personnel present national webinars on their sites;
- The EBRPSS has an *Employee Assistance Program* (EAP) that helps employees and their family obtain counseling services when the need arises. Each employee is allowed three counseling sessions at no charge;
- The *Beginning Educator Success Track (BEST)* and *Invest Program* is offered to new teachers with 0-3 years of experience at their school sites. The Program Facilitator will meet with the teachers to support instructional needs via job-embedded professional development. Teacher mentors are also provided at the school sites;
- *Master Teacher Observations* are made available to new teachers and provide the opportunity for them to go into veteran teachers' classrooms to observe their instructional delivery. The new teacher will also have the opportunity to consult with the Master Teacher after the observation;
- The Office of Human Resources has a *New Teacher Central* website that serves as a resource to the district's new teachers. New Teacher Central has information that can assist teachers with their instructional delivery/practices, classroom management, student engagement, etc;



- *Teacher Tuition Assistance/Reimbursement* is provided for teachers who meet the criteria to be reimbursed for tuition as they continue their education; and
- *Praxis Reimbursement* is provided for teachers who take the Praxis Exam in order to become certified in another area.

The Compass Evaluation System works to increase educator effectiveness and student outcomes through the following for leaders and teachers: setting two Student Learning Targets, focusing on practice that uses three domains to help prioritize areas of development, a formal feedback cycle of at least two observations, Weighted Measures of 50% Professional Practice; 50% Student Outcomes; and 35% Value Added Measures. COMPASS uses a rubric to identify and focus on actions that are the most critical to teacher/leader and student development. The rubric also establishes a common language for performance expectations that ensures accurate reflections of performance.

### The Overall COMPASS Score

<b>RATING</b>	
<b>Ineffective</b>	Overall COMPASS score of 0 to 1.49
<b>Effective Emerging</b>	Overall COMPASS score of 1.50 to 2.49
<b>Effective Proficient</b>	Overall COMPASS score of 2.50 to 3.49
<b>Highly Effective</b>	Overall COMPASS score of 3.5 to 4.00

A comparison of EBR teachers' salaries was done with those in neighboring parishes and results revealed that out of nine parishes, East Baton Rouge Parish ranks fourth among the highest paying parishes in this area. The comparison charts below demonstrate this ranking which has been made possible through the Tax Plan Supplement that is added on the teachers' salaries.

### Teachers' Salary Comparisons: Beginning Teachers (0 Years of Experience)

	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>Master's Degree +30</b>	<b>Specialist</b>	<b>Ph.D.</b>
<b>EAST BATON ROUGE</b>	\$44,500 <b>Salary w/o Supplement</b> <b>\$40,825</b>	\$45,700 <b>Salary w/o Supplement</b> <b>\$41,325</b>	\$45,700 <b>Salary w/o Supplement</b> <b>\$41,325</b>	\$46,900 <b>Salary w/o Supplement</b> <b>\$41,825</b>	\$48,400 <b>Salary w/o Supplement</b> <b>\$42,325</b>
<b>St. Tammany</b>	\$44,300	\$46,200	\$47,100	\$48,100	\$49,100
<b>Zachary</b>	\$46,722				
<b>East Feliciana</b>	\$36,664	\$37,064	\$37,364	\$37,664	\$38,064
<b>Iberville</b>	\$49,706	\$50,546	\$51,596	\$52,646	\$53,696
<b>West Baton Rouge</b>	\$47,733	\$48,139	\$48,139	\$48,746	\$49,557
<b>Ascension</b>	\$43,683	\$44,713		\$44,971	\$45,228
<b>Livingston</b>	\$42,317	\$42,781	\$42,881	\$43,530	\$44,358
<b>Central</b>	\$41,586	\$42,709	\$43,356	\$43,984	\$45,392



### Teachers' Salary Comparisons: Teachers at Step 10

	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>Master's Degree +30</b>	<b>Specialist</b>	<b>Ph.D.</b>
<b>EAST BATON ROUGE</b>	\$46,750 <b>Salary w/o Supplement</b> <b>\$41,825</b>	\$50,200 <b>Salary w/o Supplement</b> <b>\$45,325</b>	\$50,200 <b>Salary w/o Supplement</b> <b>\$45,325</b>	\$51,400 <b>Salary w/o Supplement</b> <b>\$45,825</b>	\$52,900 <b>Salary w/o Supplement</b> <b>\$46,325</b>
<b>St. Tammany</b>	\$51,478	\$51,200	\$52,100	\$53,100	\$54,100
<b>Zachary</b>	\$51,722				
<b>East Feliciana</b>	\$40,664	\$41,064	\$41,364	\$41,664	\$42,064
<b>Iberville</b>	\$52,856	\$53,696	\$54,746	\$55,796	\$56,846
<b>West Baton Rouge</b>	\$52,329	\$53,665	\$54,318	\$54,988	\$55,652
<b>Ascension</b>	\$49,348	\$50,378		\$50,636	\$50,893
<b>Livingston</b>	\$45,861	\$47,108	\$47,685	\$48,362`	\$49,130
<b>Central</b>	\$47,186	\$49,109	\$49,906	\$50,734	\$52,492

The EBRPSS lowered the pupil teacher ratios in School Year 2016-2017 to decrease class sizes in elementary, middle and high school classrooms. We also provide for specialized programs and specific needs of schools. This action provided for a better utilization of personnel in order to maximize student learning and achievement. The following Staffing Formulas reflect the lower pupil/teacher ratios currently in use:

<b>Elementary Teachers</b>	
Regular Education**	22:1 (K-3 <sup>rd</sup> ) 24:1 (4 <sup>th</sup> /5 <sup>th</sup> )
Gifted***	21:1
PE	400:1
Music	0-250 .5 Tchr 251-500 1 Tchr.
Electives (300:1) • Art, Foreign Language, Literacy Teacher	0-300 1 Tchr. 600 2 Tchrs. 750 3 Tchrs.

<b>Middle/High Teachers</b>	
Regular Education**	29:1
Gifted***	23:1
Discipline Centers / Expulsion Centers	15:1
Superintendent's Academies	20:1
Music (Band/Vocal) (High Schools)	2 Teachers
PE (200:1)	200 1 PE Tchr. 400 2 PE Tchrs. 600 3 PE Tchrs. 800 4 PE Tchrs.
Career & Tech	Program Driven
Flex Electives • Literacy, Flex Electives, Ballet	500:1

The district maintains a Certified and Professional Evaluation Plan for employee accountability. A copy of the district's employee evaluation plan may be found in Appendix B.

**CERTIFICATED AND PROFESSIONAL  
LOCAL PERSONNEL EVALUATION (LPE)  
ACCOUNTABILITY PLAN**



**BETTER SCHOOLS. BETTER FUTURES.**

**LAC 28: CXLVII *BULLETIN 130:***

**REGULATIONS FOR THE EVALUATION AND ASSESSMENT OF  
SCHOOL PERSONNEL**

**REVISED AUGUST 2017**

**APPROVED SEPTEMBER 2017**

**MR. WARREN DRAKE, JR.  
SUPERINTENDENT**

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## Overview

In order to ensure an excellent school system, one that provides opportunities for all children to learn, the East Baton Rouge Parish School System (EBRPSS) has developed a philosophy of work for its employees. The EBRPSS recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals at the state level as well as the district level and the school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the highly effective educator as well as support for the professional development of the new educator. These guidelines are derived from Bulletin 130: Regulations for the Evaluation and Assessment of School Personnel.

### Guidelines of the Program

A. As required by R.S. 17:391.2, et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent fifty percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. The guidelines to strengthen local teacher evaluation programs include the Louisiana Components of Effective Teaching and were entitled "*Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs*." The guidelines were approved by the Louisiana Board of Elementary and Secondary Education (BESE) in September 1992. These guidelines along with the requirements of the local accountability legislation form the basis for the local evaluation programs.

C. SBESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching (LCET)*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

D. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statutes related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. **Act 38** amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently place

and set forth in this document, Act 38 eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by SBESE.

E. In August 2008, BESE approved the *Performance Expectations and Indicators for Education Leaders* to replace the *Standards for School Principals in Louisiana, 1998* as criteria for principal evaluation.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:

### **Purposes of Personnel Evaluation**

A. The purposes for which personnel evaluation will be used in Louisiana and the EBRPSS are as follows:

1. To support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
2. To enhance the quality of instruction and administration in public schools;
3. To provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. To foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), and amended LR 38:

### **Framework for LEA Personnel Evaluation Programs**

A. The East Baton Rouge Parish School Board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

B. Local Personnel Evaluation Plans defined by the East Baton Rouge Parish School Board shall include, at a minimum, the following elements:

**1. Job Descriptions.** Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. The EBRPSS has established a job description for every category of certified and other professional personnel pursuant to the personnel accountability plan. EBRPSS provides emailed or hard copies of job descriptions to all certified and other professional personnel prior to employment, no later than October 1st, or no later than thirty (30) working days of a late hire, change in position, or change in any performance expectations of a position. Each job description must contain the following: 1) position title; 2) overview of position; 3) position qualifications shall be at least the minimum requirements as stated in *Bulletin 746: Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee); 4) title of the person to whom the employee reports; 5) performance standards, including statement on responsibility for growth in student learning; 6) salary or hourly pay range; 7) statement acknowledging receipt of job description; and 8) a space for the employee's signature and date. The job descriptions of teachers have the *Louisiana Components of Effective Teaching* included and the job descriptions of building-level principals and assistant principals have the *Performance Expectations and Indicators for Educational Leaders*. In EBRPSS, the position description rosters are designed for the evaluatee's signature and date. Current signatures are maintained at the central office to document annual review and/or receipt of all job descriptions.

**2. Professional Growth Planning Process.** The EBRPSS shall design and provide guidelines for teachers, administrators, and other certified & other professional personnel to develop a Professional Growth Plan (PGP) with their evaluators. The PGPs must be designed to assist each evaluatee in demonstrating effective performance, as defined by *Bulletin 130*. Each PGP will include objectives as well as the strategies that the evaluatee intends to use to attain each objective. Professional Growth Plans must be completed no later than October 1st for employees hired at the beginning of the school year. Employees hired after October 1st will collaboratively develop a PGP with their evaluator within thirty (30) working days of their date of hire or promotion to a new position. All teachers, administrators, and certified & other professional personnel will complete a one year PGP each school year; therefore, a PGP is to be reviewed and updated annually. It is the responsibility of the evaluator to collaborate with the evaluatee in the development of the PGP. PGP objectives and activities must support the district's Strategic Plan and/or the building-level School Improvement Plan and other appropriate plans, best practices, and initiatives. A PGP can be revised before completion after discussion between the evaluatee and the evaluator. The evaluator and the evaluatee must sign and date each PGP when it is initiated, updated, reviewed, or completed. All forms must be signed and dated prior to dissemination and filing.

Typically, a PGP contains objectives and activities designed to enhance or to improve the evaluatee's professional performance, student achievement/learning, and/or instructional/professional practices. A PGP must contain the set minimum number of objectives established by the EBRPSS; however, a PGP may contain a reasonable number of additional objectives as each individual's needs are evaluated. The evaluatee and evaluator develop objectives and activities collaboratively to meet the needs of each individual and the district's

and/or school's goals and priorities. In addition to uniform and standardized district and/or school/departmental objectives, activities, timelines, and evidences/common assessments, those that are part of an Intensive Assistance Plan (IAP) can be mandated as long as there is reasonable attempt at collaboration with the evaluatee. Objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects which support school improvement and student achievement/student learning. Each objective must include a plan of action to guide the evaluatee's professional development. The objectives must contain observable evaluation criteria that can be used to measure the extent to which each objective has been achieved. Ideally, each objective should be stated in active voice, should be stated in terms of behavioral, measurable outcomes, should set a condition, and should tell to what degree. The criteria for evaluating completion of a PGP objective should show clearly how achievement of the objective would impact the quality of job performance, professional growth, student achievement/learning, and/or instruction.

When the evaluatee and the evaluator agree on a collaboratively developed PGP for the evaluatee, then both sign and date the PGP at the initiation. The evaluator retains the original and the evaluatee is given copy. When the evaluator prepares an evaluation and the evaluatee conducts a self-evaluation and reflection, both the evaluatee and the evaluator must analyze achievement of objectives in the PGP and the impact of professional development on the evaluatee, student achievement/learning, and district/school/departmental goals and priorities. Progress made in professional development is described on the PGP Form and both the evaluator and the evaluatee must sign and date the completed form. During ongoing formative and summative annual end of the year reviews of progress made towards PGP objective and activity attainment, the evaluatee is required to submit documentation to support completion of the PGP activities and objective attainment with significant impact on student achievement/learning, professional growth, and/or instruction. The actual documentation should not be forwarded to the Office of Human Resources; however, copies of the documentation should be kept at the school level. The originals of all completed PGP Forms are forwarded to the Office of Human Resources with copies retained by the evaluator and the evaluatee.

**3.Observation/Data Collection Process.** The evaluator or evaluators of each evaluatee shall conduct a minimum of one formal, announced observation and at least one informal observation of instructional practice per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information about the lesson to be observed for teachers or activities to be observed for administrators. For both formal observations and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation. It is strongly suggested that all evaluatees newly hired to the EBRPSS after the start of school year and/or fiscal year, and those who transfer to a new site and/or who start a new position, be observed formally and/or informally within forty working days of hire, transfer, or in new position. All observations and/or evaluations for school-based evaluatees should ideally be completed no later than two weeks before the close of school. It is strongly recommended that formal observations not be conducted during the week before the release for the Christmas Holidays, during periods of high stakes testing review and high stakes testing, and during the final week before the close of the school year. For non-school based



evaluatees, observations and/or evaluations must be completed no later two weeks before the end of the fiscal year.

C. The purpose of the observation process is to determine how well the employee is performing based on the evaluation criteria in the job description and progress toward achieving the objectives in the evaluatee's PGP. The observer(s) and/or evaluator(s) should use the observations as communication and management tools to recognize excellence and to promote improvement. The observer(s) and/or evaluator(s) can write narrative descriptions, use checklists and/or use scripting to identify things the evaluatee is doing well and recommend ways performance can be improved.

1. The evaluator(s) and other appropriate designees who have been properly trained and certified by the Louisiana Department of Education and/or its contractor, will observe the performance of evaluatees. The Office of Human Resources, the Office of Professional Development, Area Superintendents, Area Directors, School Principals, and other appropriate district personnel shall make every effort to ensure that all observers and all evaluators receive continuous staff development to implement the Personnel Accountability process with fidelity.

2. Each evaluatee will be formally observed at least once each year ideally before the end of the last day of school in the fall; however, evaluatees may receive their first formal observation in the spring. Any evaluatee who receives an overall "*ineffective*" rating on the first informal and/or formal observation must be informally observed and formally observed at least one additional time in the fall or spring to be able to obtain a more accurate observation and/or evaluation rating. Formal observations for instructional personnel are to be of sufficient duration to see the lesson begin, develop, and culminate. An evaluatee hired on or after October 1st, who is promoted, or who changes positions to another position, must have at least one informal observation and at least one formal observation before the end of the school year. For any late hires or promotees after January 1st who receive an overall "*ineffective*" rating on at least one informal observation and/or at least one formal observation, there must be at least one additional informal observation and at least one formal observation to be able to obtain observation ratings and/or evaluation ratings. However, evaluators and/or observers can conduct as many formal observations, walkthroughs, and announced or unannounced informal worksite observations/visits as deemed necessary to obtain an accurate overall observation and/or evaluation rating.

3. The observer(s) and/or evaluator(s) must notify the evaluatee in advance when formal observations will occur. The observer(s) and/or evaluator(s) of each evaluatee uses the appropriate Pre-Observation Conference Form and other appropriate forms during which the evaluatee provides the observer(s) and/or evaluator(s) with relevant information about the lesson to be observed or the activity to be observed. Each formal observation and each informal observation is documented in writing on the appropriate forms for such. As soon as possible, but no later than five (5) working days following the observation, the observer holds a post-observation debriefing conference to discuss the formal or informal classroom observation results and comments. It is strongly recommended that feedback debriefing and/or emailed feedback for walkthroughs and informal observations be done as immediately as possible so that evaluatees may best benefit from the feedback at the most immediate time needed to promote improvement and growth. The observation form must contain specific areas for improvement and appropriate recommendations for improvement. In addition to indicating the areas that need improvement, at the post-observation, the observer and/or evaluator must give specific, concrete, strategies, action plans, and activities to promote improvement and growth. The observer and/or the evaluator is

encouraged to prioritize the area(s) needing the improvement so that an educator is not overwhelmed with a large number of activities, strategies, and mini action plans. The observer(s) and/or evaluator(s) and the evaluatees must sign and date the appropriate form. The evaluatee's signature and date means that he/she has read the form. A signature and date does not mean the evaluatee agrees or disagrees with the contents. Should the evaluatee refuse to sign the formal or informal observation form, this should be documented on the form and witnessed by a third party. The originals of all signed and dated formal and informal/worksites observations are forwarded to the Office of Human Resources for placement in the evaluatee's single official central office personnel file. Copies must be retained by the evaluator and by the evaluatee.

4. If an Intensive Assistance Plan (IAP) is necessary, it ideally should be discussed by the evaluator(s) and the evaluatee at the post-observation conference; however, another more appropriate time may be needed to discuss an IAP. The assistance is initiated by notifying the evaluatee of the IAP to provide assistance and by conferring with the evaluatee to discuss objectives, strategies and/or activities, timelines, resources, and other appropriate parts of the IAP that will be used to assist the employee in improving performance.

5. Principals, Assistant Principals, and other appropriate observers and/or other appropriate evaluators who have been trained through the established training provided by or under the auspices of the Louisiana Department of Education, are responsible for conducting and submitting observations and evaluations by the required due date each school year.

## **INSTRUCTIONAL EMPLOYEES**

D. The observer(s) and/or evaluator(s) of each teacher, administrator, and/or other certified & professional personnel shall conduct a pre-observation conference, at a mutually agreed upon time, during which the evaluatee shall provide the evaluator(s) with relevant information. An evaluatee shall provide information concerning the planning of the lesson to be observed as well as any other information the evaluatee considers pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in case of an evaluatee, shall be not less than the duration of one complete lesson. In the case of an evaluatee, the observation shall be conducted using the *Louisiana Components of Effective Teaching*, as well as additional local board criteria included in the job description. In terms of classroom visitations and/or worksite/informal observations, the observer(s) and/or evaluator(s) may, on his/her/their own initiative or upon the request of an evaluatee who has been observed and/or evaluated, periodically visit the evaluatee to monitor progress toward achievement of PGP objectives and provide support or assistance.

The following observation procedures, which are not are not solely the only procedures to be followed, should be adhered to:

1. Teaching is evaluated through periodic classroom observations and evaluations.
2. The observer(s) and/or evaluator(s) hold a pre-observation conference, at a mutually agreed upon time between the evaluatee and the observer(s) and/or evaluator(s), at an appropriate time and in an appropriate setting to review the evaluatee's lesson plan. This does not preclude the observer(s) and/or evaluator(s) from making unannounced classroom visitations/observations.

3. The observer(s) and/or evaluator(s) plan the observation to see a lesson begin, develop, and culminate; however, this does not mean that a lesson that takes place during a block schedule must take the entire time of the block period.

4. As soon as possible after the observation, but no later than five (5) working days following the observation, the observer(s) and/or evaluator(s) holds a post-observation conference to discuss and analyze the lesson as well as to prepare an observation/evaluation report. Failure to hold the post-observation conference within five working days following the observation voids the observation. As a result of the voidance of the observation, another formal observation must be rescheduled to remain in compliance. If the evaluatee receives an overall ineffective rating on the rescheduled formal observation, at least one additional informal observation and at least one formal observation must be conducted to obtain an accurate overall evaluation rating. It is strongly recommended that feedback debriefing and/or emailed feedback for walkthroughs and informal observations be done as immediately as possible so that evaluatees may best benefit from the feedback at the most immediate time needed to promote improvement and growth. The observation form must contain specific areas for improvement and appropriate recommendations for improvement. In addition to indicating the areas that need improvement, at the post-observation, the observer and/or evaluator must give specific, concrete, strategies, action plans, and activities to promote improvement and growth. The observer and/or the evaluator is encouraged to prioritize the area(s) needing the improvement so that an educator is not overwhelmed with a large number of activities, strategies, and mini action plans. The observer(s) and/or evaluator(s) and the evaluatees must sign and date the appropriate form. The evaluatee's signature and date means that he/she has read the form. A signature and date does not mean the evaluatee agrees or disagrees with the contents. Should the evaluatee refuse to sign the formal or informal observation form, this should be documented on the form and witnessed by a third party. The originals of all signed and dated formal and informal/worksite observations are forwarded to the Office of Human Resources for placement in the evaluatee's single official central office personnel file. Copies must be retained by the evaluator and by the evaluatee.

5. The primary purpose of classroom observations is to afford a basis on the commendable strengths and areas identified as needing improvement. Observer(s) and/or evaluator(s) should ideally refer to classroom observation data in preparing the written observation report using listed evaluation criteria.

6. Follow-up announced or unannounced informal classroom visitations/worksite observations and observations are conducted to reinforce positive practices and to determine how recommendations have impacted the quality of the teaching-learning process.

7. Professional Development and Support. The EBRPSS shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide Intensive Assistance Plans (IAPs) to teachers, administrators, and other appropriate certified & other professional personnel according to the requirements set forth in *Bulletin 130*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:

## **Personnel Evaluation**

### **Overview of Personnel Evaluation**

Until the development of a growth measure for all categories of certified and other professional personnel, annual evaluation for these personnel, according to their job description expectations, shall include: 1) at least one formal observation, 2) Professional Growth Plan & Self Evaluation, and 3) and other appropriate measures such as, but not limited to: attendance, punctuality, student data, informal observations, and other appropriate factors. With these employees, any employee who performs at an “ineffective/needs improvement/unsatisfactory” level on the first formal observation must have at least one additional formal observation. In addition to the criteria shown on job descriptions for teachers and administrators, the following information will be used as evaluation criteria by the EBRPSS.

- A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty-percent (50%) of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining fifty-percent (50%) shall be based upon a qualitative assessment of teacher or administrator performance.

For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students using data from the value-added model and/or student learning targets, according to guidelines provided by the department. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305 of this bulletin.

- B. The fifty-percent (50%) of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other informal observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.
- C. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

### **Measures of Growth in Student Learning - Value-Added Model**

- A. A value-added model shall be used to measure student growth for the purposes of teacher and

administrator evaluation, where available, according to guidelines provided by the department.

B. The value-added model shall be applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than five students with value-added results assigned to an educator.

C. The value-added model shall be a statistical model approved by the Board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables: 1) prior achievement data that are available up to three years, 2) gifted status, 3) section 504 status, 4) attendance, 5) disability status, 6) eligibility for free or reduced priced meals, 7) limited English proficiency, and 8) prior discipline history.

E. Classroom composition variables shall also be included in the model.

F. Additional specifications relating to the value-added model shall be adopted by the Board, in accordance with R.S. 17:10.1(D).

G. During the transition to new standards and assessments and as a new two-year baseline is set, value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator's discretion. LEAs may define local rules pertaining to the use of such data.

H. When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level, based on the teacher's student learning target performance (e.g. the overall student growth rating may be a 2.0 (effective: emerging) or 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient).

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

### **Measures of Growth in Student Learning – Non-Tested Grades and Subjects**

(The LDOE shall expand the value-added model, as new state assessments become available).

A. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state approved common assessments, where available, shall inform the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement in a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

B. Teachers. A minimum of two student-learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.

1. State approved common assessments shall be used as a part of the body of evidence measuring students' attainment of learning target, where available.
2. Where no state approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure student learning targets.
3. EBRPSS may define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

C. Principals and Administrators. A minimum of two student learning target shall be identified for each administrator.

1. For principals, the LDE shall provide recommended targets to use in assisting the quality and attainment of both student learning targets, which will be based upon a review of "similar" schools. The LDE will annually publish the methodology for defining "similar" schools.
2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.
3. For principals, at least one learning target shall be based on growth in a component (e.g. ELA or math improvement) of school performance score.
4. Principals at schools with special populations (e.g. alternative schools) or those that does not have grades with standardized testing and available value-added data (e.g. K-12 schools) may define learning targets based on LDE guidance.

D. The department shall provide annual updates to LEAs relating to:

1. The expansion of state standardized testing and the availability of value added data, as applicable;
2. The expansion of state approved common assessments to be used to build two bodies of evidence for student learning where the value added model is not available; and
3. The revision of state approved tools to be used in evaluating student learning targets.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

## Observation Tools

A. LEAs shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the fifty (50) percent of evaluations that is not based on measures of growth in student learning.

B. LEA observation tools shall adhere to the following minimum requirements.

1. The tool for teacher evaluation shall align to the Louisiana Components of Effective Teaching. The tool for administrator evaluation shall align to the Performance Expectations and Indicators for Educational Leaders, contained within Bulletin 125: Standards for Educational Leaders in Louisiana.

- a. The Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.
- b. The Board shall approve any changes made to the Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders.

2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.

C. The LDOE shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.

D. LEAs which do not intend to use model observation tools developed or identified by the Department shall submit proposed alternate tools to the LDOE for evaluation and approval, LEAs shall submit proposed alternate observation tools to the LDOE.

1. With the submission of proposed alternate observation tools, LEAs may request a waiver to use competencies and performance standards other than those provided in the Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders. Such requests shall include:

- a. justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and
- b. an explanation of how the LEA will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.

2. The LDOE may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this Bulletin.

3. If requested, revisions to proposed alternate observation tools shall be submitted to the department by the LEA.

4. LEA- proposed alternate observation tools shall be either approved or denied by the department no later than August 1.

5. LEAs which secure LDOE approval for use of an alternate observation tools need not submit them for approval in subsequent years, unless the alternate observation tools is revised, the Louisiana Components of Effective Teaching or Performance Expectations and Indicators for Educational Leaders are revised, or revisions to this section are approved by the Board.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

### **Standards of Effectiveness**

The following Standards of Effectiveness will be used as scoring criteria by the EBRPSS.

A. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.

1. The 50 percent of evaluations that is based on student growth will be represented by sub-score between 1.0 and 4.0.

2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by sub-score between 1.0 and 4.0.

3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

B. The composite score ranges defining *Ineffective*, *Effective Emerging*, *Effective Proficient*, and *Highly Effective* performance shall be as follows:

<b>Effectiveness Rating</b>	<b>Composite Score Range</b>
<i>Ineffective</i>	0 to 1.49
<i>Effective: Emerging</i>	1.50 to 2.49
<i>Effective: Proficient</i>	2.50 to 3.49
<i>Highly Effective</i>	3.50 to 4.00

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:



## **Evaluators**

A. The EBRPSS Accountability Relationships are defined clearly in writing. These relationships are communicated effectively so that all certified and other professional personnel know who is accountable to whom for the purposes of personnel evaluation as indicated by the job description that is signed by the individuals.

B. Evaluators of teachers shall be school principals, assistant principals, or the evaluatee's respective supervisory level designee.

1. Other designees, such as instructional coaches and master/mentor teachers may conduct observations to help inform the evaluator's assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.

A. Evaluators of administrators shall be EBRPSS supervisors, Chief Academic Officers, Superintendents or the evaluatee's respective supervisory level designee.

B. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the LDOE.

1. The LDOE, its contractor, and LEAs with approved alternate observation tools shall serve as the sole certifiers of evaluators.
2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.
3. Evaluators on record must renew certification to evaluate annually.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

The faculty and professional staff in some schools, departments, and/or offices are so large that it makes observing and/or evaluating every evaluatee in a thorough and professional manner prohibitive. Also, in many instances, especially at the elementary level, there is only one building level Principal, who may not have an Assistant Principal. As a means to provide more complete professional attention and support to all evaluatees, the following shall be able to serve as observers and/or evaluators in the EBRPSS in accordance with Section 311 of *Bulletin 130*.

### **THOSE WHO CAN OBSERVE AND EVALUATE (SCHOOL-BASED)**

In the EBRPSS, the following shall be able to serve as professional growth planners, observers (informal and/or formal), and evaluators, and who meet the training requirements to serve as such through the LDOE and who meet the qualifications in Section 311 of *Bulletin 130*:

1. Principals
2. Assistant Principals (Designated by Principal)
3. Evaluatee's Respective Supervisory Level Designee (Designated by Principal)

#### **THOSE WHO CAN OBSERVE (SCHOOL-BASED)**

In the EBRPSS, the following shall be able to serve as professional growth planners and observers to assist the school-based evaluator(s) with additional observations, and who meet the training requirements to serve as such through the LDOE and who meet the qualifications to be observers in Section 311 of *Bulletin 130*:

1. Instructional Specialists (Designated by Principal)
2. Instructional Coaches (Designated by Principal)
3. Immediate Supervisors with Administrative and/or Supervisory credentials & certification (Designated by Principal)
4. Central Office Personnel with Administrative and/or Supervisory credentials & certification (Designated by Principal)
5. Administrative Dean of Students/Dean of Students (Designated by Principal)
6. Magnet Lead Teachers (Designated by Principal)
7. Gifted Lead Teachers (Designated by Principal)

#### **THOSE WHO CAN OBSERVE AND EVALUATE (NON-SCHOOL-BASED)**

In the EBRPSS, the following shall be able to serve as professional growth planners, as observers and/or as evaluators of personnel not located at the school level, as long as they meet the training requirements to serve as such through the LDOE and in Section 311 of *Bulletin 130*:

1. Superintendents
2. Evaluatee's Respective Supervisory Level Central Office and Other Appropriate Designees
3. Associate Superintendents
4. Administrative Directors
5. Executive Directors
6. Directors

Listed below is the Accountability Relationship Register that is subject to constant change, with select classified positions included:

#### **EVALUATOR AND/OR OBSERVER**

School Board

Office of the Superintendent  
Superintendent

#### **EVALUATEE AND/OR OBSERVEE**

Superintendent  
Executive Secretary/Assistant to the School Board

Associate Superintendent of School Leadership & Instruction (PreK-12) Administration  
Associate Superintendent of Instructional Support and Pupil Services  
Associate Superintendent for Student Support Services  
Chief Business Operations Officer  
Deputy Superintendent for Innovation and Reform

	Executive Assistant to the Superintendent for Parent/Community Engagement General Counsel Interim Executive Director for Human Resources
Executive Assistant to the Superintendent for Parent/Community	
Office of Communications & Community Engagement Director for Communications & Community Engagement	Public Information Officer Webmaster/Special Events Coordinator
Office of Human Resources <i>Executive Director for Human Resources</i>	Coordinator of Substitutes and Applications Supervisor of Human Resources, Support Personnel Coordinator of Alternative Certification and Induction Coordinator of Support Programs Recruitment Manager Supervisors for Personnel Management, Staffing, & Certification
Coordinator of Support Programs	Support Programs Specialist
<u>Office of Staff Attorney/General Counsel</u> General Counsel	Administrative Secretary to the Staff Attorney/General Counsel Director of Risk Management
Director of Risk Management	Risk Management Specialist Risk Management Specialist I
<u>Office of Innovation and Reform</u> Deputy Superintendent for Innovation and Reform	Chief Officer of Accountability, Assessment, and Evaluation Director of Curriculum and Instruction K-12 Director of Federal Programs Director of Professional Development Director of Pre-K Programs Executive Director for School Leadership Executive Director for School Leadership Executive Director for School Leadership Executive Director for School Leadership Executive Director of Turnaround Schools
Chief Officer of Accountability, Assessment, & Evaluation	Coordinator of District Assessments Coordinator of Grants LEAP Specialists Project Evaluation Specialist
Director for Curriculum & Instruction K-12	Instructional Coaches Instructional Specialists Supervisor of Mathematics K-12 Mathematics Coordinators Secretary to Curriculum Adolescent Literacy Coordinator Literacy Program Manager Reading Coordinators
Supervisor of Mathematics	Mathematics Coordinators
Executive Director for School Leadership	School Principal
Federal Programs Administrative Director for Federal Programs	Coordinator of Title I (7) Coordinator of Homeless Programs Director of Compliance, Budgets, and Fiscal Management Director of Evaluation and Planning Director of Instruction Director of Monitoring NCLB Administrative Assistant NCLBA, IDEA Inventory Property Control School Resource Liaison Teachers for Instructional Support Title I Schoolwide Monitor

Coordinator of Title I	Parental Involvement Liaisons HIPPPY – 12 Month Teacher
Coordinator of Title I	ESL Resource Teacher ESL Instructional Support Federal Programs Community Liaison
Coordinator of Homeless Programs	Homeless Case Manager Steno Clerk III
Director of Instruction	Instructional Technology Facilitator
Director of Compliance	School Resource Liaisons
<u>Office of Professional Development</u> Director for Professional Development	Coordinator for Staff Development Instructional Specialist Instructional Technology Facilitators Professional Development Specialist
Director of Pre-K Programs	School Principal (Pre-K Centers)
Executive Director of Turnaround Schools	School Principal (Turnaround Schools)
<u>Office of School Leadership and Instruction</u> Associate Superintendent of School Leadership & Instruction (PreK-12) Administration	Coordinator of Special Programs Desegregation Specialist Director of Fine Arts Director of Innovative and Specialized Programs Director of Library Services Director of ROTC Executive Director for School Leadership-Elementary Schools Executive Director for School Leadership-Elementary Schools Executive Director for School Leadership-Middle Schools Executive Director for School Leadership-High Schools Interim Director of Curriculum and Instruction K-12 Textbooks Manager
Director of Innovative and Specialized Programs	Educational Diagnostician Recruiter for Magnet Programs Social Worker Steno Clerk III Supervisor of Gifted and Talented Talented Curriculum Specialist
Executive Directors for School Leadership	School Principal (Elementary, Middle, or High Schools)
Office of Instructional Support Services Associate Superintendent of Instructional Support and Pupil Services	Director of Adult and Continuing Education and Pre GED Director of Career and Technical Education Director of Child Welfare and Attendance Director of Counseling and Guidance Director of I CARE Director of Truancy Assessment Service Center Interim Director of Exceptional Student Services
Director of Adult and Continuing Education	Adult and Continuing Education Teachers Administrative Assistant, Adult Education Program Office Executive Secretary, McAuliffe Learning Center Truancy and Data Specialist

Director of Career and Technical Education	Budget Specialist Career and Technical Education Manager Work-Based Learning Coordinator
Director of Child Welfare/Attendance	Hearing Officers Helping Teachers Social Workers Supervisors of Child Welfare/Attendance
Director of School Counseling & Guidance	Graduation Coach/Facilitators Secretary to the Director of Counseling and Guidance
Director for I CARE	I CARE Prevention Specialists Quality Assurance Manager – I CARE Administrative Assistant to the Director for I CARE Steno Clerk III
Director of Exceptional Student Services	Adaptive Physical Education Teacher (Private Schools) Assistive Technology Assistant Audiologists Behavior Strategists Coordinator of Data Management Coordinator of Quality Assurance Coordinator of Student Advocacy Data Specialist II Educational Diagnosticians Executive School Secretary Executive Secretary IDEA Social Workers Instructional Support Specialists Network Specialists Program Facilitators School Psychologists School Resource Liaison Social Workers Speech Therapists (Private Schools) Steno Clerk II-Receptionist Supervisor of Special Education Programs
Coordinator of Data Management	Data Specialist II Data Specialist III
Office of Student Support Services Associate Superintendent for Student Support Services	Director of Athletics and Student Activities Director of Discipline Center Director of Health Centers in Schools School Security Officer
<u>Office of Business Operations and Support Services</u> Chief Business Operations Officer	Administrative Director of Facilities Administrative Director of Transportation Administrative Secretary to the Chief Business & Operations Officer Budget Coordinator Budget Specialist Chief Finance Officer Chief Technology Officer Director of Operations/Child Nutrition Program Director of Procurement and Warehouse Services Fair Share Coordinator Internal Auditor Supervisor of Graphic Arts
Chief Accountant	Finance Specialist

Chief Finance Officer	Director of Finance Finance Specialist II Secretary to the Chief Finance Officer
Grants Fiscal Officer	Grants Specialist Finance Specialist III
Director of Finance	Chief Accountant Grants Fiscal Officer Staff Accountant Supervisor of Accounting Supervisor of Payroll & Benefits
Director of Procurement & Warehouse Services	Buyer I Coordinator of Purchasing Purchasing Clerk II Purchasing Clerk III Purchasing Specialist Technology Purchase Specialist
Internal Auditor	School Accounts Auditors School Accounts Specialist
Property Control, Staff Accountant	Finance Specialist I
Supervisor of Payroll & Benefits	Finance Specialist for Payroll & Benefits Payroll & Benefits Specialist II Accounting Specialist I
Supervisor of Accounting	Finance Clerk III Finance Specialist
Supervisor of Graphic Arts	Graphic Arts Production Assistant Press/Reproduction Graphics Operator
Administrative Director of Transportation	Bus Drivers Mechanic Shop Manager Routing Specialist Training and Safety Officer Transportation Supervisors
Director of Operations/Child Nutrition	Area Supervisors Assistant Director Computer Operator II Purchasing Coordinator/Area Supervisor School Food Services Foreman School Food Service Supervisor Secretary to Assistant Superintendent SFS Multi-Unit Manager N/D 9 months S/L Manager-Multiple Unit Steno Clerk III Support Programmer Training Coordinators S/L
Purchasing Coordinator/Area Supervisor	SFS Multi-Unit Manager N/D 9 months S/L Manager-Multiple Unit Steno Clerk III
Area Supervisors	SFS Multi-Unit Manager N/D 9 months S/L Manager-Multiple Unit S/L Manager-Secondary SFS Manager N/D 9 months
School Food Service Foreman	School Food Service Mechanic
School Food Service Supervisor	CNP Truck Drive-12 months Leaderman-School Food Service School Food Service Laborer

SFS Multi-Unit Manager N/D 9 months	Assistant Manager
S/L Manager, Multi Unit	Technician II 5 Hours
S/L Manager, Secondary	Technician II 6 Hours
SFS Manager N/D 9 months	Technician II 7 Hours Technician III Technician IV Child Nutrition Program Truck Driver S/L Porter Man Helper
Chief Technology Officer	Director of Management Information Systems Program Manager-Network & Operations Technology Resource Specialist
Director of Management Information Systems	Programmer Analyst Student Data Manager Software Support Specialists Student Data Specialist Systems Analyst
Director of Instructional Technology	Steno Clerk II Steno Clerk III
Program Manager-Network & Operations	Electronics Foreman Electronics Technician Network Administrator Network Specialists Project Manager Wide Area Network Managers Wide Area Network Specialist
Student Data Manager	Programmer Analyst Systems Analyst
Project Manager	Operations Specialists
Network Administrator	Network Specialists
Administrative Director of Facilities	Environmental Specialist Operations Manager Secretary to the Administrative Director of Facilities
Principals (See p. 16 for additional observers and evaluators)	
School Principal	Assistant Principal Administrative Dean of Students Dean of Students Library Media Specialist School Counselor School/Parent Liaison Social Worker Speech Therapist Teacher Time-Out-Room Moderator (Elem. Classified & Secondary Certified) Other Certified and/or or Other Professional School Personnel Other Classified School Personnel (Paras, Clerks, and Secretaries)
Assistant Principal	School staff as assigned by the School Principal

## Professional Development

A. The EBRPSS shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by the EBRPSS shall meet the following criteria:

1. Professional development shall be job-embedded, where appropriate.
2. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and the EBRPSS shall utilize differentiated resources and levels of support accordingly.
3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.
4. Professional development shall include measurable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

B. Failure by the EBRPSS to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

## Intensive Assistance

A. An Intensive Assistance Plan (IAP) shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of “*Ineffective*” **or** has consistently demonstrated *Ineffective* performance, as determined by the evaluator, **prior to** receiving such a rating. A Notification of Intensive Assistance Plan Form must accompany any evaluation that has an overall rating of Ineffective. The Notification of Intensive Assistance Plan Form and the Intensive Assistance Plan Form must be developed in collaboration with the Office of Human Resources, Support Programs to ensure that all of legal and policy steps have been followed and to ensure that all documentation meets the established criteria prior to placing an evaluatee on Intensive Assistance. Evaluatees whose observation and evaluation results reflect an overall rating of “Ineffective” shall be placed in an Intensive Assistance



Program and shall be formally re-evaluated at the end of each level of the program. The evaluatee shall be notified in writing of such placement in an Intensive Assistance Program and provided in the writing using the Notification of IAP Form. In order to be able to notify and then place an evaluatee on an Intensive Assistance Plan, the following criteria must be present:

Documented evidence, in at least one formal observation and/or informal worksite observation completed on the appropriate observation form for that evaluatee, must indicate that performance or behavior is “Ineffective.” It should be noted that walk throughs, informal visits, unannounced worksite observations, and announced worksite observations may be used in the overall evaluation process; however, at least one informal observation and/or at least one formal observation in which the results are “Ineffective” is needed to place an evaluatee on a formal Intensive Assistance Plan (IAP) at the post observation conference that must be held no more than five (5) working days following the observation, **or** at a summative evaluation final conference, **or** at an appropriate formal conference.

B. An IAP shall be developed with the evaluatee within thirty (30) school working days of an evaluation resulting in the initiation of the IAP.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the IAP.

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the IAP or if the IAP is not completed in conformity with its provisions, the EBRPSS shall initiate termination proceedings within six months following such unsatisfactory/ineffective performance.

E. The IAP shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

- 1) what the evaluatee needs to do to strengthen his/her performance including a statement of the objectives to be accomplished and the expected levels of performance according to student growth and/or qualitative measures;
- 2) an explanation of the assistance/support/resources to be provided or secured by the EBRPSS and/or the school administrator;
- 3) the date that the assistance program begin;
- 4) the date when the assistance program shall be completed;
- 5) the evaluator’s and evaluatee’s signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
- 6) the timeline for achieving the objective and procedures for monitoring the evaluatee’s progress (not to exceed one calendar year);
- 7) an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner

as to provide the evaluatee with more than one resource to improve within at least one level of Intensive Assistance.); and

8) the actions that will be taken, in accordance with legislation, BESE policy, and EBRPSS School Board policy, in that order of supercedence, if improvement is not demonstrated or if noncompliance has been demonstrated

F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any support documents.

Should an evaluatee who has been placed in an Intensive Assistance Plan (IAP) terminate employment for any reason, the incomplete IAP Form will be placed in the evaluatee's single official central office personnel file. A notation will be made on the IAP Form to indicate the Intensive Assistance was not completed due to termination of employment.

The evaluator is responsible for designing the Intensive Assistance Plan (IAP) and for reviewing the provisions with the evaluatee; however, the evaluator and the evaluatee will collaboratively prepare the IAP, and if necessary, with the assistance of appropriate administrative observers/evaluators or other appropriate observers/evaluators. The evaluator(s) will design the IAP to meet the specific needs of the evaluatee and will base and prioritize it on the performance areas needing the most improvement. The IAP Form will describe the Intensive Assistance Program, recommended activities and the beginning, review and ending dates of the Intensive Assistance Program.

### **STEPS TO INITIATE THE INTENSIVE ASSISTANCE PROGRAM**

When an evaluatee's performance fails to meet the EBRPSS evaluative criteria and/or standard of performance, the following steps are taken:

a) After the prerequisites for the initiation of an Intensive Assistance Plan (IAP) have been reviewed, the evaluator(s) informs the Office in Human Resources, Support Programs that an evaluatee needs Intensive Assistance.

b) The evaluator informs the employee in writing that the evaluatee will be placed in an Intensive Assistance Plan (IAP) and the documented reason(s) for it. The written notice and reasons are to be written on the official Notification of Intensive Assistance Form. The evaluator also informs the evaluatee that a collaborative conference for writing the IAP will be conducted. A post-observation conference is to be held as soon as possible, but no later than five (5) working days after an observation. Also, an end of the year evaluation conference must be held prior to the designated timeline established by the Office of Human Resources, Support Programs to turn in all evaluation documentation prior to the end of the school year.

c) The evaluator completes an IAP Form in consultation with appropriate administrative observers who will provide additional support to the evaluatee. The IAP is collaboratively developed by the evaluator and the evaluatee. Prior to the conference with the evaluatee, the Coordinator of Support Programs or Support Programs Specialist, and specified observers will review the IAP Form. The evaluator(s)/observer(s), specified evaluator(s)/observer(s), and if necessary, a staff member of the Office of Human Resources, will conduct the formal Intensive Assistance Conference with the evaluatee.

In the conference, the evaluatee will be informed of areas that are “ineffective” and will have an opportunity to make suggestions for activities for inclusion on the IAP Form.

The evaluator(s)/observer(s), the evaluatee, and those specified observer(s)/evaluator(s) who will provide administrative support must be present at the conference to sign and date the IAP Form. If present at the conference, a management staff member of the Office of Human Resources will also sign and date the IAP Form. Copies will be given to all parties present in the conference and another copy will be forwarded to the Office of Human Resources, Support Programs. The evaluator will retain the form until the end of the process. At that time, a copy will be made for the evaluatee, evaluator(s), and specified observer(s) before the original will be sent to the Office of Human Resources, Support Programs for placement in the single official central office personnel file. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the IAP process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed IAP and any supporting documents.

If the required Intensive Assistance Program, pursuant to the above description, is not completed in conformity with its provisions or if the evaluatee still performs at an “*ineffective*” level after at least one formal evaluation is completed at the end of that level of the program, then the evaluator(s) will make a recommendation according to the options provided in the appropriate section of the Intensive Assistance Program Form, which can include extending the Intensive Assistance program, for a total completion time not to exceed one calendar year, initiating a new IAP, or initiation of termination proceedings within one calendar year following such ineffective performance. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the Intensive Assistance Plan (IAP). The evaluatee may be re-evaluated as needed, as determined by the evaluator(s) and/or observer(s) during the IAP timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

Resources and activities of improvement may include, but is not limited to, district instructional and other appropriate personnel, district/school visitations and observations, videotaped or recorded situations, shadowing, mentoring, reflections, individual study and research, and district/external professional development, and university coursework opportunities. There is no one resource or single path for all individuals who require intensive assistance. Activities should be reasonable and not present an undue burden on the evaluatee in terms of time and financial resources. Although there may be a plethora of areas that need improvement, prioritization should be given so that a few areas are targeted at one time. Current research indicates that improvement will be interwoven into other areas when improvement is made.

### **COMPLETING THE INTENSIVE ASSISTANCE PROGRAM**

The evaluator(s) and/or observer(s) shall in writing conduct multiple formal observations, walkthroughs, unannounced worksite observations, announced worksite observations, and informal visits of the evaluatee during the Intensive Assistance Program in order to periodically monitor progress. Each observation shall be followed by a debriefing conference between the evaluator and the covered employee to discuss the evidence findings, strengths, and weaknesses, to review the progress made during Intensive Assistance, and to adjust the Intensive Assistance Program, as needed. The evaluator(s) and/or observer(s) will review all documentation and complete a formal written evaluation within ten working days after the Intensive Assistance Program ending date to ascertain the results of the prescribed Intensive Assistance. Within ten working days of the completion of this evaluation, a conference will be held with the evaluatee to discuss the evaluation and to determine if the improvements outlined in the

plan have been made. If the objectives for improvement in the IAP have been completed satisfactorily, the evaluator(s) will check the “Improvement” area of the form and the evaluator and evaluatee will sign and date the Intensive Assistance Plan Form.

Using the written documentation that has been assembled by the evaluator into an orderly, binder or folder format, if the evaluatee fails to acquire the skills/make the improvement needed or fails to comply with the provisions within the IAP, the Executive Director for Human Services and/or his designee will counsel with the evaluatee and make recommendations to the EBRPSS School Board. The Executive Director of Human Resources and/or his designee shall review all documentation and make recommendations to the EBRPSS School Board.

Provisions of this section constitute multiple opportunities to improve. Multiple opportunities shall not be interpreted as more than one level of an Intensive Assistance Program, rather that multiple opportunities within a level has been afforded. No evaluatee is guaranteed more levels, rather they are guaranteed multiple opportunities. The discretion of moving to Level Two, Level Three, or more levels shall depend on a case by case situation, and shall be at the discretion by the evaluator(s), specified observer(s), and the Office of Human Resources.

If, during the course of an IAP, an evaluatee’s performance in another performance area has become less than satisfactory, the evaluator(s) will initiate procedures to modify the existing IAP. If in the event of this situation, the process is as follows:

- a) The evaluator(s) and/or observer(s) will notify the Coordinator for Support Programs that the evaluatee’s IAP will be modified to include additional intensive assistance activities.
- b) The evaluator(s) will notify the evaluatee that a conference to modify the plan will be conducted.
- c) The evaluator(s) will modify the existing IAP to include activities specifically designed to meet the additional needs of the evaluatee. The ending date for completing the IAP may also be modified as needed for the new activities.

An evaluatee who disagrees with the prescribed Intensive Assistance Plan may utilize the grievance procedure.

Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee’s single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any support documents.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

## **Due Process and Grievance Procedures**

- A. The LEA shall establish grievance procedures to address the following components of due process.

1. The evaluatee shall be provided with a copy of his or her evaluation results no later than fifteen (15) working days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation. NOTE: The evaluatees not performing at a highly effective, proficient effective, or emerging effective level are informed in writing of such determination by the receipt of the evaluation report. A post-evaluation conference is held following the evaluation and prior to the end of the school year/fiscal year in order that the results of the evaluation can be discussed.
2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official central office personnel file. NOTE: The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question is amended or is removed from the evaluation. It is incumbent upon the evaluator to comment on and to document specific needs in the evaluation report.
3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year. NOTE: The purposes of this meeting could be to discuss the results of the evaluation of the evaluatee, to discuss the strengths of the evaluatee, to discuss the areas in need of improvement of the evaluatee, and to discuss the assistance necessary to improve performance.
4. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure. NOTE: The grievance procedures include procedures of resolving conflict in a fair, efficient, effective, and professional manner. Also, as long as not in conflict with state law, BESE policy, or EBRPSS policy, the evaluatee may request that an evaluation be conducted by another source. The honoring of this request may or may not be provided by the EBRPSS; therefore, denial or acceptance is on a case-by-case basis.
5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the East Baton Rouge Parish School System (EBRPSS), the Board of Elementary and Secondary Education (BESE), or the Louisiana Department of Education (LDOE) and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law. NOTE: The confidentiality of evaluation results must be maintained as prescribed by law.

B. Failure by the LEA to adhere to the requirements of this section shall be a grievable matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

## **GRIEVANCE PROCEDURES**

The following procedure is in effect for the handling of employee grievances. The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to the claim of the aggrieved employee or employees.

## **DEFINITION OF GRIEVANCE**

A grievance is a complaint filed by an employee regarding an injury, injustice, or wrong within the scope of his/her employment. The allegation should contend that an employee has suffered harm or injury by the interpretation, application, or violation of a contract, a school board policy or procedure, a law, or a constitutionally guaranteed right. This claim may be filed by the employee or through his/her union or association representative with the Executive Director for Human Resources.

## **COMPLAINTS AND GRIEVANCES**

Any employee of the East Baton Rouge Parish School Board shall have the right to grieve the violation of a policy and/or procedure affecting him/her. Complaints or grievances about any job action taken against an employee are excluded from this policy. The person(s) filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance. The primary purpose of this procedure is to secure, at the most immediate level possible, an equitable solution to the claim of the aggrieved employee(s).

Any complaint by a teacher, group of teachers, other school employees or group of employees about or involving the school system shall be reviewed in accordance with the following procedure:

### **I. Step One**

A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.

B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.

C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee, the principal or immediate supervisor shall mail or deliver his/her decision in writing to the employee. The principal or immediate supervisor is required to document the date of receipt of the written decision by the employee.

### **II. Step Two**

A. If the employee or group of employees are not satisfied with the disposition of the grievance by the principal or the immediate supervisor, the employee or group of employees may, within five (5) working days of the date of receipt of the decision from the principal or the immediate supervisor, the employee

or the employee's representative, may submit to the Superintendent or designee a written request for the grievance which shall include the decision in Step One. If the decision of the principal or the immediate supervisor is not presented to the Superintendent within the time prescribed, the employee shall have no further right with respect to the complaint or grievance.

B. The Superintendent or designee shall within five (5) working days provide a written notice to the employee or group of employees of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

### **III. Step Three**

A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee or group of employees may, within five (5) working days of the date of receipt of the Superintendent's notice or disposition, request a full hearing before the Superintendent or designee, of the claim or grievance.

B. The Superintendent or designee shall schedule the full hearing with the employee within twenty (20) working days of the request for a hearing. The Superintendent or designee may receive at the hearing written statement of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for recording the hearing and to maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or the designee's recommendation, together with a copy of the transcript of the hearing and the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

### **IV. Step Four**

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second the Superintendent's recommendation stands. Notice of the School Board's decision will be given to the employee and to the individuals who rendered the Step One and Step Two decisions. The School Board's action is final.

### **V. General Matters**

An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee, who chooses to have a representative, shall provide advance written notice of the name of the representative to the Superintendent or designee.

A. Working day is defined as any day the Central Administrative Office of the School Board at 1050 South Foster Drive, Baton Rouge, Louisiana is open for business, including the four day summer work week.

B. Nothing in this grievance policy shall be applicable to any job action of a recommendation for termination of employment of an employee. Any recommendation for termination shall be handled in accordance with the procedures and any applicable law or policy, such as the teacher's tenure law, the bus driver tenure law or School Board policy for terminations of classified employees. Ref: La. Rev. Stat. Ann. 17:100.4; *Pickering v Board of Education*, 88 S. Ct. 1731 (1968) Board minutes, 1-18-96.

### **Staff Development for Personnel Involved in Evaluation**

A. The EBRPSS shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward the teacher and administrator evaluation process;
2. a knowledge of state laws and EBRPSS policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;
3. an understanding of the *Louisiana Components of Effective Teaching* or an approved modified set of teacher competencies and performance standards;
4. an understanding of the *Performance Expectations and Indicators for Educational Leaders* or an approved modified set of leader competencies and performance standards;
5. an understanding of the measures of growth in student learning, as adopted by the Board;
6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators;
6. data collection skills necessary to document a teacher's performance accurately;
8. data analysis skills necessary to make accurate judgments about performance;
9. conferencing skills necessary to provide clear, constructive feedback regarding performance;
10. skills in developing and facilitating meaningful professional growth plans that strengthen teaching effectiveness; and,
11. skills in writing effective evaluations and reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.



**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

### **Evaluation Records Guidelines**

- A. Copies of evaluation results and any related documentation shall be retained by the EBRPSS.
- B. All such files shall be confidential and shall not constitute a public record.
- C. Such files shall not be released or shown to any person except:
  - 1. the evaluated employee or his/her designee;
  - 2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
  - 3. for introduction in evidence or discovery in any court action between the local board and a teacher when: a) the performance of the teacher is at issue; or b) the evaluation was an exhibit at a hearing, the result of which is being challenged.
- D. Any local board considering an employment application for a person evaluated pursuant to this Bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.
- E. The State Superintendent of Education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report of a particular employee.
- F. Public information may include school level student growth data, as specified in R.S. 17:3902(B)(5).
- G. Nothing in this section shall be interpreted to prevent de-identified student growth data from public view.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

## Job Descriptions

A. The EBRPSS Local Personnel Evaluation Plan shall contain a copy of the job descriptions currently in use in the EBRPSS. The EBRPSS shall establish a competency-based job description for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
<b>Administration</b>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Assistant Superintendent</li> <li>3. Director</li> <li>4. Supervisor</li> <li>5. Coordinator</li> <li>6. Principal</li> <li>7. Assistant Principal</li> <li>8. Any employee/evaluatee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning</li> <li>9. Any employee/evaluatee whose position requires certification, but whose title is not given in this list</li> <li>10. Any employee/evaluatee who holds a major management position, but who is not required to have a college degree or certification</li> </ol>
<b>Instructional Personnel</b>	<ol style="list-style-type: none"> <li>1. Teachers of Regular and Special Education students</li> <li>2. Special Projects Teachers</li> <li>3. Instructional Coaches and/or Master Teachers</li> </ol>
<b>Support Services</b>	<ol style="list-style-type: none"> <li>1. School Counselors</li> <li>2. Librarians</li> <li>3. Speech Therapists</li> <li>4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning</li> <li>5. Any employee whose position requires certification, but whose title is not given in this list</li> <li>6. Any employee who holds a major management position, but who is not required to have a college degree or certification</li> </ol>

Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. The EBRPSS has established a job description for every category of certified and other professional personnel pursuant to the local personnel evaluation personnel accountability plan. EBRPSS provides emailed **or** hard copies of job descriptions to all certified and other professional personnel prior to employment, no later than October 1st, or no later than thirty (30) working days of a late hire, change in position, or change in any performance expectations of a position. In the EBRPSS, the position description rosters are designed for the evaluatee's signature and date.

B. The competency-based job description shall:

1. Be grounded in the state standards of performance;
2. Include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. Be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. Be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:

1. position title;
2. overview of position;
3. position qualifications shall be at least the minimum requirements as stated in *Bulletin 746: Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee);
4. title of the person to whom the employee reports;
5. performance standards, including statement on responsibility for growth in student learning;
6. salary or hourly pay range;
7. statement acknowledging receipt of job description; and
8. a space for the employee's signature and date.

**NOTE:** Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

## **Extenuating Circumstances**

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. The state superintendent of education shall publish annually the process and timeline for making such requests.

B. Evaluation results shall be invalidated for any teacher or administrator with **60** or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.

C. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district, superintendents, or CEO's may request invalidation of student achievement growth data with relation to the value added assessment model by submitting such request to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

D. In cases where value added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012) amended LR 38:2361 (September 2012) LR 39:1274 (May 2013), LR 40:761 (April 2014)

## **Statement of Assurance**

A. A statement of assurance shall be signed by the Superintendent of Schools for the East Baton Rouge Parish School System (EBRPSS) and a representative of the governing body of the EBRPSS. The statement of assurance includes a statement that the EBRPSS personnel evaluation programs shall be implemented as written. The original Statement of Assurance shall be signed and dated by the EBRPSS superintendent and by the representative of the governing body of the EBRPSS. The LDOE requests that the EBRPSS submit the statement of assurance prior to the opening of each school year.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:

## **Charter School Exceptions**

- A. Charter governing authorities are subject only to §301, §303, §305, §307, §309, §325, §329, and §701 of this Bulletin.
- B. Each charter governing authority shall terminate employment of any teacher or administrator determined not to meet standards of effectiveness for three consecutive years.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 38:

## **Reporting and Monitoring**

### **Annual Summary Reporting Format**

A. The EBRPSS will submit an annual personnel evaluation report of the most recent academic year to the LDOE by July 15th. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the LDOE, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the LDOE include, but are not limited to, the following items:

1. individual-level teacher evaluation results, by teacher;
2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);
5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
6. the number of evaluatees who received intensive assistance.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:

## **Appendices**

### **Appendix A: *Louisiana Components of Effective Teaching***

- A. The chart below contains the Domains and Components which represent the *Louisiana Components of Effective Teaching*.

<b>Domain</b>	<b>Component</b>
Domain I: Planning & Preparation	1c: Setting Instructional Outcomes
Domain II: Classroom Environment	2c: Managing Classroom Procedures
Domain III: Instruction	3b: Questioning & Discussion
Domain III: Instruction	3c: Engaging Students in Learning
Domain III: Instruction	3d: Using Assessment in Instruction

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010), amended LR 38:

## **Performance Expectations and Indicators for Educational Leaders**

### **PERFORMANCE EXPECTATION 1:**

#### **Vision, Mission, and Goals**

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

#### **Dispositions exemplified in Expectation 1:**

*Education leaders believe in, value, and are committed to*

- Every student learning
- Collaboration with all stakeholders
- High expectations for all
- Examining assumptions and beliefs
- Continuous improvement using evidence

#### **Narrative**

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

## **Element A. High Expectations for All**

The vision and goals establish high, measurable expectations for all students and educators.

### **Indicators: A leader...**

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

## **Element B. Shared Commitments to Implement the Vision, Mission, and Goals**

The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

### **Indicators: A leader...**

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

## **Element C. Continuous Improvement toward the Vision, Mission, and Goals**

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

### **Indicators: A leader...**

1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and removes barriers to achieving the vision, mission, and goals.
5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

## **PERFORMANCE EXPECTATION 2:**

### **Teaching and Learning**

*Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.*

### **Dispositions exemplified in Expectation 2:**

*Education leaders believe in, value, and are committed to*

- Learning as the fundamental purpose of school
- Diversity as an asset
- Continuous professional growth and development
- Lifelong learning
- Collaboration with all stakeholders
- High expectations for all
- Student Learning

### **Narrative**

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.



## **Element A. Strong Professional Culture**

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

### **Indicators: A leader...**

1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
3. Models openness to change and collaboration that improves practices and student outcomes.
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

## **Element B. Rigorous Curriculum and Instruction**

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

### **Indicators: A leader...**

1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

## **Element C. Assessment and Accountability**

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.

**Indicators: A leader...**

1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
5. Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

**PERFORMANCE EXPECTATION 3:****Managing Organizational Systems and Safety**

*Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

**Dispositions exemplified in Expectation 3:**

*The education leader believes in, values, and is committed to*

- A safe and supportive learning environment
- Collaboration with all stakeholders
- Equitable distribution of resources
- Operating efficiently and effectively
- Management in service of staff and student learning

**Narrative**

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

### **Element A. Effective Operational Systems**

Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

#### **Indicators: A leader...**

1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information.
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
5. Distributes and oversees responsibilities for leadership of operational systems.
6. Evaluates and revises processes to continuously improve the operational system.

### **Element B. Aligned Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

#### **Indicators: A leader...**

1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal and state rules.
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
4. Implements practices to recruit and retain highly qualified personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish the vision and goals.

### **Element C: Protecting the Welfare and Safety of Students and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

#### **Indicators: A leader...**

1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.

2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan.

#### **PERFORMANCE EXPECTATION 4:**

##### **Collaborating with Families and Stakeholders**

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

##### **Dispositions exemplified in Expectation 4:**

*The education leader believes in, values, and is committed to*

- High standards for all
- Including family and community as partners
- Respect for the diversity of family composition
- Continuous learning and improvement for all

##### **Narrative**

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

##### **Element A. Collaboration with Families and Community Members**

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

##### **Indicators: A leader...**

1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
2. Involves families in decision making about their children's education.
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
4. Applies communication and collaboration strategies to develop family and local community partnerships.

5. Develops comprehensive strategies for positive community and media relations.

### **Element B. Community Interests and Needs**

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

#### **Indicators: A leader...**

1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Seeks out and collaborates with community programs serving students with special needs.
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

### **Element C. Building on Community Resources**

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

#### **Indicators: A leader...**

1. Links to and collaborates with community agencies for health, social, and other services to families and children.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).
3. Uses public resources and funds appropriately and effectively.
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.

### **PERFORMANCE EXPECTATION 5:**

#### **Ethics and Integrity**

Education leaders ensure the success of all students by being ethical and acting with integrity.

#### **Dispositions exemplified in Expectation 5:**

*The education leader believes in, values, and is committed to*

- The common good over personal interests
- Taking responsibility for actions
- Ethical principles in all relationships and decisions

- Modeling high expectations
- Continuously improving knowledge and skills

## **Narrative**

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary socializing institution, conferring unique benefits or deficits across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

## **Element A. Ethical and Legal Standards**

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

### **Indicators: A leader...**

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights and appropriate confidentiality of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

## **Element B. Examining Personal Values and Beliefs**

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

### **Indicators: A leader...**

1. Demonstrates respect for the inherent dignity and worth of each individual.

2. Models respect for diverse community stakeholders and treats them equitably.
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

### **Element C. Maintaining High Standards for Self and Others**

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

#### **Indicators: A leader...**

1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

### **PERFORMANCE EXPECTATION 6: The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

#### **Dispositions exemplified in Expectation 6:**

*The education leader believes in, values, and is committed to*

- Advocate for children and education
- Influence policies
- Uphold and improve laws and regulations
- Eliminate barriers to achievement
- Build on diverse social and cultural assets

#### **Narrative**

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

### **Element A. Exerting Professional Influence**

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

#### **Indicators: A leader...**

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

### **Element B. Contributing to the Educational Policy Environment**

Leaders contribute to policies and political support for excellence and equity in education.

#### **Indicators: A leader...**

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Advocates for increased support of excellence and equity in education.



## Element C. Policy Engagement

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

### Indicators: A leader...

1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010), amended LR 38:

## Appendix C: Definitions

A. In order that consistency in terminology is maintained on a statewide basis, the LDOE has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below that are bolded must be adopted by all LEA's. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the EBRPSS Local Personnel Evaluation (LPE) Plan.

01) **Accountability**—shared responsibility for actions relating to the education of children.

02) **Administrator**—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered administrators according to this definition.

03) **Affective-domain** (area) of learning which describes the status or changes in feelings and attitudes.

04) **Assistance Level**-denotes the number of times assistance has been prescribed.

05) **Beginning Teacher**-any teacher in their first three years of the profession.

06) **Board**-State Board of Elementary and Secondary Education.

- 07) ***Certified School Personnel***-those persons whose positions require certification.
- 08) ***Charter School***-an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.
- 09) ***Classified Employee***-"at will" employees who do not hold a certificate as a requirement for their job responsibilities; however, these individuals must be formally observed at least once in the fall or early spring. Although an evaluator can conduct as many formal observations as deemed necessary, any classified employee who receives an overall "Ineffective" rating on the first formal fall or early spring observation, must have at least one additional formal observation to develop an overall end of the year summative evaluation. Classified employees include, but are not limited to: clerks, executive school secretaries, elementary time-out-room moderators, and paraprofessionals/teacher aides.
- 10) ***Classroom visitation***-an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.
- 11) ***Cognitive***-domain(area) of learning, which describes acquisition of facts and growth in knowledge.
- 12) ***Common assessment***-a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.
- 13) ***Components of Effective Teaching***—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.
- 14) ***Competencies***-skills, knowledge, and abilities required to demonstrate a particular level of performance.
- 15) ***Continuing Learning Units***-credit given for job-embedded professional development activities designed to result in meaningful and sustained participant growth in knowledge and skills, ultimately improving student outcomes. Activities can be individual or collaborative.
- 16) ***Covered Employee***-each certified or other professional employee of the East Baton Rouge Parish School System.
- 17) ***Criteria***—demonstrable levels of performance upon which a judgment may be based.
- 18) ***Department***-Louisiana Department of Education (LDOE).
- 19) ***Discipline***- is defined as a given area of study and consideration of the majority of courses taught. It does not include changing from one grade level to another grade level in an elementary school or subject changes within an area such as general science to earth science.
- 20) ***Due Process***—fair and impartial treatment, including notice and an opportunity to be heard.

- 21) **Duties**—those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.
- 22) **Educational Leader**—a person who is certified to serve in any school or district leadership capacity with the exception of Superintendent.
- 23) **Evaluatee**—teacher or administrator undergoing evaluation.
- 24) **Evaluation**—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.
- 25) **Evaluation Period**—the period of time during each school year in which the evaluation period will be conducted.
- 26) **Evaluator**—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor charged with evaluating administrators.
- 27) **Formal Observation**—an announced observation of a teacher in which the evaluator observes the beginning, middle, and end of a lesson, that is preceded by a pre-observation conference and followed by a post-observation conference in which the teacher is provided feedback on his/her performance.
- 28) **Formal Site Visit**—an announced site visit by an administrator's evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.
- 29) **Goal**—statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specific time period.
- 30) **Grievance**—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.
- 31) **Individual Differences**—differences in ability, achievement, interests, maturity, sociability, motivation, special needs, and learning styles.
- 32) **Informal Observation**—an observation of a teacher which provides evidence to be used in the evaluation process. Such observations may not last for the entirety of a lesson and may or may not be announced.
- 33) **Instructional Personnel**—those personnel who provide classroom instruction that includes, but is not limited to, classroom teachers and Exceptional Student Services Special Education teachers.
- 34) **Intensive Assistance Plan**—the plan that is implemented when it is determined, through the evaluation process, that personnel have not met the standards of effectiveness. This plan includes the

specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the LEA; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.

35) ***Job Description***—a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

36) ***Local Board***—governing authority of the local education agency, parish/city school or local school system.

37) ***Local Education Agency (LEA)***—city, parish, or other local public school system, including charter schools.

38) ***Non-Instructional Certified and Other Professional Personnel***—those EBRPSS personnel who do not provide classroom instruction.

39) ***Non-Tested Grades and Subjects (NTGS)***—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

40) ***Objective***—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.

41) ***Observation***—the process of gathering facts, noting occurrences, and documenting evidence of performance.

42) ***Observer*** – one who gathers evidence to be used in the evaluation process through the observation of educator performance.

43) ***Other Professional School Personnel***—all school employees whose positions do not require a teaching certificate but require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the EBRPSS.

44) ***Peer Collaboration***—when at least two professionals within an organization come together to discuss practices and mutual goals that will stimulate critical thought, dialogue, and reflection. The effects of such collaboration will promote personal responsibility, self-determination, mutual respect, and problem-solving abilities to enhance the organization.

45) ***Performance Expectations***—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

46) ***Performance Standards***—the behaviors and actions upon which performance is evaluated.

47) ***Philosophy***—a composite statement of the relationship between the individual and society based upon the beliefs, concepts, and attitudes from which the goals and objectives of the EBRPSS are derived.

48) **Post-observation Conference**—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.

49) **Pre-observation Conference**—a discussion between the evaluatee and the evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.

50) **Professional Growth Plan**—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.

51) **Public School**-public elementary and secondary schools governed by parish or city boards and under the supervision of the State Board of Elementary and Secondary Education.

52) **School Board**-parish or city school board governing public elementary and secondary schools.

53) **School District**-the area of each parish or municipality under the jurisdiction of a local school board.

54) **Self-Evaluation/Self-Reflection**—the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual's evaluation.

55) **Single Official Personnel File**- the single personnel file maintained by the EBRPSS Central Office, located at 1050 South Foster Drive, Baton Rouge, Louisiana, 70806, that must contain the required observation and evaluation documents as determined by state law, BESE policy, and EBRPSS policy.

56) **Staff Development**- process designed for groups of personnel with similarities and guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skill/concepts.

57) **Standard**-that which is set up and established by an authority or by mutual acceptance as a basis for the measure of quantity, value, or quality.

58) **Standard Certificate**—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

59) **Standard of Effectiveness**—adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered *effective*.

60) **Student Learning Target (SLT)**—a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

61) **Teacher**—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom teachers, special education teachers, librarians, and guidance counselors shall be considered teachers according to this definition.

62) **Teachers of Record**— Educators who are responsible for a portion of a student’s learning outcomes within a subject/course.

63) **Technology**- the application of science to commercial, educational, health related, military, or industrial objectives including computers, calculators, communications devices (telephone, video-conference devices), or other entities and methodologies used to achieve those objectives.

64) **Transcript**-a written verbatim account taken from the recording of the testimony and any other written evidence presented at a hearing.

65) **Value-Added**-the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

66) **Walk Through**- an organized method of identifying specific instructional practices and student learning in the classroom in which the goal is to support improvement in teaching and learning. They are meant to be supportive to teachers and are not to be kept as a part of the personnel file.

67) **Working Day**-any day the Central Administrative Office of the School Board at 1050 South Foster Drive, Baton Rouge, Louisiana is open for business, including the four day summer work week.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010)

# STATEMENT OF ASSURANCE

The EBRPSS Local Personnel Evaluation (LPE) Plan has been approved by the East Baton Rouge Parish School Board and the personnel evaluation programs will be implemented as written in accordance with Louisiana statute and Board of Elementary and Secondary Education (BESE) policy as found in Bulletin 130. This Statement of Assurance will be submitted to the Louisiana Department of Education (LDOE) prior to the opening of the school year.

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Printed Name of Superintendent

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Printed Name of Board President

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Superintendent Signature

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Board President Signature

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Date Signed (Month, Day, and Year)

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Date Signed (Month, Day, and Year)



**East Baton Rouge Parish School System**

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