Louisiana Believes

District Planning Call

December 9, 2015

DEPARTMENT of EDUCATION

Agenda

I. Measuring Student Success:
  A. Planning for the 2016-2017 School Year
  B. 2014-2015 Accountability Results
  B. 2016 Test Administration
  C. Student Privacy
  D. Act 833 Report

II. Academic Support:
  A. Supervisor and Teacher Leader Collaborations
  B. Principal Support

III. Early Childhood:
  A. Upcoming Deadlines
  B. Funding Requests
  C. Early Childhood Support

IV. Pathways to College and Career
  A. Course Choice
  B. JumpStart Convention
  C. Individual Graduation Planning

 V. Call Summary

VII. Assessment Appendix

The following supervisors are recommended to participate in this call:
- Curriculum & Instruction
- Assessment & Accountability
- Principal & Teacher Support
- Early Childhood
- High School
- Special Education

Measuring Student Success

Measuring Student Success: 14-15 Accountability Results

2016-2017 Academic Planning

Each year districts reflect on their student results and begin planning for a new school year, considering academic planning decisions that support current progress.

To support districts with this work the Department will release the **2016-2017 District Planning Guide in January**. This guide will integrate all data available and resources that support district planning for the upcoming school year.

- **Available data**: All data reports will be available through this guide to support districts as they reflect on strengths and areas for growth including:
    - School and District Report Cards: December
    - Superintendent and Principal Profiles (formerly report cards): January
    - Compass Report: February
    - Workforce Report: February

- **Planning Decisions and Resources**: Finally, the guide will highlight key 2016-2017 planning decisions and all aligned resources in the following areas:
    - curriculum, assessments, and professional development
    - Teacher Leader and principal support
    - workforce decisions including recruitment, promotion, compensation, and tenure
    - support for struggling students, schools and educators

Release of Elementary, Middle and Combination School Report Cards

The Department will release 2014-15 Elementary, Middle and Combination School and District Report Cards on December 17, 2015.

Below is the schedule of how school, district and state level results will be released:

- **December 10-15:** Department staff holds calls with Superintendents and charter leaders to discuss school- and district-level accountability results. These calls have already been scheduled with each Superintendent and they will determine which district staff should join.

- **December 15:** Release of Parent Guide to School Report Cards

- **December 16:** Statewide results will be shared with Superintendents and charter leaders via email.

- **December 17:** Department releases statewide results publicly via media call.

Superintendent and Principal Profiles

Plan: Release district- and school-level reports directly to district leadership with data on student assessment, graduation, and teacher evaluation, including subgroup data for current and prior years. These reports, formerly know as Principal and Superintendent Report Cards, are for internal purposes only and will not be publicly reported.

Purpose: To ensure superintendents and principals understand all elements of performance score calculation and to support instructional planning.

Sample Metrics:
- Student performance by achievement level on state assessments.
- Cohort graduation rate and graduation index data as compared to prior years.
- Subgroup data for state assessments and graduation rates.

Use: These reports should be used by districts to take and in-depth look at how students, specifically subgroups, performed on last year's assessments to inform planning for 16-17, specifically around curriculum and instruction.

Timeline: Reports will be **released in January 2016**. Networks will facilitate structured conversations with district leadership on data in the report.

Compass Report

Plan: Release of the 2014-2015 [Compass Annual Report](#)

Purpose:

- Communicate the extent to which effective educators are serving in classrooms across the state and districts
- Included in the larger set of reports available to districts as they work to identify the right support for principals

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 will be produced where possible (e.g., percentage of educators rated Effective: Proficient or higher)

Use: This report can be used to 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 16-17 school year.

Timeline: February 2016

Workforce Reports

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

Purpose: To provide district leadership with the information they need to make decisions that ensure that every classroom is taught by an effective educator.

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.

Use: This report should be used to make informed workforce decisions for the 2016-2017 school year specifically on recruitment, promotion, compensation, and tenure.

Timeline: Reports will be **released in February 2016**. Networks will facilitate structured conversations with district leadership (e.g., HR Director, Chief Academic Officer, etc.) on data in the report. A discussion guide will be provided to support these conversations.

Planning Tools and Resources

In order to support educators and parents in their understanding of this data, the Department will offer the following tools and support:

Tool/Support	Description	Date
Initial data review calls	Department staff and Network leaders will hold calls with district leaders to review and discuss 14-15 results and impact on planning for 16-17.	Dec 10-16
Parent Guide to 14-15 School Report Cards	A guide to help parents understand the data included in their school's report card and what it means about their school's performance relative to other districts.	Week of 12/14/15
District Planning Guide	An updated District Planning Guide will be released in January and will include questions relative to the 14-15 assessment and accountability data that will inform district planning for the 2016-2017 school year.	Mid-January
January Supervisor and Teacher Leader Collaborations	Sessions on how to use 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
March Supervisor Collaboration	Sessions to support key academic planning decisions	Week of March 7

Measuring Student Success:
2016 Test Structure

LEAP Math Assessment Design

The LEAP math assessment will focus strongly on the content most needed in each grade that reflects instruction in an effective math classroom:

- Incorporate the expectations of the rigor detailed in the content standards

- Address conceptual understanding, procedural skills and fluency, and application in every grade and at each performance level

- Meaningfully connect mathematical practices and processes with mathematical content

- Include performance tasks that ask students to:
  - write arguments/justifications, critique reasoning, and be precise in mathematical statements
  - apply and interpret mathematical modeling in a real-world context

Math Assessment Design Overview

Test designs are under development. Key similarities and differences between 2015 and 2016 assessments are noted in the chart below:

Component	2014-2015	2015-2016
Testing Schedule	Two Phases: PBA (March 16-24) EOY (May 4-12)	One Testing Window: **April 11-May 6 (CBT)** April 25-29 (PBT)
Number of Sessions (Units)	4 Units	3 Sessions
Item Types	Type I (Major and Additional/Supporting Content) Type II (Mathematical Reasoning) Type III (Modeling/Application)	
Source of Items	100% PARCC	~ 49% PARCC, ~ 51% DRC bank

Math Session Information

Grades 3-5			
Session #	**Time Limit*** (Minutes)	**# of Items***	Item Types
Session 1	**60 - 90**	14	Each session contains a balanced set of type I, II, and III items.
Session 2	**60 - 90**	14	
Session 3	**60 - 90**	14	

Grades 6-8				
Session #	**Time Limit*** (Minutes)	**# of Items***	Calculator	Item Types
Session 1	**60 - 90**	18	No	Type I, only
Session 2	**60 - 90**	13	Yes	Sessions 2 and 3 each contain a balanced set of type I, II, and III items
Session 3	**60 - 90**	12	Yes	

Tests may be paper- or computer-based per district decision.

*Time limits and number of items are estimates only until forms construction activities are completed. As final information becomes available, it will be shared in the Assessment Guides.

LEAP ELA Assessment Design

The LEAP ELA assessments will focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom:

- careful, close reading of complex grade-level literary and informational texts

- a full range of texts from across the disciplines, including science, social studies texts, and the arts

- tasks that integrate key ELA skills by asking students to read text(s), answer reading and vocabulary questions about the text(s), and then write using evidence from what they have read

- questions worth answering, ordered in a way that builds meaning

- a focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages

- a focus on words that matter most in text, which are essential to understanding a particular text and include context that allows a student to determine literal and figurative meanings

ELA Assessment Design Overview

Test designs are under development. Key similarities and differences between 2015 and 2016 assessments are noted in the chart below:

Component	2014-2015	2015-2016
Testing Schedule	Two Phases: PBA (March 16-24) EOY (May 4-12)	One Testing Window: **April 11-May 6 (CBT)** April 25-29 (PBT)
Number of Sessions (units)	4 Units (grades 3-5) 5 Units (grades 6-8)	3 Sessions (all grades)
Number of Tasks	Three Tasks: Literary Analysis Research Simulation Narrative Writing	Two Tasks Research Simulation (all grades) Literary Analysis OR Narrative Writing
Reading Texts	Literary and Informational	
Source of Items	100% PARCC	No more than 49.9% PARCC Rest of items from contractor
Scoring Rubrics	2015 PARCC Rubrics	2016 PARCC Rubrics

ELA Assessment Session Information

Grade(s)	Session 1: Research Simulation Task	Session 2: Literary Analysis OR Narrative Writing Task	Session 3: Reading Literary and Informational Texts (selected response items only)
3	75	**60-75**	**60-75**
4-5	90	**60-75**	**60-75**
6-8	90	**60-75**	**60-90**

ELA Testing Times in Minutes*

*Time Limits are estimates only until forms construction activities are completed.
As final information becomes available, it will be shared in the Assessment Guides.

2016 Rubrics for Scoring Writing Tasks in Sessions 1 and 2:
- Grade 3 PARCC Scoring Rubrics
- Grades 4-5 PARCC Scoring Rubrics
- Grades 6-8 PARCC Scoring Rubrics

Math and ELA Assessment Guides

- Spring LEAP 2016 Assessment Guides will be available mid-December and will be posted on the [Assessment Guidance](#) page.

- Each guide provides grade-level information on:

  reporting categories;

  test design;

  administration policies;

  item types; and,

  resources.

- An Item Sampler for each grade-level including examples of the item types included on the paper-based tests will be linked to each Assessment Guide. The Item Samplers will be available in mid-December.

2016 Social Studies Field Test Development Guidelines

As per the RFP process, the spring 2016 social studies field test must:

- Be grade-level specific;

- Be developed and/or reviewed with Louisiana educator and student involvement; and,

- Be administered in both paper and computer formats.

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 4th and 8th grade-span assessments	2011 GLEs, grade-level-specific assessments
Timing	**Untimed**	**Timed**

Social Studies Field Test Item Set Design

The item set design requires students to process stimuli and apply their historical thinking and analysis skills to answer questions. The sets may reflect GLEs within a single strand or across strands.

- Each item set in the field test will contain:
    - 1 - 4 source documents (e.g., maps, charts, and/or excerpts from primary source documents)
    - 3 - 5 selected-response questions (either multiple-select or multiple-choice questions)
    - 1 - 3 technology-enhanced or constructed-response questions worth 2 points

- Each task set in the field test will contain:
    - 3 - 4 source documents (e.g., maps, charts, and/or excerpts from primary source documents)
    - 3 selected-response questions (either multiple-select or multiple-choice questions)
    - 1 extended-response question worth 4 points (grade 3) or 8 points (grades 4-8)

Guide to the Social Studies Field Test

- Guides to the Spring 2016 LEAP Social Studies Field Test will be available the week of December 14 and posted on the [Assessment Guidance](#) page.

- Each grade-level guide provides information on:
    - the purpose of the field test;
    - the field test design;
    - administration policies; and,
    - resources.

- A sample Item Set is included for each grade-level. Sample Tasks will be available in January.

2016 Assessments: Administration

2015-2016 Month-by-Month Checklist

- The 2015-2016 Assessment and Accountability Month-by-Month Checklist:

  - Identifies key dates and deadlines for statewide assessment programs and accountability processes

  - Provides action steps to ensure readiness for administering statewide assessments

  - Recommends resources for district and school staff

- The 2015-2016 Month-by-Month Checklist was updated the week of November 30 and is available in the Assessment Library.

Test Administration Preparation

Below are the major action items from the Assessment Checklist for December and January:

DECEMBER:
- **Nov 30-Dec 16:** Administer EOCs
- **By mid-December:** Share assessment resources (assessment checklist, assessment guides and accessibility and accommodation resources) with appropriate staff, School Test Coordinators, principals and teachers
- **By Dec 15:** Submit ACT and WorkKeys MOU available in the Assessment Library
- **By Dec 15:** Submit Explore participation status
- **In late December:** Share link to paper-based practice tests with School Test Coordinators, principals and teachers

JANUARY:
- Provide test security and administration training to School Test Coordinators
- Share online practice tests with district staff, School Test Coordinators, principals and teachers
- Distribute ELDA and LAA1 test materials
- Administer DIBELS Next winter assessment

2016 Assessment Testing and Reporting Dates

Key Dates	Event
February 1 – March 11	ELDA and LAA 1: Testing Window
April 11-May 6*	Grades 3-8 ELA and math: Online Testing Window
April 25-28	Grades 3-8 ELA, math and science: Paper-Based Testing Window
April 28-29	Grades 3-8 ELA, math and science: Paper-Based Testing Makeups
May 9-13	Social Studies Field Test: optional

Districts have the discretion to choose to administer all or some of its grade 3-8 math and ELA assessments. However, districts are encouraged to use only one method per school.

Click HERE for an updated 2015-2016 Assessment Calendar. ***Online testing window extended to four weeks.**

Grades 3-8 Math, ELA, and Science Paper-Based Test Schedule

This year's paper-based assessments will take place in one week according the following schedule. Monday through Wednesday, students will take one session of ELA and one session of math.

Additional details on the exact rotation of these sessions will be provided in assessment guidance released in December.

Subject	Mon	Tues	Wed	Thurs	Fri
ELA	1 session	1 session	1 session	Makeup (as needed)	Makeup (as needed)
Math	1 session	1 session	1 session	Makeup (as needed)	Makeup (as needed)
Science	-	-	-	Full Test	Makeup (as needed)

Grades 3-8 Math, ELA, Science and Social Studies Paper-Based Test Materials

The paper-based assessments will utilize sealed, consumable test booklets for ELA and math. Science will include and test booklet and answer document. Resources for administration of these assessments will be released in January and include:

- Updated test coordinator and administrator manuals

- Quick guide resources for administration

- Updated training materials for preparing test coordinators and administrators

*Only grades 3 and 4 will have the option to take the paper-based social studies field test.

Technology Readiness Goals for Testing Site

For those districts choosing to administer the spring 2016 ELA and math assessments, and participating in the social studies field test online, they will need to ensure that each testing site's technology is ready for administration.

Districts will need to communicate to the Department a decision as to whether their school or district will use online or paper methods by early February.

Example resources that will be provided:

- List of allowable devices and related technology specifications are available here.

- Paper practice tests will be available in late December.

- Online practice tests will be available in January.

Additional information is provided in the Teach Readiness Guide which is available in the Assessment library.

Online Accessibility Feature Updates

Below is a list of the accessibility features that will be provided on the online 2016 tests for students who have a PNP, Personal Needs Profile.

- Text-to-Speech (for math only)

- Configurable Font Size

- Magnifier/Variable Zoom

- Contrasting Colors and Reverse Contrast

- Color Overlays

- Masking

- Audio Amplification Devices (headsets)

Additional information is available in the [LEAP Accessibility and Accommodations Overview](#). Accommodation guidance (e.g. read aloud, calculator) is the same as last year.

*The PNP includes Accessibility features that need to be documented for planning purposes.

ACT Memorandum of Understanding

The ACT memorandum of understanding allows the Department, in partnership with local education agencies (LEAs), to administer additional ACT, ACT WorkKeys, and EXPLORE to students who are enrolled for the 2015-2016 school year in relevant grade levels but who are not otherwise funded through the state assessment contract.

The following documents are available in the [Assessment Library](#) to support districts in completing the MOU:

- [2015-2016 ACT Memorandum of Understanding](#)

- [2015-2016 ACT Memorandum of Understanding Option 2](#)

- [Guide to the 2015-2016 MOU](#)

MOUs are due to the Department by December 15.

Please contact assessment@la.gov with any questions or concerns.

Test Administration Resources

DECEMBER RESOURCES:

- 2015-2016 Assessment Month by Month Checklist: **Updated as of 12/8**

- 2015-2016 Accessibility and Accommodation FAQ: **Available as of 12/4**

- 2015-2016 Tech Readiness Guide: **Available as of 12/9**

- 2015-2016 Assessment Guides (math and ELA grades 3-8): Mid-December

- 2015-2016 Guide to the Social Studies Field Test: Mid-December

- 2015-2016 Paper Practice Tests (math-and ELA grades 3-8): Late December

JANUARY RESOURCES:

- 2015-2016 Online Practice Tests (math-and ELA grades 3-8)

Measuring Student Success: Student Privacy

Student Privacy

The Department updated its [student privacy guidebook](#), *Louisiana's Plan to Protect Student Privacy* to include new information on:

- Data sharing agreements
- Directory information
- Best practices for user names and passwords

This guidebook provides guidance around implementing recent student privacy legislation while drawing on best practices that protect student information and support its use.

Please contact Elizabeth.Laird@la.gov with questions.

Student Privacy Action Steps

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

December Milestones:

✓ Sign all LDOE data sharing agreements including:

  ✓ State data systems and assessments

  ✓ Data matching and sharing on behalf of LEAs

✓ Continue STS and CATE data submissions

✓ Collect parental consent including LOSFA/BOR*

✓ If not signing data sharing agreements, prepare to share student rosters for EOC exams with school and test administrators

✓ Administer EOC exams with or without PII

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.

Data Sharing Agreements

The Department is in the process of negotiating and posting a new set of data sharing agreements, based on LEA feedback that will address data matching and sharing that require students' personally identifiable information and are led by LDOE. These agreements include:

- NAEP/PISA/PIRLS (U.S. Department of Education)
- GED/Hi-Set scores (LCTCS) *Forthcoming*
- AP and CLEP scores (College Board) *Forthcoming*
- College enrollment data (National Student Clearinghouse) *Forthcoming*
- Workforce outcomes (Louisiana Workforce Commission) *Forthcoming*

LEA Actions:

✓ Execute agreements with LEA vendors that include the required terms in R.S. 17:3914.
✓ Download the addendums here and sign, scan, and email the signed copy to LDEData@la.gov.

Measuring Student Success: Act 833 Report

Act 833 Potential Eligibility Report Update

On Friday, December 11, each LEA will have an updated Act 833 potential eligibility report in their FTP. Key amendments to the report include:

	Original Report	Amended Report
Students Included in the Report	Students who completed 8th grade in the 14-15 school year and ended the year with an IEP	Students with disabilities currently enrolled in 9th grade in the LEA and receiving special education services
Scores Included	State assessment scores from the 12-13 and 13-14 school years	State assessment scores from the 12-13, 13-14, and 14-15 school years
LEA Actions	Review student assessment history to determine which students are eligible for an alternative pathway to graduation through Act 833; follow the LEAs procedures for implementing Act 833	Review student assessment history to determine which students are eligible for an alternative pathway to graduation through Act 833; follow the LEAs procedures for implementing Act 833

Contact SpecialEducation@la.gov with any questions

2015-2016 Academic Support

2015-2016 Academic Support:
Statewide Collaborations

2015-2016 Academic Support

The Department is committed to providing educators at each level of the education system– district leaders, principals and teachers– with the supports and resources they need to continue raising the bar for students in Louisiana.

The [2015-2016 District Support Calendar](#) illustrates these support structures.

Key December and January meetings:
- January 19: JumpStart Convention
- January 20-22: Literacy Design Collaborative (LDC) Trainings
- January 20: Supervisor and Teacher Leader Collaboration (Baton Rouge)
- January 25: Supervisor and Teacher Leader Collaboration (Thibodaux)
- January 27: Supervisor and Teacher Leader Collaboration (Natchitoches)
- January 28: Supervisor and Teacher Leader Collaboration (Lafayette)

Results from November Collaborations

Each quarter, the Department will host Supervisor Collaboration Events and Teacher Leader Collaboration Events to provide tools, resources and professional development to district-level administrators and Teacher Leaders, respectively.

Highlights from November:

- The Department hosted the second set of these events the week of November 16, and again, the results were overwhelmingly positive.
- Approximately 1,900 educators attended these events which were held in four different locations across the state.

Statement	% Strongly Agree or Agree
"The session(s) I attended at the November Supervisor Collaboration Event focused on topics that are relevant to my district."	97.21%
"The session(s) I attended at the November Supervisor Collaboration Event will help me in my role."	95.53%
"The session(s) I attended at the November Teacher Leader Collaboration Event will have a positive impact on my work as an educator."	87.59%
"I have a plan for sharing the information and skills I learned with other educators in my school or district."	95.23%

January Supervisor Collaborations

The next set of Supervisor Collaboration Events will take place at the end of January.

Location	Date	Time	Topics	Audience
Baton Rouge	1/20	8:30-12:30	• Assessments & Results	Head of:
Thibodaux	1/25	8:30-12:30	• Principal Support	• Curriculum & Instruction
Natchitoches	1/27	8:30-12:30	• Early Childhood Education	• Early Childhood Education
Lafayette	1/28	8:30-12:30	• Struggling HS Students	• High School Programs
			• Test administration	• Assessments
			• Secure ID	• Compass

- Additional information about the January Supervisor Collaboration Event, including specific session offerings, will be released in early January.

- Your Network will reach out to you to discuss whom from your district should attend and how to register.

- Contact louisianateacherleaders@la.gov with questions about these events.

January Teacher Leader Collaborations

The next set of Teacher Leader Collaboration Events will take place in late January.

Location	Date	Time	Topics	Audience
Baton Rouge	1/20	1:30-4:30	• Assessments & Results • ELA, math, and SS instructional strategies • CLASS (early childhood)	• Teacher Leaders • School administrators • District administrators
Thibodaux	1/25	1:30-4:30		
Natchitoches	1/27	1:30-4:30		
Lafayette	1/28	1:30-4:30		
*Registration opens January 6				

- The Department will release more detailed information about the January TL Collaboration Event in early January.

- **Please encourage Teacher Leaders to attend.**

- Contact louisianateacherleaders@la.gov with questions about the TL Collaboration Events.

Save-the-Date: Spring and Summer Collaborations

SPRING COLLABORATIONS:

The Supervisor Collaborations originally scheduled for April, have been moved to the week of March 7. There will be two events, one in Baton Rouge and one in the Bossier/Shreveport area. More details will be released in an upcoming newsletter.

SUMMER SUMMIT:

The Teacher Leader Summit and Superintendent Collaborative will be held in New Orleans, the week of May 30, 2016. More information will be provided this spring.

2015-2016 Academic Support:
Principal Support

Principal Support: The Compass Cycle

As part of the Instructional Leadership Cycle, this time of year Principals should be:

- Reviewing their goals and adjusting if needed based on the data received

- Monitoring progress of student learning

- Supporting teachers to improve

Additional key actions and available resources can be found in the **Principal Guidebook**.
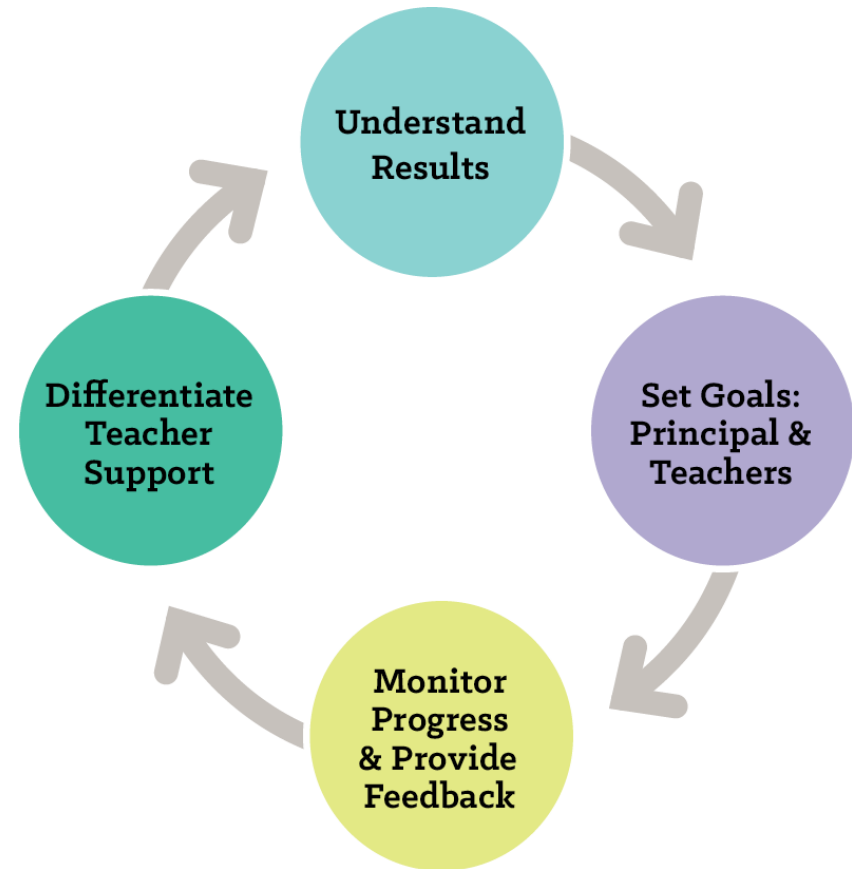
Principal Support: Observation and Feedback

The Department released a set of tools to support principals as they monitor student achievement and support teachers with meaningful feedback and differentiated support.

Instructional Observation and Feedback Guides for ELA and Math
- **Section 1:** Content focused "Look-For" statements to help focus on collecting evidence aligned to Key Skills and determine progress toward meeting expectations
- **Section 2:** Questions to support meaningful feedback conversations focused on improvement and planning next steps
- **Section 3:** An appendix of quality resources to deepen understanding and support next steps

Next Steps:
1. Review the Instructional Guides to Observation and Feedback for ELA and Math
2. Access the Content Focused Observation and Feedback session materials
3. Identify opportunities to support principals as they consider how these tools guide their work to monitor student learning and provide feedback

For support, contact your Network team or compass@la.gov

Principal Support: Compass Information System

The Compass Information System (CIS)is available to principals as they monitor progress and provide feedback.

The system is used by LEA's in one of two ways:

- managing the evaluation process throughout the school year (e.g., goal setting, observations, and final evaluation submission)
- submitting end of year evaluation data when other means of process management are in place

Resources and Support

- **Complete CIS and CVR User Guide:** organized by user type
- **Training Deck** (*New)***:** available for use by LEAs to build skills of new and current users
- **Condensed User Guide** *(New):* LEAs using CIS for data management only
- **Quick Guides** *(New)***:** Account Registration, User Account Reset, Employee Roster Updates

Next Steps:

1. Review updated resources and determine which are most applicable in your district
2. Share identified resources with appropriate staff

For support, contact your Network CIS contact or compass@la.gov

Early Childhood

2015-16 Learning Year Implementation: Due Dates for Lead Agencies

LEAs serving as Lead Agencies should be focused on 2 responsibilities:

Coordinated Observation	✓ Manage a process and schedule so each classroom receives at least two *CLASS* observations by a reliable observer during the school year ✓ Report observation results: 1) to sites to support classroom quality improvement; and, 2) to the state for practice profile purposes
Coordinated Enrollment	✓ Lead planning and implementation of coordinated enrollment across all community programs

Action items for Lead Agencies and <u>all</u> Program Partners

Enter Teacher Certification, Ratio, and Infant and Toddler Curriculum Information	Cohort 1, 2, and 3	December 11, 2015
Complete Fall CLASS observations	Cohort 1, 2, and 3	December 15, 2015
Submit Coordinated Enrollment Plan	Cohort 3	January 15, 2016
Submit Coordinated Funding Request	Cohort 1, 2, and 3	January 18, 2016
Submit February 1 Child Count	Cohort 1, 2, and 3	February 29, 2016

For questions contact Jenna Conway at jenna.conway@la.gov

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

Lead Agencies: Technical Assistance

Early Childhood currently offers weekly Office Hours to support Lead Agencies.

- December 15 Topic: Preschool Development Grant Example and Questions
- December 22: No Office Hours
- December 29: No Office Hours
- January 5 Topic: Preschool Development Grant Case Example and Questions
- January 12 Topic: Coordinated Funding Request

Office Hours provide opportunity for Lead Agencies to call in with questions they have about their current work, hear each other's questions, and receive answers to commonly occurring questions.

Call In: 1-800-832-0736   PIN: 9174840

Pathways to College and Career

2015-16 Course Choice Enrollment Reconciliation

- Registration for spring 2016 coursework will open on December 1, 2015 and continue until January 8, 2016. Please work with guidance counselors to enroll students.

- 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** with questions or requests for assistance.

2016 Jump Start Convention

In January of every year the Department hosts a statewide Jump Start Convention in Baton Rouge for educators to share their Jump Start "best practices" and "lessons learned."

- ***The 2016 Jump Start Convention will be held at The River Center in Baton Rouge on Tuesday, January 19, 2016. Register by January 8, 2016 at*** https://www.solutionwhere.com/ldoe/cw/showconference.asp?4318.

- Attendees of the convention should include high school principals, high school lead counselors, district administrators, Jump Start regional team members, and regional economic development and workforce development organizations.

- 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

Please email 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 with questions.

Call Summary

Call Summary: Next Steps, Resources and Supports

Month	Actions/Deadlines	Resources and Support
December	- Administer EOCs: 11/30-12/16 - Registration for spring 2016 Course Choice Coursework opens: 12/1 - EOC exams - High Cost Services Assistance Allocation application window closes: 12/4 - ECE Lead Agencies enter teacher certification, ration and infant and toddler curriculum info: Dec 11 - Complete Fall *CLASS* Observations: Dec 15 - Submit ACT MOU and Explore participation status: Dec 15 - Sign all LDOE data sharing agreements - Collect LOSFA/BOR parent consent forms	15-16 Assessment Checklist 2015-2016 Assessment Calendar - LEAP Accessibility and Accommodations Overview - Tech Readiness Guide - Act 833 Eligibility Report: 12/11 - Parent Guide to School Report Cards: Wk of 12/14 - District and School Reports Cards : 12/17 2015-2016 Assessment Guides (math and ELA grades 3-8): mid-Dec - Guide to the Social Studies Field Test grades 3-8: mid-Dec 2015-2016 Practice Tests: math-and ELA grades 3-8
January	- Register for JumpStart Convention by: Jan 8 - Submit Coordinated Enrollment Plan for ECE (Cohort 3): Jan 15 - ECE Lead Agencies submit funding requests: Jan 18 - Provide test security and admin trainings to STCs - Share practice tests with teachers and STCs - Distribute ELDA and LAA1 test materials - Administer DIBELS Next	- ECE Preschool Development Grant Office Hrs: Jan 5 - ECE Coordinated Funding Request Office Hrs: Jan 12 - JumpStart Convention: Jan 19 - Teacher Leader and Supervisor Collaborations: Jan 20, 25, 27 & 28 - Literacy Design Collaboration: Jan 22-22 2016-2017 District Planning Guide - Superintendent and Principal Profiles - Online Practice Tests: 3-8 math and ELA

Appendix

Math Task Types and Reporting Categories

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)
Type I	conceptual understanding, fluency, and application	Sub-Claim A: Solve problems involving the <u>major content</u> for the grade-level Sub-Claim B: Solve problems involving the <u>additional and supporting content</u> for the grade-level	machine-scored	can involve any or all practices
Type II	written arguments/ justifications, critique of reasoning, or precision in mathematical statements	Sub-Claim C: Express mathematical <u>reasoning</u> by constructing mathematical arguments and critiques	machine- and hand-scored	primarily MP.3 and MP.6, but may include other practices
Type III	modeling/application in a real-world context or scenario	Sub-Claim D: solve real-world problems engaging particularly in the <u>modeling</u> practice	machine-and hand-scored	primarily MP.4, but may include other practices

Math Assessment Design, grades 3-5

Reporting Category	Item Type	# of Points	Assessable Content		
			Grade 3	Grade 4	Grade 5
Sub-Claim A Major Content	Type I	30	LA Math Standards: 3.OA.A, B, C, D 3.NF.A 3.MD.A, C	LA Math Standards: 4.OA.A 4.NBT.A, B 4.NF.A, B, C	LA Math Standards: 5.NBT.A, B 5.NF.A, B 5.MD.C
Sub-Claim B Additional/ Supporting Content	Type I	10	LA Math Standards: 3.NBT.A 3.MD.B, D 3.G.A	LA Math Standards: 4.OA.B, C 4.MD.A, B, C 4.G.A	LA Math Standards: 5.OA.A, B 5.MD.A, B 5.G.A, B
Sub-Claim C Reasoning Applications	Type II	10	Grade 3 PARCC Sub-Claim C Evidence Statements	Grade 4 PARCC Sub-Claim C Evidence Statements	Grade 5 PARCC Sub-Claim C Evidence Statements
Sub-Claim D Modeling Applications	Type III	12	Grade 3 PARCC Sub-Claim D Evidence Statements	Grade 4 PARCC Sub-Claim D Evidence Statements	Grade 5 PARCC Sub-Claim D Evidence Statements
Total		62			

Math Assessment Design, grades 6-8

Reporting Category	Item Type	# of Points	Assessable Content		
			Grade 6	Grade 7	Grade 8
Sub-Claim A Major Content	Type I	30	LA Math Standards: 6.RP.A 6.NA.A, C 6.EE.A, B, C	LA Math Standards: 7.RP.A 7.NS.A 7.EE.A, B	LA Math Standards: 8.EE.A, B, C 8.F.A, B 8.G.A, B
Sub-Claim B Additional/ Supporting Content	Type I	10	LA Math Standards: 6.NS.B 6.G.A 6.SP.A, B	LA Math Standards: 7.G.A, B 7.SP.A, B, C	LA Math Standards: 8.NS.A 8.G.C 8.SP.A
Sub-Claim C Reasoning Applications	Type II	14	Grade 6 PARCC Sub-Claim C Evidence Statements	Grade 7 PARCC Sub-Claim C Evidence Statements	Grade 8 PARCC Sub-Claim C Evidence Statements
Sub-Claim D Modeling Applications	Type III	12	Grade 6 PARCC Sub-Claim D Evidence Statements	Grade 7 PARCC Sub-Claim D Evidence Statements	Grade 8 PARCC Sub-Claim D Evidence Statements
Total		66			

English Language Arts Reporting Categories

Claim	Sub-Claim	Sub-Claim Description
Reading	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students compose well-developed, organized, and clear writing, using details from source material.
	Knowledge and Use of Language Conventions	Students compose writing that correctly uses the rules of standard English (including those for grammar, spelling, and usage.)

English Language Arts Assessment Design Grade 3

Grade 3 Spring 2016 Test Design				
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**	**Scoring Method(s)**
Research Simulation Task	2	6 SR and 1 PCR	RI1-3, 5, 7-9; RI4, L4-5; W1-2, 4, 7-8, 10; L1-2	MS and HS
Literary Analysis Task OR Narrative Writing Task	1 or 2	4-5 SR and 1 PCR	RL 1-3, 5, 7,9; RL 4, L.4-5; W1-4, 10; L1-2	MS and HS
Reading Literary and Informational Texts (SR items only)	**at least 3**	14-19 SR	RL1-3, 5, 7, 9-10; RI1-3, 5, 7-9; RL4, RI4, L4-5	MS only
Approximate Percentage of Total Points by Claim—Reading: 64%; Writing: 36%				

SR: Selected Response Items—students select answer(s), includes multiple-choice (one- and two-part) and multiple-select items
PCR: Prose Constructed Response—requires an extended written response
RL: Reading Literature; **RI**: Reading Informational Text; **W**: Writing; **L**: Language
MS: Machine Scored; **HS**: Hand Scored

English Language Arts Assessment Design
Grades 4-5

Grades 4-5 Spring 2016 Test Design				
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**	**Scoring Method(s)**
Research Simulation Task	3	7 SR and 1 PCR	RI1-3, 5-9; RI4, L.4-5; W1-2, 4, 7-10; L1-2 and Progressive Skills	MS and HS
Literary Analysis Task (LAT) **OR** Narrative Writing Task (NWT)	1 or 2	4 or 5 SR and 1 PCR	RL1-3, 5-7, 9; RL4, L4-5; W1-4, 9-10; L1-2, and Progressive Skills	MS and HS
Reading Literary and Informational Texts (SR items only)	**at least 3**	15-21 SR	RL1-3, 5-7, 9; RI1-3, 5-9; RL4, RI4, L4-5	MS only
Approximate Percentage of Total Points by Claim—Reading: 62%; Writing: 38%				

English Language Arts Assessment Design
Grades 6-8

Grades 6-8 Spring 2016 Test Design				
Focus of Session	**# of Passages**	**#/Type of Items**	**Assessable Content Standards**	**Scoring Method (s)**
Research Simulation Task	2	7 SR and 1 PCR	RI1-3, 5-9; RI4, L4-5; W1-2, 4, 7-10; L1-2 and Progressive Skills	MS and HS
Literary Analysis Task (LAT) **OR** Narrative Writing Task (NWT)	1 or 2	4-5 SR and 1 PCR	RL1-3, 5-7, 10; RL4, L4-5; W.1-2, 4, 9-10; L.1-2 and Progressive Skills	MS and HS
Reading Literary and Informational Texts (SR items only)	**at least 3**	15-21 SR	RL1-3, 5-7, 10; RI1-3, 5-9; RL4, RI4, L4-5	MS only
Approximate Percentage of Total Points by Claim—Reading: 61%; Writing: 39%				