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District Planning Call
February 8, 2017

Agenda

I. **2017-2018 District Planning Process**

    A. Early Childhood

    B. High Quality Teaching

    C. High School Pathways

II. **ESSA**

III. **2016-2017 Action Steps**

    A. Early Childhood

    B. High Quality Teaching

    C. High School Pathways

IV. **Call Summary**

The LDOE recommends the following supervisors attend this call:

- Curriculum and Instruction
- District Test Coordinators
- Technology
- Early Childhood
- High School
- Career and Technical Education
- Principal and Teacher Leader
- Human Resources

2017-2018 District Planning Process

2017-2018 School System Planning Guide

- The **2017-2018 School System Planning Guide** was released in hard copy at the January/February Supervisor Collaborations last week and this week, and an electronic version can be found in the District Support Toolbox.

- The School System Planning Guide serves as a resource for school systems as they create academic plans for the 2017-2018 school and leverage resources available by the Department.

- Sessions at the Jan/Feb Collaborations focused on the data, tools and resources included in the guide and that support Phases I and II of the planning process. You can view these sessions in the district support library.

Email districtsupport@la.gov with questions.

2017-2018 School System Planning Priorities

Early Childhood	High-Quality Teaching	High School Pathways
● Provide all classrooms with **accurate *CLASS* observations** and actionable feedback ● Support sites to implement **Tier 1 curriculum** and improve instructional quality ● Improve access for families by **strengthening coordinated enrollment** processes.	● **Choose high-quality curricula** ● **Streamline the use of high-quality assessments** ● Provide regular, **ongoing professional development** ● Establish and/or expand **teacher preparation partnerships** ● Identify excellent educators and **create professional growth experiences**	● Identify and offer students **TOPS University Pathways** ● Identify and offer students **Jump Start TOPS Tech Pathways** ● Assist all students with **financial aid planning**

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2017-2018 District Planning Timeline

The academic planning process is broken down into three phases that include major actions steps and supporting tools and resources.

PHASE 1: **Reflect & Prioritize**	• Use Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance • Prioritize specific improvements for 2017-2018
PHASE 2: **Plan & Align Resources**	• **Create a plan to implement projects and initiatives that will lead to the prioritized improvements identified in Phase 1** • **Align the 2017-2018 budget to fund prioritized projects and initiatives**
PHASE 3: **Communicate Plans**	• Share plan with key stakeholders, (ensuring that each group e.g. teachers, parents, community members) are clear on how the plan impacts them and the next steps they should take

In-Person Planning Support: March Supervisor Collaborations

Sessions at the March Supervisor Collaborations will focus on topics, resources, and tools to help school systems create their academic plans for the 2017-2018 school year (phase two in the School System Planning Guide).

Dates & Locations:
- March 14: Jefferson
- March 15: Baton Rouge
- March 16: Bossier

On Wednesday, March 1, the Department will release additional information about these events, including a list of sessions and how to register.

Please save the date for these events in your calendar and reach out to DistrictSupport@la.gov with questions.

Early Childhood

Early Childhood: 2017-2018 Priorities

School systems will continue to help prepare all children for kindergarten by:

Providing all classrooms with accurate CLASS observations and actionable feedback (if district is Lead Agency only)

Supporting sites to implement Tier 1 curricula and improve instructional quaility

Improving success for families by strengthening coordinated enrollment processes

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Early Childhood: Phase 2

PHASE 2:
Plan & Align Resources

During Phase 2 of the 2016-2017 academic planning process, early childhood programs and lead agencies should focus on developing clear strategies for your improvement targets that align resources across sites, programs, and the community.

Phase 2 Planning: Early Childhood Programs
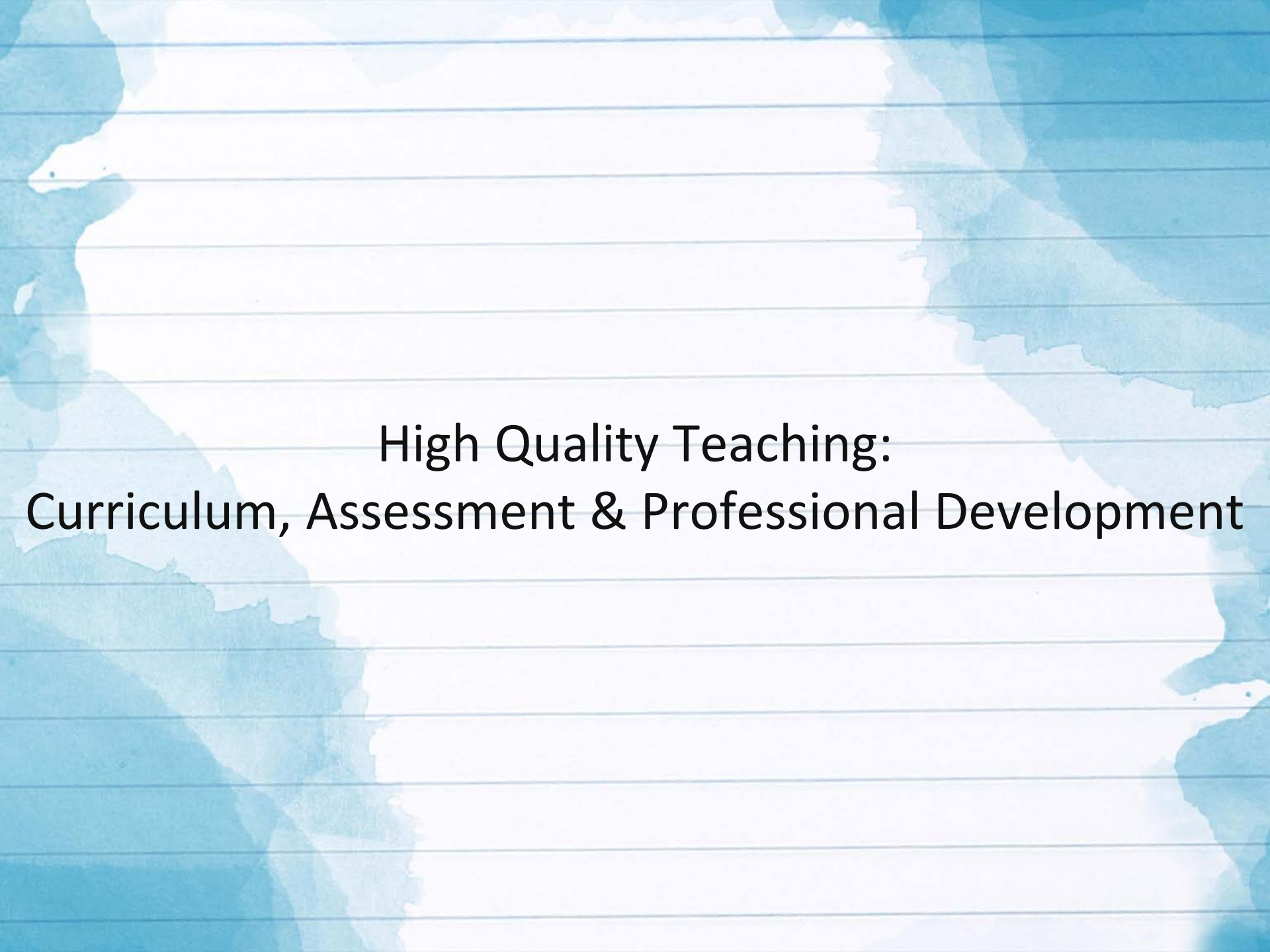
Meet with site leaders to:

- Connect the Practice Performance Profile indicators with preparing every child to enter kindergarten

- Discuss and agree upon opportunities for change at their site

- Generate targets, specific strategies, and timelines for improvement

Use the *2015-2016 Practice Performance Profile for Sites*, the *Performance Profile Key for Sites*, *CLASS scores from fall 2016*, and *Five Tips for Sites*.

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Phase 2 Planning: Lead Agencies

- Work with partners to set specific targets for community network improvement and communicate those to all sites.

- Ask partners for commitment to take specific actions or provide specific resources.

- Where possible, align the 2017-2018 Lead Agency budget to fund improvement initiatives aimed at the targets.

Use the *2015-2016 Practice Performance Profile for Community Networks*, the *Performance Profile Key for Networks*, *CLASS scores from fall 2016*, and results from the Family and Teacher Surveys to set improvement targets.

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High Quality Teaching:
Curriculum, Assessment & Professional Development

Curriculum, Assessment & PD: 2017-2018 Priorities

School systems will build on and deepen the academic work they have already done to improve instruction in every classroom. Specifically, school systems should:

Choose high-quality curricula in all subject areas and grade levels, including math, English language arts, early childhood, and social studies
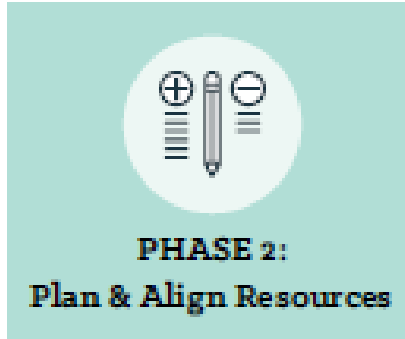
Streamline the use of high-quality assessments to reduce overall testing and improve the quality of tools used

Provide regular, ongoing professional development for educators that is rooted in a curriculum and informed by student work

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Curriculum, Assessment and PD: Phase 2

PHASE 2:
Plan & Align Resources

During Phase 2 of the 2016-2017 academic planning process, school systems should:

- Adopt a tier 1 curriculum in math, ELA, social studies and early childhood.
- Select a small number of standards-aligned, non-summative assessments; eliminate non-aligned and redundant assessments.
- Select curriculum-centered professional development using the PD Vendor Guide, and create a year-long scope and sequence for trainings.
- Institute school-based learning groups (e.g. PLCs) and focus meetings on examining student work and use of the curriculum.
- [Align 2017-2018 budget to fund these initiatives and projects](#).

Resources for Phase II Planning: Instructional Material Reviews

The Department conducts ongoing reviews of curricular materials in order to support school systems in adopting Tier 1 curricula in math, ELA, social studies and early childhood.

New Tier 1 and 2 instructional materials are now available. Districts have another Tier 1 option to choose from when looking for standards-aligned interim assessments in ELA. All other Tier 1 curricula are available on the Annotated Reviews webpage.

Publisher	Title	Core Subject	Tiered Rating
The Achievement Network	Interim Assessments, Gr 3-5	ELA	1
The Achievement Network	Interim Assessments, Gr 6-8	ELA	1

District Action Steps: Please share this information with textbook adoption supervisors, curriculum directors and educational technology staff.

Reminder: Staff, parents, and vendors can participate in the selection process through the Department's webpage.

Resources for Phase II Planning: Curriculum Research

Harvard's Center for Education Policy Research (CEPR) in partnership with the Department in conducting the first ever *National Evaluation of Curriculum Effectiveness* to begin this month.

The purpose of this study is to determine the impact that standards-aligned curriculum has had on student learning in Louisiana and in other states across the country.

In the next couple of weeks, CEPR will reach out to school system leaders and principals to gauge their willingness to participate in this study which will begin with a brief online survey. The survey will ask principals to identify which math textbooks are being used in fourth and fifth grade classrooms and the types and amount of support teachers are receiving to use those materials. Participation is voluntary and responses will be kept confidential.

Please email LouisianaCurriculumReview@la.gov if you are interested in participating or with questions.

Upcoming Resources for Phase II Planning

The following additional resources will be released this spring to support Phase 2 of the academic planning process:

- Updated [PD Vendor Guide](#): *to be released at the March collaborations*
- School System Professional Development Plan: *to be released at the March collaborations*
- Louisiana Student Standards for Science: *BESE considering adoption in March*
- Standards-aligned formative assessments: *coming this spring*
- New ELA Guidebook 2.0 units: *coming this spring*
- Teacher and parent resources regarding the new LA Connectors: *coming this summer*

Funding Support for Phase 2 Planning:
Principal Support Grant Application

The Department is releasing the Principal Support Grant application in February to support principals as leaders of instruction in their schools. This grant will support two key initiatives:

• TAP and NIET Best Practices: Helps principals and schools implement effective practices for teacher collaboration, observation and feedback, goal setting, and teacher leaders.

• Principal Fellowship: Supports individual principals building their instructional leadership skill through a twelve-month cohort collaboration training.

* District grant applications may include one or both opportunities.

The Principal Support Grant application will be available in the Compass Library and is due at the end of March. Additional details will be released in an upcoming edition of the school system weekly newsletter.

Please email your network team or compass@la.gov with questions or to set up a phone conference.

High Quality Teaching:
Leadership Development & Talent Management Resources

Leadership Development & Talent Management: 2017-2018 Priorities

A skilled teaching force is necessary to achieve academic success with students. To this end, school systems and schools will create a "talent pipeline" at every level of the system. Specifically, school systems should:

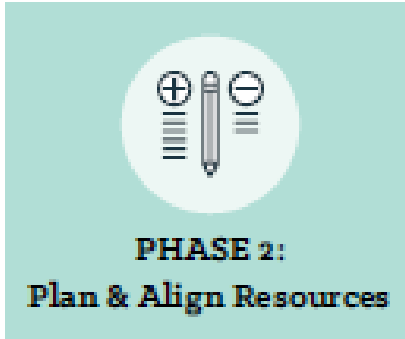**Establish and/or expand teacher preparation partnerships that:**

- Meet identified workforce needs, as portrayed in annually-released educator workforce reports;
- Include yearlong teaching residencies in which aspiring teachers train alongside expert mentor teachers;
- Identify and develop mentor teachers who are prepared to support aspiring and new teachers.

Identify excellent educators and create professional growth experiences to:

- Grow and leverage teacher leaders effectively in all content areas; and
- Provide challenging experiences to help principals improve their ability to coach and support educators.

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Leadership Development & Talent Management: Phase 2

PHASE 2:
Plan & Align Resources

During Phase 2 of the 2016-2017 academic planning process, school systems should:

- Identify excellent teachers to serve in leadership roles (Teacher Leader, mentor, principal).
- Train principals to implement a system of content-rich goal setting, observation, feedback, and school-based support.
- Establish or deepen partnerships with teacher preparation providers to meet workforce needs.
- Make workforce decisions (e.g., compensation, tenure) to retain highly-effective teachers and leaders.
- Align 2017-2018 budget to fund these initiatives and projects.

Resources for Phase 2 Planning:
2016-2017 District Educator Workforce Report

The 2016-2017 District Educator Workforce Report, an internal report, provides district leaders with a detailed overview of decisions they are charged with making regarding the educators and education leaders in their districts.

Data in the Educator Workforce Report is organized according to the following sections and may be used to inform decisions related to:

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

The Educator Workforce Report has been improved based upon feedback from the pilot year and will be released in early march.

The educator workforce report will be discussed at the March Supervisor Collaboration, and Network leaders will follow up with individual conversations with each district regarding their report.

Reports will be shared on each district's FTP. Reports will *not* be posted publicly.

Resources for Phase 2 Planning: Workforce Report Decisions

Educator Workforce Report Section	Decisions
Recruiting and hiring	• Districts identified which teachers were out-of-field/uncertified and developed plans to certify teachers • Data used to set up meetings with rural parishes and universities to discuss partnership and recruitment opportunities

Evaluating Results	• Transitional Student Growth Data used to:
	   • develop targeted professional development for teachers
	   • inform teacher placement decisions
	   • inform the decision to implement district-wide curriculum

Compensation	One district used data to inform discussions relative to merit pay

Retaining, promoting, and granting tenure	• Districts used the retention data to:
	   • survey teachers to determine why they are leaving
	   • inform strategies (e.g. staggering start time/offering daycare or travel stipend) to increase retention in specific schools
	• One district decided to implement a mentor teacher program as a way to improve teacher retention

Resources for Phase 2 Planning: Workforce Report Updates

Educator Workforce Report Section	Updates
Overall	• Data on schools with high/low percentages of minority, special education, and economically disadvantaged students will be taken out and replaced with data on high-needs schools • "Region" defined as per map on next slide
Educator Workforce Overview ***New section***	• Includes teacher certification status by school letter grade • Includes data relative to equitable access to excellent educators
Recruiting and hiring	• Includes all teachers hired in LEA, as well as teachers hired on a Practitioner's License • Breaks out teachers hired from preparation programs by undergraduate and post-baccalaureate
Evaluating results	No changes
Compensation	• Salary information for core vs. non-core teachers deleted
Retaining and granting tenure	• School leader departure trends added • Retention rates for graduates of teacher preparation programs added
Appendices	• Additional site-level information added, including list of teachers who are teaching out-of-field

Supports for Phase 2 Planning:
Regional categories for the Educator Workforce Report

This map displays the regional categories that will be used in the workforce report.

Resources for Phase 2 Planning:
Believe and Prepare Partnership Assessment

By July 2018, all teacher preparation programs in Louisiana will include a yearlong classroom residency with the support of an experienced mentor teacher depending on the approved program formant.

In response, to interest from school systems generated at the December collaborations and to prepare for the upcoming Believe and Prepare community meeting, please complete a partnership assessment with your network team by **Friday, February 10**.

The partnership assessment will help you gather the following information to support partnership development that meet workforce needs:

• Current workforce

• Priority staffing needs for 2017-2018

• Institutions with which to explore or expand a formalized partnership

For more information, please contact your Network team.

Resources for Phase 2 Planning:
2017 Believe and Prepare Community Meeting

Make plans to attend the Believe and Prepare winter community meeting to learn about updated tools and resources available to support partnership development, and to learn from teacher preparation experts about:

- Establishing a memorandum of understanding (MOU)
- Developing governance meeting protocols

Meeting Information:
- **Date:** February 13, 2017
- **Southeast Region Meeting Time:** 10:00-12:30 p.m.
- **Northern, Central, and Southwest Regions Meeting Time:** 1:00-3:30 p.m.
- **Registration: RSVP** has been extended through **Friday, February 10.**
- For a detailed agenda, click here.

For more information, please contact BelieveAndPrepare@LA.gov .

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Supports for Phase 2 Planning:
Believe and Prepare Residency Expansion Opportunity

To support the expansion of teacher preparation programs that meet workforce needs, particularly in rural and geographically remote districts, the Department will solicit applications for funding to support:

- Teacher preparation providers that work closely with and place yearlong teaching residents in rural schools and districts participating in the Teacher Incentive Fund (TIF) grant
- Post-baccalaureate teacher preparation residencies that include co-teaching opportunities
- Teacher preparation programs that increase the number of special education teachers

*Priority will be given to applications that increase the number of secondary math and science teachers.

This Request for Applications (RFA) will be released in mid-February.

Email believeandprepare@la.gov with questions.

High School Pathways

High School Pathways: 2017-2018 Priorities

School systems will continue to support student graduation pathways and postsecondary planning through individual graduation planning. Specifically, school systems should:

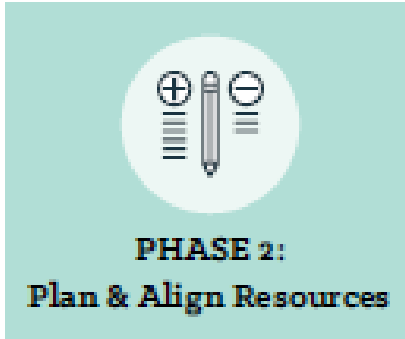|		
Identify and offer students TOPS University Pathways that ensure students going to four-year colleges have taken a true college preparatory curriculum in high school and have every chance possible to receive TOPS	Identify and offer students Jump Start TOPS Tech Pathways with career courses and workplace experiences leading to the attainment of an industry credential and eligibility for TOPS Tech	Assist all students with financial aid planning to remove the financial barriers to accessing postsecondary education and training

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High School Pathways: Phase 2

**PHASE 2:
Plan & Align Resources**

During Phase 2 of the 2016-2017 academic planning process, school systems should:

- Strengthen and expand career and college pathway options for students by increasing the number of pathways offered at each high school.
- Work with regional economic development boards to identify career pathways that align to regional and statewide needs.
- Ensure that each student has completed the appropriate financial aid package for post secondary opportunities.
- Create a plan for graduation pathways for students with disabilities in all high schools using the alternative graduation pathway guidance.
- Align 2017-2018 budget to fund these initiatives and projects.

Financial Aid Planning

Beginning with the 2017-2018 school year, each graduating senior will be required, as part of his or her individual graduation plan, to either

1) complete the Taylor Opportunity Program for Students (TOPS) application or the Free Application for Federal Student Aid (FAFSA),
2) declare a hardship, or
3) submit a waiver to the local school system.

The Department is distributing breakdowns of the number of FAFSA applications submitted and completed for the 2016-2017 school year to Networks, school systems and high schools each week through the end of the spring semester.

- Specific school data can be obtained through your Network contacts each week or by contacting LDEFinancialAid@la.gov.
- Specific student level data can be obtained by having a district data sharing agreement with LOSFA. Contact robyn.lively@la.gov.

As of January 27, 2017, 29% of Louisiana public school seniors have completed the FAFSA application. For the same week in 2016 only 5% of applications had been submitted.

Financial Aid Resources

- Financial Aid webinar to assist schools with getting students to complete the FAFSA
  - February 15th 10a.m.-11a.m. https://louisianaschools.adobeconnect.com/r5wqnkgr9bi/
  - February 16th 2p.m.-3 p.m. https://louisianaschools.adobeconnect.com/r3lfu23zhr4/

  Email LDEFinancialAid@la.gov with questions.

ESSA: Revised Framework

Release of Updated ESSA Framework

- On Monday, the Department released an updated ESSA framework on its website that captures the enhancements made to the original version released in September 2016 based on feedback from educators, parents, civic and advocacy groups, and others.

- Superintendent White has provided an overview of the updated framework at the January and February statewide Supervisor Collaborations.

- Please encourage principals, teachers and parents to submit feedback on the updated framework by emailing essalouisiana@la.gov or attending one these upcoming meetings.

- A full draft of the state plan will be released on the Department's website in late February for public comment.

School Redesign Planning Grants

Louisiana's School Redesign Summit brought together over 500 school system and partner organization representatives together to brainstorm ideas for redesigning struggling schools.

In order to allow school systems to explore partnerships with potential partner organizations, the Department is offering the **School Redesign Planning Grant**.

- Grant allows districts to learn more about a partner before making a decisions about a long term partnership.

- School systems can apply for funds on behalf of schools that have been persistently struggling.

- Grant allocations will range from $15,000-$50,000 to fund short term exploration projects with partner organizations.

Applications can be found on the School Redesign webpage, and should be submitted by Monday, February 20, 2017 in order to be allocated funds at the March BESE meeting or by Wednesday, March 29, 2017 to be allocated funds at the April meeting.

For additional information please contact your Network Leader or hunter.brown@la.gov.

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2016-2017 Action Steps

Early Childhood Action Steps

2016-2017 Milestones for Lead Agencies

If your district is the Lead Agency for your Early Childhood Community Network there are two important milestones coming up in the next few weeks.

Please refer to the new *Guide to Success for Early Childhood Community Network Lead Agencies* for specific steps to achieve these and all other Lead Agency milestones.

| 2/28 | Your Community Network's Child Count as of 2/1 must be in your Early Childhood folder on the Department's FTP server. |
| 3/30 | Your required third quarter meeting with partners must have been conducted. |

2016-2017 Milestone for Early Childhood Programs and Next Steps for Sites

- Please support all teachers to successfully attain the upcoming child assessment milestone.

2/28	Checkpoints for all publicly funded children must be finalized in the *GOLD™* online system.

- Please support all sites with understanding their 2015-2016 Practice Performance Profile and how to use the information to plan improvement.

Five Tips for Sites	Provides sites with guidance on next steps for improvements (e.g., choosing and using a quality curriculum)

Contact kaye.eichler@la.gov with any questions.

High Quality Teaching Action Steps

February Month-by-Month Checklist

Communication and Support

- Feb: Office Hours each Tuesday at 1:00 PM
- Feb 14: Assessment and Accountability Monthly Call and Webinar
- Feb 16: Educational Technology Monthly Call

Assessment Preparation and Administration

- Feb 6-March 17: ELDA and LAA1 test administrations
- Feb: Download ACT Match-No Match lists second release from sFTP for distribution to STCs to ensure testing of all grade 12 students with no ACT score on record
- Feb: Setup TSMs and ensure that Insight has been installed on all devices that will be used for spring assessments
- Feb: Utilize the technology readiness tools to determine that devices are correctly configured for online spring assessments
- Late Feb-Early March: Coordinate Graduation cohort data certification/exit code review for accuracy of cohort graduation indices in SPS

March Month-by-Month Checklist

Communication and Support
- **March**: Office hours held every Tuesday
- **March 7**: Assessment and Accountability Monthly Call and Webinar
- **March 23**: Educational Technology Monthly Call

Assessment Preparation and Administration
- **Late Feb–Early March**: Finalize graduation cohort data certification and exit code review for final calculation of graduation rates and SPS graduation indices
- **March**: Utilize tools in the TSM to ensure sites are ready for testing
- **March**: Finalize LEAP and EOC test schedules prior to setting up test sessions in eDIRECT
- **Late March**: Download the EOC third year cohort file/roster from sFTP site and distribute to STCs to ensure testing or accountability coding of students who must participate in Algebra I and/or English II
- **March 17**: ELDA and LAA1 test window ends
- **March 21**: Administer ACT initial test
- **March 21–April 4**: Administer ACT accommodated test (for ACT-approved and non-college reportable) and ACT Online (for pilot schools)
- **March 22–April 5**: Administer WorkKeys accommodated paper and online tests
- **March 25**: Priority Deadline for AP exam ordering

Spring 2017 LEAP 2025 Assessment Resources

2016-2017 ELA, mathematics, and social studies practice tests will provide teachers and students with full-length assessments that mirror the summative tests.

> Teachers may examine the practice test content to evaluate instruction, to design classroom assessments that use similar features, to simulate testing conditions that help students feel prepared for the actual test administration, and to facilitate testing discussions with their students.

- 2016-2017 Practice Test webinars are scheduled for district personnel on February 22 and teachers on February 27 and March 1. More information will be released in upcoming editions of the district newsletter and Ed Connect.

Email assessment@la.gov with questions.

Spring 2017 LEAP 2025 Assessment Resources

The Department has provided many resources to support school systems and schools as they prepare students for the LEAP 2025 spring assessments.

ELA Guidebooks 2.0 is a curriculum for whole-class instruction. Made by teachers for teacher, the units ensure all students can read, understand, and express their understanding of complete grade-level texts.

> Teachers may use the Guidebooks units to focus on real learning grounded in a collection of texts. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas. The Guidebooks help teachers and students stay on track and work toward a series of unit assessments aligned to end-of-year expectations.

Assessment Guides explain the test designs and types of items included on the assessments. The guides also include information about testing times as well as sample items and links to additional resources.

> Teachers may use information in the Assessment Guides to create classroom assessment experiences that incorporate different elements of the summative test design (e.g., content, item type, testing time, allowable materials, or calculator use).

Spring 2017 LEAP 2025 Assessment Resources

ELA Rubrics define how the prose constructed-response portion of the Literary Analysis, Narrative Writing, and Research Simulation Tasks is scored.

> Teachers may use these rubrics when scoring similar assessment tasks in their classrooms.

Guides to the Online Equation Builders provide information to teachers and students about how to enter equations and symbols in the online platform.

> Teachers may use these guides when students practice using the Online Tools Training. Teachers may also provide opportunities for students to practice the essential keyboarding skills noted in these guides.

Social Studies Extended-Response Checklists provide students with support when responding to the extended-response tasks.

> Teachers may use the checklists with students to peer-review their work when responding to similar, teacher-created questions.

Spring 2017 LEAP 2025 Assessment Resources

Online Tools Trainings (OTTs) provide teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based testing format. The OTTs are available in INSIGHT or here using the Chrome browser; includes Spanish version.

> Teachers may use the OTT to help students become familiar with the testing platform; moving from source to source/passage to passage; using rulers, protractors, equation builders, calculators, etc.

2015-2016 ELA and Math practice tests and scoring guides remain available **and** provide teachers and students with quality assessment questions.

> Teachers may use the scoring guides to examine the alignment of last year's practice tests to the Louisiana Student Standards and incorporate test questions as needed during instruction.

2015-2016 ELA and Math Practice Test Guidance documents remain available and provide teachers with information regarding best practices when using the practice tests.

> Teachers may use the guidance documents to understand recommended uses of the practice tests as well as how to best use student results.

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Technology Readiness: E-Rate Reminders

E-RATE Key Dates

- **February 15:** All changes and updates on your E-Rate entity spreadsheet due back to LDOE (edtech@la.gov)

- **February 16:** Final LDOE Entity validation spreadsheet submitted to USAC for EPC upload

- **Mid-Late February:** school systems should verify that all entity profile information in the EPC system matches the LDOE's entity validation spreadsheet

- **FY 2017-18 E-Rate Filing Window -** The FY 17-18 E-Rate filing window is being pushed back to accommodate profile changes and uploads. LEAs are encouraged to begin their procurement processes and filing their Form 471s as soon as possible and not to wait on the window opening.

Email edtech@la.gov with questions.

High School Pathways Action Steps

2017 High School Diploma Order Form

Ordering 2017 Diplomas:
- To order diplomas for 2017 graduates and reissued high school diplomas, school systems are to email a completed [Diploma Order Form](#) to diane.mcmahon@la.gov **by March 10, 2017**.
- Only one order form should be submitted for each public school district.
- Lab schools, Type 2 Charter schools, special schools and nonpublic schools that administer the state's assessments should also submit an order form.
- A 10% overage is recommended to cover midterm and summer graduates and printing errors.
- The LDOE will cover the costs for the initial order and distribution. School systems will be billed directly by State Printing for orders submitted after **March 10, 2017**.

As a reminder, beginning with 2016 graduates, the *Documentation For A Certificate of Achievement* form is no longer required due to Louisiana's student privacy law (R.S. 17:3914). School systems can continue to ensure that students exiting with a *Certification of Achievement* are indicated in the Special Education Reporting (SER) System and Student Information System (SIS).

Please direct questions related to diplomas to zoa.bain@la.gov.

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Call Summary

Call Summary

	Key Deadlines	Key Resources and Supports
February	• **Feb 10:** RSVP for Believe and Prepare Community Meeting • **Feb 15:** E-Rate changes due • **Feb 15-16:** Financial Aid Webinars • **Feb 20:** School Redesign Grants Due • **Feb 28:** Community Network's Child Count due and *GOLD* checkpoints due	• **Feb 13:** Believe and Prepare Community Meeting • **Feb 14:** Assessment and Accountability Monthly Call and Webinar • **Feb 16:** Educational Technology Monthly Call • **Feb 22:** Practice Test webinar for school system supervisors • **Feb 22:** Practice Test webinar for teachers • Updated ESSA framework • 2017-2018 School System Planning Guide • 2017-2018 District Support Calendar • Assessment Guidance Resources • 2015-2016 Practice Performance Profile for Sites and Community Networks • Performance Profile Key for Sites • *CLASS* scores from fall 2016 • Five Tips for Sites • PD Vendor Guide • 17-18 budget support • career and college pathway options
March	• **March 10:** Submit Diploma Order Form • **March 17**: ELDA and LAA1 test window ends • **March 21**: Administer ACT initial test • **March 21–April 4:** Administer ACT accommodated test and ACT Online (for pilot schools) • **March 22–April 5:** Administer WorkKeys accommodated paper and online tests	• **March 1:** Practice Test webinar for teachers • Updated Principal Goal-Setting Templates *(March collaborations)* • Updated PD Vendor Guide *(March collaborations)*