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K-2 Pilot Tools

DEPARTMENT of EDUCATION

Objectives

- Examine four pilot tools and how they will be utilized to evaluate children's classroom experience and mastery of standards.

- Explore how data and feedback from the pilots will help inform K-2 policy.

- Provide feedback on the strengths and potential challenges of implementing each tool.

Agenda

- Challenges in Measuring K-2 Performance

- Vision for K-2 Classrooms and Accountability

- K-2 Pilot Tools

- Next Steps
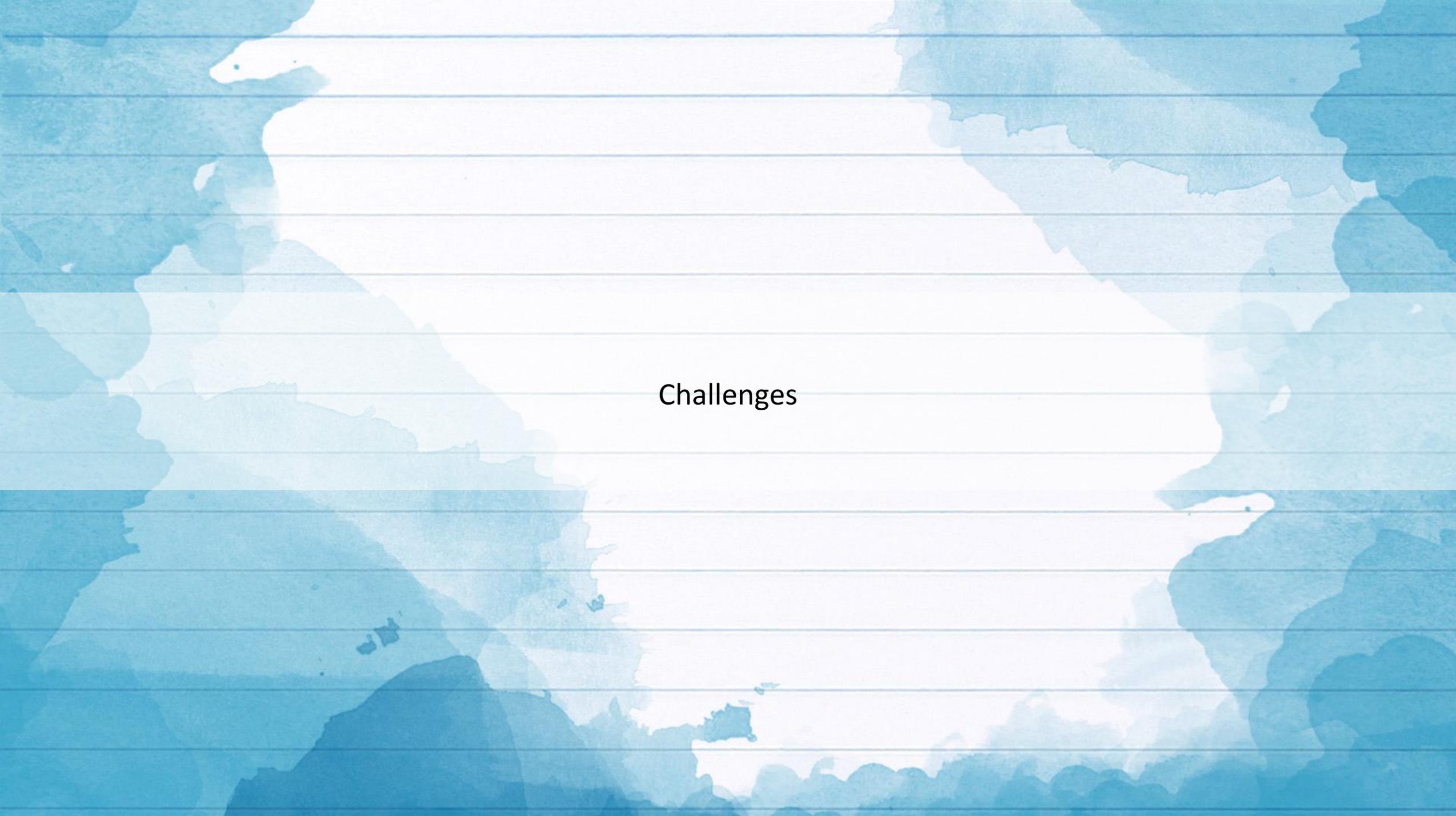
Challenges

Current Challenges in Measuring K-2 Performance

Louisiana has a long history of accountability in grades 3-12 and has recently expanded accountability to publicly-funded early childhood programs.

However, Louisiana currently lacks measures to reflect the success of grades K-2.
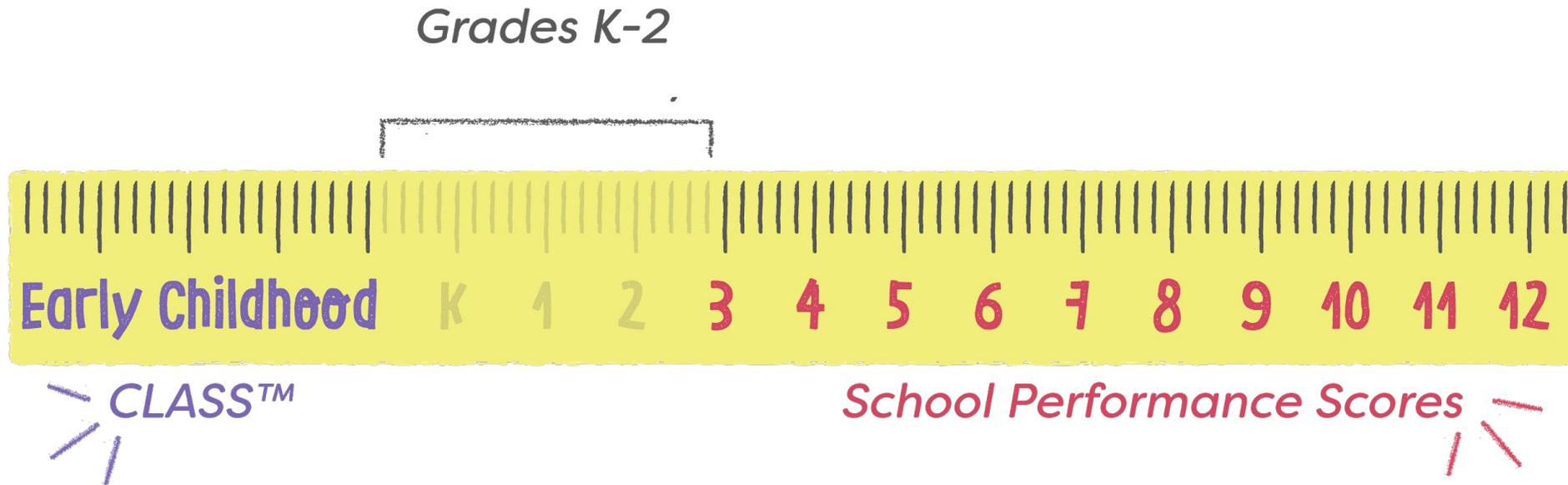
Grades K-2

Early Childhood   K   1   2   3   4   5   6   7   8   9   10   11   12

CLASS™   School Performance Scores

Vision

Vision for K-2 Classrooms

All young children will be ready to master skills and content knowledge aligned to grade-level, age appropriate content standards in order to be academically successful in third grade and beyond.

Teachers provide strong, active instruction to make sure all students:

- learn through purposeful play and exploration;

- read and write about texts to build knowledge and fluency;

- engage in meaningful conversations around read-alouds of complex texts; and

- solve real-world math problems that require them to apply their understanding in increasingly sophisticated ways every day.

Vision for K-2 Accountability

Louisiana's accountability system (1) informs and focuses educators through clear expectations for student outcomes; and (2) provides objective information about school and site quality to parents and other community stakeholders.

In developing tools to measure K-2 performance, Louisiana seeks to:

- Define a cohesive set of expectations for teachers and school systems birth-grade 2

- Utilize a limited, coherent, and efficient set of tools to monitor outcomes across districts and schools

- Provide maximum consistency across grade levels to support ease of use by educators

- Reflect the academic goals of K-2 in the way that schools are measured

K-2 Pilot Tools

K-2 Work Group
What Does Excellence Look Like?

A work group of K-2 teachers, school leaders, and system administrators from across the state met in Spring 2018 to inform the development of a K-2 accountability system.

When considering what it looks like when teachers are ensuring students are ready to master the skills and content knowledge expected at each age, definitions of excellence fell into three categories:

Classroom Experience

Mastery of Grade Level StandardS

School and School System Supports

Tools to Review K-2 Performance

The work group recommended that the Department move forward with piloting four tools.

Classroom Experience

- Kindergarten CLASS^{TM}

- Review of curriculum implementation

Mastery of Grade Level Standards

- Review of student writing samples

- Age-appropriate, standards-aligned 2nd grade skills checkup

Details on K-2 Performance Tools

The Department will pilot these four K-2 accountability tools beginning in the 2018-2019 school year in order to implement statewide no earlier than 2019-2020.

Tool	What it Measures	Implementation
Kindergarten CLASS^{TM} (Year 2)	Measure and improve teacher-student interactions that promote positive social and academic development	Local and third party classroom observations
Curriculum Implementation	Measure and strengthen teachers' use of materials that impact student learning experiences	Third party classroom observations
Student Writing Samples	Measure students' written expression and knowledge of language and conventions	Third party review via online portal
2nd Grade ELA and Math Skills Check-Up	Measure students' mastery of ELA and math skills that meet the standards.	Computer-based administration

K-2 Performance Tools Pilot Timeline

Tool	Grade Level	Training Dates	Trainees	Implementation Dates
CLASS^{TM}	K	September	School principals and teacher evaluators	Fall and Spring observations
Student writing sample evaluation	Grade 1	Fall (Webinar)	Local instructional leaders and teachers	Spring collection
ELA & math curriculum observation	Grades 1-2	N/A	N/A	Nov-Feb
ELA & math check-up	Grade 2	Winter (Webinar)	Principals, assessment coordinators, and teachers	April

Kindergarten CLASS^{TM}

The K-3 CLASS tool organizes effective teacher-student interactions into three broad categories or domains.
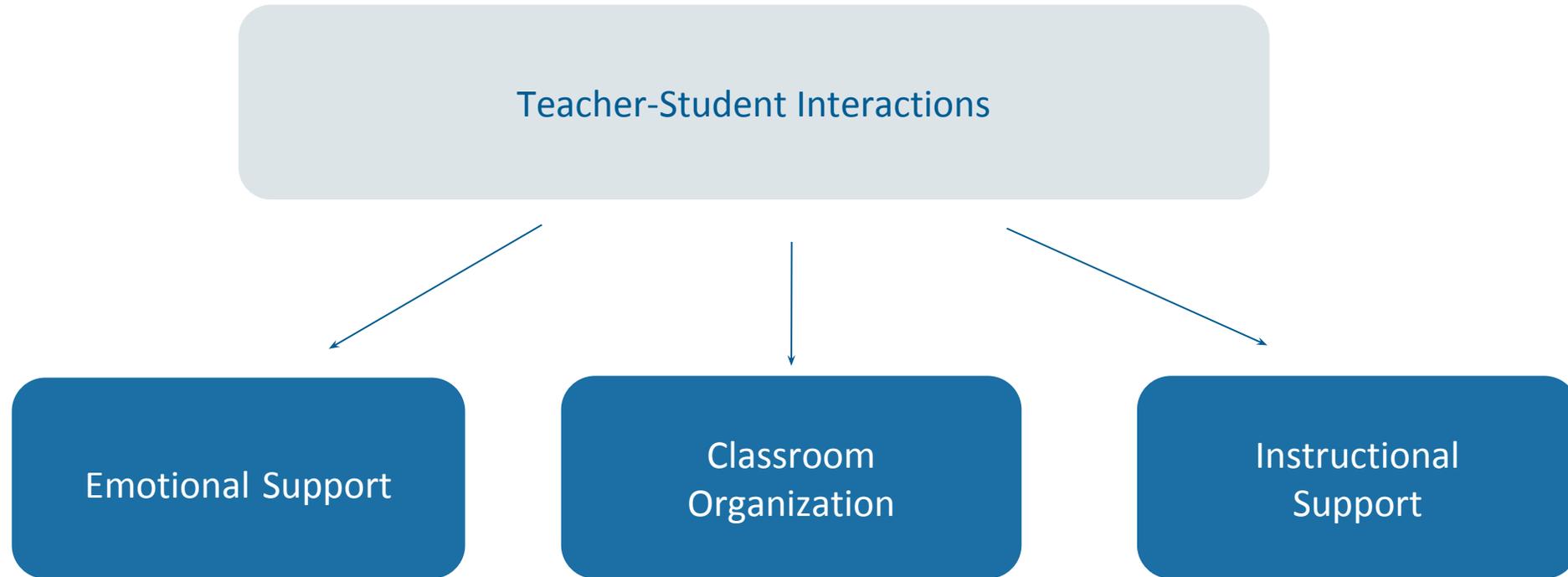
Kindergarten CLASS^{TM} Exercise

Identify the Domain for each set of Dimensions

Emotional Support   **Classroom Organization**   **Instructional Support**

Concept Development
Quality of Feedback
Language Modeling

Behavior Management
Productivity
Instructional Learning Formats

Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Student Perspectives

Curriculum Implementation Observation Tools
(First and Second Grades)

ELA Tool	Math Tool
A. Tier 1 curricular materials are present in the classroom.	A. Tier 1 curricular materials are present in the classroom.
B. Teachers are using the Tier 1 curriculum as intended.	B. Teachers are using the Tier 1 curriculum as intended.
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.
D. Pacing is on schedule according to curriculum guidance.	D. Pacing is on schedule so that students will engage with the full curriculum during the school year.
E. All students read the texts from the Tier 1 curriculum.	E. Curriculum-recommended supports/scaffolds (Eureka Remediation Tools) are being used.
F. Students respond to the texts they read or the teacher reads aloud in a variety of ways and groupings.	F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math.
G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.	G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

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Scenario	What Indicator?	Does this teacher get a "Y" or "N"?
All students are engaging with materials from the Tier 1 curriculum, but over on the shelf in the corner, there are materials from old curricula.		
The teacher poses a question from the lesson. She calls on a student who provides a vague, incomplete response. The teacher adds to what the student said and moves on.		
It's November, and the teacher is a few days behind.		
Teacher is generally following the lesson but not verbatim as it is written in the teacher notes.		

Student Writing Samples
(First Grade)

Scoring Elements	Emerging 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Advanced 4
Topic/Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.		Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic.		Names a topic; response addresses the prompt and is related to the topic.		Names a clear topic; response addresses the prompt and stays focused on the topic.
Use of Sources	Includes no information from sources.		Includes information from sources loosely related to topic.		Includes information from sources related to the topic.		Includes detailed information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.		Lists facts loosely related to the topic.		Lists facts related to the topic.		Lists and elaborates on some facts related to the topic.
Organization	Sentences have no evident relationship with each other.		Sentences are related to each other.		Sentences are related to each other; provides a sense of closure.		Sequences sentences with a beginning, middle, and end; provides a sense of closure.

Student Writing Samples
(First Grade)

Scoring Elements	Emerging 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Advanced 4
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.		Consistently applies standard English conventions (grade level). Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 1 examples)	Some words spelled phonetically Use of capital letters Little to no use of punctuation		Most frequent-use words spelled correctly Most words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized		Phonetic spelling of new words Consistent use of end punctuation Dates and names capitalized Use of commas in dates and series of words		Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words

Use the rubric to score this first grade writing sample on Topic, Development, Organization, and Conventions.

What can you do to save water?

we need to save water! To save water do not fill up the tub all the way. if your fawsit is leking turn it of. if we didint save water we woldent have any.

ELA and Math Check-up
(Second Grade)

ELA

Reading Comprehension – Measures students' comprehension and vocabulary based upon complex literature and informational passages each, with up to 10 text-based multiple choice questions per passage.

Foundational Literacy Skills – Measures students' phonics and word analysis skills in decoding words using multiple choice or multiple select items

Reading Fluency – Measures students' reading fluency and comprehension through the use of yes or no responses to declarative sentences that are read independently and contain second-grade vocabulary, with up to 20 statements.

Math

Ability to Problem Solve – Measures students' ability to solve one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing. Items include multiple choice and fill-in-the-blank.

Math Fluency – Measures students' ability to compute quickly and accurately sums and differences of whole numbers in base-ten notation using multiple select (multiple correct responses from a list of choices) or fill-in-the-blank (one or more blanks to indicate sums and differences).

Reflection Exercise
(10 mins)

1. Break into 4 groups.
2. Choose one of the 4 tools (each group chooses or is assigned a different tool).
3. Discuss the strengths and any potential challenges in using the tool based on your role (e.g., supervisor or teacher).
4. List the strengths and challenges on a T-chart.
5. Report out to the larger group in one minute at least one item on the list.
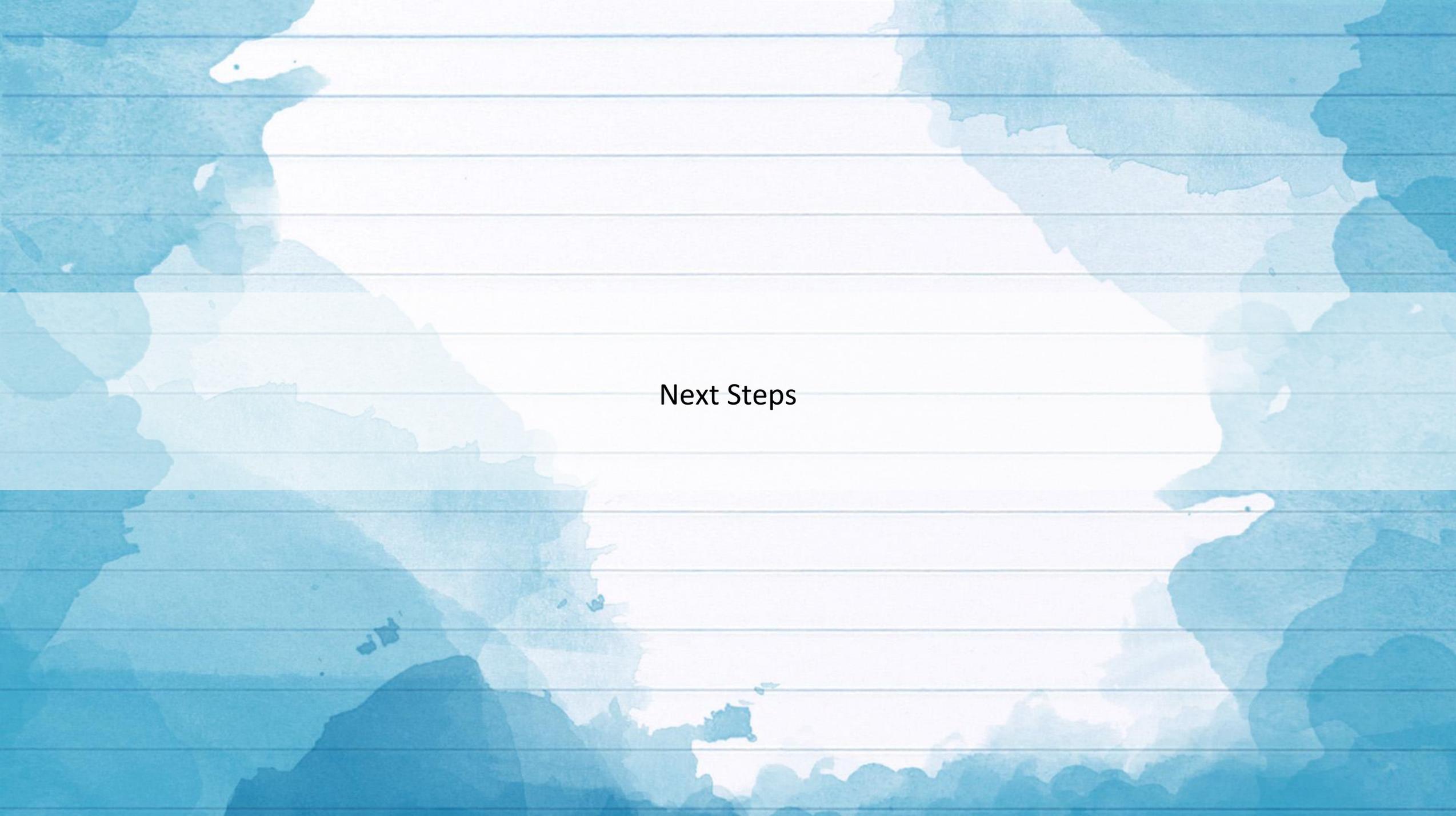
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Next Steps

- Submit budgets in eGMS by September 30.
- Attend webinar trainings for respective tools (slide 13).
- Stay tuned to DPCs and newsletters for updates.

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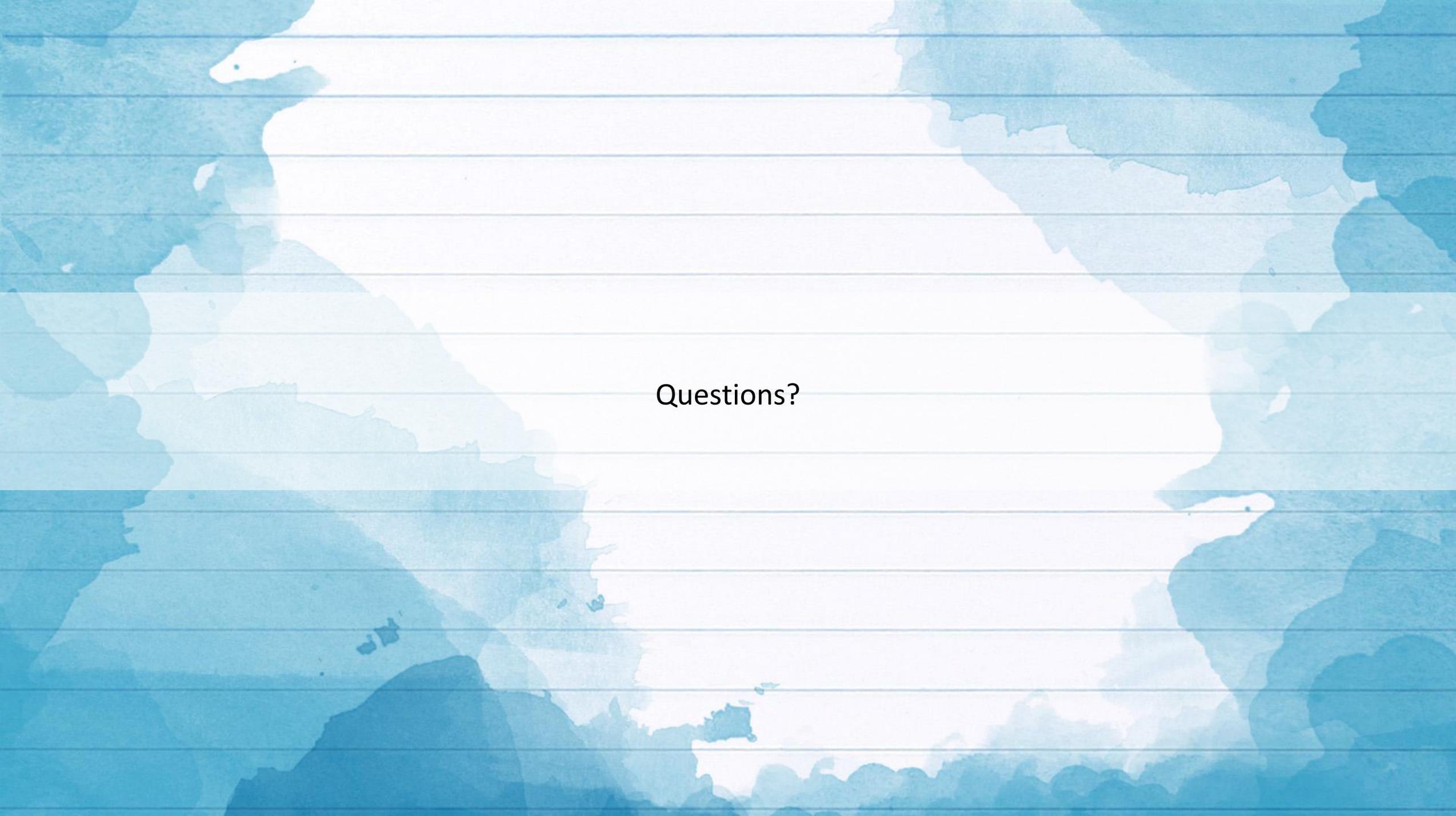
Questions?

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