Louisiana Believes

Scholarship Program
Fall Workshop

October 29, 2014

DEPARTMENT of EDUCATION

Belief in Children.
Belief in Educators.
Belief in Families.

Workshop Goals

Schools will leave feeling empowered to make data-based decisions that lead to increased student success.

Schools will leave with tools & resources that they can implement to support academic achievement.

Schools will network with other scholarship school leaders and get to know the scholarship support team.

Agenda

Time	Session	Room	Presenter
8:00	**Registration**	Outside of Room 100	
8:20-8:30	**Welcome**	Room 100	Scholarship Team
8:30-9:00	**Scholarship Program Data Dashboards**	Room 100	Scholarship Team
9:00-10:30	**Strategic Resources** • State of State Assessments • Updates to Eagle • Teacher Toolbox • Tiered Resources	Room 100	LDOE Content Team
10:30-10:45	**Break**		
10:45-11:00	**Celebration of Success**		
11:00-11:15	**Black Alliance for Educational Options**	Room 100	BAEO
11:15-12:00	**Using Data to Set Seat Targets**	Room 100	Office of Student Enrollment
12:00-12:45	Orleans Parish Schools ➤ **OneApp 101**	Room 142	Office of Student Enrollment
	Schools outside of Orleans Parish ➤ **Notice of Intent**	Room 100	Scholarship Team

Meet Your Scholarship Support Team!

Lauren Perry	Executive Director, Office of Portfolio	lauren.perry@la.gov
Amanda Hollman	Executive Director, Nonpublic School Choice	amanda.hollman@la.gov
Corrie Manieri	Director, Louisiana Scholarship Program	corrie.manieri@la.gov
Diana Noble	Director, Nonpublic School Activities	diana.noble@la.gov
Courtney Werpy	Scholarship Program Analyst	courtney.werpy@la.gov

Data Dashboards

Objectives:

Academic Data

- Identify points of pride in your data!
- Identify areas where you need to focus and strategize.
- With this this in mind, focus on resources shared during the Strategic Resources session. What tools can you bring back and implement at your school immediately?

Enrollment Data

- Think about what strategies are already working well in your enrollment planning.
- Identify areas where you could use this data to optimize your enrollment outcomes.
- With this this in mind, focus on the information and strategies shared in the Seat Target session.

Data Dashboards – Overall Snapshot

OVERALL SNAPSHOT		
Number of Tests Taken	Count of every EOC, iLEAP, and LEAP test taken across all grades and subjects	
Overall Proficiency Rate	Total Number of Basic, Mastery or Advanced tests (iLEAP/LEAP) ÷ Total Number of Tests Taken = Overall Proficiency Rate	Total number of Good or Excellent Tests (EOC) ÷ Total Number of Tests Taken = Overall Proficiency Rate
2013 to 2014 Academic Change	Overall Proficiency Rate for 13-14 – Overall Proficiency Rate for 12-13	
Q1 (2013) to Q1 (2014) Retention	Percentage of students who were enrolled in your school in Q1 2012-13 who are still at your school as of Q1 2013-14.	

Data Dashboards - Enrollment

ENROLLMENT		ATTRITION
Total Number of Applications Received	Number of students who ranked your school as first choice on their application for 2014-15	**NEW Students**
Total Number of Scholarships Awarded	Number of new and returning students who were matched to your school in Round 1.	Percentage of new students who received awards to your school in Round 1 and were not on your Q1 roster.
Total Number of New Scholarship Students	Number of new students on your Q1 roster.	**RETURNING Students**
Total Number of Continuing Scholarship Students	Number of returning students on your Q1 roster.	Percentage of returning students on your Round 1 roster who were not on your Q1 roster.

Scholarship Program 2014-15 Enrollment

7,362
As of Quarter 1

2202 New

5160 Returning

640	1,110	1,678	1,832	4,967	6,778	7,362
2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15

Data Dashboards

SCI	
2014 SCI	**Progress Points**
2013 SCI	**Progress Points**

What is SCI?
The **Scholarship Cohort Index** is an accountability measure calculated similarly to the public school School Performance Score.

Who gets an SCI?
Scholarship schools with an average of 10 or more scholarship students per grade served **or** a total of at least 40 students enrolled in tested grades receive an SCI.

Why does my SCI matter?
Schools who have partcipated in the Scholarship Program for at least two years and receive an SCI must reach a 50 (out of 150) in order to continue to accept new scholarship students.

What are Progress Points?
Schools can earn up to 10 Progress Points on top of their SCI by making growth on state assessments with their students below grade level.

Data Dashboards

iLEAP/LEAP ASSESSMENT RESULTS

	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	# Basic and Above	% Basic and Above

EOC ASSESSMENT RESULTS

	Excellent	Good	Fair	Needs Improvement	# Proficient	% Proficient
Algebra						
Biology						
English 2						
English 3						
Geometry						
US History						

Students scoring Excellent & Good are considered "proficient".

Strategic Resources

Today's Goals

Today we will:

- **Assessments**:
    - (1) define all 14-15 end of year assessments
    - (2) describe how Eagle and the guidebooks can support teachers and students

- **Teacher leaders**: identify teacher leader support and next steps for leveraging

Assessments

The Need to Transition

- **Louisiana's jobs market is changing**: Most Louisiana jobs require an education after high school i.e., two- or four-year college degree. In 2011, 28% of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future needs, this number must double.

- **Our students are just as capable as their peers around the country**: In part, this gap is caused by our own academic expectations not aligning with the job need. While a score of "mastery" or level four out of five denotes readiness to complete at least a year of college on-time, in our state "basic" or level three out of five has been accepted as a mark of full proficiency.

- **Our students deserve high expectations**: Over the last 10 years we have seen a steady increase in our students' "basic" proficiency (over a 15 point increase). We now must turn our attention to increasing the rates of "mastery" student

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Minimal Command	Partial Command	Moderate Command	Strong Command	Distinguished Command

14-15 Assessment Plan

Grade	Subject	13-14 Assessment	14-15 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP	LEAP and iLEAP: PARCC Test
	Math	LEAP and iLEAP	LEAP and iLEAP: PARCC Test
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	LEAP and iLEAP
High School	All subjects	ACT series Advanced Placement	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	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social	LAA2	LAA2 eligible testers entering

3-8 ELA and Math Assessments

The 3-8 ELA and math Louisiana statewide assessments will be different than previous years' assessments.

These tests:

- include only PARCC items (no LEAP/iLEAP).
  - These items were created with the help of Louisiana educators and were field-tested in Louisiana in Spring 2014.
- follow the assessment guides released in Spring 2014.
- are the same, full assessments students in all PARCC states across the country will take.
- are fully aligned to Louisiana's ELA and math standards.
- will be implemented in two phases—the Performance Based Assessment which will occur in March and the End-of-Year Assessment which will occur in May.

High School ELA and Math EOCs

- EOCs are aligned only to Louisiana's Math and ELA standards, not to Louisiana's old math and ELA GLEs.
- EOCs changed in content from the 12-13 school year to the 13-14 school year. These shifts are detailed below.

Content	EOC Changes from 12-13
ELA	- Now measure CCSS - Writing prompt is scored for conventions - New items involving deeper analysis of texts
Math	- Now measure CCSS - Constructed Response items are 4-point items rather than 2-point items - New items involving increased rigor

Changing Skills

Choose one of the sample assessment progressions:

- What is being asked of students that wasn't previously?

- What does this mean for teachers and the curricula they use?

Educator Assessment Resources

Resources to understand and prepare for state assessments:

- [Assessment guides](#) for every state assessment in grades 3 through high school

- [Sample assessment items](#) and [practice tests](#)

- **[Eagle](#)** now featuring printable versions of all guidebook tasks and soon to come search and test building features

- Curriculum guides in [math](#) and [ELA](#) that include rigorous, end-of-year assessment-aligned practice items

- Ed Connect newsletters and [Teacher Leaders newsletters](#) including new resources and sample tasks

Guidebooks

Guidebook Items - ELA

In English language arts, our standards (and the aligned assessments) require students to:

1. Read and comprehend complex texts:

a) Use language and vocabulary to comprehend what the text says

b) Use topics, themes, and main ideas to comprehend what the text means

2. Express understanding of complex texts:

c) Build opinions about the text using evidence (through discussion)

d) Assert claims about the text using evidence (through writing)

English Language Arts

PARCC Prose-Constructed Response Item

You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:
- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

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English Language Arts Guidebook Task

Consider *The Call of the Wild* and the author's depiction of Buck's relationship with his many owners throughout the novel. What central idea or theme about humans' treatment of animals does the novel convey? How does Buck's point of view about particular incidents in the novel reveal the owners' traits and develop a theme of the novel?

Compose an essay that examines how the theme is developed and cite textual evidence that strongly supports your analysis. Be sure to follow conventions of standard English.

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English Language Arts Guidebook Lesson

- Have students read "The Toil of Trace and Trail" in pairs and work with their partner to determine the meaning of one or more unknown academic vocabulary words from both texts based on context. As a class, discuss the function of overall meaning that results from the vocabulary in the text: Which words relate to Buck's *primitive* instincts? How are they related?

- As students reread "The Toil of Trace and Trail" in pairs, have them highlight the words and phrases that describe the various characters and their treatment of the dogs. Then review the highlighted words and phrases to make note of the patterns, contrasts, and contradictions between what they expect and what is actually written and the cumulative impact of the words and phrases. They should discuss with their partner why they think the author would describe the characters in that way or why a character would act in that way.

- Conduct a whole-class discussion of the following question: How does London's description of the dogs' treatment reveal a central idea or message?

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In math, our standards (and the aligned assessments) require:

Students master math standards

a) Demonstrate understanding of the math concept, not just the procedure

b) Apply their understanding to real world examples

c) Use accurate procedures and skills to answer questions

d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

5th Grade PARCC Item

Mr. Edmunds shared 12 pencils among his four sons as follows:

- Alan received 1/3 of the pencils
- Bill received ¼ of he pencils
- Carl received more than 1 pencil
- David received more pencils than Carl

PART A

- On the number line, represent the fraction of the total number of pencils that was given to both Alan and Bill combined.

PART B

- What fraction of the total number of pencils did Carl and David each receive? Justify your answer.

Students master math concepts

a) Demonstrate understanding of the math concept, not just the procedure

b) Apply their understanding to real world examples

c) Use accurate procedures and skills to answer questions

d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

Mathematics

Math Guidebook ECR Task

1. Mike collected milk from 3 of his cows at the dairy farm. From the first cow, he collected $\frac{4}{5}$ gallon of milk. The second cow produced $\frac{6}{8}$ gallon, and the last cow produced $\frac{3}{4}$ gallon.

   a) How many gallons of milk did Mike collect in all? Show how you found your answer. Write your answer as a mixed number.

   b) After using some of the milk he collected for baking, Mike found that he only had $\frac{5}{6}$ gallon of milk left. How much milk did he use for baking? Show how you found your answer.

2. Mike baked brownies, cookies, and cake for treats for the family and others working on the farm. He used $\frac{1}{8}$ pound less flour to make the cookies than he used to make the cake. He used $\frac{1}{4}$ pound more flour to make the cake than he used to make the brownies. If Mike used $\frac{1}{2}$ pound of flour to make the cake, how much flour did he use to make the brownies? How much flour did he use to make the cookies? Show how you found your answers.

3. With the remaining $\frac{5}{6}$ gallon of milk, Mike decided to make chocolate milk and strawberry milk for his children to have with their baked treats. He used $\frac{1}{3}$ gallon of milk for the chocolate milk and $\frac{1}{4}$ gallon of milk for the strawberry milk. How much regular milk was left? Show how you found your answer.

Students master math concepts

a) **Demonstrate understanding of the math concept, not just the procedure**

c) **Apply their understanding to real world examples**

d) **Use accurate procedures and skills to answer questions**

Math Guidebook ECR Task

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Math Guidebook IT Task

The table below shows the possible rainfall amounts over a 24-hour period in four different cities.

(table omitted)

1. Choose two cities from the table above and complete the questions that follow.
   a) City One: _____City Two: _____
   b) Look at the rainfall amounts for the two cities you chose. Which one had more rainfall during the 24-hour period? What is the difference between the two rainfall amounts? Show how you found the difference.
2. Look at the rainfall amounts for the two cities you did not choose. Which of these two cities received less rain during the 24-hour period? What is the difference between the two rainfall amounts? Show how you found the difference.
3. What was the total rainfall for all four cities during the 24-hour period? Show your work.
4. Complete the table above by adding information for the city of Alexandria. Alexandria had a rainfall amount that was more than Lafayette but less than Baton Rouge. Show or explain how you determined a possible rainfall amount for Alexandria.

Students master math concepts
  a) Demonstrate understanding of the math concept, not just the procedure

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Guidebook Items

How will you encourage teachers to use the guidebooks to learn the standards and prepare for their assessments?

Principal Support

[OBSERVATION AND FEEDBACK](#)

At this time of year, principals are likely monitoring progress toward the goals they have set and working to answer the question "To what degree are students in my school mastering critical math and ELA content?"

To support this work, the Department has developed tools focused on **Domain 3: Instruction.**

ELA Instructional Observation & Feedback Guide

- Two Versions: Outline Format & Note Taking Format
- Look-Fors in the ELA Classroom
- Content Focused Feedback Questions
- Appendix of Resources (Videos, Sample Lessons, Aligned Materials)

Math Instructional Observation & Feedback Guide

- Two Versions: Outline Format & Note Taking Format
- Look-Fors in the Mathematics Classroom
- Content Focused Feedback Questions
- Appendix of Resources (Videos, Sample Lessons, Aligned Materials)

Contact your Network Team for more information on how to incorporate these tools as you support teachers and student learning.

Louisiana Believes

Eagle

Currently in the System

System Use:

- Clarify what is expected of students
- Provide students meaningful questions to practice (variety of question types)
- Give teachers information on where their students are succeeding and where they need additional support.

Currently Eagle includes:

- 1,200 English language arts questions (including all Guidebook items as PDFs)
- 2,700 math questions (including all Guidebook items as PDFs)
- 4,600 science and social (including items from PASS)

EAGLE Vision

By the end of March 2015, EAGLE will include new content and functionality.	
ELA/Literacy	✓ 205 Louisiana Guidebook Items (printer-friendly format) ✓ **At least 15 passage/item sets per grade level**
Math	✓ 120 Louisiana Guidebook Items (printer-friendly format) ✓ **24 multiple choice, 6 instructional tasks, 12 constructed response, and 6 extended constructed response per grade**
Science/Social Studies	✓ 540 Louisiana PASS items at grades 3, 5, 6, 7, and high school
System Enhancements	✓ User-friendly interface ✓ Item search capabilities ✓ Test building features
Training Resources and Support Tools	✓ Regional Teacher Leader Collaborations (October) ✓ 5 Self-Learning Modules ✓ User Guides

September EAGLE Release

Content Area	Release (late September)
ELA/Literacy/Math	❖ Louisiana Guidebook Items (printer-friendly format)
Science/Social Studies	❖ Louisiana PASS items (Grades 3, 5, 6, 7)
System Enhancements	❖ User-friendly interface ❖ Split screen functionality for student testing ❖ Item search capabilities ❖ Quick and easy test building features
Training Resources and Support Tools	❖ Self-Learning Modules ❖ How to Guide ❖ Troubleshooting Guide

EAGLE System Requirements

Not all devices, operating systems and browsers are supported by EAGLE. Make sure your computer is set up according to the [System Requirements](System%20Requirements).

Need a user account?

Call the EAGLE Help Desk at 1-866-552-5583 or email Dana.Maxie@la.gov

Teacher Leaders

Teacher Leader 14-15 Support

Support Structure	Details	Dates
Virtual Trainings	ELA Book Clubs Eureka Math Trainings	Bi-Monthly beginning the week of August 18th. each group will have their own calendar.
Regional Collaborations	Collaborations led by Teacher Leaders around the state that help teachers reflect on student learning, share best practices and prepare for implementation	Week of 10/20 Week of 12/8 Week of 1/26 Week of 3/2
Monthly Newsletter	Monthly newsletter spotlights achievements from classrooms, shares the newest available resources and details monthly training opportunities	Last Wednesday of each month
Online Collaboration Site	Teacher Leaders are encouraged to participate in a free Edmodo online collaboration site. This site facilitates conversations among educators and the sharing of resources.	Ongoing
Toolbox Resources	The next wave of high-quality instructional materials and resources will continue to be posted in the Teacher Toolbox.	Ongoing resources featured in the monthly newsletters

Kindergarten Leaders

Karen Parrino

- Kindergarten teacher at North Live Oak Elementary in Livingston Parish
- Teacher for 24 years (16 years in kindergarten and 8 years in grade 1)
- National Board Certified teacher with a Masters +30 in Curriculum and Instruction and a Reading Specialist
- "I can't wait to implement the *From Seed to Plant* unit from the guidebook because the anchor text is so rich and lends itself to so many exciting discoveries for young students."

Michelle Joubert

- Instructional Coach with the Calcasieu Parish PROGRESS Project
- Educator for 15 years (Taught 4 years in pre-kindergarten and kindergarten)
- "I have most enjoyed planning the *Chrysanthemum* unit from the kindergarten ELA guidebook because the anchor text helps to teach a great lesson on teasing, but also about how unique each person is, and the beauty in the differences."

Grade 4 Leaders

Connie Hebert

- Grade 4 teacher at Welsh Elementary in Jefferson Davis Parish
- Top Five candidate for the 2014 Louisiana Teacher of the Year
- "I am most excited about starting on *The Whipping Boy* unit in the ELA guidebook. I love the time period of the anchor text and can't wait to see my students find out about 'how things were done' in the past. I just know that it will lead to some great discussions. Tammy and I love the idea that we can share our ideas as well as gather new ones from teachers from every corner of the state!"

Tammy Schales

- Grade 4 teacher at Ruston Elementary School in Lincoln Parish
- Named the 2015 Louisiana Elementary Teacher of the Year
- "I can't pick one favorite unit in the guidebook! What better way to convince students that informational text can be exciting to read than by giving them quality texts about a period of history filled with dramatic events, like in the *If You Lived at the Time of the American Revolution* unit? Last year I taught *The Lightning Thief* unit. I was amazed at the thinking it inspired in my fourth graders. The powerful language and mythological references were great tools to get students excited about reading modern literature."

Content

- Teachers use the ELA guidebooks so students make sense of complex texts to write and speak about them.

- There are 3 modules per ELA guidebook unit.
  1. Culminating Writing Task expectations and lessons that prepare students
  2. Extension Task expectations and lessons that prepare students
  3. ELA Framework strategies in guidebook lessons that support students in making sense of texts to write and speak about them

How can the modules be used?

- Teachers complete modules independently on their own time.

- Teachers complete modules during professional learning communities.

- Principals use modules during staff development meetings.

- Instructional coaches use modules to develop additional professional development sessions with the guidebooks.

Access

- Posted every two weeks

- On [Edmodo](#) in the grade level ELA small group folders

- Schedules for module posting and directions for how to access them are available at [http://www.louisianabelieves.com/resources/ classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership](#)

Teacher Leader Support

What steps will you take get teachers engaged in the following:

- **Teacher leader newsletters:** Open to all educators across the state

- **Edmodo**: Open to all educators across the state

- **Virtual trainings:** Open to all educators across the state

- **Collaboration meetings**: First round open to Teacher Leaders only, additional spots then open to all teachers

Questions?

Please reach out if you need anything:

- **Teacher leader questions:** LouisianaTeacherLeaders@la.gov

- **Assessment questions**: Assessments@la.gov

Feel free to reach out to me if you need anything,
Rebecca.Kockler@la.gov

Overmatching

Overmatching: Introduction

This year, the Scholarship Program is encouraging schools to overmatch to account for match attrition.

What does this mean?

- Each year a certain number of students who are matched to a scholarship school do not end up attending the school in the fall. This is because families:
  - May move away
  - May change their mind and decide to attend a public school
  - May enroll their child in another private school
- Using historic data, programs can account for this by overmatching by a certain amount.
- This helps ensure schools have the desired number of students the following fall, because anticipated student attrition has been taken into account.

Overmatching: Introduction

Overmatching accomplishes the following:

- Increases the number of applicants that are awarded a scholarship school in Round 1
- Minimizes the need to assign students off the waitlist
  - K-12 public schools that participate in OneApp do not have waitlists because they can overmatch
- Maximizes a schools' scholarship awards
- Enables schools to communicate with more assigned families in the spring and prepare accordingly
- **Conclusion:** Overmatching is in the best interest of schools and families.

Overmatching: 2014-2015 Match Attrition

The table below shows 2014-2015 scholarship attrition data. It details the percentage of students who were assigned in Round 1 that were not enrolled in their matched-schools' in September. The scholarship team has also provided this information for your school in your packet on your data dashboard.

Match Attrition	All Scholarship Schools	Orleans Parish Scholarship Schools	Non-Orleans Scholarship Schools
New Students	35%	26%	39%
Returning Students	15%	13%	17%
Total	21%	16%	25%

How Should You Use this Data?

- Review the data. Based on school-wide and state-wide student attrition, develop an estimate of how much attrition you might expect this year.

- Determine how many new scholarship students you are authorized and want to take.

- Using your estimated attrition, overmatch so that you still project receiving the desired number of scholarship students in the fall.

Consider your school's unique situation

- If you are okay with having more than the ideal target number of students, then chose a higher match target among the options you are considering

- Chose a more conservative number if you absolutely cannot take more than your targeted number of students.

- Consider the overall number of scholarship students you hope to serve and consider variance you might experience

  - The smaller number of students you are accepting, the higher variance you should expect

  - The larger number of students you are accepting, the more likely the results are to align with historic attrition

Example:

- You are allowed to accept 75 new scholarship students next year and determine that you want to accept 48 new scholarship students

- Historically, you project that about 20% of the assigned students will report, based on school-level and state-wide data

- To account for expected attrition, you calculate that you would like to accept 60 new scholarship students in the Round 1 Match
  - 48 * (1/ (100%-20%)) = 60

- You are accepting new scholarship students evenly in K-4, so you let the scholarship team know that you would like 12 students in each grade K-4.

- You anticipate that about 20% of the matched students will not attend in the fall, putting your school right around the 48 new scholarship students you seek.

- Your school is prepared to serve 49-55 students if attrition is lower than you project, so you are comfortable with a range of outcomes

Overmatching: Accounts from OneApp

In Orleans Parish through OneApp, schools have overmatched based on historical attrition data:

- It helps them get closer to their desired fall enrollment counts
- It enables them to communicate with more families in the spring about the upcoming year
- It reduces the amount of students who are assigned during open enrollment

Overall, schools have determined that it is in their best interest to overmatch

Overmatching: Examples from OneApp

- A school that wanted 108 kindergarten students set a match target of 140
  - They planned for 23% match attrition
- A school that wanted 90 kindergarten students set a match target of 110
  - They planned for 18% match attrition
- A school that wanted 140 9th graders set a match target of 255 students
  - They planned for 45% match attrition—note that 9th grade match attrition is exceptionally high in Orleans Parish
- These schools' current enrollment is within 5 students of their desired total or below their targets

Overmatching: Addressing Concerns

Many schools have had concerns about overmatching. The possibility of being over their desired enrollment leads to hesitation.

- LDOE understands this concern and encourages schools to approach the decision thoughtfully
- LDOE also highlights that match attrition data is very consistent from year to year.
  - There have been no instances of OneApp schools being significantly over-enrolled because they overestimated match attrition
- Schools should overmatch by an amount within their comfort zone, where they feel they are adequately able to serve assigned students with a range of attrition outcomes
- Overall, overmatching will lead to improved outcomes for students, schools, and the scholarship program

Wrap-Up

Thank you for your partnership and for the hard work you do for Louisiana students every day!

Application & Enrollment Timeline

October 30-December 1	• Schools submit their Notice of Intent to Participate	
January 12-February 27	**Main Round:** • <u>Schools</u> collect applications and verify student eligibility • <u>Families</u> submit applications to the Scholarship Program online and at schools	Schools may use this period to perform outreach to prospective students through promotional materials, school events, etc.
Week of April 6	• <u>Schools</u> receive scholarship student roster (Dependent on USDOJ) • <u>Families</u> receive scholarship award notification letters	Schools should reach out to families about school registration and enrollment
April 20-May 29	**Round 2:** • <u>Schools</u> collect applications and verify student eligibility • <u>Families</u> interested in pursuing a different placement submit applications to the Scholarship Program online and in person	Families that missed the first application window should submit an application in Round 2
Week of June 29	• <u>Schools</u> receive post-Round 2 scholarship student roster (Dependent on USDOJ) • <u>Families</u> receive scholarship award notification letters	The Department will work with families and schools to resolve any issues (sibling unification, clerical errors, etc.)
June 29-First Week of School	• <u>Schools</u> report scholarship student enrollment to the Department • <u>Students</u> enroll at schools or decline award	The Department will work with schools to fill remaining seats post Round 2

NOI Process

- The NOI is a Google document that schools complete and submit online.

  - Schools will type directly into the form
  - Schools will electronically sign the document
  - Schools will click a button to electronically submit the form directly to the scholarship team

- Please contact studentscholarships.la.gov for technical support.

- **Schools must submit the NOI no later than December 1st.**

NOI Content

- Schools will receive a [link to the NOI](#) by email. A link will also be included in the Scholarship Program Newsletter.

- School contact information

- Demographic preference

- Questions about student services and supports

- Seat capacity by grade level for NEW scholarship students

- Tuition and fee amounts by each grade level for grades with either new or returning students