

# Louisiana Believes

---

District Planning Call

January 13, 2016

# Agenda

## I. 2016-2017 Academic Planning

## II. Measuring Student Success:

- A. 2015-2016 Test Administration
- B. LEAP Assessment Design, Guides and Field Tests
- C. Student Privacy

## III. Academics

- A. Civics Curriculum
- B. Instructional Material Policy Updates

## IV. Early Childhood:

- A. Upcoming Deadlines
- B. Funding Requests
- C. Early Childhood Support

## V. Pathways to College and Career

- A. Course Choice
- B. JumpStart Convention
- C. Individual Graduation Planning

## VI. Call Summary

## VII. Appendix

**The following supervisors are recommended to participate in this call:**

- Curriculum & Instruction
- Assessment & Accountability
- Principal & Teacher Support
- Early Childhood
- High School
- Special Education

# 2016-2017 Academic Planning

# Our Progress

Over the past four years LEAs, in partnership with the Department, have worked hard to see steady increases in our results. Academically the Department and LEAs have worked together and found great success in the following key areas:

- **Early Childhood:** LEAs have built a system for collaboration and coordinated enrollment in a unified early childhood system.
- **High Quality Classroom Instruction:** LEAs have stood up structures in kindergarten through high school classrooms to support more rigorous standards and assessments, specifically focusing on quality curriculum and teacher leadership.
- **High School Pathways:** LEAs have reorganized high school pathways to ensure all students, particularly those on career pathways, have meaningful course choices that prepare them for careers and college.

# 2016 – 2017 Academic Priorities

As Louisiana continues to pursue the goal of preparing every student, there is more to do.

In the coming year, the Department of Education will continue to partner with LEAs to build on previous work. For the 2016-2017 school year the Department will focus more on:

- **Cohesive early childhood through grade 12 curriculum and assessment**
- **Streamlined and high quality state and district assessments**
- **Empowered principals**
- **Students with chosen high school pathways**

# 2016-2017 Academic Planning: Timeline

## Phase 1: Reflect

- **January - February**
- Reflect on student results
- Reflect on classroom (*CLASS*), teacher (Compass) and workforce results

## Phase 2: Plan

- **February – April**
- Prioritize key academic planning decisions based on results
- Make key academic decisions (district planning guide)

## Phase 3: Communicate

- **April – June**
- Communicate with schools and teachers
- Finalize a plan for school and teacher implementation



# 2016-2017 Academic Planning: Tools and Resources

To help LEAs make informed decisions as they plan for the 2016-2017 school year, the Department will provide the following tools and resources:

Tool/Report	Description	Date
<b>School and District Report Cards</b>	Provide district and school leaders with information on student and school performance in 2014-2015	December
<b>Superintendent and Principal Profiles</b> (formerly report cards)	Provide district leadership with data on student assessment, graduation, and teacher evaluation, including subgroup data for current and prior years	January
<b>District Planning Guide</b>	Integrates all data available and resources that support district planning for the upcoming school year	Early February
<b>Compass Report</b>	Provides data on educator effectiveness including how teacher and principal observation and feedback data compares to other districts across the state	February
<b>Workforce Report</b>	Provides district leadership with data on teacher recruitment, effectiveness, promotion, retention, and tenure	March

# Superintendent and Principal Profiles

**What:** District- and school-level reports, released directly to district leadership, which detail performance score components, including subgroup data, for current and prior years. These reports, formerly know as Principal Report Cards, are for internal purposes only and will not be publicly reported.

## **Purpose/Use:**

- Provide districts with an in-depth look at student achievement to inform adjustments in spring 2016 and planning for 2016-2017.

## **Sample Metrics:**

- Component-by-component breakdown of a school or district's performance score
- Comparison of performance across years, districts, and similar schools
- Subgroup data for state assessments and graduation rates

**Timeline:** **Superintendent Profiles are available in the FTP as of today, January 13.** Principal Profiles will be available in the FTP by the end of the month. Networks will facilitate structured conversations with district leadership on data in the report.

**Contact:** [Assessment@la.gov](mailto:Assessment@la.gov)



# Compass Report

**What:** The 2014-2015 [Compass Annual Report](#) provides data on educator effectiveness including how teacher and principal observation and feedback data compares to other districts across the state.

## **Purpose/Use:**

- Provides data about the effectiveness of educators across the state and districts
- Determine how each district's process for observation and feedback of teachers and principals compares to other districts across the state, and inform changes to these processes for the 2016-2017 school year.

## **Sample Metrics:**

- Percentage of educators (teachers and administrators) at each level of effectiveness as measured by Professional Practice, Student Outcomes and Overall Rating.
- State, local and school level summaries, where possible (e.g., percentage of educators rated Effective: Proficient or higher)

**Timeline:** February 2016

**Contact:** [Compass@la.gov](mailto:Compass@la.gov)

# Workforce Reports

**Plan:** Provide district-level reports directly to district leadership with data on teacher recruitment, effectiveness, promotion, retention, and tenure.

**Purpose/Use:**

- Inform workforce decisions for the 2016-2017 school year specifically on recruitment, promotion, compensation, and tenure.

**Sample Metrics:**

- Number of teachers hired and what teacher preparation program they attended.
- Percentage of teachers who are persistently high performing.
- Retention trends by years of experience and performance level.
- Number and percentage of teachers on track to earn tenure.

**Timeline:** Reports will be **released in March 2016**. Networks will facilitate conversations with district leadership (e.g., HR Director, Chief Academic Officer, etc.) on data in the report throughout the spring.

**Contact:** [hannah.dietsch@la.gov](mailto:hannah.dietsch@la.gov)

# 2016-2017 Academic Planning: Support

To help districts make informed decisions as they plan for the 2016-2017 school year, the Department will provide the following professional development and supports:

Support	Description	Date
<b>January Supervisor &amp; TL Collaborations</b>	Collaborations will provide an overview of the District Planning Guide, Workforce Report, and assessment and accountability data to inform district planning decisions for the 2016-2017 school year.	January 20, 25, 27 and 28
<b>Meetings with Network Team</b>	Network Teams will meet with districts to begin developing their academic vision for 16-17 using the District Planning Guide.	February
<b>March Supervisor Collaboration</b>	Collaborations will provide information to support key academic planning decisions.	March 10 March 11
<b>Meetings with Network Team</b>	Network Teams will meet with districts individually to finalize their academic vision and plan for 2016-2017.	April
<b>Teacher Leader Summit</b>	The Summit will offer a variety of sessions for supervisors and Teacher Leaders to help educators plan for the 2016-2017 school year.	May 31- June 3

Additional support structures for supervisors and Teacher Leaders can be found in the [2015-2016 District Support Calendar](#).

# 2016-2017 Academic Planning Support: January Supervisor Collaborations

The [January Supervisor Collaboration Events](#) will provide tools, resources and professional development to district-level supervisors that focus on helping them prepare for the 2016-2017 school year.

Location	Date	Time	Remaining Seats
Baton Rouge	1/20	8:30-12:30	<b>FULL</b>
Thibodaux	1/25	8:30-12:30	<b>150</b>
Natchitoches	1/27	8:30-12:30	<b>60</b>
Lafayette	1/28	8:30-12:30	<b>80</b>

Agenda	Time
Opening Session	45 min
Session Rotation 1	90 min
Session Rotation 2	90 min

**Registration closes  
Monday, January 18**

## Action Steps:

- See appendix or click [here](#) for a listing of all the sessions that will be offered at the January collaboration.
- Contact your network team to inquire about registering for the Supervisor events. Registration closes January 18.
- Click [here](#) for session materials (*available Monday, January 18*)

# 2016-2017 Academic Planning Support: January Teacher Leader Collaborations

The [January Teacher Leader Collaboration Events](#) will provide tools, resources and professional development to Teacher Leaders.

Location	Date	Time	Remaining Seats
Baton Rouge	1/20	1:30-4:30	<b>FULL</b>
Thibodaux	1/25	1:30-4:30	<b>200</b>
Natchitoches	1/27	1:30-4:30	<b>FULL</b>
Lafayette	1/28	1:30-4:30	<b>60</b>

Agenda	Time
Sign In	1:00-1:30
Session Rotation 1	1:30-3:00
Session Rotation 2	3:00-4:30

**Registration closes  
Monday, January 18**

## Action Steps:

- Click [here](#) for more information about these events including sessions that will be offered and how register.
- Encourage your Teacher Leaders to [register](#) by January 18.
- Click [here](#) for session materials (*available Monday, January 18*)
- Contact [louisianateacherleaders@la.gov](mailto:louisianateacherleaders@la.gov) with questions.

# 2016-2017 Academic Planning Support: March Collaborations and Summer Summit

## **MARCH SUPERVISOR COLLABORATIONS:**

The [Supervisor Collaborations](#) originally scheduled for April, have been moved to the following dates:

- March 10: Baton Rouge (Claiborne Building)
- March 11: Bossier (Bossier Parish School for Technology and Innovative Learning)

There will be no Teacher Leader event in March or April.

## **TEACHER LEADER SUMMIT:**

The Teacher Leader Summit will be held in New Orleans, May 31-June 3, 2016. The Department will provide more information about this event, including how to register, in the coming months.

**Please mark these dates in your calendars.**

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



# Measuring Student Success: 2015-2016 Test Administration

# Test Administration Preparation: Key Actions for January and February

For a complete list of assessment-related action items, please see the 2015-2016 [Assessment and Accountability Month-by-Month Checklist](#). Please make sure your District Test Coordinators are taking these actions on the appropriate timeline.

## **JANUARY:**

- Provide [test security and administration training](#) to School Test Coordinators (STCs)
- Share [practice tests](#) with district staff, STCs, principals and teachers
- Distribute ELDA and LAA1 test materials
- Administer [DIBELS Next](#) winter assessment
- Jan 20: Submit Special Education Graduation Waiver applications for Spring 2016
- Jan 25-March 4: NAEP testing window for selected schools
- Complete technology readiness evaluations, initial infrastructure trials, and site readiness of schools delivering online practice test
- Final TRT Fall/Winter collection window closes January 25, 2016

## **FEBRUARY:**

- February 1-March 11: LAA 1 and ELDA test administration
- Feb 29-March 4: PLAN test administration
- Complete survey notifying online/paper decision for grades 3-8 assessments and Social Studies field test

# Test Administration: Reports, Resources and Support

To assist school and district test coordinators with improved testing processes and procedures throughout Spring 2015 test administration, the Department will provide a number of reports, resources and supports in January.

Please ensure your District's Test Coordinators are accessing these resources.

## *Reports*

- ***Preliminary Subgroup AYP Report (available in the FTP)***: provides data on academic progress of student subgroups toward annual measurable objectives (AMO). This report can be used by DTCs to determine school improvement status of schools used in determining Top Gains eligibility and by all school leaders and teachers to plan targeted instruction for student subgroups.
- ***Test Irregularity Summary Report (available by end of January)***: provides districts with information regarding frequency and types of test voids and irregularities during Spring 2015 testing. This report should be used by school and district test coordinators to create a plan for reducing future testing violations.

# Test Administration: Reports, Resources and Support

## *Resources and Support*

- **Assessment Office Hours** every Thursday at 11 am provide an opportunity for school and district test administrators to ask questions and voice concerns about upcoming state assessments.

<https://louisianaschools.adobeconnect.com/dtc/>

Select the "listen only mode" if joining the meeting via computer or smartphone or access audio via phone bridge: (800) 832-0736 / room number: 3423602

- **2015-2016 Assessment Month by Month Checklist**: provides district test coordinators with important deadlines regarding upcoming assessment and accountability activities. *(Updated 12/8)*
- **2015-2016 Online and Paper Practice Tests** (math-and ELA grades 3-8) will be available in January and can be used to help teachers and students prepare for the assessments.
- **DRC eDIRECT Portal** should be accessed for forms, manuals and additional guidance that are necessary for district and school staff responsible for LAA 1 and ELDA test administrations which begins on February 1.

# Technology Readiness

During the 2015-2016 school year, districts begin the transition to online assessments for grades 3-8.

The [Technology Readiness Memo](#) outlines a number of these action steps in the coming months.

## Immediate Actions for DTCs and Technology Coordinators:

- Finalize Technology Readiness Tool submissions
- Continue evaluating readiness using the Testing Site Manager available Thursday, January 11
- Prepare students for online assessments by accessing the online practice tests and tutorial available later this month
- Complete the survey of participation in online assessments and the Social Studies field test by the end of February
- *Optional:* Attend Assessment Office Hours held each Thursday at 11:00 am

### Login information:

- <https://louisianaschools.adobeconnect.com/dtc/>
- Select the "listen only mode" if joining the meeting via computer or smartphone or access the audio via phone bridge: (800) 832-0736 / room number: 3423602

Evaluate Available Technology  
(December-January)

Evaluate Network Capacity and  
Configure Network Resources  
(January - March)

Train District- and School-Level  
Staff (January - March)

Prepare Students  
(Late January- March)

Complete Final Preparations  
(March - April)

# Measuring Student Success: LEAP Design, Guides and Field Tests



# LEAP ELA & Mathematics Assessment Guides and Resources

Grade-level guides have been posted for each content area on the [Assessment Guidance](#) page.

The guides include information about:

- Reporting Categories
- Test Designs
- Assessable Content
- Administration Policies
- Item Types
- Resources

Additional updates will be made in the coming weeks to include information about:

- Sample items (late January)
- Paper Practice tests (math: week of January 11 ELA: week of January 18)
- Online Tools Training providing teachers and students the opportunity to gain familiarity with the online testing platform and its features (e.g., logging in, ruler, equation and text editors, navigation through passages, etc.) (January)
- Online Practice tests (late January)

# Social Studies Field Test Design Update

Field test designs are under development. Key similarities and differences between the 2015 assessment and the 2016 field test are noted in the chart below:

Component	2014-2015 LEAP/iLEAP	2016 LEAP Field Test
Testing Mode	Paper-based only	Grades 3-4 paper-based or online option Grades 5-8 online only
Item Types	Multiple choice (MC), 4-point Constructed Response (CR), Task	Selected Response (SR includes both MC and MS), Technology Enhanced (TE), 2-point Constructed Response (CR), Task
Item Design	Discrete, with exception of Task	Item Sets (1-4 source documents with associated SR, TE, CR), small quantity of discrete items
Test Design	Full form (32-60 MC + 2 CR + Task)	Shortened form (tentatively three 5-item sets, one 4- or 3-item set, 4-5 SR, 1 Task)
Content Assessed	2003 GLEs with 4 <sup>th</sup> and 8 <sup>th</sup> grade-span assessments	2011 GLEs, grade-level-specific assessments
Timing	Untimed	Timed

# Guide to the Social Studies Field Test

Grade-level guides have been posted for on the [Assessment Guidance](#) page.

The Guides include information about:

- Field Test Designs
- Assessable Content
- Administration Policies
- Item Types
- Resources

Additional updates will be made in the coming weeks to include information about:

- Sample item sets (late January)
- Sample task sets (February)
- Online Tools Training (February)

# Data Systems

# Upcoming Data Collections & Deadlines

The Department is currently collecting 2015-2016 staff and student class schedule data as well as 2014-2015 dropout correction data via the Student Information (SIS), Profile for Educational Personnel (PEP), and Curriculum (CUR) Systems.

The deadline for completion of these submissions is **January 18, 2016**. Once finalized, the February Data Collections begin:

## **February 1 MFP Collection** (January 18, 2016 – February 19, 2016)

- **Sponsor Calendar (SPC):** Submit Planned Calendars for Schools/LEAs
- **Student Information System (SIS):** Submit Student Enrollment, Attendance, Discipline, Free/Reduced Lunch Data
- **Special Education Reporting (SER):** Submit IEPs, Amendments, Services, Updates

## **February 15 Data Harvest** (January 18, 2016 – February 9, 2016)

- **Student Transcript System (STS):** Submit 2015 Mid-year Graduates, Parental Consent Updates, Fall Semester Grades, Updates

# Measuring Student Success: Student Privacy



# Breaking Down the Student Privacy Guidebook

To implement student privacy legislation and protect student data, LEAs should achieve the following milestones:

## January Milestones:

- ✓ Sign all LDOE data sharing agreements
- ✓ Continue to assign and resolve Secure IDs for all students using forms on the [LDOE INSIGHT Coordinator's Portal](#)
- ✓ Begin SIS February 1 MFP data submissions
- ✓ Continue STS and CATE data submissions
- ✓ Report parental consent for LOSFA/BOR\*

*\*LEAs should upload parental consent information on current year seniors as soon as possible, especially for students who are applying for scholarships with state universities, which have late fall application deadlines.*

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

# Data Sharing Agreements

At the request of LEAs, LDOE has executed and posted agreements for contracted systems that will continue to require students' personally identifiable information. Click [here](#) for a full listing of these agreements.

As part of this process, LEAs have requested additional data sharing agreements to support their work and provide information to help them meet accountability requirements and make informed decisions. LDOE is in the process of executing the following agreements:

GED/HiSet scores (LCTCS)	College enrollment data (National Student Clearinghouse)
AP and CLEP scores (College Board)	Workforce outcomes (Louisiana Workforce Commission)

Once these agreements are posted, LEAs should download the addendums [here](#) and sign, scan, and email the signed copy to [LDEData@la.gov](mailto:LDEData@la.gov).

# Academics: Civics Curriculum

# Act 469 – Civics Curriculum

The purpose of [Act 469](#) is to ensure that high school students master the content that naturalized citizens are required to know and understand. Beginning with the 2016-2017 school year:

1. The High School Civics curriculum must contain a unit that includes the civics-related content of which naturalized citizens are required to demonstrate their knowledge.
2. Each student in a Civics, or course allowed to substitute for Civics, must take a test based upon the civics portion of the naturalization test used by the United States Citizenship and Immigration Services.

The Department released [guidance](#) for districts on the [Social Studies Resources page](#) including a description of the content that must be included as well as recommendations for how to integrate and assess it.

**Action Steps: Read [Act 469](#) and the Department's [guidance](#). Develop a plan for ensuring the appropriate teachers are in compliance with the law.**

Email [ClassroomSupportToolbox@la.gov](mailto:ClassroomSupportToolbox@la.gov) for assistance.

# Academics: Instructional Material Policy Updates

# Textbook & Instructional Materials Policy Update

- The LDE believes that local schools and LEAs are best positioned to make curriculum and textbook purchasing decisions that meet the needs of their students and teachers.
- In 2012-2013 the instructional materials review process was revised and policy restrictions were removed to reflect this belief, giving local LEAs and schools more control over purchasing decisions.
- In 2015, the legislature passed [Act 389](#) updating the law to reflect the current process and roles of the LDE and LEAs, outlined in the table below; these changes led to corresponding changes to textbook policy ([Bulletin 741, §1703](#)).

Role of the LDE	Role of Local LEAs
Reviews instructional materials with a committee of current Louisiana educators	Use state reviews to make informed purchasing decisions
Provides support in understanding rules and building strong systems for locating and using high-quality instructional materials	Engage in a local review process for instructional materials not reviewed by the state

## Action Steps:

- Read [Act 389](#), [Bulletin 741, §1703](#), and [LDE guidance](#).
- Ensure the district's textbook and curriculum supervisors register for and attend the textbook session offered at the [January Supervisor Collaboration](#) meeting.



# Early Childhood

# 2015-2016 Learning Year Implementation: Due Dates for Lead Agencies

**LEAs serving as Lead Agencies should focus on two responsibilities:**

<b>Coordinated Observation</b>	<ul style="list-style-type: none"> <li>✓ Manage a process and schedule so each classroom receives at least two <i>CLASS</i> observations by a reliable observer during the school year</li> <li>✓ Report observation results: 1) to sites to support classroom quality improvement; and, 2) to the state for practice profile purposes</li> </ul>
<b>Coordinated Enrollment</b>	<ul style="list-style-type: none"> <li>✓ Lead planning and implementation of coordinated enrollment across all community programs</li> </ul>

**Lead Agencies achieved a major milestone in December:**

More than **5,300** classrooms were observed using *CLASS* in the fall, representing **96%** of total PreK and Toddler Classrooms

**Upcoming Action items for Lead Agencies and Program Partners:**

Submit Coordinated Funding Request	Cohort 1, 2, and 3	January 18
Participate in Supervisor Collaborative <i>*(Lead Agencies only)</i>	Cohort 1, 2 and 3	January 20, 25, 27, 28
Submit February 1 Child Count	Cohort 1, 2, and 3	February 29

# Early Childhood: Coordinated Funding Request Process

**[Bulletin 140](#) requires each Lead Agency to submit a Coordinated Funding Request on behalf of their Network via FTP Folder by January 18, 2016**

- Lead Agencies will request seats for programs funded through the LDE: **LA 4, NSECD, Preschool Expansion Grant, and Allocated CCAP Seats**
- Programs serve at-risk children only, and have eligibility requirements for children and families
- Due to limited funding, all requests may not be granted

Funding Type	Ages Served	Income Eligibility	Requested By
LA 4	Fours	185% FPL	LEA
NSECD	Fours	185% FPL	Nonpublic, Type III Center
Preschool Expansion Grant	Fours	185% FPL	Any publicly-funded program, Type III Centers encouraged
Allocated CCAP Seats	Birth-to-threes	165% FPL	Type III Center

For more information, see [Coordinated Funding Request Guide](#) and [Webinar](#).

# Early Childhood: Improvements in Child Care

**Recent improvements will help increase quality of and access to child care in Louisiana**

- **CAFÉ System Launch**

- ✓ CAFÉ is an online application system for families and early learning providers
- ✓ Families can now apply for child care assistance and upload documents
- ✓ Providers can apply for or renew license or provider certification later this month

- **Child Care Assistance Program**

- Three improvements go into effect in January, helping to address funding disparities and increase access for families in order to prepare more children for kindergarten

<b>1. Eligibility Period</b>	<ul style="list-style-type: none"><li>• <i>Families remain eligible for at least one year regardless of life changes</i></li><li>• <i>Eligibility may be extended to ensure children can attend full school year</i></li></ul>
<b>2. Subsidy Rates</b>	<ul style="list-style-type: none"><li>• <i>Both Infant/toddler and PreK rates will increase for school year</i></li><li>• <i>Part-time rates will be paid per hour instead of 6 minute increments</i></li></ul>
<b>3. Co-Pay</b>	<ul style="list-style-type: none"><li>• <i>No family in poverty will have a co-pay</i></li><li>• <i>Other co-pays change to minimal flat rate per week (e.g., \$10)</i></li></ul>

**CCAP rates will increase up to 85% of LA 4/NSECD, with no or low costs for families**

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

# Pathways to College and Career

# 2015-2016 SCA/Course Choice

- All LEAs were informed of their SCA balance on December 11 or 14. If you are still unsure of your balance please contact us at [sca@la.gov](mailto:sca@la.gov).
- Unspent Course Choice funds as of January 22, 2016, will be reallocated on a pro rata basis to LEAs that have spent / committed 100 percent of their total MFP funding.
- We are accepting applications to become a Course Choice Provider on a rolling basis. The application can be found on the LDOE website:  
<http://www.louisianabelieves.com/courses/supplemental-course-academy>.

Please email [sca@la.gov](mailto:sca@la.gov) with questions or requests for assistance.

# 2016 Jump Start Convention

**The 2016 Jump Start Convention will take place at The River Center in Baton Rouge on Tuesday, January 19, 2016.**

- Key Jump Start Convention agenda items this year will include:
  - ✓ How schools and districts can maximize their Jump Start funding
  - ✓ Expanding internship programs (including “virtual internships” for rural parishes)
  - ✓ Pilot programs for expanding IT industry credentials (for TOPS *and* Jump Start students)
  - ✓ Best practices for teacher training and externships, counselor support , and industry engagement
- Registration for this event closed on January 8.
- For information about hotels, please click [here](#).
- Please email [JumpStart@la.gov](mailto:JumpStart@la.gov) with questions.



# Spring 2016 Individual Graduation Planning

- The Department released a [guidance resource](#) to assist Professional School Counselors in the annual development and review of Individual Graduation Plans (IGPs)
- After April 1, 2016, Louisiana Connect will no longer host IGPs
- For Spring 2016 and thereafter, districts/charters may choose from a variety of platforms for hosting IGPs:
  - District/charter-identified career planning system
  - District/charter cumulative folder, or
  - LOSFA's [Louisiana Award System](#)
- Beginning Spring 2016, professional school counselors will work with the 2018 cohort to guide the selection of a diploma pathway aligned with academic and career interests and upload the diploma pathway selection into STS

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

# Call Summary

# Call Summary: Next Steps, Resources and Supports

Month	Actions/Deadlines	Resources and Support
<b>January</b>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment and Accountability Month-by-Month Checklist</a></li> <li>• Submit Coordinated Enrollment Plan for Early Childhood (Cohort 3): Jan 15</li> <li>• Early Childhood Lead Agencies submit funding requests: Jan 18</li> <li>• Register for the January Supervisor and Teacher Leader Collaborations: Jan 18</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood: Preschool Development Grant Office Hrs.: Jan 5</li> <li>• Early Childhood Coordinated Funding Request Office Hrs.: Jan 12</li> <li>• JumpStart Convention: Jan 19</li> <li>• Teacher Leader and Supervisor Collaborations: Jan 20, 25, 27 &amp; 28</li> <li>• Literacy Design Collaboration: Jan 22-22</li> <li>• 2016-2017 District Planning Guide</li> <li>• Superintendent and Principal Profiles</li> <li>• Paper and Online Practice Tests: 3-8 math and ELA</li> <li>• Online assessment tools trainings</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment and Accountability Month-by-Month Checklist</a></li> <li>• Register for the March Supervisor Collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Compass Report</li> <li>• Workforce Report</li> </ul>

# Appendix

# Academic Support: January Supervisor Collaborations

Session Topic	Session will cover...	Audience
<b>Opening Session</b>	This session will provide participants with an overview of the revised District Planning Guide, how districts can use this resource to guide key planning decisions over the course of the spring, and which sessions at this event align to each aspect of this resource.	<ul style="list-style-type: none"> <li>All attendees</li> </ul>
<b>Principal Support: Decision Making Guide</b>	District staff will explore characteristics of strong principal support programs and identify areas of need for their principals. Using a newly released tool, participants will leave with a framework and clear next steps to develop a plan to support principals as instructional leaders in 2016-2017.	<ul style="list-style-type: none"> <li>Principal Support Staff</li> </ul>
<b>Principal Support: Selecting Initiatives</b>	Participants will explore two Department of Education initiatives and how they are strengthening principal support efforts this year. Districts currently implementing the Principal Fellowship and/or NIET expansion activities will be available for a panel discussion to share how they made their decisions and what has been experienced to date. Participants will leave with information to better guide their 2016-2017 principal support decisions.	<ul style="list-style-type: none"> <li>Principal Support Staff</li> </ul>

# Academic Support: January Supervisor Collaborations

Session Topic	Session will cover...	Audience
<b>Curriculum &amp; Instruction: Assessment Pilot</b>	Learn to strategically leverage benchmark assessments to improve student learning in your district. Participants will discuss the purpose and structures that must be in place to have the greatest impact on classroom instruction. Collaborate with other districts to strategize for the 2016-2017 school year.	<ul style="list-style-type: none"> <li>• Chief Academic Officers</li> <li>• Heads of Curriculum &amp; Assessment</li> </ul>
<b>Curriculum &amp; Instruction: Instructional Materials Review and Adoption</b>	Due to the passage of Act 389 and resulting changes to BESE policy, districts will need to review their textbook policies to ensure they align with the new requirements. Participants will leave this session understanding these changes and with recommendations for adjustments to local policy and better understand the value of having teachers serve as reviewers of instructional materials. Participants will need to bring a copy of current local instructional material adoption policy for review.	<ul style="list-style-type: none"> <li>• Supervisors of Curriculum &amp; Instruction</li> <li>• Supervisors of Textbook Adoption Policy and Procedures</li> </ul>
<b>Early Childhood: A Guide to Fall CLASS Results for Lead Agencies</b>	Lead Agency contacts will learn how to access key reports and will leave with a plan to discuss their Community Network's fall CLASS observation results with their partners. Participants will also discuss the rules for applying third-party scores, examine trends in their data, and generate ideas to support quality spring observations. This session is invitation only and spans two continuous rotations. Contact <a href="mailto:Kaye.Eichler@la.gov">Kaye.Eichler@la.gov</a> to register.	<ul style="list-style-type: none"> <li>• Early Childhood Lead Agencies</li> </ul>

# Academic Support: January Supervisor Collaborations

Session Topic	Session will cover...	Audience
<b>Believe &amp; Prepare: Introduction to Workforce Reports</b>	<p>This year, the Department will produce reports for district leaders with data on each district’s educator workforce, including data on teacher recruitment, retention, and promotion. This session will introduce district leaders to the report and include time for leaders to discuss ways in which the report’s data connects to academic outcomes and might be used in their district to inform workforce decisions.</p>	<ul style="list-style-type: none"> <li>• Superintendents</li> <li>• Principal Supervisors</li> <li>• Personnel Directors</li> </ul>
<b>Student Privacy: Closing Out the School Year</b>	<p>In this session, LEAs will review the remaining milestones and actions they should take to close out the school year and comply with recent student privacy legislation. LDE staff will facilitate discussions on hot topics and FAQs related to student privacy. Participants can email their questions and hot topics in advance to <a href="mailto:Elizabeth.Laird@la.gov">Elizabeth.Laird@la.gov</a>.</p>	<ul style="list-style-type: none"> <li>• Testing administration staff</li> <li>• Administrators who interact with student data</li> </ul>
<b>High School Pathways &amp; Special Education</b>	<p>The session will begin with an overview of the LAA1 policy and the strategies for implementation. Using an interactive discussion with opportunities for hands on practice, participants will examine what the high school experience can look like for a student who takes the LAA1. Participants will use a student case study and determine appropriate pathways, exit credentials, and instructional experiences for students who take the LAA1.</p>	<ul style="list-style-type: none"> <li>• Superintendents</li> <li>• Principal Supervisors</li> <li>• Personnel Directors</li> </ul>



# Academic Support: January Supervisor Collaborations

Session Topic	Session will cover...	Audience
<b>Federal Programs, Grants Management Update: 2015-2016 Final Allocation Activities and Resources</b>	In this session, participants will receive updates on the timeline and next steps for Final Allocations and the updates to the Program Specific Guidance resource in the district planning toolbox. Participants will leave with a timeline for 2015-2016 Final Allocation Amendment submission, an update of Program Specific Guidance resources, and a refresher on common causes for amendment rejection and how to avoid them in your submission.	<ul style="list-style-type: none"> <li>• Federal Programs Supervisors</li> <li>• Business Managers and their staff</li> </ul>
<b>Data Systems: SIS and STS</b>	<p>SIS February Collection for New System Users - Participants will learn how to successfully complete the February 1 MFP data collection and minimize audit findings.</p> <p>STS February Data Harvest for New System Users - Participants will review requirements and best practices for ensuring accurate data submissions for the February Harvest.</p>	<ul style="list-style-type: none"> <li>• Data Tech Coordinators</li> </ul>
<b>Data Systems: SER</b>	SER MFP Child Count - Participants will review requirements of the SER MFP count and learn how to use reports to clean and validate data.	<ul style="list-style-type: none"> <li>• Data Tech Coordinators</li> </ul>

# Academic Support: January Supervisor Collaborations

Session Topic	Session will cover...	Audience
<b>Assessment Admin: Online Assessment Administration</b>	<p>This session will provide participants with an update to spring 2016 assessment administration and an opportunity to learn more about the new eDirect online assessment platform being used for management of both online- and paper-based testing. Participants will be guided through the setup, administration, and testing phases of the system for both practice and operational tests as well as be provided hands-on opportunities for more in depth questions. Participants are encouraged to bring their own device to this session.</p>	<ul style="list-style-type: none"> <li>• DTCs</li> <li>• Data Coordinators</li> <li>• CTOs</li> <li>• Technology Directors</li> </ul>
<b>Assessment Admin: Technology Readiness for Online Assessments</b>	<p>This session will provide participants with an in-depth look at the iNSIGHT technology readiness tools as well as guidance for ensuring their schools are prepared to support spring 2016 online testing for grades 3-8. Participants will review the various reports provide by the TSM tools, discuss network and device settings, and share recommendations for improving the overall online testing experience. Participants are strongly encouraged to bring all of their preliminary technology readiness, infrastructure readiness and site readiness documentation for their schools and districts to this presentation.</p>	<ul style="list-style-type: none"> <li>• Technology Directors</li> <li>• CTOs</li> <li>• DTCs</li> </ul>

# Academic Support: January Teacher Leader Collaborations

Content	Grades	Session Title	Session Description
ELA	3-8	<b>Beyond Test Prep: ELA</b>	Replace “practice” and “test prep” with more authentic ways to build reading and writing fluency. This session will explore how to integrate the grades 3-8 assessment guides and practice tests for the spring 2016 tests into daily instruction to support effective ELA instruction.
ELA	K-12	<b>Designing ELA Assessments to Measure Student Understanding</b>	This session is suited for English language arts teachers or instructional coaches at all grade levels. Building on November’s Making Meaning of Literary Texts session, participants will use “The Story of an Hour” to design an assessment. This session will guide participants through the process of breaking down a text to create assessments that focus on three areas: value, text-dependent questions, and alignment.
ELA, Social Studies, Science	K-12	<b>Using Primary and Secondary Sources in the Content Areas</b>	This session is suited for teachers of all grades who use informational text in their classrooms, including social studies and science teachers. It is designed to guide the reader through the use of a primary/secondary source. The conversation and collaboration will focus on how to make meaning of primary and secondary sources. Participants will then have time to apply their experiences as readers to their experiences as teachers.

# Academic Support: January Teacher Leader Collaborations

Content	Grades	Session Title	Session Description
Social Studies	K-12	<b>CSI: Conducting Source Investigations</b>	This session will explore the recently released social studies instructional tasks. Participants will investigate the sources provided in the instructional tasks to learn how to help students think critically about the content. They will leave this session able to implement the instructional tasks in their classrooms.
Math	3-8	<b>Beyond Test Prep: Math</b>	Replace “practice” and “test prep” with more authentic ways to demonstrate conceptual understanding, procedural skills and fluency, and reasoning and modeling applications. This session will explore how to integrate the grades 3-8 assessment guides and practice tests for the spring 2016 tests into daily instruction to support effective mathematics instruction.
Math	3-8	<b>I have my Math scores...Now what?</b>	Participants will look at sample student PARCC math reports then identify and investigate tools to help address areas of concern. Participants will leave with a clear understanding of the reporting categories and concrete tools to strategically address areas for growth. The <a href="#">Teacher Guide to the PARCC Assessment</a> will serve as the basis for the session.

# Academic Support: January Teacher Leader Collaborations

Content	Grades	Session Title	Session Description
Math	5-12	<b>The Mathematical Learning Path: Equations</b>	Participants will explore the progression of standards focused on equations and align sample tasks to the standards to highlight the type/level of work to which students should be exposed. Participants will leave with concrete tools to plan remediation and acceleration opportunities for students achieving at all levels.
Math	8-12	<b>The Mathematical Learning Path: Functions</b>	Participants will explore the progression of standards focused on functions and align sample tasks to the standards to highlight the type/level of work to which students should be exposed. Participants will leave with concrete tools to plan remediation and acceleration opportunities for students achieving at all levels.
Science	K-12	<b>Engage Students in Science Tasks 2</b>	Participants will investigate the science tasks released in December and learn how they will improve your students' reading, writing, and thinking in science. Participants will work the tasks, plan pre-task learning, and return to the classroom ready to implement these in their classroom.

# Academic Support: January Teacher Leader Collaborations

Content	Grades	Session Title	Session Description
Special Education & High School Pathways	9-12	<b>LAA1 Policy and Implementation for High School Students</b>	The session will begin with an overview of the latest LAA1 policy changes and the implications for implementation. Using an interactive discussion with opportunities for hands on practice, participants will examine what the high school experience can look for a LAA1 Student. Participants will use a student case study and determine appropriate pathways, exit credentials, and instructional experiences for students on the LAA1 Pathway.
Early Childhood	Birth-5	<b>Using the CLASS Lens to Promote High-Quality Interactions</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn how to improve classroom interactions using the <i>Quality of Feedback</i> Domain</li> <li>• Learn 10 (TEN) practical strategies for improving classroom interactions through all Domains and Dimensions of <i>CLASS</i></li> <li>• Create a plan for sharing these strategies to support other colleagues</li> </ul> <p><i>Note: this session is invitation only and requires a special code to register. Please contact <a href="mailto:Ivy.Starns@la.gov">Ivy.Starns@la.gov</a> if you are interested in attending this session.</i></p>