

Louisiana Believes

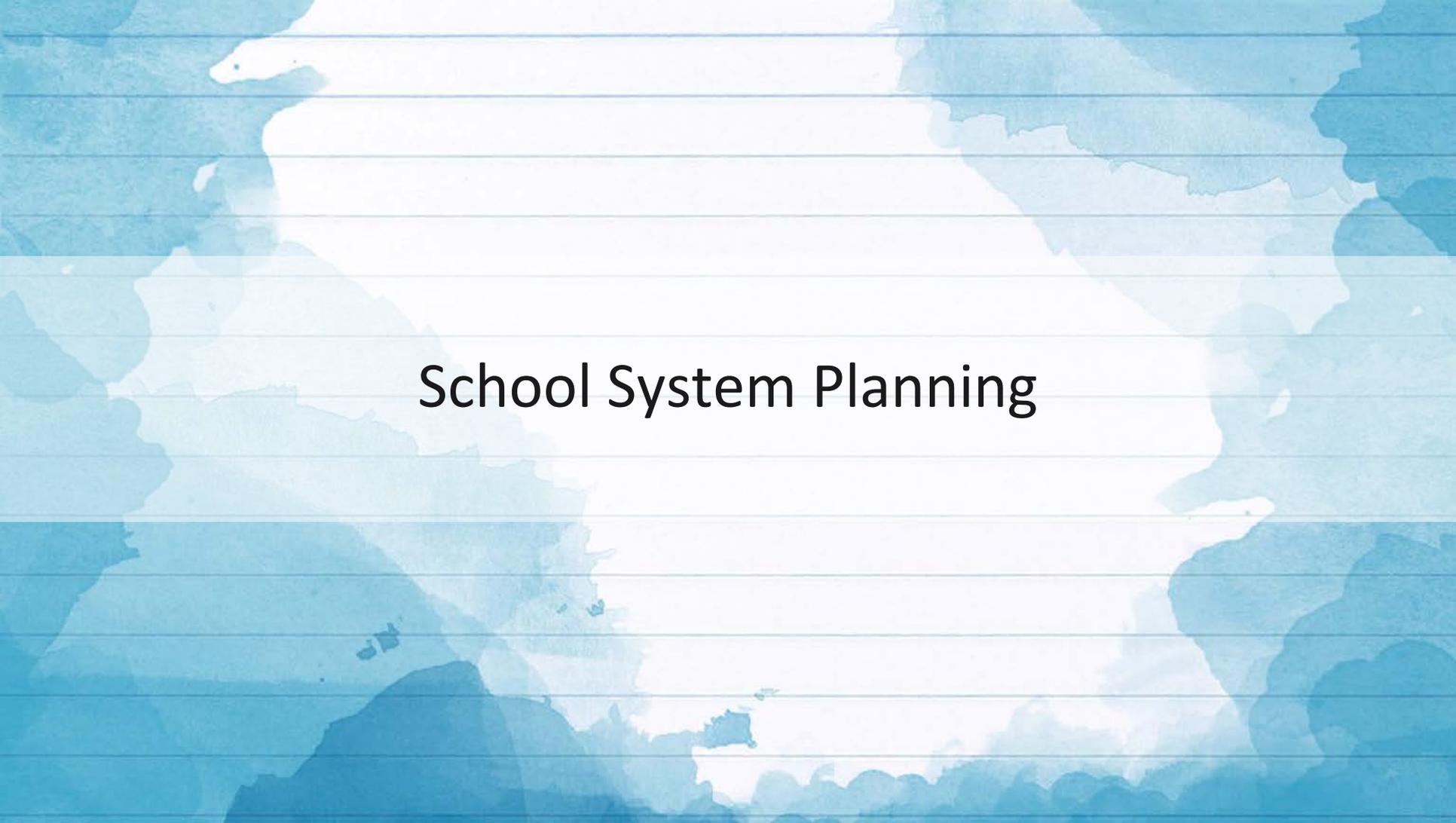
School System Planning Call
November 1, 2017

Agenda

- I. **School System Planning**
- I. **Early Childhood**
- I. **Educator Workforce**
- I. **Graduation Pathways**
- I. **Measuring Results**
- I. **Teaching & Learning**
- I. **Call Summary**
- I. **Appendix**

Suggested participants for this call include

- district test coordinators
- accountability contacts
- data coordinators
- curriculum supervisors
- Teacher Leader and mentor teacher supervisors
- high school and career and technical supervisors
- special education directors and supervisors

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, typical of watercolor painting.

School System Planning

School System Planning Update

Like in previous years, school systems will use the winter and spring months to create strong plans for the upcoming school year.

The school system planning process involves the following steps:



The Department will kick off this year's school system planning cycle at the [November Supervisor Collaborations](#).

School System Planning and ESSA

The school system planning process seamlessly integrates with ESSA's requirements.

ESSA requires the Department to:

- Identify persistently struggling schools
- Award school improvement dollars to school systems that have strong evidence-based plans for improving struggling schools
- Intervene in schools that do not improve over time

ESSA requires school systems to:

- Develop an evidence-based school improvement plan for each struggling school
- Engage local stakeholders in the development of the plan

Through the school system planning process, school systems will create plans for their schools requiring comprehensive and/or urgent intervention. The plans created through this process will satisfy the ESSA requirement above and also serve as systems' application for the School Redesign Grant.

Analyze Results and Prioritize Needs



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems' plans should be tailored to their specific needs and context. As part of a thorough needs assessment, schools systems:

- **Analyze** student achievement and growth data, workforce data, graduate data, postsecondary data, state report cards, discipline and truancy data, and early childhood performance profiles;
- **Prioritize areas of greatest need** and the reasons these needs exist with an explicit focus on struggling schools;
- **Set district-level improvement goals** for the areas of greatest need across all data sets and interim goals that indicate progress.



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Analyze Results and Prioritize Needs



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

This year, the Department will release two new dynamic reporting systems to help families and educators analyze school performance and plan for the upcoming school year: (a) School Finder and (b) the secure superintendent and principal reporting system.

These systems will include information about



PLAN FOR
STRUGGLING
SCHOOLS

- **Academic performance:** CLASS[®]/Early Childhood observations, LEAP 2025, EOC, ACT, AP, graduation outcomes, college enrollment
- **Discipline and attendance:** suspensions, expulsions, chronic absenteeism
- **Workforce:** teacher effectiveness, retention, promotion, and certification status
- **Course Access:** critical courses “not otherwise available” that are required for TOPS University or a Jump Start Career Diploma



APPLY FOR
FUNDS + ALIGN
BUDGET

Workforce Reports



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

The Educator Workforce Report, an internal report released directly to each school system, provides a field of data to help school system leaders inform educator workforce decisions.

Data in the Educator Workforce Report may be used to inform decisions related to:

- Recruiting and hiring
- Evaluating results
- Compensating teachers and school leaders
- Retaining teachers and granting tenure



PLAN FOR
STRUGGLING
SCHOOLS

As part of the new School System Planning Process, superintendents and principals will be able to access the 2016-2017 Educator Workforce Reports as part of the Superintendent and Principal profiles this winter. The 2017-2018 Educator Workforce Report will be released in the same system this spring.



APPLY FOR
FUNDS + ALIGN
BUDGET

This year, the **Department is embedding a two week validation period** for school systems to review their data in PEP prior to the production of the 2017-2018 Educator Workforce Reports. **School system should use this opportunity to ensure information entered into the internal databases is accurate.**

Please contact believeandprepare@la.gov with questions.

Analyze Results: Timeline



**ANALYZE
RESULTS +
PRIORITIZE
NEEDS**



**PLAN FOR
STRUGGLING
SCHOOLS**



**APPLY FOR
FUNDS + ALIGN
BUDGET**

Data	Date	Location
3-8 LEAP 2025 Assessments	Released	eDirect
High School Assessments (EOC, ACT, AP)	Released	FTP
LEAP 2025 social studies assessment results	Released	eDirect
2016-2017 K-12 School Performance Scores and Letter Grades and Early Childhood Performance Profiles	Week of Nov 6	School Finder and LDOE Data Center
Principal and Superintendent Profiles	Winter	Secure Reporting System
2016-2017 Transitional Student Growth Data	Winter	CIS
2016-2017 Workforce Data	Winter	Secure Reporting System

Plan for Struggling Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems are required, per ESSA, to submit a plan for persistently struggling schools.

Strong plans:

- Align to school system's needs assessment,
- Leverage [evidence-based](#) strategies and interventions that have been proven to significantly improve outcomes for students, and
- Make strategic use of all funds to finance those interventions.



PLAN FOR
STRUGGLING
SCHOOLS

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

1. Consistently low **subgroup performance*** → urgent intervention label
2. Chronic issues with **student behavior** → urgent intervention label
3. Consistently low **overall performance** → comprehensive intervention label



APPLY FOR
FUNDS + ALIGN
BUDGET

Urgent and Comprehensive Intervention labels will appear in School Finder next week.

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

Plan for Struggling Schools: Urgent Intervention Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

There are two types of Urgent Intervention schools: “Urgent Intervention Needed” and “Urgent Intervention Required”

Urgent Intervention Needed:

- Performance of one or more subgroups is equivalent to “D” or “F” (1 year)

Urgent Intervention Required:

- Performance of one or more subgroups is "F" equivalent for two consecutive years
- Out of school suspension rate more than 2x the national average for 3 consecutive years (>5.2% for elementary/middle schools, >20.2% for combination/high schools)

Urgent Intervention
Needed

Urgent Intervention
Required

Comprehensive
Intervention Required

Plan for Struggling Schools: Urgent Intervention Needed Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Urgent Intervention Needed:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score equivalent to “D” or “F”	Subgroup score is “C” or better	<ul style="list-style-type: none">• No immediate consequence• Schools whose subgroup score(s) remain an “F” for two years will qualify for “Urgent Intervention Required”

Urgent Intervention
Needed

Urgent Intervention
Required

Comprehensive
Intervention Required

Plan for Struggling Schools: Urgent Intervention Required Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Urgent Intervention *Required*:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance equivalent to “F” for 2 consecutive years	Subgroup score is “D” or better for two consecutive years	<ul style="list-style-type: none"> • School system must submit plan for improvement • Schools not eligible for Top Gains • Schools labeled “Urgent Intervention Required” for the same subgroup or for OSS rates for 3 consecutive years earn Comprehensive Intervention label in School Finder • <i>Subgroup performance only</i>: Cannot earn an “A” overall
Out of school suspension rate 2x national average for 3 consecutive years	Suspension rate less than 2x national average for two consecutive years	

Urgent Intervention
Needed

Urgent Intervention
Required

Comprehensive
Intervention Required

Plan for Struggling Schools: Comprehensive Intervention Schools



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Schools will earn the label of **“Comprehensive Intervention Required”** if they meet any of the following criteria:

- **Low School Performance Score:** Earned a D, F, or T-rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of the past 3 consecutive school years
- **Low School Performance Score - New Schools:** New schools that earned a D, F or T-rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of their first 2 years of operation
- **Low Graduation Rate:** Earned a graduation rate less than 67 percent in the most recent school year
- **“Urgent Intervention Required” for 3 consecutive years** for the same subgroup or for excessive rates of out-of-school suspension (beginning in 2020)

Plan for Struggling Schools: Comprehensive Intervention Schools

Comprehensive Intervention Required:

How is it earned?	How is it removed?	What are the implications?
Low SPS	<ul style="list-style-type: none"> ● C or better letter grade for two consecutive years 	<ul style="list-style-type: none"> ● School system must submit plan for improvement ● After two consecutive years earning an “F,” school system presents plan to BESE ● Eligible for RSD after four years of “F”
Low SPS - New Schools		
Low Grad Rate	<ul style="list-style-type: none"> ● C or better letter grade for two consecutive years, <i>and</i> ● Graduation rate of 67% or above 	<ul style="list-style-type: none"> ● School system must submit plan for improvement
Urgent Intervention Required for 3 consecutive years	<ul style="list-style-type: none"> ● Subgroup score is “D” or better for two consecutive years ● Suspension rate less than 2x national average for 2 consecutive years 	<ul style="list-style-type: none"> ● School system must submit plan for improvement ● Not eligible for Top Gains ● <i>Subgroup performance only:</i> Cannot earn an “A” overall



ANALYZE RESULTS + PRIORITIZE NEEDS



PLAN FOR STRUGGLING SCHOOLS



APPLY FOR FUNDS + ALIGN BUDGET

Apply for Funds and Align Budget



ANALYZE
RESULTS +
PRIORITIZE
NEEDS



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

School systems should make strategic use of all funding sources to support development and implementation of their plans.

- **State and local funds**
- **Federal grants including SRCL ([due Nov. 10](#)), ESSA and IDEA consolidated funds**
- **Other funds to support Comprehensive and Urgent Intervention schools**
 - **Planning grant** to help school systems partner with vendors who can help them conduct a needs assessment and create a strong plan
 - **Title I School Redesign Grant** to fund additional support for schools requiring comprehensive and urgent intervention
 - **Title I Direct Student Services funds awarded to all school systems**

Apply for Funds and Align Budget: Striving Readers Comprehensive Literacy (SRCL) Subgrants



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

All districts are encouraged to apply for the three-year SRCL subgrant as part of the 2017-2018 school system planning process.

Funds from this grant can be used to support birth-grade 12 literacy-related interventions, programs, and expenses in schools/sites with the greatest percent of disadvantaged youth, many of which may also be identified as Comprehensive or Urgent Intervention Required.



PLAN FOR
STRUGGLING
SCHOOLS

Allowable expenses include but are not limited to:

- Materials needed to implement [Tier 1 curricula](#)
- Materials needed to implement [Tier 1 assessments](#)
- Professional development in the [PD vendor guide](#)



APPLY FOR
FUNDS + ALIGN
BUDGET

The [subgrant application](#) with [Frequently Asked Questions](#), [a list of SRCL Allowables](#), submission guidelines and contact information can be found [here](#).

Applications are due Friday, November 10 at 4:00 pm. Awards will be announced December 12.

Email jill.slack@la.gov with questions.

Apply for Funds and Align Budget: Competitive School Redesign Grant and Planning Grant



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

As a reminder, school systems had the opportunity to get a jump start on this process this fall through the planning grant and round 1 School Redesign Grant application.

School Redesign Grant

The School Redesign Grant application serves as school systems' plan for their struggling schools. During the 2017-2018 school year, school systems *must* complete a full School Redesign Grant application to address the needs of any and all schools labeled "Comprehensive Intervention Required" or "Urgent Intervention Required." **School systems who applied in round 1 will participate in an interview on November 28 or November 29. Round 2 will kick off at the [November Collaborations](#).**



PLAN FOR
STRUGGLING
SCHOOLS

Round 1: September 2017 - January 2018 **Round 2:** November 2017 - Summer 2018

Planning Grant

Schools systems that applied for a planning grant in September 2017 received their awards at the October BESE meeting.

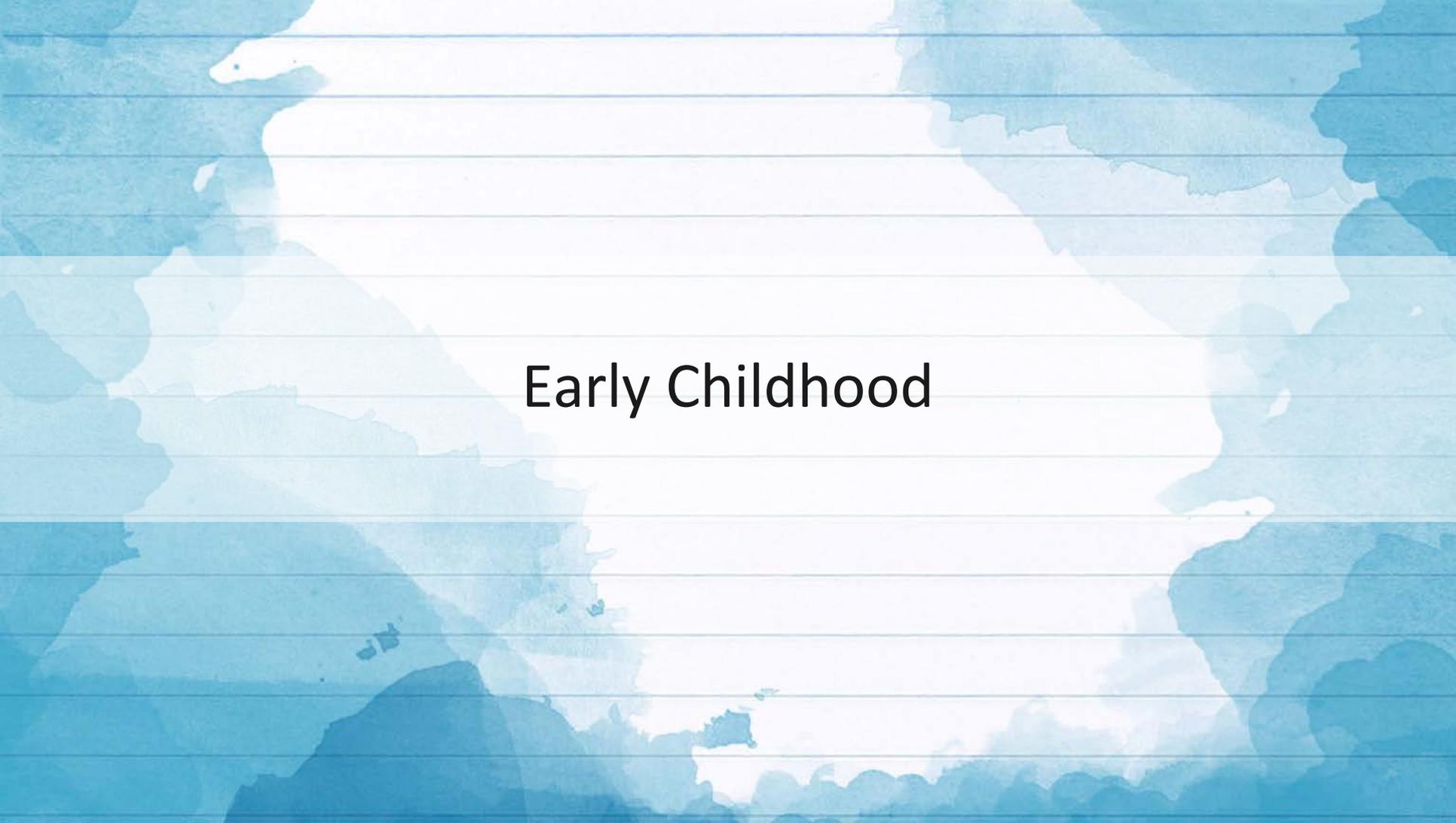


APPLY FOR
FUNDS + ALIGN
BUDGET

Contact [Delaina Larocque](#), [Shavonne Price](#) or [Kelly DiMarco](#) with questions.

Timeline and Support

	School Redesign Application		Resources & Support
	Round 1	Round 2	
September 2017	Round 1 applications due		<ul style="list-style-type: none"> ● Round 1 School Redesign Grant and planning grant application materials
Late Fall 2017	Round 1 School Redesign interviews (Nov. 28 & 29)	Kick off school system planning process at November Collaborations	<ul style="list-style-type: none"> ● November Supervisor Collaborations ● School System Planning Guide ● Round 2 School Redesign grant application and rubric ● K-12 School Performance Scores and Letter Grades ● Early Childhood Performance Profiles ● School Course Offerings
Winter 2017	BESE awards round 1 competitive grants to school systems with strong plans	School systems review results and prioritize needs, develop a plan for struggling schools	<ul style="list-style-type: none"> ● Principal and Superintendent Profiles ● Transitional Student Growth Data ● Workforce Data ● January Supervisor Collaboration
Spring 2018		Round 2 applications due March 1	
Summer 2018		BESE awards round 2 competitive grants to school systems with strong plans	

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized letter 'A' or a wide arrow. This white area is surrounded by various shades of blue, from light sky blue to deep, saturated teal. The colors are blended together with soft, irregular edges, giving it a painterly, artistic feel. The overall composition is balanced and clean.

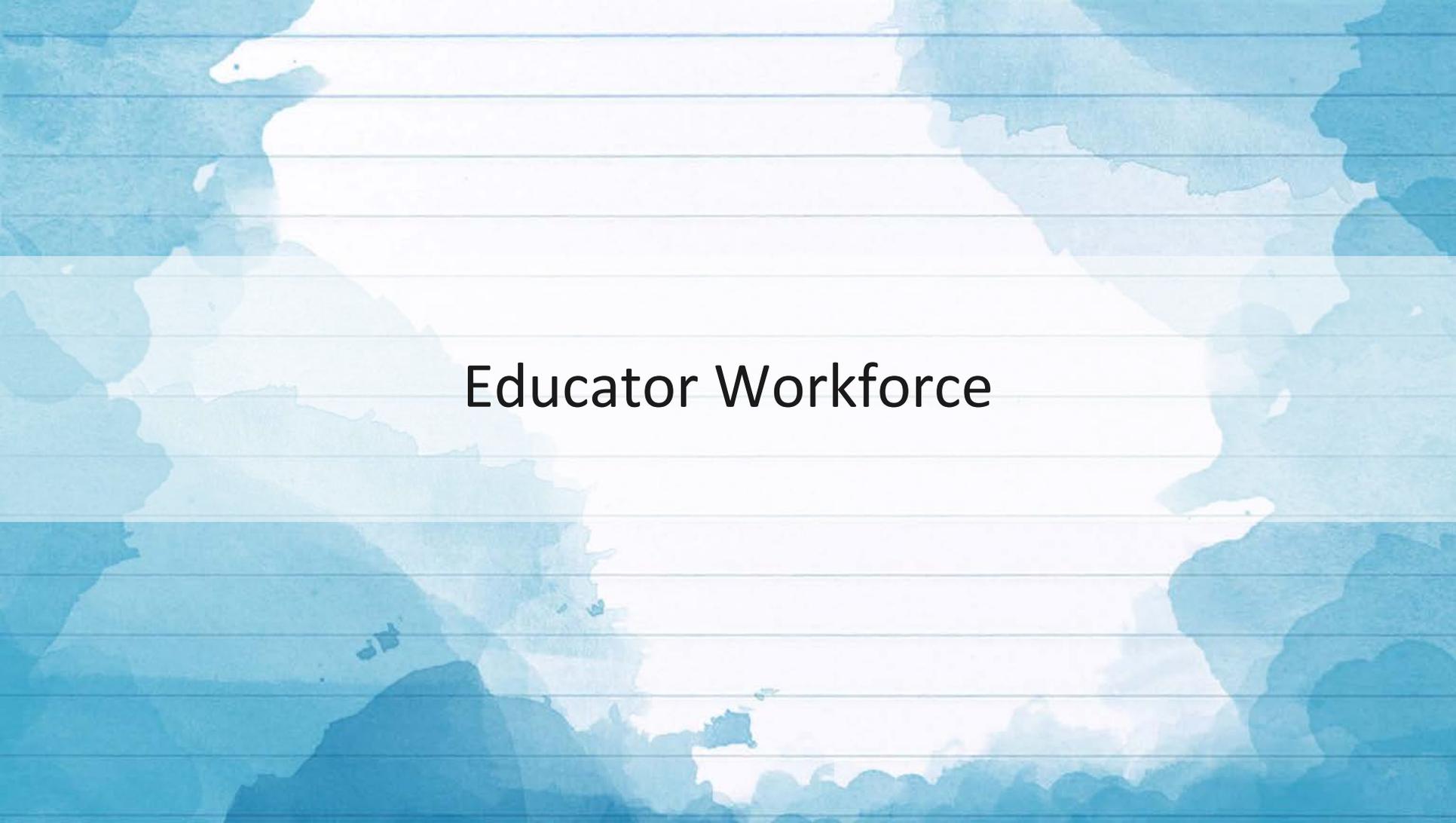
Early Childhood

Community Network Coordinated Funding Request

Bulletin 140 requires each lead agency to submit an annual Coordinated Funding Request on behalf of their community network, requesting seats for LA 4, NSECD, and the Pre-K Expansion Grant.

- **The 2018-2019 Coordinated Funding Request is due 12/1/2017.** Lead Agencies will be expected to work on their plan with program partners prior to submission.
- In the next few days, lead agencies will receive the Coordinated Funding Request template and instructions.
- The Department has conducted an informational webinar for lead agencies, a recording of the webinar will be made available.
- More information about the Coordinated Funding Request will be discussed at the November Collaboratives.

Please contact lindsey.bradford@la.gov if additional information is needed.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a wide arrow. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together with soft, irregular edges, giving it a painterly, artistic feel. The overall composition is balanced and clean.

Educator Workforce

Believe and Prepare: Focus on Rural Communities

On September 26, the Department released [*Access to Full Preparation For Teachers in Rural Communities*](#), a report highlighting the unique challenges of preparing teachers to teach in rural communities.

The survey results and educator workforce data highlighted in the report underscore the **need for greater access to high-quality educator preparation pathways, including yearlong residencies, in rural communities.**

In response, **the Department released a request for applications (RFA) on October 24, 2017.** The RFA seeks eligible school systems that are committed to piloting innovative approaches to increase access to high-quality, residency based preparation programs that provide ample time for hands-on practice in the classroom with appropriate supports, including an expert mentor teacher.

[Applications](#) are due by 5 p.m. on November 10, 2017.

Please contact believeandprepare@la.gov with questions.

Louisiana's 2019 Teacher and Principal of the Year Application Process

The **2019 Teacher and Principal of the Year application process is now open**. All applications and materials may be found on the [Department's Awards Program website](#).

Districts/LEAs are encouraged to select up to three overall Teacher and Principal of the Year honorees, one per division (elementary, middle, and high), to be named as district-level honorees and participate in the state-level process.

State-level applications are due by January 17, 2018, and will be submitted via an online application portal. Coordinators will be notified when the application portal opens.

All school systems are urged to participate.

Please contact excellenteducators@la.gov with questions.



Believe and Prepare: Mentor Teacher Cadre

Beginning this fall, the Department will provide statewide training that will prepare expert teachers to effectively mentor new and developing teachers.

On October 19, 2017, the Department conducted a mentor training overview webinar for mentor training participants. **The Department will hold an additional pre-training webinar, which will be offered on November 9th and 15th from 4 p.m. - 5 p.m.** Details regarding the webinar will be sent to training participants.

Fall training is scheduled to begin the week of November 27. Mentor teachers have been placed in a cohort of approximately 80 participants, and each cohort has their own training dates and locations throughout the state.

Please contact believeandprepare@la.gov with questions.

Believe and Prepare: Resident and Mentor Teacher Stipends Update

October 2016, BESE approved a three-year transitional funding package to support the transition to new teacher preparation guidelines, which includes a yearlong residency.

Funding includes a **\$2,000 stipend for undergraduate residents** participating in a yearlong residency and a **\$1,000 stipend for mentors of undergraduate residents**.

On October 17, 2017, **BESE approved allocations for undergraduate resident and mentor stipends**, which are based on mentor and resident data collected from school systems to ensure that the funds for these stipends are allocated correctly.

These funds will be available in eGMS in mid-November. Districts will receive an Excel file through their FTP in mid-November, which documents which mentors and residents should be paid a stipend and which funding source was used for their allocation.

2017-2018 Undergraduate Residents	
Total Number of Undergraduate Residents	302
Total Number of Hosting School Systems	34

Please contact believeandprepare@la.gov with questions.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together in a soft, painterly manner, with some darker spots and gradients that give it a textured, artistic feel.

Graduation Pathways

CTE Leadership Academy

The Career and Technical Education (CTE) Leadership Academy's information sessions will occur November 6-8 at various locations across the state.

The information session will include:

- an update on Jump Start;
- an introduction of the CTE Leadership Academy; and
- a Q & A session.

[Register](#) now to receive your package about the CTE Leadership Academy.

Please contact jumpstart@la.gov with any questions.

2018 Jump Start Convention Registration

Registration for the 2018 Jump Start Convention is now open through January 12, 2018 in [WisdomWhere](#)

Sessions will include:

- Building Relationships with Industries
- CTIE
- Jump Start Summer Grants
- Micro-Enterprise
- Counselor Information
- Jump Start and Students with Disabilities
- Jump Start 101
- K-16 Pathways
- CTE Leadership Academy
- JAG
- Jump Start Scheduling
- Various Credentials: Agriculture Tech, Certified Clinical Medical Assistant, CompTIA, C4M, EMR and NCCER

Please contact jumpstart@la.gov if you have questions.

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered around the text.

Measuring Results: 2016-2017 Accountability Release

Louisiana School Finder Release

The Louisiana School Finder including the 2016-2017 school performance scores and early childhood performance profiles will be released the week of November 6.

View sample screenshots of system [here](#).



The image shows a promotional graphic for the Louisiana School Finder. At the top, there are three icons: a blue silhouette of Louisiana with yellow sun rays, a white schoolhouse with a clock tower, and a magnifying glass. Below these icons, the text reads "Welcome to the Louisiana School Finder." followed by "Search for schools or centers based on what matters most to you." The main part of the graphic is a white rectangular area representing the website interface. It contains two search options: "EXPLORE SCHOOLS AND CENTERS" and "JUMP RIGHT TO YOUR SCHOOL OR CENTER". Below these are input fields for "Enter an address, city, or zip code in Louisiana" and "Search by school or center name". There are also dropdown menus for "Select" and "Assign grade". At the bottom of the interface are two buttons: "ENTER FINDER" and "GO". A large, stylized purple text overlay reads "Coming NOVEMBER 2017" with a thick purple underline.

Louisiana School Finder Release Resources

The Department has released the following resources to support early childhood center directors and principals in having conversations with families about the new Louisiana School Finder and 2016-2017 school and center performance.

- **Animated school performance score videos:** that will explain each metric in the Louisiana School Finder related to [K-12 school](#) and [Early Childhood](#) performance
- **Parent Night Presentation (K-12 and ECE):** customizable presentations for principals and center directors to use in parent nights that will highlight school/center successes, explain the purpose of new Louisiana School Finder system and the data included in it, and how families can support learning at home.
- **[School Finder Promotional Flyer](#):** one-page document directing families to the Louisiana School Finder and how to find information on their school/center

All resources can be found in the [Principal Support Toolbox](#) and on the [School and Center Performance page](#).

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and modern.

Measuring Results: 2017-2018 Accountability Update

2017-2018 Pupil Progression Plan Update

The Department is working to develop a significantly streamlined Pupil Progression Plan (PPP) template and guidance document based on recent 4th and 8th grade [promotion policy revisions approved by BESE in October](#). As a result of the delayed release, **the submission deadline will be extended to February 1, 2018**. The PPP and guidance document will be released on November 7 and will be available in Superintendent's weekly newsletter and on the [Graduation Requirements](#) page of the Department's website.

An informational webinar will be held to provide updates and to assist school systems in completing and submitting the 2017-2018 Pupil Progression Plan. **School system superintendents, charter School Leaders, and school system supervisors are encouraged to participate in one of the webinars scheduled for Tuesday, November 14 from 3:30 p.m. - 4:30 p.m. or Tuesday, November 28, from 3:30 p.m. - 4:30 p.m.**

- To join the meeting go to <https://louisianaschools.adobeconnect.com/ppp>
- Audio access: (855) 240-2575 / access code: 38582295

For additional information please contact PPP@la.gov.

Improving Accountability Policies

Based on conversations with school and school system leaders over the past couple of months, the Department has made the following improvements to the [policies](#) reviewed and ultimately approved by BESE on Tuesday.

1. Schools that were significantly [impacted by the flooding](#) in 2016-2017 will use the better of the 2016-2017 or 2015-2016 accountability results.
2. As high schools transition to five-level high school LEAP 2025 assessments, schools will continue to earn **100 points for Good on the four-level EOC assessments**
3. School systems determine whether to use ELA and math **EOC results in spring grades.**
4. Schools that support students to complete **Jump Start credentials in the summer after graduation** will earn credit in the Strength of Diploma index.
5. **5th year graduates who earn an Advanced Jump Start credential** will generate 140 points, comparable to a passing AP, IB, or CLEP score

Summary of Additional BESE Adjustments

1. A score of 'Basic' will be awarded 80 points in the K-8 assessment index and the 9-12 assessment index. The same adjustment will be made for the LEAP Connect assessment.
2. For purposes of calculating an elementary/middle school progress index or high school progress index, schools will be awarded up to 150 points for students scoring Mastery in the current year, but no fewer than 85 points, including for students whose results fall within the 1st to 39th percentiles of VAM.
3. In 2018-2019, the first year of the LEAP 2025 science assessment, either the 2016-2017 or 2018-2019 science assessment index, whichever yields the higher school performance score, will be used in the K-8 assessment index.

[Click here](#) to view the approved revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*, relative to points for students scoring at Basic, elementary/middle school progress index calculations, and the transition to new science standards and assessments. Additional details have been provided in the [Appendix](#).

Contact Jessica.Baghian@la.gov with questions.

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and professional, suitable for a report or presentation.

Measuring Results: 2017-2018 Administration

November Assessment Checklist

Communication and Support

- **Nov 7:** [Monthly Assessment and Accountability Call](#)

Accountability and Assessment Preparation

- **Early–Mid Nov:** Create test sessions within eDIRECT in preparation for fall high school LEAP 2025 and print student test tickets
- **Nov:** Test coordinators ensure that TAs, proctors, and monitors are assigned to testing groups for fall high school LEAP 2025 tests
- **Nov:** School test coordinators (STCs) deliver online test security and administration training for fall high school LEAP 2025
- **Nov:** ACT window for schools to agree to terms and conditions in PANext and order accommodations
- **Nov:** Utilize scheduling guidance to determine final fall high school LEAP 2025 test schedules prior to setting up sessions in eDIRECT
- **Nov:** DTCs receive preliminary ACT Match/No Match list
- **Nov:** Deadline for schools to return the AP Participation Form and Participation Survey to the College Board
- **Nov 29:** Enter fall high school LEAP 2025 test ticket invalidation into eDIRECT at the end of each week of testing

November Assessment Checklist

Accountability and Assessment Preparation

- **Nov 30:** Schools receive ACT WorkKeys individual score reports, summary for examinee, and examinee roster report
- **Nov–Feb:** Submit ACT approved accommodations in the TAA System

Assessment Administration and Reporting

- **Nov 29–Dec 15:** High School LEAP 2025 Fall 2017 test administration window
- **Oct 3–April 13:** ACT WorkKeys **online** testing window

December Assessment Checklist

Communication and Support

- **Dec 19:** [Monthly Assessment and Accountability Call](#)

Accountability and Assessment Preparation

- **Dec:** Data coordinators review retirement/split IDs and make updates in the applicable systems (LASID Audit #3)
- **Dec 5:** Submit fall TRT device and network data
- **Dec:** *AP Coordinator's Manual, Bulletin for AP Students and Parents*, and other information arrives at schools that have submitted AP Forms to College Board
- **Nov–Feb:** Submit ACT approved accommodations in the TAA System

Assessment Administration and Reporting

- **Dec:** Access Fall LEAP 2025 for high school individual reports
- **Nov 29–Dec 15:** High school LEAP 2025 Fall 2017 test administration window
- **Oct 3–April 13:** ACT WorkKeys **online** testing window

LEAP 2025 Resource Availability Timeline

Resource	Available	Purpose
Assessment Guides	ELA, Math, Social Studies are currently available in Assessment Guidance library (field test guides for science coming this fall)	Explain the test designs and types of items included on the assessments. The guides also include information about testing times as well as sample items and links to additional resources.
LEAP 2025 High School Assessment Webinars	Currently available in the Assessment Guidance library	Explain the changes to high school assessments for 2017-2018 and how these changes inform instruction.
Practice Tests	Teacher access currently available (with update to grades 3-8 ELA coming Winter 2017) Student use at HS available now. Student use grades 3-8 coming Winter.	Grade- or course-level, paper-based (grades 3 and 4 ELA, math, social studies) and computer-based (grades 3-8 ELA, math, social studies; English I, English II, Algebra I, Geometry, US History) help prepare students for the spring assessments; accessed through INSIGHT.

LEAP 2025 Resource Availability Timeline

Resource	Available	Purpose
Practice Test Guidance	Currently available in the Practice Test library	Provide teachers with information regarding best practices when using the practice tests. Updated to include information about the new high school practice tests.
Practice Test Webinars		Provide teachers/district personnel direct links to resources for setup, administration, scoring, reporting, and guidance on how to use practice test results.
LEAP 2025 Social Studies Assessment Framework		Demonstrates how the LEAP 2025 social studies assessments connect to classroom instruction. Includes annotated sets from the practice tests showing how content and claims are assessed.
LEAP 2025 Social Studies grades 3-8 Practice Test Answer Keys		Updated to include annotated student responses. Demonstrates how to score student responses to social studies constructed-response and extended-response tasks.

LEAP 2025 Resource Availability Timeline

Resource	Available	Purpose
Guides to the Online Equation Builders	Currently available in Assessment Guidance library	Provide information to teachers and students about how to enter equations and symbols in the online platform.
Social Studies Extended-Response Checklists		Provide students with support when responding to the extended-response tasks.
ELA Rubrics		Define how the prose constructed-response portion of the Literary Analysis, Narrative Writing, and Research Simulation Tasks is scored.
Online Tools Training (OTT)	Available in INSIGHT or here using the Chrome browser	Provide teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based testing format.

LEAP 360 Resource Availability Timeline

Resource	Available	Purpose
K-2 Formative Tasks	Currently available in eDIRECT	Include six ELA tasks and six math tasks in both kindergarten and first grade with four ELA tasks and four math tasks available for grade two
Diagnostics		Help educators identify prerequisite skills students need for success in the current grade level (grades 3-8 ELA and math, English I, English II, Algebra I, and Geometry)
Interims	Form 1 currently available in eDIRECT Form 2 (3-8) coming this winter Form 2 (HS) currently available in eDIRECT Form 3 (HS) coming Fall 2017 (teacher access currently available in eDIRECT)	Help educators identify students' misconceptions and learning patterns to adjust instruction and target support (grades 3-8 ELA and math, English I, English II, Algebra I, and Geometry)

LEAP Connect and ELPT Resource Availability Timeline

Resource	Available	Purpose
Assessment Guides	Currently available in the Assessment Guidance library	Explain the test designs and types of items included on the assessments. The guides also include information about administration policies as well as sample items and links to additional resources.
Achievement Level Descriptors	Currently available in the Assessment library	Describe student mastery and command of the knowledge and skills outlined in Louisiana’s Connector standards. The Descriptors give meaning and context to scale scores by describing the knowledge, skills, and abilities that students at a given achievement level generally demonstrate.
LEAP Connect Online Tools Training (OTT)	Will be available in INSIGHT or here using the Chrome browser in Winter 2017	Provides teachers and students examples of test items so they can become familiar with the computer-based testing format.
ELPT Online Tools Training (OTT)	Coming Winter 2017	Provides teachers and students examples of test items so they can become familiar with the computer-based testing format.

Measuring Results: Data Systems Updates

Upcoming Data Systems Deadlines

Data Systems Activity	Deadline
Comparison reports emailed to data managers to review all CUR, SIS, and PEP October 1 CLASS data submitted (3 reports) and making updates and correcting errors.	Nov 3, Dec 1, Dec 15
Deadline for correcting 2016-17 potential student dropout data in SIS.	Dec 1
CUR, SIS, and PEP October 1 CLASS data submissions deadline for teacher and student class schedules, attendance, discipline	December 8
CVR open for users to view and check roster data for accuracy but no changes can be made in CVR. Updates can be made in CUR, PEP, and SIS for Oct 1 CLASS.	Dec 14
Deadline for completing all ECCS Fall class observations and correcting any errors	Dec 22
Deadline for all 2016-17 AFR data submissions	Dec 29

CUR-Curriculum System

SIS-Student Information System

PEP-Profile of Educational Personnel System

ECCS-Early Childhood System

AFR-Annual Financial Reporting System

CVR-Curriculum Verification and Results Reporting Portal

Measuring Results: Data Sharing Updates

Data Sharing Update

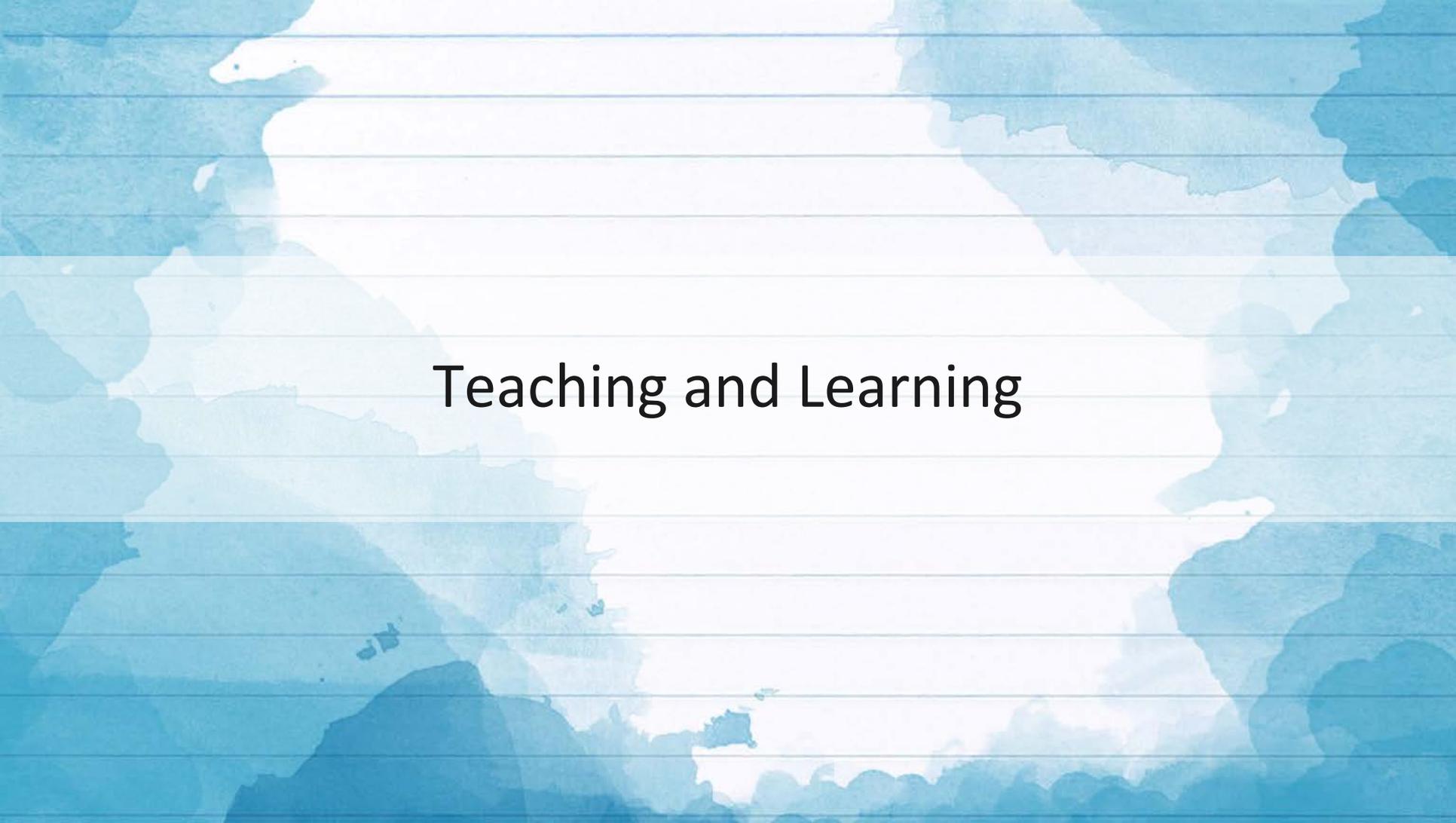
The Department has prepared [guidance and next steps](#) regarding established MOUs and addenda.

To verify which agreements school systems have already opted into, please review the [tracking chart](#). The tracking chart is updated weekly as additional addenda are submitted to the Department.

Updates:

- **New Agreement:** The [EPLT agreement](#) is now available.
- **New School Systems:** If you are a new school system or now functioning as your own LEA, you will need to review the above guidance and opt into applicable agreements.

For questions or concerns, please reach out to LDEData@la.gov

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a drop. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together with soft, irregular edges, giving it a painterly, artistic feel. The overall composition is balanced and visually appealing.

Teaching and Learning

Instructional Support: Middle School ELA Language Links

The Department, in partnership with The Writing Revolution, a national non-profit organization, has developed Language Links for ELA teachers in Grades 6-8 to help struggling writers.

The sentence-level writing activities in these language links provide the foundation students need to write with clarity and fluency. They are also effective tools for teaching content and assessing comprehension.

Additional language links have been added at each grade level.

Grade Level	ELA Guidebooks 2.0 Unit Alignment
Grade 6	Steve Jobs
	Hatchet
	*Out of the Dust
	*If Stones Could Speak
Grade 7	Written in Bone
	*A Christmas Carol
	The Giver
	*Memoir
Grade 8	Call of the Wild
	*Tell-Tale Heart
	Flowers for Algernon

Instructional Support: Middle School ELA Guidebook Updates

The Department continues to update the ELA Guidebooks units for grades 3-12 based on feedback received from the field. Our focus for the 2017-18 school year is supporting diverse learners. These are students who learn at a different pace and in a different way than their peers.

Available Now	Coming in Fall 2018
Diverse Learners Guide	Updated units for grades 3 - 8
Supports Flow Chart	Additional Supports for Diverse Learners

To ensure the supports are effective and appropriate, the Department will conduct a pilot of the supports in Spring 2018. **If your school system uses the ELA Guidebooks in grades 6-8 and is interested in piloting these supports in Spring 2018, email classroomsupporttoolbox@la.gov.**

Instructional Support: Social Studies Scope and Sequence

The Department has updated the following social studies scope and sequence documents to provide:

- instructional tasks which build content knowledge and skill with **sources**,
- a coherent year-long frame which **makes connections** among content ideas, and
- assessments which measure how well students **express informed opinions** with evidence and outside knowledge.

Grade Level	Resource	Link
Grade 3	Scope and Sequence	Final Word or PDF Document
Grade 4	Scope and Sequence	Final Word or PDF Document
Grade 5	Scope and Sequence	Final Word or PDF Document
Grade 6	Scope and Sequence	Final Word or PDF Document
Grade 7	Scope and Sequence	Final Word or PDF Document
Grade 8	Scope and Sequence	Final Word or PDF Document
Civics	Scope and Sequence	Final Word or PDF Document

Instructional Support: Math Remediation Webinars

The webinars for the [Eureka Remediation Tools](#) have been posted on the [LDE YouTube page](#).

- Grades 4-6 - [Part 1 of 2](#)
- Grades 4-6 - [Part 2 of 2](#)
- Grades 6-9 - [Part 1 of 2](#)
- Grades 6-9 - [Part 2 of 2](#)

School System Action Steps:

1. Ensure all teachers who teach 4th grade-Algebra I math have access to these webinars
2. Have principals and district math staff attend the November collaboration session: *Putting the [Curriculum Implementation Scale](#) into Action: Math*

Email classroomsupporttoolbox@la.gov with questions.

Instructional Support: Science Scope and Sequence Webinar

A webinar focused on helping educators utilize the [Scope and Sequence Samples](#) has been posted on the [the Department's YouTube channel](#).

School System Action Steps:

1. Ensure all teachers who teach science have access to these.
2. Have principals and district science staff attend the November collaboration session:
Identifying High-Quality Science Curriculum Resources

Email classroomsupporttoolbox@la.gov with questions.

Professional Development Support: November Supervisor & Principal Collaborations

Sessions at the November Supervisor & Principal Collaborations will focus on topics relevant to school system leaders including but not limited to: accountability, assessment, high school opportunities, early childhood, and academics. Refer to the [Supervisor overview](#) and [Principal overview](#) for more information on sessions offered.

Thursday, November 9	Bossier School for Technology & Innovation in Shreveport 1020 Innovation Drive, Bossier City, LA 71111
Monday, November 13	Claiborne Building in Baton Rouge 1201 N 3rd St. Baton Rouge, LA 70802
Wednesday, November 15	Bayou Church in Lafayette 2234 Kaliste Saloom Rd. Lafayette, LA 70508
Thursday, November 16	Jefferson Parish School Board Office in Harvey 501 Manhattan Blvd. Harvey, LA 70058
Supervisor Collaborations 8:00 a.m. - 12:00 p.m. Principal Collaborations 12:00 p.m. - 4:00 p.m.	

Registration will close on Friday, November 3. Supervisors, please contact your network team for the registration code.

Professional Development Support: Upcoming Compass Deadlines

What	Who	How	When
Enter 2016-2017 evaluations for principals	Principal evaluators	Upload Process	December 31, 2017
Enter 2016-2017 social studies teacher evaluations	Teacher evaluators	Upload Process	December 31, 2017
Update rosters for 2017-2018	Compass data managers	In CIS	December 31, 2017

Curriculum Support: Instructional Material Reviews

The Department conducts ongoing reviews of curricular materials to support school systems in adopting Tier 1 curricula in all core subjects.

Find the latest Tier 1 curricula below and on the [Annotated Reviews webpage](#).

Publisher	Title	Core Subject	Tiered Rating
The Choices Program: Brown University	US History, World History, World Geography & Civics [integrated/supplemental]	Social Studies	1
TE21 CASE Benchmark Assessments (Math)	Gr 3, 5, 8, Alg 1 Assessments	Math	1

District Action Steps: Please share this information with textbook adoption supervisors, curriculum directors, and educational technology staff and encourage publishers to submit their materials or contact LouisianaCurriculumReview@la.gov for more information.

Reminder: Staff, parents, and partners can participate in the review process through the Department’s Instructional Materials Review [webpage](#).

Call Summary

Call Summary

Month	Key Deadlines	Support and Resources
November	<ul style="list-style-type: none">• By Nov 3: Register for Principal and Supervisor Collaborations• By Nov 10: Submit SRCL subgrant application• By Nov 10: Submit Believe and Prepare: Full Preparation in Rural Communities application	<ul style="list-style-type: none">• Nov 1: CVR opens for view only• Nov 1: Registration for Jump Start Convention opens• Nov 2: November Data Coordinator Webinar• Nov 6-8: CTE Leadership Academy• Nov 7: November Superintendents' Call: Nov 7• Nov 7: November Assessment and Accountability Call• Nov 9: Mentor Teacher Cadre pre-training webinar• Nov 9, 13, 15-16: Supervisor and Principal Collaborations• Nov 14 & 29: Pupil Progression Plan Webinar• WK of Nov 27: Mentor Teacher Cadre training kick-off• Nov 28-29: Rd 1 School Redesign Interviews
December	<ul style="list-style-type: none">• Dec 1: 2018-2019 Coordinated Funding Request is due• Dec 8: CUR, SIS, and PEP October 1 CLASS data submissions deadline for teacher and student class schedules, attendance, discipline• Through Dec 14: CVR opens for "view only"• Dec 22: Deadline for completing ECCS Fall class observations and correcting errors• Dec 29: Deadline for all 2016-17 AFR data submissions• Dec 31: Deadline for submitting 16-17 principal and social students teachers Compass evaluations, and update 17-18 CIS rosters	<ul style="list-style-type: none">• Dec 5: December School System Planning Call• Dec 19: December Assessment and Accountability Call

Appendix

Improvements to Louisiana's Accountability System

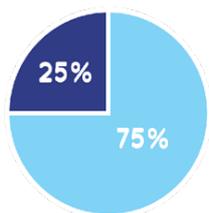
The new formulae represent three critical shifts in the design of the accountability system.

- 1. Ensuring an “A” in Louisiana’s letter grade system signals mastery of fundamental skills.** This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.
- 2. 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.** This progress index will replace the current progress point system.
- 3. 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.**

School Performance Score Formulae

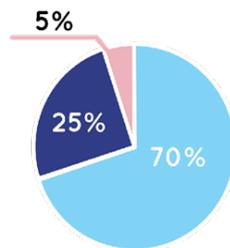
Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:

Elementary Schools



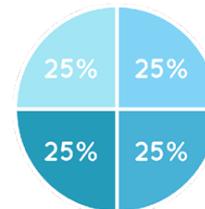
- Assessment Index
- Growth Index

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Growth Index
- Dropout Credit Accumulation Index

High Schools

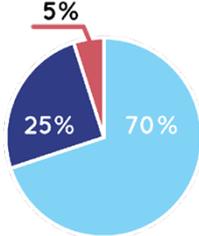


- Assessment Index: EOC Status & Growth
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate

NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020.

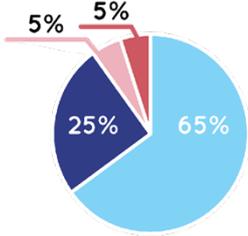
School Performance Score Formulae (2019-2020 and beyond)

Elementary Schools



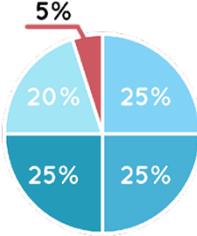
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

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

K-8 School SPS: Assessments

Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery of the knowledge and skills reflected in the standards of that grade and subject.

Accountability

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP Achievement Level	2017-2018 and beyond
Advanced	150
Mastery	100
Basic	80
Approaching Basic/Unsatisfactory	0

K-8 School SPS: Dropout/Credit Accumulation Index (DCAI)

Purpose

This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

Accountability

- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.

Policy

- To count toward DCAI, students must be full academic year in 8th and 9th grade (or transitional 9th, where applicable), if earning Carnegie credits.
- Students transferring between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

Carnegie Course Credits	2017-2018 and beyond
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grader	0
Dropout	0

High School SPS: EOC Achievement and Growth

Purpose

The End-Of-Course (EOC) exams assess whether students have mastered the standards of core high school core subjects. EOC exams are required in Algebra I, Geometry, English I (beginning in 2017-2018), English II, Biology, and U.S. History. English III will phase out over the next couple of years.

Policy

All high school students, except for students who participate in LAA 1, are required to take an ELA and math EOC exam by their 3rd cohort year regardless of graduation pathway.

Scores from high school students who are retaking an EOC are not used in the school performance score (unless taken in middle school where current practice of counting scores in middle school (with incentive points) and again in high school will continue).

LEAP 2025 EOCs Achievement Level	2017-2018 and beyond
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	80
Approaching Basic/Unsatisfactory (or Fair/Needs Imp.)	0

High School SPS: Graduation Rate

Purpose

The cohort graduation rate measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

Policy

All 9th grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are legitimate leavers. **Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a diploma will be included in the cohort in the year they graduate.**

Legitimate leavers are students who are removed from the cohort and exited enrollment for one or more of the following reasons: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

Cohort Grad Rate	2017-2018 and beyond 100 = 90%
0-75%	CGR × 0.9
76-90%	CGR × 1.111112
91-100%	+5 points per percent increase (91=105, 92=110)

High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each 12th grader. The “A” bar will remain at receipt of a diploma.

Quality of Diploma (Graduation Index): Student Results	Points Awarded
HS Diploma plus Additional points awarded for students who graduate on time and meet requirements for one or more of the following: <ul style="list-style-type: none"> • Advanced Placement • International Baccalaureate • JumpStart credentials • CLEP • TOPS-aligned dual enrollment course completion • Associates Degree 	110-160
Four-year graduate (Includes Career Diploma students with a regional Jump Start credential, as well as students earning a diploma who are assessed on an alternate diploma)	100
Five and six-year graduate with any diploma (Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points.)	50-75
HiSET/GED + JumpStart credential	40
HiSET/GED (earned no later than October 1 following last exit record)	25
Non-graduate without HiSET/GED	0

K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

Question 1: If students are not yet achieving Mastery, are they

- Every student scoring below Mastery will receive a simple, clear
- If a student achieves the target, the school shall earn 150 points

Question 2: Are students growing at a rate comparable to

- Using Louisiana's value-added measurement, it is possible to
- Schools will earn points based on students' growth percentiles
 - 80th-99th percentile (150 points)
 - 60th-79th percentile (115 points)
 - 40th-59th percentile (85 points)
 - 20th-39th percentile (25 points)



NOTE: The progress index will be averaged across two years of results.

How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 15 points.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance.

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance.

Students scoring Mastery in the current year shall not earn less than 85 points.

NOTE: The progress index will be averaged across two years of results.

“Floor” for Mastery in the Progress Index

Progress Result	Students scoring Basic or Below in Current Year	Students scoring Mastery in Current Year
On track to Mastery OR Continued Growth to Advanced	150	150
VAM: 80-99 th percentile	150	150
VAM: 60-79 th percentile	115	115
VAM: 40-59 th percentile	85	85
VAM: 20-39 th percentile	25	85
VAM: 1-19 th percentile	0	85

Any student scoring Advanced in the current year shall earn 150 points in the Progress Index.