

# Louisiana Believes

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**School System Planning Call  
September 6, 2017**

# Agenda

- I. ESSA Update**
- II. Early Childhood**
- III. Teaching and Learning**
- IV. Measuring Results**
- V. Educator Workforce**
- VI. Graduation Pathways**
- VII. Call Summary**
- VIII. 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

# ESSA Update

# Timeline for Implementing Louisiana's ESSA State Plan

- USDOE [approved Louisiana's ESSA plan](#) on August 15.
- ESSA requires many provisions to become effective with the start of the 2017-2018 school year. Specific timelines are outlined within the [plan](#).
- The Department will recommend that BESE approve adjustments to state policy (bulletins) to align with the state's plan and with related state laws recently enacted by the Louisiana Legislature.
- Key revisions are scheduled to be considered at the October 2017 BESE meeting. Additional updates will be recommended at a later date for items requiring further study and stakeholder engagement, such as the Interests and Opportunities index.

# ESSA Policy Updates: Bulletin 111

## **Policy Updates: Bulletins [111](#), [118](#) and [741](#)**

- Academic achievement expectations (what it takes to earn an “A”)
- Measure of student progress in ELA and math
- Phase in of interests and opportunities over time
- Inclusion of English language proficiency within the SPS formula, as required by ESSA
- Transition plan that adjusts each index in 2017-2018 but allows gradual transition of overall scale (what earns an “A,” “B,” etc.) between now and 2025

## **Comprehensive and Urgent Intervention Support**

- Comprehensive: Any school rated “D” or “F” in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year
- Targeted/urgent intervention required: Any school demonstrating subgroup performance (with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be an “F” rating for an entire school population for two consecutive years, or any school with an out-of-school suspension rate exceeding double the national average for three consecutive years

Email [jessica.baghian@la.gov](mailto:jessica.baghian@la.gov) with questions.

# Competitive School Redesign Grant and Planning Grant

As a reminder, school systems have the opportunity to get support as they develop comprehensive school improvement plans through round 1 of the School Redesign Grant application.

## School Redesign Grant

The School Redesign Grant application will serve as school systems' plans for their struggling schools. All school systems with an identified school must complete a full School Redesign Grant application in one of two cycles. **Round 1 [School Redesign Grant applications](#) are due September 29, 2017.** Round 2 applications will be due in March 2018.

## Planning Grant

Schools systems that would like more time to develop a strong plans for improvement may apply for a planning grant. **The [planning grant application](#) is due on September 15, 2017.**

School systems should refer to the [School Redesign guidance](#) for additional information. Reach out to [Delaina Larocque](#), [Shavonne Price](#) or [Kelly DiMarco](#) with questions.

# Early Childhood

# Key Updates for Early Childhood Community Networks

**Early childhood community networks will work with program partners to support a successful start to the 2017-2018 school year.**

## **Upcoming Key Milestone and Expectations for [Lead Agencies](#):**

- **9/30:** The first (fall) community network meeting must have been conducted.
- **10/1:** All classrooms must be set up and all fall observations should be scheduled in the *CLASS* online system (*unless aligning with third-party scheduling*).
- **10/1:** All classrooms are set up in the *GOLD* online system and all required informational metrics have been entered.
- **10/31:** Completed Child Count (reflecting numbers as of 10/1) has been reported to the Department using the FTP folder.

Lead Agencies will review assurances and responsibilities for the 2017-2018 year during the September Collaboratives. Lead Agencies will identify critical next steps to completing the upcoming fall milestones.

Lead Agencies can reach out to [Kaye Eichler](#) with questions.

# Teaching and Learning

# Final Registration Reminder for September Teacher Leader and Supervisor Collaborations

Sessions at the September Supervisor Collaborations will focus on topics relevant to school system supervisors including but not limited to accountability, instruction, early childhood, assessment, teacher professional development, and data systems. Please refer to the [Supervisor Collaboration Overview](#) for more information.

Date	Location
Tuesday, September 12	Trinity Methodist Church, Ruston, LA
Thursday, September 14	Bayou Church, Lafayette, LA
Tuesday, September 19	Jefferson Parish School Board Office, Harvey, LA
Wednesday, September 20	Claiborne Building, Baton Rouge, LA

[Supervisor Collaborations](#) 8:00 a.m.-12:00 p.m.; [Teacher Leader Collaborations](#) 12:00-4:00 p.m.

**[Registration](#) closes today, Wednesday, September 6.** Note: registration for supervisors requires a code that will be provided by your network team.

Please contact [districtsupport@la.gov](mailto:districtsupport@la.gov) if you need your network team's contact information or if you have any other questions related to this event.

# 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
KinderCare, LLC	KinderCare-Infant-Toddler	ECE	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](mailto: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](#).

# Coming Soon: PreK - Grade 3 Guidebook

As school systems work to tightly align expectations, instruction, and support for students from early childhood through elementary school, **the Department will release a pre-K-3 Guidebook and provide sessions at the September collaborations.**

This Guidebook will assist school and school system leaders in creating strong plans to ensure quality and continuity of practices across the pre-K-grade 3 continuum.

The guide will provide information, tools, and resources to support pre-K-3 system to:

- Implement high-quality curriculum;
- Use meaningful assessment methods, including early identification processes;
- Create shared curriculum and content specific PD between pre-K and K-3 teachers;
- Use teacher observation systems effectively; and
- Provide positive support systems for children and families.

Email [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions.

# Math Resources

## [Math Tools on the Math Planning Page](#)

### Understand the Standards

- K-12 Louisiana Student Standards for Math
- Teacher companion documents
- Focus documents
- Rigor documents

### Implement the Eureka Curriculum

- Louisiana Eureka Guides (*updated*)

### Help Students who Struggle

- Remediation guides
- Eureka Remediation Tools (*new*)



### Assess the Standards

- [LEAP 360](#) (diagnostics, interims, EAGLE)
- Summative assessment guidance

### Year-long Planning

- Sample year plans
- Sample middle school accelerated plans

Contact [louisianastandards@la.gov](mailto:louisianastandards@la.gov) with questions.

# Math Resources: Upcoming Eureka Support

The Eureka Remediation Tools allow teachers to pinpoint student deficiencies and differentiate remediation strategies. There are three opportunities for training on the [Eureka Remediation Tools](#).



1. A full-day training held in Baton Rouge on Monday, September 11 ([register here](#))
2. Sessions held at the September Teacher Leader Collaborations;
3. A two-part series of webinars in September:
  - Go to <https://louisianaschools.adobeconnect.com/academiccontent/>;
  - Enter the meeting room as a guest and provide your name;
  - Select the "listen only mode."

<b>Grades 4-6</b>	Part One: September 27 at 3:30 p.m.	Part Two: September 28 at 3:30 p.m.
<b>Grades 6-Algebra I</b>	Part One: September 18 at 3:30 p.m.	Part Two: September 21 at 3:30 p.m.

Email [classroomsupporttollbox@la.gov](mailto:classroomsupporttollbox@la.gov) with questions.

# Science Resources

To support educators with the transition to new science standards, the Department will provide substantial support with curriculum, local assessments, and PD.



K-12 SCIENCE  
PLANNING

Area	Support and Timeline
Curriculum and Resources	<p><b>Instructional Materials Review</b></p> <ul style="list-style-type: none"><li>• <a href="#">Rubric</a> released and call for submissions</li><li>• First curriculum reviews released <i>Fall 2017</i></li></ul> <p><b>Standards Tools</b></p> <ul style="list-style-type: none"><li>• <a href="#">Connections to ELA and math standards</a></li><li>• <a href="#">Key shifts</a></li><li>• <a href="#">Progressions of learning</a></li><li>• <a href="#">Middle school sample transition plan</a></li><li>• <a href="#">Sample scope and sequence documents</a> <b>NEW</b></li></ul>

Email [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions.

# English Language Arts Guidebook Updates

The Department continues to provide improvements to ELA Guidebooks 2.0 based on input from the field. Several new resources are now available to provide support to systems, schools, and/or teachers for the 2017-2018 school year.



To support districts and schools	To support teachers
<a href="#">Text Purchasing Worksheets</a>	New resources on the <a href="#">Get Started</a> * page: <ol style="list-style-type: none"><li>1. Approach guides</li><li>2. Learning tools</li><li>3. Instructional strategies</li></ol>
	<a href="#">Diverse Learners Guide</a>
	<a href="#">Let's Set the Context videos</a> *
	<a href="#">Language Tasks - Mentor Sentences</a>

\*Cajun Folktales used as the example for each link.

Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with any questions.

# ELA Guidebooks 2.0

## Unit at a glance

Grade: 3

Duration: 44 days

**Unit goal:** Students read literary and informational texts to learn how storytelling can be entertaining as well as educational. Students develop an understanding of Louisiana history and culture as well as character and theme development. Students express their understanding by writing stories modeled after the anchor and related texts using information gained about Louisiana.



### Cajun Folktales: Get Started

Use these resources to get started with this unit.



### Cajun Folktales: Text Access

Access texts for the Cajun Folktales unit created by the Louisiana Department of Education in partnership with LearnZillion.



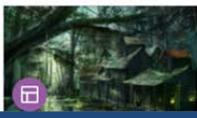
### Cajun Folktales: Assessment Overview

This page provides information about the assessments for this unit.



### Cajun Folktales: Standards Overview

This page provides information about the standards addressed in the Cajun Folktales unit.



### Cajun Folktales: Let's Set the Context Videos



Approach guides

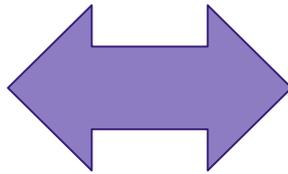
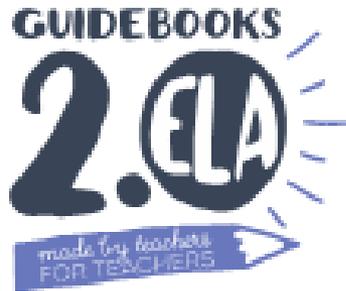
Learning tools

Instructional strategies

Videos for each unit

# Support for ELA Assessments

September Collaboration Session: *The Missing Link: From Guidebooks 2.0 to Summative Assessment*



Focusing on assessment support in the Guidebooks

# Social Studies Resources

To provide guidance for the planning of classroom instruction for social studies, the Department is in the process of updating the Social Studies Scope and Sequence documents for the 2017-2018 school year.



Grade Level	Link
Grade 3	Final <a href="#">Word</a> or <a href="#">PDF</a> Document
Grade 4	Final <a href="#">Word</a> or <a href="#">PDF</a> Document
Grade 5	Final <a href="#">Word</a> or <a href="#">PDF</a> Document
Grade 6	Final <a href="#">Word</a> or <a href="#">PDF</a> Document
Grade 7	Draft – <a href="#">Unit One</a>
Grade 8	Draft – <a href="#">Unit One</a>
Civics	Final <a href="#">Word</a> or <a href="#">PDF</a> Document

Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with any questions.

# 2017-2018 Compass Support

Starting again this school year, teachers in tested grades and subjects will receive value-added data, which will contribute to 35 percent of their total evaluation score.

More information on 2017-2018 VAM results will be provided in the upcoming New Evaluator Compass trainings and the **Value-Added FAQ to be released mid-September.**

September 11 8:00-3:00	Main High School Building LSMSA 715 University Parkway Natchitoches, LA 71457
September 15 8:00-3:00	EBR Instructional Resource Center 1022 South Foster Drive Baton Rouge, LA 70806
September 15 8:00-3:00	Acadia Parish School Board Educational Center 2122 North Parkerson Avenue Crowley, LA 70526

- The [morning sessions](#) (8:00 a.m.- 11:00 a.m.) will be training for **new evaluators**.
- The [afternoon sessions](#) (12:00 p.m.-3:00 p.m.) are designed to support 2017-2018 Compass implementation.
- Please see related training material for [morning sessions](#) and [afternoon sessions](#).

Please contact [compass@la.gov](mailto:compass@la.gov) with questions.

# Measuring Results: Assessment and Accountability Results

# 2016-2017 Assessment and Accountability Results

Throughout the summer and fall, the Department has released or will release data to be used by school and school system leaders to be used for 2018-2019 planning.

Data	Release Date	Location
3-8 LEAP 2025 assessments	June 2017	eDirect
High school assessments (EOC, ACT, AP)	Summer 2017	FTP
LEAP 2025 social studies assessment results	Mid-September	eDirect
2016-2017 K-12 School Performance Scores and letter grades	Late Fall	FTP and Louisiana School Finder
2016-2017 Early Childhood Performance Profiles	Late Fall	FTP and Louisiana School Finder
Principal and Superintendent Profiles	Winter	Louisiana Secure Reporting System
2016-2017 Transitional Student Growth Data	Winter	Compass Information System

# 2017 LEAP 2025 Social Studies Results

The LEAP 2025 social studies results\* and student reports will be released to school systems in eDirect in mid-September and posted to the [PK-8 Performance library](#). There will not be a public release of the data.

Please distribute the [Parent Guide to the 2017 LEAP Social Studies Results](#) to parents along with the student reports.

More information on the 2017 LEAP social studies assessments can be found in the [interpretive guide](#) in the Assessment Library.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

*\*LEAP ELA, math and science results were released in June and are available in eDIRECT.*

# 2016-2017 K-12 School Performance Scores

In order to provide families with information on school performance and progress, the **Department is releasing the Louisiana School Finder this fall in conjunction with the release of school performance scores (SPS).**

The new system will provide data traditionally found in Louisiana's school report cards as well as additional information on academic offerings, extracurricular activities, teacher workforce, discipline, and attendance.

You can view full screen shots of the current design [here](#), or attend the SPS session at the September supervisor collaborations

Email [jessica.baghian@la.gov](mailto:jessica.baghian@la.gov) with questions.

# 2016-2017 K-12 School Performance Scores

School Finder Key Dates	Date
School systems submit websites, social media, and clubs and sports information to Department.	Complete
School Finder previewed in detail with school system leaders at collaborations.	September 12, 14, 19, 20
School systems review “School Overview” information in School Finder system and make corrections in sponsor site.	Early Fall
Department engages with advocates, business and community leaders, and media across the state to build awareness of new system prior to release.	Fall
School Finder and 2017 report cards released and promoted with all stakeholder groups.	Late Fall
Schools hold parent nights to discuss school results.	Fall release-December

# 2016-2017 Early Childhood Performance Profiles

Performance profiles will be also shared through the Louisiana School Finder this fall.

Lead agencies are expected to develop a plan to engage their partners through each phase of the delivery to ensure that the performance profile release is successful in their community.

Date	Action Items
8/25/17	<ul style="list-style-type: none"><li>● Final CLASS™ scores were placed in FTP folders</li></ul>
Fall 2017	<ul style="list-style-type: none"><li>● Embargoed 2016-2017 performance profiles will be provided to lead agencies and sites via the School Finder staging site and FTP folders</li><li>● The Department will conduct calls with each lead agency</li><li>● In coordination with K-12, 2016-2017 performance profiles will be available publicly via School Finder website</li><li>● 2016-2017 Star Ratings will be publicly available</li></ul>

# 2016-2017 Superintendent and Principal Profiles

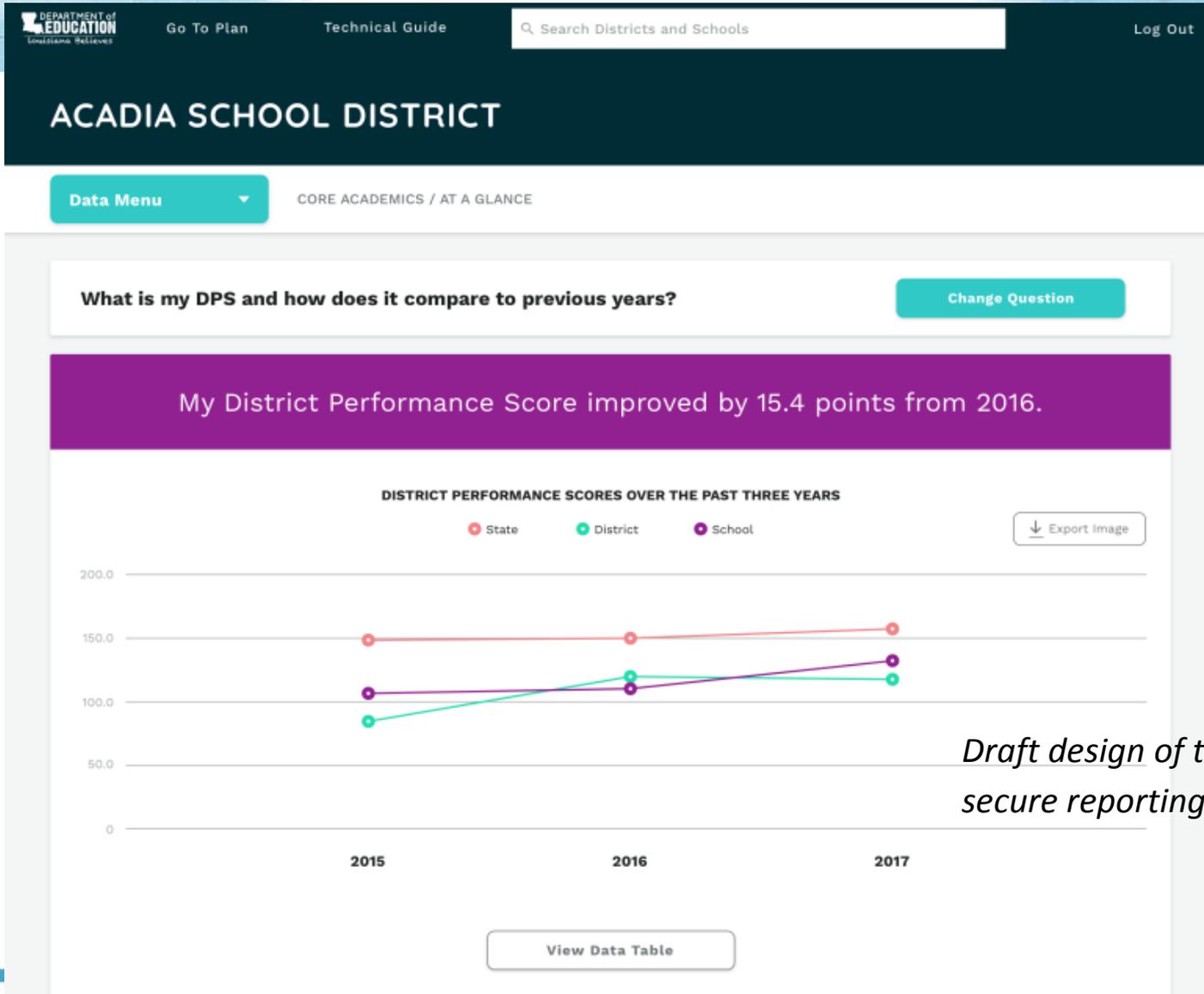
This winter, the Department will launch a new, interactive, secure superintendent and principal reporting system.

The new system will replace superintendent and principal profiles and workforce reports. This interactive system offers a number of features to support the district and school planning process:

- Important data across systems (early education, K-12, postsecondary, and talent), accessible in one, easy-to-use system
- Key questions to guide planning and decision making
- Visualizations and insight statements to help users interpret data
- An export function, including student rosters, to allow for deeper data exploration

This system will only be available to school and school system leaders and will not be made public.

# 2016-2017 Superintendent and Principal Profiles



# Key Dates for Profile Reporting

Key Dates	Date
2017 report cards and performance profiles released	Late fall
Profile preview at fall collaborations for principal and school system leaders	November 9, 13, 15 and 16
Profile system launch	Early winter
Principals and school system leaders use profile data to guide 2018-2019 academic planning	Winter

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# 2016-2017 Final Data Certification

**Data certification for DCAI and ACT is closed. Submissions for changes to assessment and early childhood data, including final *CLASS™* appeals should be requested by September 12.** The Department will work individually with systems that may need additional days as a result of the tropical storm.

**K-8 progress points rosters will be released later in the fall. There will be no additional data certification for these rosters since all data related to progress points should be checked on the assessment roster.**

This is the last opportunity for school systems and schools to request changes to data. When data certification closes, no additional changes will be made. Any data that is not corrected at this time **will not be grounds for a waiver or appeal** of the school and district performance scores when they are released per policy in Bulletin 111.

Contact [jennifer.baird@la.gov](mailto:jennifer.baird@la.gov) or [assessment@la.gov](mailto:assessment@la.gov) with questions.

# High School Growth to Mastery Student Roster

District-level high school growth to mastery student files that include individual goals for 2017-2018 were posted to the FTP in late August.

A [High School Progress Index FAQ](#) is available in the accountability library, which provides information on how goals were calculated as well as a description of the data included on the roster.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# Measuring Results: LEAP 360

# LEAP 360 Resources

- LEAP 360 supports schools and systems in reducing local assessment minutes while improving the quality of their tools.
- Many school systems have been administering LEAP 360 diagnostic assessments over the past month as they set goals for the 2017-2018 year. These assessments should replace previous assessment systems and not be used in addition to them.

Resource	Purpose
<a href="#">LEAP 360 Webpage</a>	Houses LEAP 360 resources including links to quick start guides, assessment guides, webinars, and more.
<a href="#">Diagnostic</a> and <a href="#">Interim Quick Start Guides</a>	Provides links to resources including assessment guides, test setup guides, educator scoring instructions, and how to access reports and assessments themselves.
<a href="#">Diagnostic</a> and <a href="#">Interim Teacher Access Links</a>	Allows educators to view diagnostic and interim assessments in a non-scoring environment.
<a href="#">A Teacher's Guide to LEAP 360</a>	Provides an overview of the LEAP 360 system, including: suggestions for student-centered goal-setting practices, how to connect results to instructional planning, how to interpret reports, and the design specifications of each unique assessment.

# LEAP 360 Availability Timeline

Resource	Availability	Purpose
K-2 Formative Tasks	Currently available in <a href="#">eDIRECT</a>	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	Currently available in <a href="#">eDIRECT</a>	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 <a href="#">eDIRECT</a> Form 2 coming Fall 2017 Form 3 (HS) coming Fall 2017	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)
Practice Tests	<a href="#">Teacher access</a> currently available (with update to grades 3-8 ELA coming Fall 2017) Student use coming Fall 2017	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

**Measuring Results:  
2017-2018 LEAP 2025 Assessment Administration**

# September Assessment Checklist

## Communication and Support

- **Sept 7:** [Data Coordinator Monthly Webinar](#)
- **Sept 12:** [Monthly Assessment and Accountability Call](#)
- **Sept 12, 14, 19, and 21:** [Supervisor](#) and [Teacher Leader](#) Collaborations

## Accountability and Assessment Preparation

- Ensure that all applicable staff members continuously evaluate the effectiveness of accessibility and accommodations and revise IEP, IAP, EL, and PNP documents as needed
- Begin test setup for high school LEAP 2025 practice tests
- Begin data submission, including class schedules (SIS) and accommodations (SIS and SER) and certify sponsor and site info in the sponsor site system for delivery of test materials
- Audit of Fall LEAP 2025 testers (TSDL)
- Receive annual AP participation materials
- Ensure all returning and new students enrolled for 2017-18 have been submitted to eScholar, review retirement/split IDs and make updates in applicable systems (LASID Audit #1)
- Submit class schedule corrections for LEAP 2025 testers

# September Assessment Checklist, Continued

## Accountability and Assessment Preparation

- **Sept:** Access high school LEAP 2025 OTTs and Student Tutorials available in eDIRECT
- **Sept 18–22:** Receive materials for ACT WorkKeys shipment(s) containing nonsecure and secure standard time and accommodation support materials
- **Sept 18–Oct 2:** Conduct pretest sessions for all ACT WorkKeys examinees and train room supervisors and proctors
- **Sept:** Begin test setup for LEAP 360 interim assessments
- **Late Sept:** Access technology readiness reports within the TRT and use them to begin planning for online assessments

## Assessment Administration and Reporting

- **Sept 29:** KEA and K–3 Literacy Assessments reporting deadline

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# October Assessment Checklist

## Communication and Support

- **Oct 10:** [Monthly Assessment and Accountability Call](#)

## Accountability and Assessment Preparation

- **Oct:** Deliver online test security and LEAP 2025 administration training to school test coordinators (STCs) and other applicable school and district personnel for fall high school LEAP 2025
- **Oct:** Review retirement/split IDs and make updates to applicable systems (LASID Audit #2)
- **Oct:** Ensure accommodations are updated in SIS (504) and SER (IEP) to populate the precoded assessment files
- **Oct 1:** Register school via [MyNAEP](#) (selected schools)
- **Oct 10:** Manage user accounts in eDIRECT for fall high school LEAP 2025 assessments
- **Oct 28:** Finalize IEP, IAP, and LEP accommodations prior to fall high school LEAP 2025 administration

## Assessment Administration and Reporting

- **Oct 3-17:** ACT WorkKeys accommodations and testing window
- **Oct 18:** ACT WorkKeys accommodations and supports test materials returned via the prescheduled pickup
- **Oct 27:** Deadline for ACT to receive ACT WorkKeys answer documents from schools
- **Oct 3-April 13:** ACT WorkKeys **online** testing window

# LEAP 2025 Embedded Field Testing

All LEAP 2025 tests will have embedded field test items.

ELA	Math	Social Studies
<ul style="list-style-type: none"><li>• embedded in session 3</li><li>• minor design changes to reduce operational testing</li><li>• session time changes</li></ul>	<ul style="list-style-type: none"><li>• embedded in each session</li><li>• session time changes</li></ul>	<ul style="list-style-type: none"><li>• no changes from previous administration</li></ul>

Specific information can be found in the [Assessment Guides](#) for each grade, subject, or course.

The 4-level EOC Biology test will have embedded field test items that may be used to build the new 5-level LEAP 2025 Biology test to be administered beginning Fall 2018. A field test guide and updated OTT will be available Winter 2017-2018.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# LEAP 2025 Science Field Tests for Grades 3-8

The LEAP 2025 Science Field Test for grades 3-8 will be administered this school year. There will not be an operational science test in grades 3-8.

The field test will be

- aligned to the newly adopted [Louisiana Student Standards for Science](#)
- two sessions in length
- administered within the grades 3-8 testing window
- shortened forms containing four to five item sets (depending upon grade level), a handful of stand-alone items, and a task set

The scores from science field tests will not be used in the calculation of the 2018 SPS. Comparable to policy for social studies in the 2016 SPS, the higher of the two science indices from 2016 and 2017 will be used to award science points in the 2018 SPS.

[Field Test Assessment Guides](#) and OTTs will be available this winter.

# LEAP 2025 Assessment Guides

LEAP 2025	
<a href="#">ELA, Math, and Social Studies (grades 3-8)</a>	Updated 8/22/2017
<a href="#">English I</a>	
<a href="#">English II</a>	
<a href="#">Algebra I</a>	Updated 8/22/2017; will update again Fall 2017
<a href="#">Geometry</a>	
<a href="#">U.S. History</a>	Available now; updates coming Fall 2017

Based on feedback from educators, the assessment guides have been updated and are currently available in the [Assessment Guidance](#) library.

## Primary updates

- session times for ELA and math
- minor ELA design changes to reduce testing

The updated guides include a box on the first page with primary updates and internal links as well as an additional appendix for a more descriptive update log.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# 2017-2018 Assessments: High School Transition

Beginning in 2017-2018, **Louisiana is transitioning to five-level high school assessments**, which include:

- **Providing an English I exam rather than English III**, which will phase out over time; allows accurate assessment of ELA success in earlier years and reduces testing in upper grades as students are exploring a variety of pathways.
- **Reporting a greater differentiation of performance and allowing high schools to earn recognition for three levels of performance** rather than two, as is true in elementary and middle schools.
- **Allowing consistent measurement of achievement and growth/progress** from grade 3 through high school.
- **Maintaining consistency in graduation requirements**; passing score is comparable and second-lowest achievement level is comparable across four- and five-level tests (Fair or Approaching Basic).

# High School Transition, Continued

- The **Biology EOC test in 2017-2018 retains the same operational design as previous years**; Spring 2018 Biology EOC will include embedded field test items to create the new LEAP 2025 Biology assessment that will be administered in 2018-2019.
- **The English III EOC retains the same operational design as previous years for those students needing English III to meet graduation requirements.**

**Practice tests** for LEAP 2025 Algebra I, Geometry, English I, English II, and U.S. History will be available this Fall.

For more information, please refer to the [frequently asked questions document](#) in the [Assessment Library](#) or email [assessment@la.gov](mailto:assessment@la.gov).

# LEAP 2025 High School Assessment Resources

In late August, the Department hosted the LEAP 2025 High School Assessment Webinars, which covered information on the new five-level assessments for U.S. History, Algebra I, Geometry, English I, and English II. These webinars were recorded and will be posted in the [Assessment Guidance library](#) this month.

The webinars contained information on

- key features of the assessment guides;
- sample test items; and
- connections between assessment and instruction.

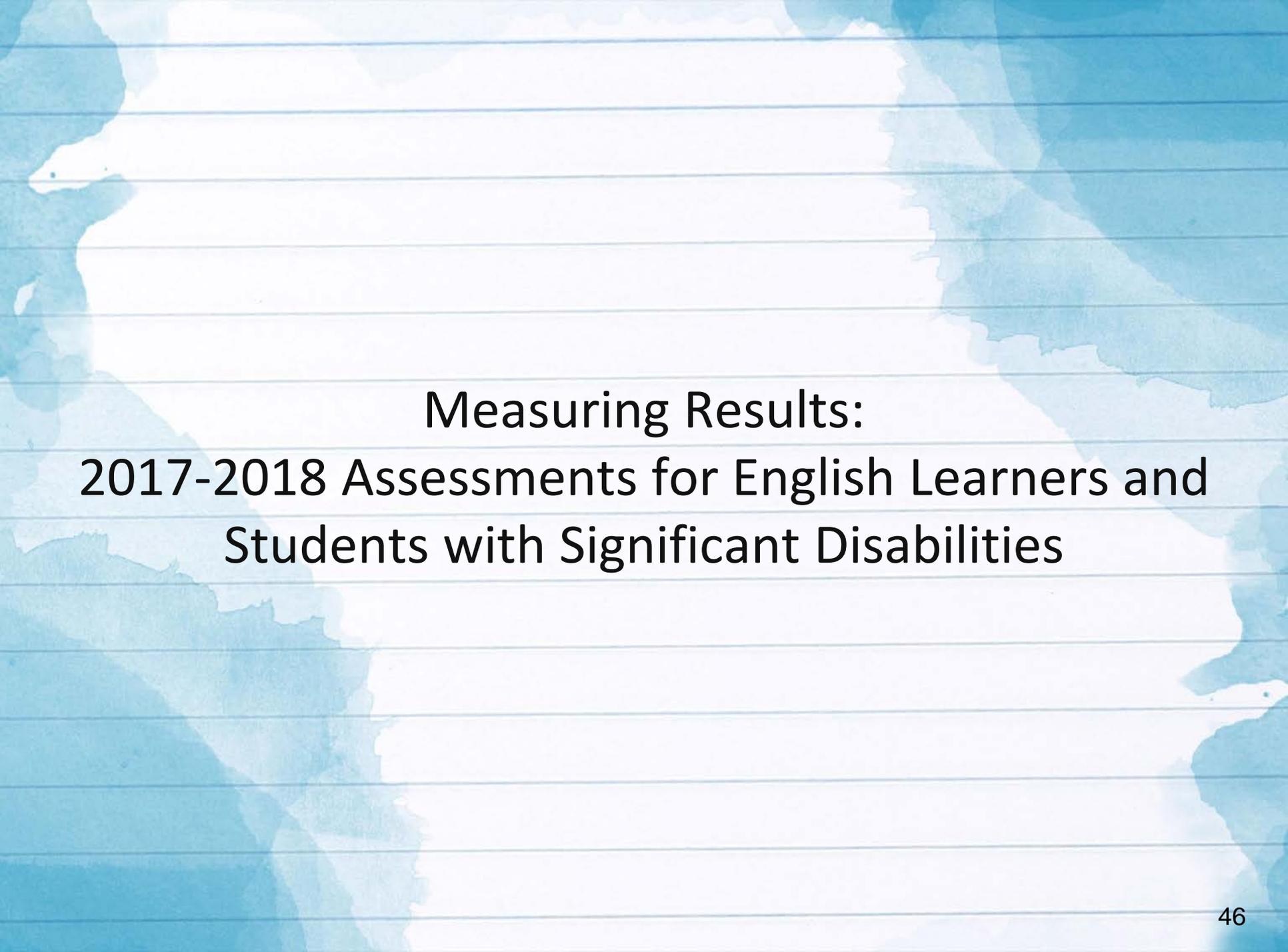
The best way to prepare teachers and students for the new LEAP 2025 high school assessments is to ensure clarity of the shifts called for by the Louisiana Student Standards for math and ELA. To see how the assessments are designed to support strong instruction, go to the [Appendix slides](#) in this presentation.

Please email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# LEAP 2025 High School Practice Tests

- The teacher access link for high school LEAP 2025 practice tests is now available.
- Teachers can view the practice tests by accessing the [Teacher Access link](#) in Google Chrome and entering the username and password for that assessment.
- **The high school practice tests will be available for student use this fall.**

Practice Test	Username	Login
English I	ENG1	teach2025
English II	ENG2	teach2025
Algebra I	ALG1	teach2025
Geometry	GEO	teach2025
US History	USHIST	teach2025



**Measuring Results:  
2017-2018 Assessments for English Learners and  
Students with Significant Disabilities**

# English Language Proficiency Test

The English Language Proficiency Test (ELPT) will be aligned to the Louisiana Connectors for English Learners. Specifically, the new assessment will:

- assess speaking, listening, reading, and writing on six grade bands (kindergarten, 1, 2-3, 4-5, 6-8, 9-12);
- report on five performance levels in each domain and three overall proficiency determinations (proficient, progressing, or emerging);
- be administered in an online platform in Spring 2018.

Administration guidance and assessment guides will be released this fall. The Department will continue to host trainings at the September and November collaborations to review this test in depth.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# LEAP Connect General Information

The new LEAP Connect will be aligned to the Louisiana Connectors for Students with Significant Disabilities.

- Currently in development; to be administered in the Spring of 2018
- Math and ELA (reading and writing) assessments for grades 3-8 and 11
- 30-40 items for each subject, mostly selected response, with scripted directions for test administration
- Direct student interaction with online testing program with or without test administrator support
- Items at varying degrees of complexity that measure the same academic skill

Administration guidance and assessment guides will be released this fall. The Department will continue to hosting trainings at the September and November collaborations to review this test in depth. The LAA1 Science assessment will still be administered in grades 4, 8, and 11.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# LEAP Connect Transition

Louisiana is transitioning the assessment for students with significant disabilities to align with the ELA and Math Louisiana Connector Standards. This means the following for each grade level:

- **Grades 3-8 ELA and math:** Assessed with LEAP Connect assessment
- **Grades 4, 8, and 11 science:** Assessed with current LAA 1 science assessment
- **High school ELA and math:** The grade 10 assessment will transition to grade 11 in the 2018-2019 school year. *Therefore, this is a transition year for high school.*
  - **Students in grade 10 last year (2016-2017)** who took the LAA 1 ELA and math assessments and met the graduation requirement will **not** take the ELA or mathematics LEAP Connect assessments in grade 11 (current year).
  - **Current grade 10 students** will not take LAA 1 exam and will instead take LEAP Connect in 2018-2019 (grade 11).
  - Students who are part of the third year assessment cohort or who need to participate in LAA 1 ELA and math to meet specific requirements will take the LAA 1 ELA and math assessment.

# LEAP Connect Transition

The assessments required for students with significant disabilities is outlined in the table below.

	2016-2017	2017-2018	2019 and beyond
LAA1 Science	Grades 4, 8, 11	Grades 4, 8, 11	TBD
LAA1 ELA/math (old)	Grades 3-8, 10	Students needing to take ELA/math by 3 <sup>rd</sup> year of high school	n/a
LEAP Connect ELA/Math (new)	N/A	Grades 3-8	Grades 3-8, 11

# Measuring Results: Data Systems and Privacy

# 2017-2018 Data Systems: School Startup Activities

## eScholar Uniq-ID

- **By September 29:** Upload 2017-2018 enrollments to obtain Unique IDs (LASIDs) and/or update student demographic information.
- It is imperative that these numbers be accurate, and that students have one and only one LASID throughout their public school experience. The biggest problem in the past has been with duplicate or incorrectly assigned LASIDs which can cause erroneous dropouts and zeros in accountability. We have added several steps to our LASID audit and LEA review process to ensure a student has only one LASID.

## eScholar DirectMatch

- There is a new automated process for matching student data to the monthly Supplemental Nutrition Assistance Program (SNAP) data to determine free lunch benefits.

## 2017-18 LEA Contact List

- Please review the 2017-18 LEA Contact list posted on [LDOE INSIGHT Coordinator Portal](#) and identify any updates needed to the LEA contact person for each Data System.

Email [systemsupport@la.gov](mailto:systemsupport@la.gov) with questions.

# 2017-18 Data Systems: Open Data Collection Periods

## **October 1 MFP - for the purpose of MFP funding**

- **School Calendar System (SPC):** Update of 2017-2018 school operational calendars
- **Student Information System (SIS):** Student demographic, attendance, discipline, and free/reduced lunch updates

## **October 1 IDEA - for the purpose of IDEA funding and reporting**

- **Special Education Reporting System (SER):** Update of information for students receiving special education services

## **October 1 BUDGETED - for the purpose of Workforce and Financial Reporting**

- **Profile of Educational Personnel (PEP):** School staff demographics, responsibilities, and funding.

## **Teacher Student Data Link (TSDL): for the purpose of pre-gridding EOC documents**

- Opened August 4 with LEA submission deadline of September 25.

Email [SystemSupport@la.gov](mailto:SystemSupport@la.gov) with questions.

# Data Sharing Agreements and Addenda Updates

- Pursuant to R.S. 17:3914, school systems must have a contract or data sharing agreement in place with private vendors that deliver services in order to share personally identifiable student data.
- Many school systems have already submitted addenda to become party to our existing data sharing agreements during the previous years.
- In preparation for the 2017-2018 school year, the Department has prepared guidance and next steps regarding previously established MOUs and addenda in the [2017-2018 Data Sharing Agreements and Addenda Updates document](#).
- To verify which agreements school systems have already opted into, please review the [tracking chart](#). This chart is updated weekly as additional addenda are submitted to LDOE.

Please email [ldedata@la.gov](mailto:ldedata@la.gov) with questions.

# Educator Workforce

# Believe and Prepare: Resident and Mentor Teacher Stipends

In 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**.

These funds will be allocated to school systems where residents are completing their residencies.

BESE will consider allocations for undergraduate resident and mentor stipends in October 2017 based on **mentor and resident data collected from school systems** to ensure that the funds for these stipends are allocated correctly.

Email [believeandprepare@la.gov](mailto:believeandprepare@la.gov) with questions.

# Believe and Prepare: Mentor and Resident Data Collection

Starting in July 2018, all teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum. Over the next three years, Louisiana will establish a cohort of at least 2,500 trained mentors, who are equipped to support yearlong residents and other new or developing teachers.

**To support mentor teachers, the Department will offer statewide training beginning late fall of 2017.**

Earlier this month, the Department issued a [data collection template](#) to school systems and preparation providers to nominate teachers to attend training and to record pertinent mentor and resident data.

- Mentor and resident **data collection templates are due this Friday, September 8**, via the FTP.
- The data collection template includes the number of mentor training seats each system has been allocated for the training.

For questions related to the data collection template, please refer to the [FAQ](#) or email [believeandprepare@la.gov](mailto:believeandprepare@la.gov) with questions.

# Believe and Prepare: Support for Rural Communities

In response to conversations with school system leaders, the Department has launched an effort to explore teacher workforce strengths, challenges, and potential supports for rural school systems.

A key element of this effort was the educator survey conducted last month to deepen the Department's understanding of teachers' experiences in rural areas. **We would like to thank all school systems for encouraging your teaching staff to complete the anonymous educator survey.**

The LSU Public Policy Lab, which administered the survey, is currently analyzing the data. We look forward to learning from the data and sharing the results in September.

The Department will hold briefing meetings for district leaders as well.

Please contact [believeandprepare@la.gov](mailto:believeandprepare@la.gov) with questions.

# Nominations for 2019 Teacher and Principal of the Year

The Louisiana Department of Education recognizes that great teachers and school leaders are critical to student success. Annually, the Department, along with [Dream Teachers](#) and the [LA Association of Principals](#), honors the state's most exceptional educators through the Teacher and Principal of the Year programs.

Part of the selection process for naming the school system and state-level winners includes recommendations from teachers, principals, school system employees, parents, colleagues, and community members.

If you or someone you know meets the criteria below, please submit a [nomination](#).

- Demonstrates excellence in teaching or school leadership, guiding students of all backgrounds and abilities to achieve excellence.
- Demonstrates leadership and innovation in and outside of the classroom walls.
- Embodies lifelong learning.
- Collaborates with colleagues, students, and families to create a culture of respect and success.

**Nominations must be submitted by September 29, 2017 and may be made via the [nominations portal](#).**

Nominations will be sent to the local school system for consideration as they select their top candidates.

Contact [excellenteducators@la.gov](mailto:excellenteducators@la.gov) with questions.

# Personnel Director Office Hours

The Talent Office will hold dedicated office hours each week for Personnel Directors.

During office hours, certification specialists will be available to answer questions about individual certification applications, as well as certification policies and procedures.

**Office hours began yesterday, September 5, and will be held every Tuesday, Wednesday, and Thursday from 9:00 a.m.–10:00 a.m. and from 3:00 p.m.–4:00 p.m.**

To schedule time with a certification specialist, please use the [Office Hours Scheduling Portal](#). The scheduling portal is also posted on Teach LA on the personnel director page.

Please contact [Sara.Strickland@la.gov](mailto:Sara.Strickland@la.gov) with questions.

# Graduation Pathways

# Financial Aid Planning

**Graduates of the Class of 2018 will now be required to complete the FAFSA or seek a waiver in order to graduate.** The Department is working with education and business leaders this year to provide students and families with the tools and resources they need to meet this requirement.

## **Financial Aid workgroup:**

The Financial Aid Working Group met on September 1 to discuss data regarding the state of financial aid in Louisiana. The work group will release a report of its findings later this month.

## **FAFSA 2018-2019 application:**

- The 2018-2019 FAFSA application will open on October 1, 2017. Students/parents should fill out the application as early as possible to be eligible for all opportunities and meet graduation requirements.
- Counselors will be trained on financial aid policies and provided with resources to support FAFSA completion at the October Counselor Collaborations.

## **Financial Aid Resources:**

Visit the [Financial Aid Homepage](#) for more information or email [ldefinancialaid@la.gov](mailto:ldefinancialaid@la.gov) with questions, assistance with FAFSA completion or to submit an event to the [Financial Aid Planning Calendar of Events](#)

# Fall 2017 LDOE Counselor Collaborations

The [Fall 2017 Counselor Collaborations](#) will focus on and financial aid access for all students and implementing appropriate student graduation pathways. **High school and middle school counselors are encouraged to attend a collaboration in their area;** however, they may attend one outside their area if necessary.

Date	Time	Network	Location
10/3/17	9:00 am - 11:00 am	A	Bossier Instructional Center, Bossier
10/3/17	1:00 pm - 3:00 pm	A	Sabine Parish School Board Office, Many
10/10/17	10:00 am - 12:00 pm	A	Ouachita Parish Student Support Services, West Monroe
10/10/17	9:00 am - 12:30 pm	C	Treen Technology Center, Mandeville
10/11/17	1:00 pm - 3:00 pm	A	Avoyelles Parish Media Center, Marksville
10/12/17	9:00 am - 12:30 pm	C	LSDVI, Baton Rouge
10/17/17	9:00 am - 12:00 pm	B	Acadia Parish Educational Center
10/19/17	9:00 am - 12:00 pm	B	St. Charles Schools Professional Learning Center

Please contact [jumpstart@la.gov](mailto:jumpstart@la.gov) with any questions.

# Jobs for America's Graduates-Louisiana

Jobs for America's Graduates-Louisiana (JAG-LA) supervisors and principals not able to attend the JAG-LA supervisor meeting at the June conference, must attend a mandatory webinar on Tuesday, September 12, 2017 at 1:00 pm for information on the JAG-LA model including funding, competencies, and reporting.

To join the webinar:

- Go to <https://louisianaschools.adobeconnect.com/rqdlpcewr151/>
- Dial into the phone bridge: 855-240-2575
- When prompted, please give meeting ID #70296931
- You will need to identify yourself in order to be placed into the meeting.

Please email [dianna.keller@la.gov](mailto:dianna.keller@la.gov) with questions.

# Course Choice funded by SCA

Supplemental Course Allocation (SCA) gives school systems and schools an MFP allocation related to the cost of high school credit courses.

**The fall enrollment deadline is September 11, 2017 for K-12 course choice enrollments.** All enrollments should be documented on the enrollment website: <https://lacourses.net/>

Dual Enrollment registration will occur directly with the post-secondary institution. Please check with the institution for their registration period.

Please contact [sca@la.gov](mailto:sca@la.gov) with any questions.

# Save-the-Date: 2018 Jump Start Convention

**The 2018 Jump Start Convention will be held on January 23, 2018 at the Raising Cane's River Center in Baton Rouge.**

Attendees of the convention will include school system administrators, high school principals, Jump Start regional team members, and regional economic development and workforce development organizations.

More details will be released later this year including registration and session information.

Email [jumpstart@la.gov](mailto:jumpstart@la.gov) with questions.

# Call Summary

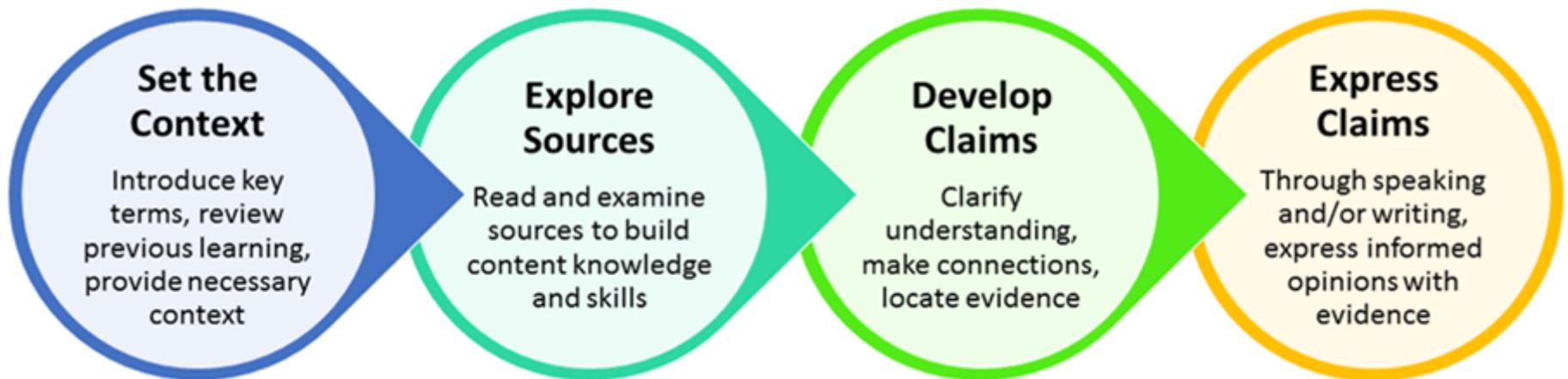
# Call Summary

Month	Key Deadlines	Support and Resources
September	<ul style="list-style-type: none"> <li>● <b>Sept 8:</b> Believe and Prepare mentor and resident <a href="#">data collection template</a> due</li> <li>● <b>Sept 11:</b> Course Choice enrollment deadline</li> <li>● <b>Sept 12:</b> Deadline to request assessment data corrections for 16-17 SPS</li> <li>● <b>Sept 15:</b> <a href="#">School Redesign Planning grants</a> due</li> <li>● <b>Sept 29:</b> <a href="#">School Redesign Grants</a> due</li> <li>● <b>Sept 25:</b> Deadline to submit TSDL data</li> <li>● <b>Sept 29:</b> Deadline to report KEA and K-3 literacy assessments</li> <li>● <b>Sept 29:</b> Deadline to upload 2017-2018 enrollments to SIS</li> <li>● <a href="#">Nominations</a> for Teacher and Principal of the Year due</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sept 7:</b> Data Coordinator Monthly Webinar</li> <li>● Sept 12, 14, 19 and 20: Teacher Leader and Supervisor Collaborations</li> <li>● <b>Sept 12:</b> JAG-LA webinar</li> <li>● <b>Sept 12:</b> Monthly Assessment and Accountability Call</li> <li>● <b>Ongoing:</b> Personnel Director office hours every Tues-Thurs</li> <li>● <a href="#">LEAP 2025 Assessment Guides</a></li> <li>● <a href="#">Lead Agency Guidebook</a></li> <li>● <a href="#">LEAP 360</a></li> <li>● <a href="#">Math planning tools</a></li> <li>● <a href="#">Science scope and sequence docs</a></li> <li>● High School Progress Index FAQ</li> </ul>
October	<ul style="list-style-type: none"> <li>● <b>Oct 3:</b> ACT/WorkKeys testing window opens</li> <li>● <b>October:</b> October reporting (MFP, IDEA and Budgeted)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Oct 1:</b> 2017-2018 FAFSA application released</li> <li>● <b>Oct 3-19:</b> <a href="#">Counselor Collaborations</a></li> <li>● <b>Oct 10:</b> Monthly Assessment and Accountability Call</li> <li>● <b>Ongoing:</b> Personnel Director office hours every Tues-Thurs</li> <li>● <a href="#">LDOE INSIGHT Coordinator Portal</a></li> <li>● Financial Aid homepage</li> </ul>

# Appendix

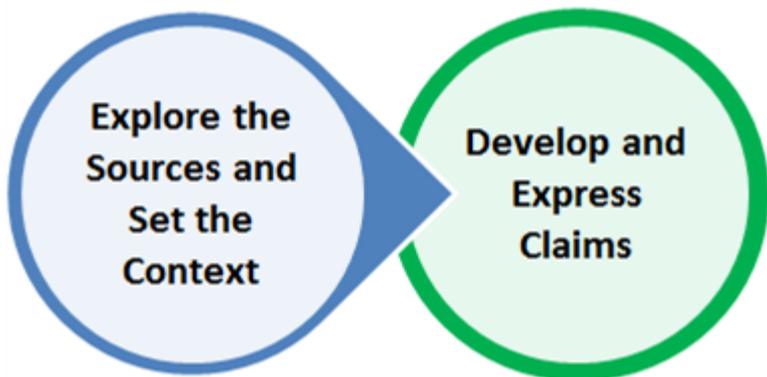
# LEAP 2025 U.S. History Assessment Webinar Highlights

Instructional priorities support the social studies vision, and the summative assessment reflects the instructional priorities for social studies.



The LEAP 2025 tasks are more thematic in approach and are constructed in such a way as to provide students with opportunities to make connections and show relationships among ideas, people, and events within and across time and/or place.

# What does this look like on the LEAP 2025 assessment?



Read and study the sources about the American transportation system in the late nineteenth and early twentieth centuries. As you read the four sources, think about how the development of the transportation system in the United States affected the country economically and culturally. After you read the sources, answer the questions.

Source 1: Map of Railroad Networks (1870–1890)

Source 2: Excerpt from *Facing Aviation's Critics*

Source 3: Excerpt from *The Story of My Life*

Source 4: Three tables showing transportation industry statistics (1910-1940)

Based on the sources and your knowledge of U.S. history, **analyze how the development of the transportation system in the United States affected the country economically and culturally in the late nineteenth and early twentieth centuries.**

# LEAP 2025 English I and English II Assessment Webinar Highlights

INTEGRATED approach to reading and writing that reflects instruction in an effective ELA classroom:

- careful, close reading of complex, grade-level literary and informational texts
- a full range of texts from across the disciplines, including science, social studies, and the arts
- tasks that integrate key ELA skills by asking students to read text(s), answer reading and vocabulary questions about the text(s), and then write using evidence from what they have read
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- a focus on words that matter most in texts, that are essential to understanding a particular text, and that include context that allows a student to determine literal and figurative meanings

# ELA Goals: LEAP 2025 Task

## LEAP 2025 Prose-Constructed Response

### Sample Item

As you read the passage from the poem *The Odyssey* and the passage from *Odysseus*, think about how each author transforms the material.

Write an essay that analyzes how McCaughrean draws on and transforms a particular passage from Pope's translation of *The Odyssey* in her narrative retelling titled *Odysseus*.

Include how the two selections are alike and different. Be sure to provide details from the selections to support your ideas and claims.

## Read and comprehend complex texts:

- Use language and vocabulary to comprehend what the text says
- Use topics, themes, and main ideas to comprehend what the text means

## Express understanding of complex texts:

- Build opinions about the text using evidence (through discussion)
- Assert claims about the text using evidence (through writing)

# ELA Goals: Guidebook Task

## English Language Arts Guidebook Task

How does *The Metamorphosis* by Franz Kafka draw on and transform the myth “The Transformation of Arachne into a Spider” from Ovid’s *Metamorphoses*, and by doing so, meet the criteria for magical realism?

**Write an explanatory essay using proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence, including direct quotations and parenthetical citations.**

## Read and comprehend complex texts:

- Use language and vocabulary to comprehend what the text says
- Use topics, themes, and main ideas to comprehend what the text means

## Express understanding of complex texts:

- Build opinions about the text using evidence (through discussion)
- Assert claims about the text using evidence (through writing)

# ELA Goals: Guidebook Lesson

## English Language Arts Guidebook Lesson

Divide the class into pairs and have students read paragraphs 1-22 of *The Metamorphosis* by Franz Kafka with their partner. Instruct students to annotate the text in the margins and **to highlight unfamiliar words, choosing five to define in context.**

Then have students **discuss post-reading questions 1-5 with their partner and put their answers to the questions in their reading logs.**

**Conduct a whole-class discussion of the following question: “In your opinion, which word best describes Gregor Samsa: self-sacrificing, discontented, or subservient?”** Have them write their answers in their reading logs, making sure they include evidence from paragraphs 1-22 to support their answer

## Read and comprehend complex texts:

- Use language and vocabulary to comprehend what the text says
- Use topics, themes, and main ideas to comprehend what the text means

## Express understanding of complex texts:

- Build opinions about the text using evidence (through discussion)
- Assert claims about the text using evidence (through writing)

# LEAP 2025 Algebra I and Geometry Assessments Webinar Highlights

LEAP 2025 assessments focus where Louisiana Student Standards for Mathematics focus:

Conceptual Understanding	Procedural Skill and Fluency	Application
<ul style="list-style-type: none"><li>• <i>Understand, recognize, interpret</i></li><li>• How operations/skills are related</li><li>• How algorithms are developed</li><li>• How one skill builds a foundation for the next</li></ul>	<ul style="list-style-type: none"><li>• <i>Fluently, find, solve</i></li><li>• Accuracy, efficiency, flexibility</li><li>• Built from foundation in conceptual understanding</li><li>• Adds to foundation in application and solving more complex problems</li></ul>	<ul style="list-style-type: none"><li>• <i>Word problems, real-world, context</i></li><li>• Problem-solving in meaningful, relevant context</li><li>• Expression in mathematical reasoning</li><li>• Modeling symbolically and by design</li><li>• Interpreting what the symbolic modeling represents in the real world</li></ul>

# LEAP 2025 Algebra I Sample Task

A quality-control technician at a candle factory tested eight 16-ounce candles, each 3 inches in diameter. These candles came from the same production run. The table shows the decrease in weight of each candle after burning for 3 hours. Candle makers believe that the rate at which the candles burn is constant.

candle	1	2	3	4	5	6	7	8
weight loss (ounces)	0.5	0.6	0.5	0.7	0.7	0.5	0.5	0.6

**Write an equation** that can be used **to model the weight,  $w$ , of such a candle as a function of the number,  $h$  hours burning.** Then, **explain how the equation can be used to predict the weight of a candle that has burned for 5 hours.**

Conceptual Understanding	Procedural Skill and Fluency	Application
<ul style="list-style-type: none"><li>•How operations/skills are related</li></ul>	<ul style="list-style-type: none"><li>•Accuracy, efficiency, flexibility</li></ul>	<ul style="list-style-type: none"><li>•Modeling symbolically and by design</li><li>•Interpreting what the symbolic modeling represents in the real world</li></ul>