Content Focused Observations: ELA

Session Logistics and Engagement

Logistics for Today

- Identify 1 or 2 people as discussion partners.

- Access the "**Content Focused Observations: ELA"** session materials on the Teacher Leader Summit Webpage and the links below.

  - Session Presentation

  - Louisiana Principal's Teaching and Learning Guidebook

  - Instructional Guide to Observation and Feedback: ELA

- Please silence all electronic devices

Louisiana Believes.

Today's Goal

Today we will answer these questions:

1. What are the Compass improvements for 2015-2016?

2. How does observation and feedback connect to the goal setting component of instructional leadership?

3. What methods and tools are available to help monitor progress toward goals?

4. What does quality content area feedback in ELA look like throughout the observation support cycle?

Agenda

- Compass Improvements 2015-2016

- Connecting Goals to Educator Support
  – Monitoring Progress: Observation & Feedback
  – Differentiating Support

- Focused Observation & Feedback Practices: ELA
  – Case Study Discussion
  – Video Activity

- Closing Reflection

Compass Improvements

Louisiana educators helped create a more authentic educator evaluation process. The Act 240 Subcommittee reviewed Compass and noted that all schools need a leader who:

1. Sets academic improvement goals and the direction for the school

2. Implements structures and processes designed to improve instruction

3. Uses multiple measures to evaluate and provide feedback to all teachers

The Department will support principals in this work through:

- **Policy Improvements** based on recommendations

- **Resources** to provide principals support with instructional decisions

- **Direct supports** that target school-wide instructional structures and skill development

Louisiana Believes.

Compass Improvements: Policy

Policy Improvements based on recommendations:

1. Transition policies extended to ensure all educators and students have time to learn higher expectations
2. Trusting principals through removal of the ineffective override
3. Multiple measures of student growth considered for teachers
4. Aligned principal accountability through goals based in SPS

Louisiana Believes.

Compass Improvements: Transition Policy

Transition Policy

"Time to learn" policies extended through 2015-2016 to establish a two year baseline.

Teacher Accountability

- For the 2013-2016 school years, transitional student growth data (TSGD) produced for use.
- At the evaluator's discretion, TSGD can be used as a measure of student growth.
- LEAs may define local rules pertaining to the use of such data.

Transition policies are also in place for school and student accountability. Click here for more information.

Compass Improvements: Overview

Policy Improvements based on recommendations

Improvements	2014-2015	2015-2016	2016-2017
	No Changes	Removal of Ineffective Override	VAM is available
Samples and Details	Professional Practice: 3	Professional Practice: 3	**When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level**, based on the teacher's student learning target performance.
	Student Growth: 1	Student Growth: 1	*Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.*
	Overall: Ineffective (Override)	Overall: 2 (Effective Emerging)	

Compass Improvements:
Removal of Ineffective Override

PRIOR TO 2015-2016: If ineffective in the student growth or the qualitative evaluation, the teacher or leader automatically received an overall final evaluation rating of ineffective.

BEGINNING WITH THE 2015-2016 SCHOOL YEAR, the automatic "override" **will not apply.**

OVERRIDE EXAMPLE 1			
	Student Growth Score	**Professional Practice Score**	**Overall Rating**
Prior to 2015-2016	1	4	1 (Ineffective)
2015-2016	1	4	2.5 (Effective: Proficient)
OVERRIDE EXAMPLE 2			
	Student Growth Score	**Professional Practice Score**	**Overall Rating**
Prior to 2015-2016	2.5	1	1 (Ineffective)
2015-2016	2.5	1	1.75 (Effective Emerging)

Louisiana Believes.

Compass Improvements:
Multiple Measures 2015-2016

STUDENT GROWTH IN LEARNING

Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

A **minimum of two student-learning targets** shall be identified for each teacher.

Student learning targets shall include goals:
- which express an expectation of growth in student achievement over a given period of time
- use common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence

Compass Improvements: Multiple Measures 2016-2017

STUDENT GROWTH IN LEARNING WHEN VALUE ADDED DATA IS AVAILABLE

- Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

- A **minimum of two student-learning targets** shall be identified for each teacher.

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

Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.

Louisiana Believes.

Compass Improvements: Principal Goal Setting

PRIOR TO 2015-2016: Principal set a minimum of two goals, which express an expectation of student growth. SPS available for use as the measure of student growth.

BEGINNING 2015-2016: Principals will set goals where two are based in SPS with:

- One goal based on overall SPS improvement
- One goal aligned to components of school performance improvement

| Sample Principal Goals: PRIOR to 2015-2016 |
|---|
| **Goal 1**: 80% of students in **grade 3** will meet or exceed 80% proficiency on the end of year teacher administered **math fluency** assessment. |
| **Goal 2**: 80% of my **teachers** will score a 3 or higher on their **end of year Compass** ratings. |
| **Sample Principal Goals: BEGINNING 2015-2016** |
| **Goal 1:** Current year student achievement, as measured by **SPS**, will meet or exceed _____ which is an increase of _____ points in overall SPS. |
| **Goal 2:** Current year student achievement, as measured by the **Math Assessment Index**, will meet or exceed _____. |

Louisiana Believes.

Compass Improvements: Resources

This guidebook illustrates the tools the Department provides principals to:

- Build a team;
- Choose and use curriculum, assessments, professional development, and collaboration; and
- Set goals and provide support to teachers.

Principals can choose to access the content in a way that best supports their efforts to:

- Set goals and the direction for the school
- Implement structures and processes for improvement
- Evaluate and provide feedback to all teachers
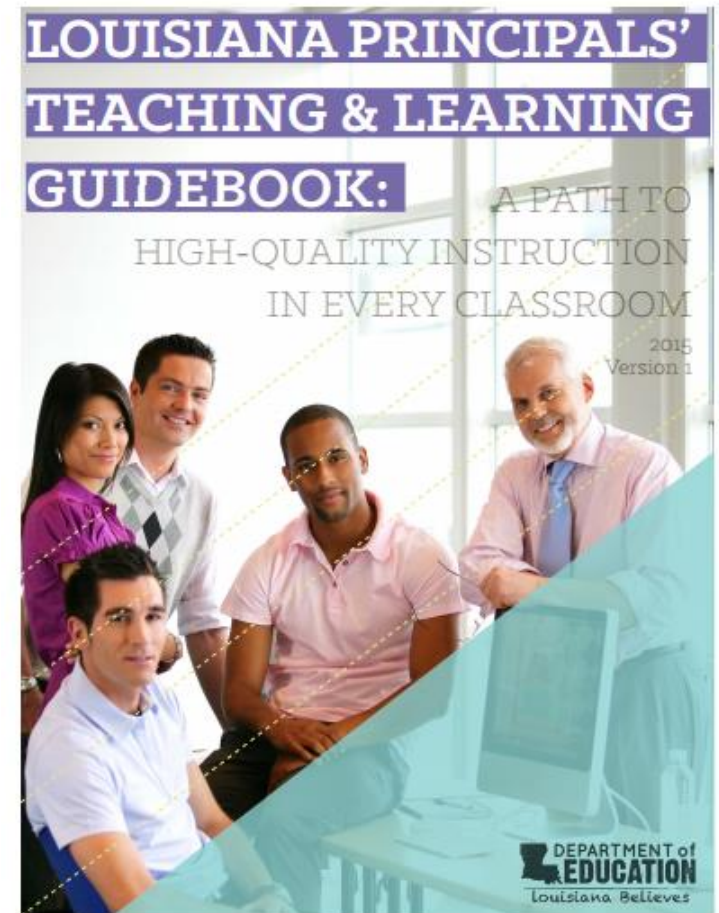

Louisiana Believes.

Agenda

- Compass Improvements 2015-2016

- Connecting Goals to Educator Support
  - Monitoring Progress: Observation & Feedback
  - Differentiating Support

- Focused Observation & Feedback Practices: ELA
  - Case Study Discussion
  - Video Lesson Activity

- Closing Reflection

Instructional Leadership

Part III: Instructional Leadership (Goals and Support):

- Understanding Results
- Setting Goals: Principal and Others
- Monitoring Progress: Common assessment, Observations & Feedback
- Differentiate Teacher Support
- End of Year Reflection
- Teacher Placement and Management
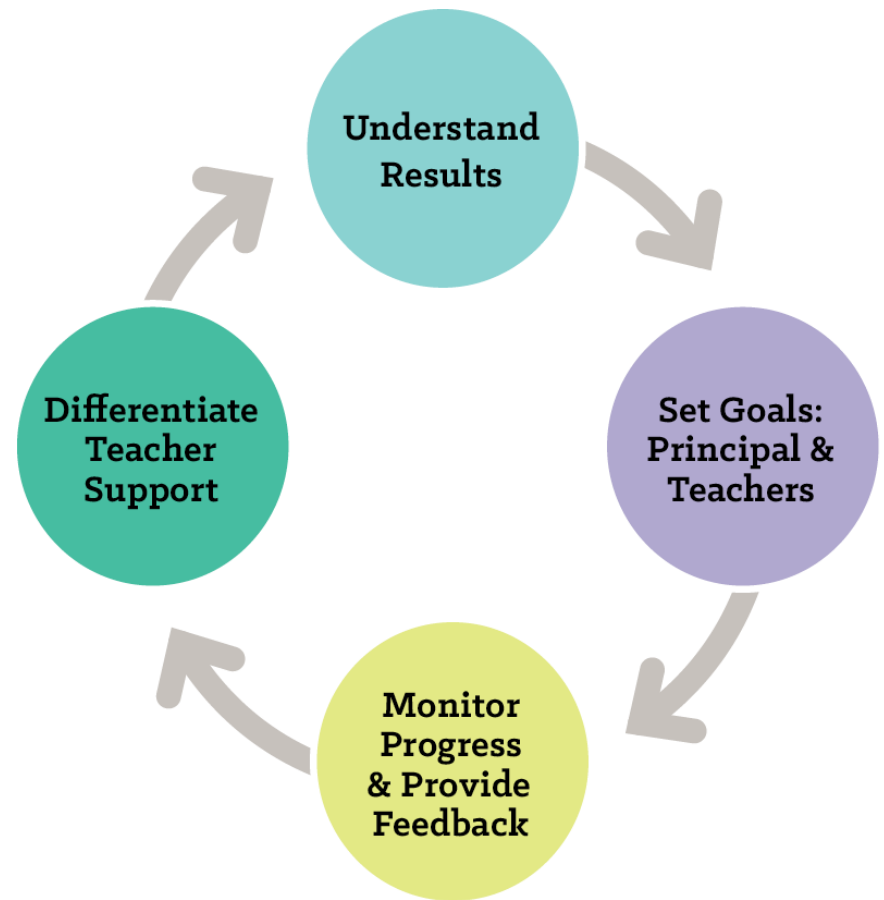
Set Goals

Principals set at least two SLTs where:

- One goal is based on overall SPS improvement.
- One goal is aligned to a component of school performance improvement (e.g., ACT for a high school, math achievement for an elementary school).

Principals Lead Others to Set Goals

- Share performance, school-wide goals and leader SLTs with school staff
- Guide others (teachers, counselors, librarians) to set goals

Understand Results

Set Goals: Principal & Teachers

Monitor Progress & Provide Feedback

Differentiate Teacher Support
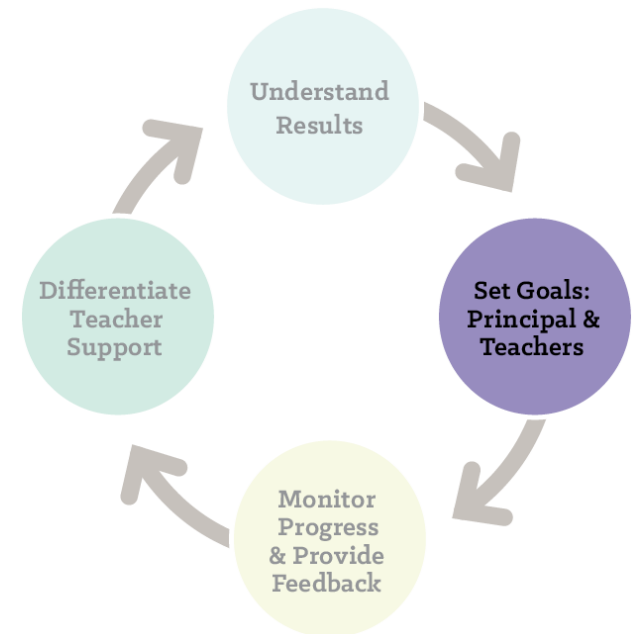
Set Goals

All goals should be:

- Ambitious and grounded in student achievement
- Determined using appropriate student diagnostic data
- Measured using quality aligned assessments

DISCUSSION

1. How do the goals set by principals guide their actions throughout the year?
2. How do the annual goals set by teachers drive instruction throughout the year?

Louisiana Believes.

ELA Goals

| KEY ELA SKILLS |
| --- |
| **ELA teachers ensure students are equipped to…** |
| 1. **Read and understand complex texts:**
• Use language and vocabulary to comprehend what the text says
• Use topics, themes, and main ideas to comprehend what the text means
2. **Express understanding of complex texts**:
• Build opinions about the text using evidence (through discussion)
• Assert claims about the text using evidence (through writing) |

Monitor Progress & Provide Feedback

Monitoring progress toward goals (leaders and teachers) is accomplished in two ways:

1. **Common Assessments** are used by teachers and school leaders to inform ongoing practice.

2. **Observation & Feedback** practices take place throughout the year to monitor student progress and support teachers to improve.

Understand Results

Set Goals: Principal & Teachers

Monitor Progress & Provide Feedback

Differentiate Teacher Support
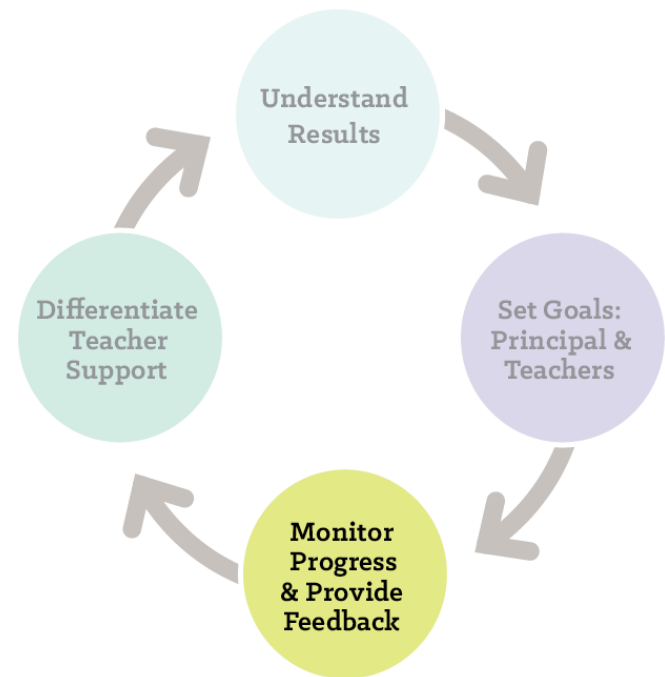
Observation & Feedback

Key Actions and Resources

- Locate the Instructional Leadership Framework table in the Principal Guidebook (Pg. 18)

- This table includes suggestions for the key actions and resources associated with each step of the Instructional Leadership Framework.

- Review the Key Actions for Step 3: Monitor Progress & Provide Feedback

| Step 3: Monitor Progress & Provide Feedback
 • Elementary
 • Middle
 • High | **Assessment:**
 • Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)
 • Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)

 Observation & Feedback:
 • Assign evaluators and define the observation and feedback processes
 • Set the observation schedule
 • Develop a Teacher Support Plan
 • Define the process for providing meaningful feedback and ongoing support
 • Begin observations | • Instructional Observation & Feedback Guide – English Language Arts
 • Instructional Observation & Feedback Guide – Mathematics
 • Compass Teacher Rubric
 • Assessment Purpose Chart
 • Benchmark Assessment Reviews
 • EAGLE
 • Practice Tests
 • Content Guidebooks & Related Resources |

Observation & Feedback

The observation process is used by principals and teachers to:

- Assess and provide feedback on instructional skills and decisions
- Assess how students are performing relative to student achievement goals (Student Learning Targets)
- Determine a teacher's strengths and areas for improvement
- Develop clear next steps that support teacher improvement and ultimately increase student learning

For More information related to preparing to observe & provide feedback, see slide 39 in the supplemental materials section of this presentation.

Differentiate Teacher Support

Key Actions and Resources

- Locate the Instructional Leadership Framework table in the Principal Guidebook (Pg. 18)

- This table includes suggestions for the key actions and resources associated with each step of the Instructional Leadership Framework

- Review the Key Actions for Step 4: Support Individual Teachers/Differentiate Teacher Support

| Step 4: Support Individual Teachers - **Elementary** - **Middle** - **High**	- Identify levels of support for individual teachers - Develop a schedule of support in collaboration with other leaders - Communicate with Instructional Leadership Team about peer mentoring opportunities - Determine method for documenting supports provided	- Instructional Observation & Feedback Guide – English Language Arts - Instructional Observation & Feedback Guide – Mathematics - Guide for Evaluating Teachers of Students with Significant Disabilities - Peer Support Models - Sample Teacher Support Form

Differentiate Teacher Support

Principals determine how to best support each teacher throughout the year by considering:

- Is the teacher teaching the right content in the right way?

- Are students learning at a level necessary for success?

- What are the potential barriers to success for the teacher?

- What can this teacher learn from the successes taking place in other classrooms?

- How will this teacher be supported to improve in identified areas?
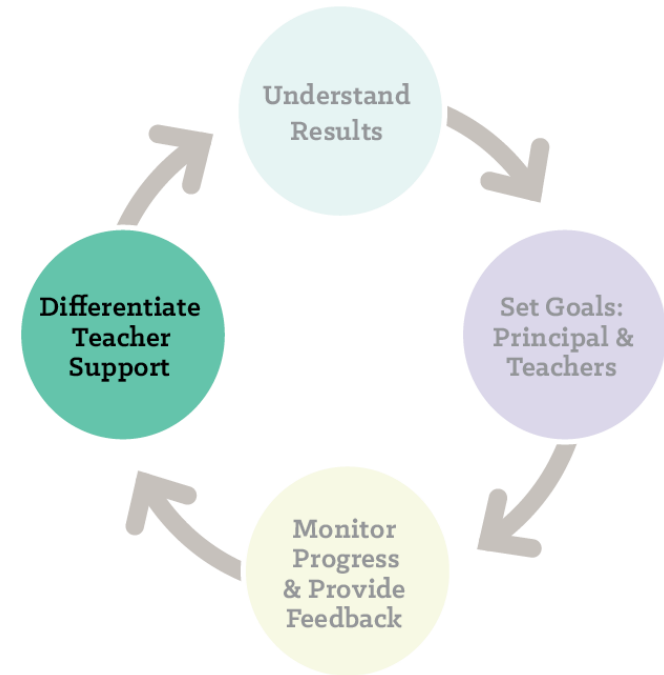
DISCUSSION:

What tools and resources do you access in order to respond to the above?

Understand Results

Set Goals: Principal & Teachers

Monitor Progress & Provide Feedback

Differentiate Teacher Support

Agenda

- Compass Improvements 2015-2016
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  - Monitoring Progress: Observation & Feedback
  - Differentiating Support
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  - Video Activity
- Closing Reflection

Focused Observation & Feedback: ELA

KEY ELA SKILLS
ELA teachers ensure students are equipped to…

1. **Read and understand complex texts:**
   • Use language and vocabulary to comprehend what the text says
   • Use topics, themes, and main ideas to comprehend what the text means
2. **Express understanding of complex texts**:
   • Build opinions about the text using evidence (through discussion)
   • Assert claims about the text using evidence (through writing)

Louisiana Believes.

Focused Observation & Feedback: ELA

Consider the following questions as you review the feedback statements provided below.

- What could the teacher go and do as a result of the feedback?

- What is the connection of the feedback statements to the Key ELA Skills?

Feedback Statements:
- Lesson was coherent, and allowed for student reflection and closure.
- Instructional groups were not productive.
- Most learning tasks have multiple responses.
- Lesson had a clear defined structure.
- Students collaborated with the teacher to consistently monitor understanding and progress as a result of tasks set by teacher.

Focused Observations & Feedback

Content specific observation tools guide three actions:
1. Collect evidence aligned to Key Skills 2. Provide meaningful feedback 3. Access quality resources and deepen understanding

Instructional Guide to Observation and Feedback: ELA

Agenda

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Case Study Activity: Differentiate Teacher Support

CASE STUDY ACTIVITY

Review the High School Teacher Support Cycle in the case study section of the Principal Guidebook:

✓ High School: ELA (pgs. 55-57)

Consider the actions taken by the principal as he/she Differentiated Teacher Support during the:

• Beginning of the Year (III. 1st Term Support) – pg. 55

• Middle of the Year (IV. Mid-Year Review) – pg. 56

• End of the Year (V. 2nd Term Support) – pg. 57

DISCUSSION:

1. How did the supports provided connect to the Key ELA Skills?

2. Identify the actions that supported the teacher in differentiated ways. Who supported these efforts? How did each action drive next steps ? Did the teacher improve as a result?

Louisiana Believes.

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Video Activity: Differentiate Teacher Support

Teacher Information:

- Mrs. Long, Teacher, 7th Grade ELA
- Teaching Experience: 3 Years
- First year at Next Steps Middle School

Annual Goals:

- **Expectation:** Assert claims about complex texts using evidence

Observation & Feedback Activities to Date (August-September):

- The assistant principal conducted a series of walkthroughs in all ELA classrooms and met with the teacher to provide feedback and define next steps.
- Mrs. Long and the assistant principal identified the following next steps.
  - Access the ELA Guidebook and Lesson Plans
  - Include instructional activities that provide an opportunity for students to read, understand, and express understanding of grade-level, complex texts

Louisiana Believes.

Video Activity:
Differentiate Teacher Support (cont.)

Feedback Provided to Date:

- After a series of walkthroughs (August and September), Mrs. Long and the assistant principal identified the following next steps.
    - Access the ELA Guidebook and Lesson Plans
    - Include instructional activities that provide an opportunity for students to read, understand, and express understanding of grade-level, complex texts

Focused Observation:

- In October, 2 weeks after the above feedback conversation, the assistant principal conducted a focused observation using the Instructional Guide to Observation and Feedback for ELA.

Activity (10 minutes):

Video: While watching the video of the lesson, use the Instructional Guide to Observation and Feedback for ELA to collect evidence. (6 minutes)

Video Activity:
Differentiate Teacher Support (cont.)

Annual Goals:

- **Expectation:** Assert claims about complex texts using evidence

Feedback Provided to Date:

- After a series of walkthroughs (August and September), Mrs. Long and the assistant principal identified the following next steps.
  - Access the ELA Guidebook and Lesson Plans
  - Include instructional activities that provide an opportunity for students to read, understand, and express understanding of grade-level, complex texts

DISCUSSION (10 minutes):

1. Given what you know about the teacher's goals and the conversations to date, what feedback would you provide?
2. What next steps (teacher and evaluator) would ensure instruction aligns to Key ELA Skills?
3. What tools included in the Instructional Guide to Observation & Feedback (ELA) would support next steps?

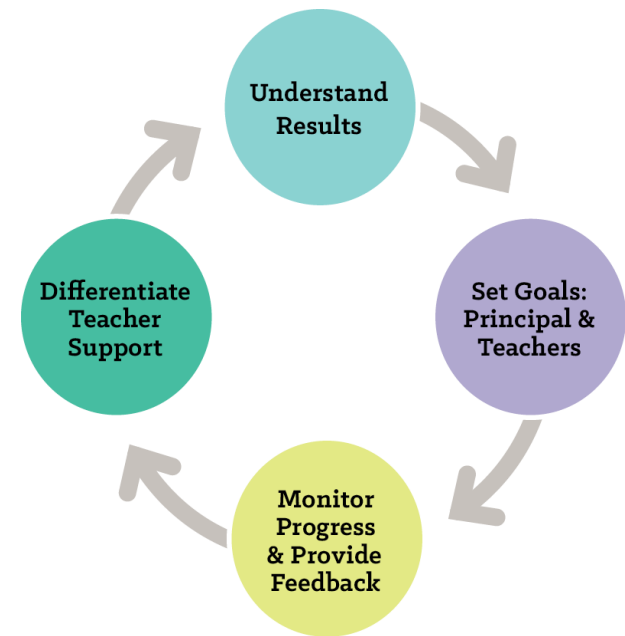Louisiana Believes.

Agenda

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Closing Reflection

1. **In our district, to what extent are school leaders:**
   - aligning their observation and feedback work with the goal setting process?
   - providing content specific (meaningful) feedback focused on instructional improvement?
   - accessing quality resources to differentiate support for teachers?

2. **How can I use this session to support school leaders and teachers?**

Understand Results → Set Goals: Principal & Teachers → Monitor Progress & Provide Feedback → Differentiate Teacher Support

2015-2016 Compass Content Focused Observations & Feedback

Supplemental Information

Compass Framework: Professional Practice

Teacher Professional Practice is measured annually using a rubric aligned to the *Louisiana Components of Effective Teaching*. Evaluators **support teachers** as they observe professional practice throughout the year.

For the majority of teachers, **a minimum of two observations** is required annually with one being an announced **full lesson** observation that begins with a **pre-observation conference** and concludes with a feedback conversation referred to as the **post-conference**.

Principals have the **flexibility** of meeting the second observation requirement through one full lesson observation or **multiple focused observations that vary in length** and purpose.

Observation practices that best support individual teachers include:
- classroom visits to observe instruction that occur more frequently than the minimum
- meaningful feedback to include a combination of face to face conversations and written messages throughout the year
- a series of focused observations (i.e. walkthroughs) to support individual teacher improvement
- the collection of sufficient information in order to make end of year determinations

Compass Framework: Observation & Feedback Tools

ELA - Observation and Feedback Instructional Guide

Math - Observation and Feedback Instructional Guide

Compass Leader Rubric

Compass Counselor Rubric

Compass Teacher Rubric

Compass Professional Growth Plan Guidance

Compass Rubric Resource - Evaluators of Teachers of Students with Significant Disabilities

Compass and CIS Library

CLICK for Fillable Form

Preparing for Observation & Feedback

Actions	Sample Guiding Questions
Adopt a Fundamental Set of **Beliefs**	How will we observe teacher practice beyond the minimum requirements to guide teachers to improve? What data will be used when assigning end-of-year professional practice ratings?
Assign **Evaluators** and Define the **Process**	How will evaluators be assigned in a way that reflects the school-wide goals? What tools are available? What role will walkthroughs /focused observations play in the process?
Set the Observations **Schedule**	How will the observation schedule reflect the school-wide priorities? Does the schedule account for teachers who need support early in the year?
Develop a **Teacher Support** Plan	What process will be used to individualize the observation and feedback process (e.g. determining focus of future observations)? What role will the leadership team and other resources play in supporting teachers? What process will be used to provide feedback that drives improvement?

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Compass Framework: Goals (SLTs)

The Compass Framework is a tool that empowers educators to consider multiple sources of data when determining teacher effectiveness . This applies to the professional practice (qualitative) component as well as the student growth (quantitative).

TEACHER EFFECTIVENESS: STUDENT GROWTH MEASURES 2015-2016
Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

A **minimum of two student-learning targets** shall be identified for each teacher. **Student-learning targets shall include goals:**
- which express an expectation of growth in student achievement over a given period of time
- use common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence

TEACHER EFFECTIVENESS: AVAILABLE DATA 2015-2016
All Teachers: A minimum of two student-learning targets shall be identified for each teacher to inform the student growth component of the evaluation. Using guidance from the Department and their district, principals and teachers should collaborate to identify data that accurately communicates teacher impact on student learning over the course of the year.

Louisiana Believes.

Sample Annual Goals (1 of 2)

Currently Available	
PreK Teacher - English Download	**Special Education Teacher Vision** Download
PreK Teacher - Math Download	**Special Education Teacher-Math** Download
Grades K-2 Teacher - Math Lower Elementary Download	**Special Education Teacher-ELA** Download
Grades K-2 Teacher - Special Education Download	**High School Teacher - Social Studies** Download
Grades 3-8 Teacher – English Download	**High School Teacher - Visual Arts** Download
Grades 3-8 Teacher - Health and Physical Education Download	**Counselor - Academic – ACT** Download
Grades 3-8 Teacher - Math Elementary Download	**Counselor - Academic – AP** Download
Grades 3-8 Teacher - Music Elementary Download	**Counselor - Academic – Intervention** Download
High School Teacher - 4x4 Block Algebra II Download	**Counselor - Career – Portfolio** Download
High School Teacher – AP Physics Download	**Counselor - Social – Interactions** Download
High School Teacher - English II Student Download	**Librarian-Research** Download
High School Teacher - Math Algebra II Download	

Louisiana Believes.

For Release August 1, 2015
Principal K-2
Principal Alternative Schools
Principal Career Technical Schools
Teacher Career Technical
Teacher K-2
Teacher PK
Special Education
Teacher Home Bound
Teacher Alternative School
Workgroup is identifying additional samples

Compass Timeline 2015-2016: Principal Support (slide 1 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
June	✓ Review teacher evaluation data and ✓ Adjust teaching assignments as needed ✓ Fill open positions	✓ Review student achievement data ✓ Access goal setting tools (SPS Calculator; Recommended Target Template) ✓ Analyze available results ✓ Identify areas to target	✓ Finalize end of year evaluations (Due July 31) ✓ Secure curricular resources ✓ Confirm summer professional development participation
July	✓ Complete Observation & Feedback Module ✓ Assign evaluators ✓ Define observation & feedback processes ✓ Set observation schedule ✓ Prioritize support	✓ Attend Regional Principal Trainings: Goal Setting ✓ Identify focus areas ✓ Define teacher/staff goal setting expectations	✓ Finalize collaboration structures & schedule ✓ Identify school leadership team ✓ Define process for ongoing support

Louisiana Believes.

Compass Timeline 2015-2016: Principal Support (slide 2 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
August	✓ Support new teachers (career and to the school)	✓ Set leader goals ✓ Guide others to set goals ✓ Ensure quality goals are set	✓ Share school-wide goals and focus areas ✓ Communicate teacher support plan
September	✓ Conduct observations of highest priority groups ✓ Support new teachers with focused observation & feedback	✓ Ensure all goals (SLTs) have been reviewed and accepted ✓ Monitor progress toward goals	✓ Provide meaningful, timely and actionable feedback
October - December	✓ Complete formal observations of all teachers		

Compass Timeline 2015-2016: Principal Support (slide 3 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
Mid-Year	✓ Review observation results and discuss teacher support progress ✓ Assess the needs of each teacher	✓ Review available formative and summative data ✓ Identify areas making progress and those not ✓ Guide teachers to adjust instruction based as needed	✓ Plan to meet individual needs (teachers and students) throughout the remainder of the year
January - May	✓ Support teachers based on individual needs through: - focused observations - timely and actionable feedback - peer mentoring and collaboration	✓ Monitor progress toward goals (formative assessments, PLCs, classroom observations) ✓ Administer end of year summative assessments	✓ Collect sufficient evidence so that end of year ratings accurately reflect teacher effectiveness and student achievement

Understanding Results:
School Performance Scores

The components of the School Performance Score (SPS) create a picture of how schools are progressing toward their goals.

Grade Configuration	Performance
K-7 (Elementary)	100% assessments + Progress Points
K-8, 7-8 (Middle)	95% assessments + 5% (dropout/credit accumulation index) + Progress Points
9-12 (High)	25% assessments + 25% ACT + 25% Cohort Graduation Rate + 25% Graduation Index + Progress Points

Louisiana Student Standards and Assessment Update (1 of 8)

- This session, legislative leaders, BESE leaders, and the Department announced an agreement that will provide clarity, consistency, and transparency for teachers, students, and parents on issues of academic standards and tests.

- BESE will convene professional committees to review and develop Louisiana Student Standards in English and mathematics between July 2015 and February 2016. The process continues the review process BESE has already started and will be conducted through open meetings, ensuring appropriate Legislative oversight.

- If the Legislature or Governor sends the standards back to BESE for further development, our schools continue with current standards while the committees continue their work.

- Under the agreement, the Department of Education would also seek a one-year testing contract for English and math questions, no more than 49 percent of which may be developed through the PARCC process. In 2016, upon adoption of revised standards, the Department will seek a long-term testing contract in English and math.

Thank you for your thoughtful recommendations to Louisiana's English and math standards review committee.

- The Department of Education assembled diverse committees including an array of experts and practitioners from around the state.
- All districts who nominated candidates were included in the process.
- All nominees have been notified of their status and next steps.

Next steps:

- **Public posting of selected nominees (May 25)**
- **Recommended nominees submitted for BESE approval (Saturday, June 13)**
- **BESE votes on committee lists (Tuesday, June 16)**
- **Nominees notifies of status and sent logistics information (Wednesday, June 24)**

Grade	Subject	2014-2015 Assessment	2015-2016 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP: PARCC Test	Same standards, same item types Exact specifications released Fall 2015
	Math	LEAP and iLEAP: PARCC Test	
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	Field test; grade specific only
High School	All subjects	ACT series, including WorkKEYS Advanced Placement & CLEP	ACT series, including WorkKEYS Advanced Placement & CLEP
	ELA	English II EOC English III EOC	English II EOC English III EOC
	Math	Algebra I EOC Geometry EOC	Algebra I EOC Geometry EOC
	Science	Biology EOC	Biology EOC
	Social Studies	US History EOC	US History EOC
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social Studies (varies by grade level)	LAA2 eligible testers entering high school prior to 2014-2015	LAA2 eligible testers entering high school prior to 2014-2015
	English Language	ELDA	ELDA

2014-2015 Assessment and Accountability Results (4 of 8)

Assessment and Accountability Releases		Date Available	Method of Delivery
LEAP, iLEAP, LAA 1, LAA 2 and ELDA	Student Level Results (LAA 1 and ELDA)	End of April	LEAPweb
	Student Level Results (LEAP, iLEAP, and LAA 2)	Late May	LEAPweb
	Summary Reports	Late July	LDOE secure FTP
EOC	Student Level Results	During Testing Window	EOC System
	Post-Window Results	Mid-June	
	Summary Reports	Mid-July	
EXPLORE and PLAN	Summary Reports and Student Files	Week of May 11	District Delivery from ACT
ACT	School and District Summary Reports	Week of July 20	District Delivery from ACT
WorkKeys	Student Files	Week of July 20	School Delivery from ACT
PARCC ELA and Math	Standard Setting Process	Summer 2015	
	Student Level Results	Fall 2015	LDOE SFTP
	Summary Reports	Fall 2015	LDOE SFTP
Accountability Results	Data Certification	Fall 2015	
	School Report Cards with Letter Grades	Late Fall 2015	LDOE SFTP and website
	Principal Report Cards	Winter 2015	LDOE SFTP
	PARCC Transitional Student Growth Data	Winter 2015	

Resource	Currently Available	Forthcoming
Assessment Guides	- LEAP and iLEAP Science - English II EOC - English III EOC - Algebra I EOC - Geometry EOC - Biology EOC - US History EOC - LAA1	Assessment outlines *available summer 2015* Assessment guides *available fall 2015* - LEAP and iLEAP 3-8 Math - LEAP and iLEAP 3-8 ELA - LEAP and iLEAP 3-8 Social Studies *field test only*
Practice Materials	- Practice items for - LEAP and iLEAP science - English II and III EOCs - Algebra I and Geometry EOCs - Biology and US History EOCs - Eagle: K-12 math, ELA, US History, and science 14-15 LEAP and iLEAP math and ELA practice tests	- LEAP and iLEAP math and ELA practice assessments *available fall 2015* - Social studies practice items *available fall 2015*
Calendar and Technology	15-16 assessment calendar	Technology dry run schedule *announced early fall 2015*

Resource	Currently Available	Forthcoming
Teacher Goal Setting Resources	Sample Goals – Click Here • 16 Teacher • 5 Counselor • 1 Librarian	**Additional Sample Goals** *available summer 2015* • Career Technical • K-2 • PK • Special Education • Itinerant • Alternative School **Training Module:** Goal Setting for Teachers *available summer 2015*
Principal Goal Setting Resources	• ACT: SPS Component Sample goal • Principal Guidebook (complete with full goal setting case studies)	**Sample Goals and Resources** *available summer 2015* • Sample SPS Goals • Sample SPS Component Goals • Special Cases: K-2, Alternative, Career Tech • LDE Recommended Targets **Trainings** *available summer 2015* • Teacher Leader/Supt. Collaborative • Regional Training Sessions • Module: Principal Goal Setting

Resource	Currently Available
Teacher Leader Summit/Supt. Collaborative	June 3-5: Assessment and goal sessions available for educators: • Compass Framework 2015-2016 & Goal Setting for Principals • Goal Setting for Teachers • CCSS Writing Initiative: ACT Test Strategies • Scoring Student Writing in ELA • Assessing in ELA • Common Formative Assessments Make a Difference • Streamlining ELA Assessments: Our District's Journey • Louisiana EAGLE • Math Design Collaborative: Formative Assessment Lessons 6-8 and 9-12
Summer Goal Setting Training	• Regional Principal Trainings: 3 hour sessions • 6 locations across the states • 13 days scheduled in early June and late July • Goal Setting Modules Released July 15th
Teacher Leader Collaboration Events	Trainings on assessment updates and resources as they are released. • Week of September 14, 2015 • Week of November 16, 2015 • Week of January 25, 2016

Louisiana Believes

Fall 2015

- Standards review process
- Ongoing engagement regarding timeline for streamlining high school assessments

Spring 2016

- Final standards approved by BESE
- Final high school assessment transition plan announced