

# Louisiana Believes

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**District Planning Call  
January 25, 2017**

# Agenda

## **I. 2017-2018 School System Planning Process**

A. Early Childhood

B. High Quality Teaching

C. High School Pathways

## **II. Every Student Succeeds Act**

## **III. 2016-2017 Action Steps**

A. Early Childhood

B. High Quality Teaching

C. High School Pathways

## **IV. Call Summary**

The LDOE recommends the following supervisors attend this call:

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

# 2017-2018 School System Planning Process

# Louisiana's Academic Vision

Thanks to the hard work of talented educators across the state, **Louisiana's students have made impressive academic gains over the past five years** resulting in more students than ever before having the opportunity to thrive in college and/or their chosen career path.

- **Grade 3-8 Achievement:** The percentage of students scoring "Mastery" and above on the 3-8 LEAP assessment increased by six percentage points from 2015 to 2016, and over 10 percentage points since 2013.
- **ACT:** The Class of 2016 earned a record-high average composite for Louisiana - 19.5, making Louisiana the most improved state that assesses all of its students.
- **Strength of Diploma:** Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than in any state other than Massachusetts.

Even with these important gains, **Louisiana will continue to raise the bar for students** so that by 2025, A-rated schools will average "mastery" or "level four" performance in literacy and mathematics, and indicator of true readiness for the next level of study.

# 2017-2018 Academic Priorities

**Reaching this new bar will require that school systems have even stronger academic plans** to ensure that limited time, human capital and financial resources are directed to the areas that are most likely to improve student outcomes.

In the coming year, the Department will continue to partner with school systems to build on previous work. To support educators through the academic planning process, the **Department will deepen its focus and support structures** in the following areas:

- **Early Childhood:** preparing all students for kindergarten
- **High-Quality Teaching:** developing high-quality instruction in every classroom
- **High School Pathways:** creating a path to prosperity for each student through their high school career



# 2017-2018 School System Planning Guide

To further support educators in the academic planning process, the Department will the release of the **2017-2018 School System Planning Guide** at the [January/February Supervisor Collaborations](#). An electronic version of the guide will be shared in the January 31 newsletter and in the District Support Toolbox.

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

# 2017-2018 School System Planning Priorities

Early Childhood	High-Quality Teaching	High School Pathways
<ul style="list-style-type: none"><li>• Provide all classrooms with <b>accurate CLASS observations</b> and actionable feedback</li><li>• Support sites to implement <b>Tier 1 curriculum</b> and improve instructional quality</li><li>• Improve access for families by <b>strengthening coordinated enrollment</b> processes.</li></ul>	<ul style="list-style-type: none"><li>• <b>Choose high-quality curricula</b></li><li>• <b>Streamline the use of high-quality assessments</b></li><li>• Provide regular, <b>ongoing professional development</b></li><li>• Establish and/or expand <b>teacher preparation partnerships</b></li><li>• Identify excellent educators and <b>create professional growth experiences</b></li></ul>	<ul style="list-style-type: none"><li>• Identify and offer students <b>TOPS University Pathways</b></li><li>• Identify and offer students <b>Jump Start TOPS Tech Pathways</b></li><li>• Assist all students with <b>financial aid planning</b></li></ul>

# 2017-2018 School System Planning Timeline

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



## PHASE 1: Reflect & Prioritize

- Use Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance
- Prioritize specific improvements for 2017-2018



## PHASE 2: Plan & Align Resources

- Create a plan to implement projects and initiatives that will lead to the prioritized improvements identified in Phase 1
- Align the 2017-2018 budget to fund prioritized initiatives and projects



## PHASE 3: Communicate Plans

- Share plan with key stakeholders ensuring that each group (e.g. teachers, parents, community members) are clear on how the plan impacts them and the next steps they should take



# How to Use the School System Planning Guide

## HOW TO USE THIS GUIDE

Each section of this guide contains the following information to help walk school systems through the planning process:



The 2017-2018 vision for that focus area



A table summarizing the key planning decisions including:

- Sources of data and specific cuts that are likely to be most helpful in reflecting on and prioritizing progress and gaps
- Recommended actions to address common gaps
- Important communication considerations for stakeholders



Additional resources and tools to support school systems



A planning template to help school systems craft their 2017-2018 plan

# Example: High Quality Teaching Priorities



## 2017-2018 VISION

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



Choose high-quality curricula in all subject areas and grade levels, including math, English language arts, early childhood, and social studies



Streamline the use of high-quality assessments to reduce overall testing and improve the quality of tools used



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

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



Establish and/or expand teacher preparation partnerships that:

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



Identify excellent educators and create professional growth experiences to:

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

# Example: High Quality Teaching Key Planning Decisions








## 2017-2018 KEY PLANNING DECISIONS



### PHASE 1: Reflect & Prioritize (Jan-Feb)

*Recommended data sources and data cuts to identify and prioritize progress and gaps*

- Using the District Profile, consider:  
  - Content areas and grade levels in which students improved or declined;
  - Performance of limited English proficiency (LEP) students compared to performance of non-LEP students;
  - Performance of students with disabilities compared to performance of those without disabilities;
  - Specific schools and teachers that saw significant improvement.
- Evaluate the quality of implementation for the curricula your district is using the [curriculum implementation scale](#).
- Using the Workforce Report, consider: 
  - Teacher success rates by subject area, using value-added measures;
  - Percentage of teachers who are uncertified or teaching out of field, by subject area, particularly in high-need schools;
  - Teacher retention trends;
  - Leadership pipeline trends, including the results of those who are identified for leader roles.
- Using the Principal Profiles, identify areas of exceptional growth by school and determine what school leader actions contributed to that growth, particularly regarding staff development.  

# Example: High Quality Teaching Key Planning Decisions



## PHASE 2: Plan & Align Resources (Feb-May)

*Recommended  
actions to address  
common gaps*

- Adopt a [high-quality curriculum](#) in math, ELA, social studies and early childhood.
- Select a small number of [standards-aligned, non-summative assessments](#); eliminate non-aligned and redundant assessments.
- Select curriculum-centered professional development using the [PD Vendor Guide](#), and create a year-long scope and sequence for trainings.
- Institute school-based learning groups (e.g. PLCs) and focus meetings on examining student work and using the curriculum.
- Identify excellent teachers to serve in leadership roles ([Teacher Leader](#), mentor, principal).
- Train [principals](#) to implement a system of content-rich [goal setting, observation, feedback, and school-based support](#).
- Establish or deepen partnerships with [teacher preparation providers](#) to meet workforce needs.
- Make [workforce decisions](#) (e.g., compensation, tenure) to retain highly-effective teachers and leaders.
- [Align 2017-2018 budget to fund these initiatives and projects.](#)



## PHASE 3: Communicate (Apr-July)

*Communication  
considerations  
for stakeholders*

- Through end-of-year conversations, ensure teachers and principals know what curricula and assessments they will use in 2017-2018 and provide access to the materials.
- Share professional learning calendar and objectives for the year with teachers.
- Share 2017-2018 academic vision with parents and community members through end-of-year or back-to-school events.
- Build awareness of Believe and Prepare partnership opportunities with principals and prospective mentors.
- Proactively communicate about the mentor role so excellent teachers are aware of the opportunity.
- Communicate changes to school system compensation plans.




# Example: High Quality Teaching Additional Resources and Planning Template



## ADDITIONAL RESOURCES

- [Instructional Reviews](#)
- [Curriculum Implementation Scale](#)
- [LEAP 360](#)
- [Benchmark Assessment Guidance](#)
- [PD Vendor Guide](#)
- [Teacher Leaders](#)

- 2017-2018 District Support Calendar (coming soon)
- [Digital Literacy Guide](#)
- [Principal Teaching & Learning Guidebook](#)
- [Principal Support](#)
- [Compass Library](#)
- [Educator Planning Resources](#)

 <p><b>PHASE 1:</b> Reflect &amp; Prioritize</p> <ul style="list-style-type: none"> <li>• Use Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance</li> <li>• Prioritize specific improvements for 2017-2018</li> </ul>	 <p><b>PHASE 2:</b> Plan &amp; Align Resources</p> <ul style="list-style-type: none"> <li>• Create a plan to implement projects and initiatives that will lead to the prioritized improvements identified in Phase 1</li> <li>• Align the 2017-2018 budget to fund prioritized initiatives and projects</li> </ul>	 <p><b>PHASE 3:</b> Communicate Plans</p> <ul style="list-style-type: none"> <li>• Share plan with key stakeholders ensuring that each group (e.g. teachers, parents, community members) are clear on how the plan impacts them and the next steps they should take</li> </ul>
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Focus Area	Phase 1: Reflect & Prioritize			Phase 2: Plan & Align Resource	Phase 3: Communicate Your Plan
	Strengths	Areas for Growth	2017-2018 School System Priorities	List the strategies and initiatives you will implement and the actions you take to achieve your goals. Align 2017-2018 budget to fund these initiatives and projects.	Describe how you will communicate key elements of your plan to stakeholders (Who? What? When? Through what avenue?)
Early Childhood					
High-Quality Classroom Instruction: Curriculum, Assessment, & Professional Development					
High-Quality Classroom Instruction:					



# Next Steps

Network teams will be working with school system leaders to set up planning meetings to review and develop 2017-2018 academic plans.

Additionally, the Supervisor Collaborations in both January/February and March will offer sessions focused on the tools and resources school systems can use to develop their plans.

Sessions at the [Jan/Feb Supervisor Collaborations](#) will focus on the data, tools and resources included in the guide and that will support Phases I and II of the planning process.

Email [districtsupport@la.gov](mailto:districtsupport@la.gov) with questions.

# Early Childhood

# Early Childhood: Phase 1



**PHASE 1:**  
**Reflect & Prioritize**

During Phase I of the 2016-2017 academic planning process, early childhood programs and lead agencies should use the 2015-2016 Practice Performance Profiles and fall 2016 CLASS observation results to:

- **Early Childhood Programs** – Prioritize opportunities for change and identify potential supports. Build momentum by setting easy to reach targets as top priority.
- **Lead Agencies** - Identify strengths and targets for improvement in these areas: community network administrative functions, CLASS™ observations; and coordinated enrollment.

# Data & Tools for Phase 1 Planning: Early Childhood Programs

## Early Childhood Programs should:

- Use the final 2015-2016 Practice Performance Profile for your sites and the fall 2016 CLASS™ observation results as baseline data to frame and support your planning.
- Use the [\*Five Tips for Sites\*](#) tool as a step-by-step guide for your district's site administrators to:
  1. Understand the components of the Practice Performance Profile;
  2. Identify strengths in classroom quality;
  3. Identify areas of improvement for classroom quality;
  4. Evaluate curriculum quality; and
  5. Understand whether your teachers are prepared.

# Data & Tools for Phase 1 Planning: Lead Agencies

## Lead Agencies should:

- Use the final 2015-2016 Practice Performance Profile for your community network as baseline data and identify areas where you can influence results. For example:
  - In terms of CLASS results, where are strengths? Where are the challenges?
  - Is program access a concern?
  - Are the informational metrics accurate? What are the best opportunities for improvement (e.g., curriculum)?
- Use the [\*Guide to Success for Early Childhood Community Network Lead Agencies\*](#) to frame the planning process and support your understanding of lead agency responsibilities with detailed guidance and linked resources for each aspect of:
  - Administrative functions including central office fiscal operations, data collection and verification for the accountability system and partner engagement;
  - CLASS observations including observer capacity and observer accuracy; and
  - Coordinated Enrollment including Child Count, the Coordinated Funding Request, the Coordinated Enrollment Plan and TOTS.



# High Quality Teaching

# Curriculum, Assessment, & Professional Development: Phase 1



During Phase I of the 2016-2017 academic planning process, school systems should use the Superintendent and Principal Profiles to consider:

- Content areas and grade levels where students improved and declined
- Performance of limited English proficiency (LEP) students compared to performance of non-LEP students
- Performance of special education students compared to performance of non-sped students
- Specific schools and teachers that saw significant improvement

# Data for Phase 1 Planning: Superintendent and Principal Profiles

The Superintendent and Principal Profiles provide school and school system leaders with an in-depth look at performance score components, including subgroup data, for current and prior years. These reports were released in December to school systems and are for internal purposes only.

## **Sample Metrics:**

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

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# Curriculum and Instruction Resources for Phase I & II

## Planning: Instructional Material Reviews

**New Tier 1 and 2 instructional materials Now available.** New additions for the last quarter (October – December) include the following:

Publisher	Title	Core Subject	Tiered Rating
American Reading Company, Inc.	IRLA: Foundational Skills Toolkit, Gr K-2	ELA	1
Gilder Lehrman	Teaching with Documents: The Twentieth Century: 1946-2001	Social Studies	1
High Scope	Tender Care and Early Learning, Supporting Infants and Toddlers, Ages 0-3	Early Childhood	2
TE21	TE21: CASE Benchmark Assess 3-5, 6-8, and ENG II	ELA	2
Success for All Foundation	Curiosity Corner 2nd Edition	Early Childhood	2

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

**Reminder:** Staff, parents, and vendors can participate in the selection process through the Department's [webpage](#).

# Curriculum and Instruction Resources for Phase I & II Planning: Louisiana Student Standards for Science

In December, the Department released a draft of the Louisiana Student Standards for science in a portal that closed on January 6.

- Accessed the portal: 1946 people
- Provided feedback: 375 people
- Total pieces of feedback: 10,272

For additional details, view the [feedback summary](#).

## Upcoming Timeline:

Jan - Feb	March	April	June	Late Fall 2017
Committee and workgroups use public portal feedback to finalize standards	Standards submitted to BESE for approval	Call for curriculum submissions for review process (IMR)	<ul style="list-style-type: none"><li>• Summit sessions kick off trainings on standards</li><li>• Sample scope and sequence documents released</li></ul>	Initial curriculum reviews released



# Curriculum and Instruction Resources for Phase I & II Planning: Louisiana Connectors

On December 6, BESE approved the **2017-2018 [Louisiana Connectors](#) for Students with Significant Disabilities and English Language Learners**. These extended standards are on Notice of Intent per the state's rulemaking process and are expected to be effective for the 2017-2018 school year.

- The new Louisiana Connectors are fully aligned with Louisiana Student Standards for English language arts and mathematics. They provide developmentally appropriate content for all grades or courses while maintaining high expectations.
- These new standards call for some modifications in what teachers teach. These changes can be addressed with sensible adjustments to curriculum, training, and testing.

# Curriculum and Instruction Resources for Phase I & II Planning: Louisiana Connectors

In order for the Louisiana Connectors to be used successfully during the 2017-2018 school year, educators and the Department must work together to implement the following academic support plan.

- **Assessments** – Preview of assessment design and structure (summer, 2017), new assessments administered (spring 2018)
- **Teacher training and professional development** – The Department will provide trainings on new standards (spring and summer 2017 and on-going) and provide recommendations to school systems for ongoing support (ongoing)
- **Curriculum and resources** – New standards and parent communication tools (May 2017), Curricular supports (fall 2017)

Email [louisianastandards@la.gov](mailto:louisianastandards@la.gov) with any questions.

# Assessment Resources for Phase I & II Planning: EAGLE 2.0

**EAGLE 2.0** is an online assessment tool provides Louisiana teachers with a bank of high quality assessment items that can be used to create online tests in the platform used to administer annual summative assessments.

To ensure that teachers have access to EAGLE, contact your District Test Coordinator(DTC). The DTC is responsible for managing user accounts in eDIRECT and can verify that all teacher accounts have been created for your district.

## User/Test Creation Statistics (as of January 2017)

<b>Teacher Accounts</b>	39,043
<b>Tests Tickets Completed by Students</b>	83,782

To understand the process, visit the [EAGLE landing page](#) for steps on *Getting Started* in EAGLE.

# Professional Development Resources for Phase I & II Planning: PD Vendor Guide

The [PD vendor guide](#) supports local school systems in making informed decisions regarding professional development that are aligned to top-tiered curriculums.

The guide provides a list of vendors who offer a range of high-quality professional development packages that help teachers in the following ways:

- Implementing a high-quality curriculum
- Building content knowledge, especially around the [key instructional priorities](#)
- Analyzing quality student work
- Managing a classroom environment
- Providing teacher practice and feedback
- Offering ongoing support through mentoring, coaching, or PLCs

Email [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions.

# Professional Development Support Structures for Phase I & II Planning: Jan/Feb Collaborations

The January/February Supervisor and Teacher Leader Collaborations will take place in the following locations:

Location	Date	Time
<b>Jefferson Parish School Board Building</b> 501 Manhattan Blvd. Harvey, LA 70058	<b>Tues, Jan. 31</b>	
<b>Claiborne Building</b> 1201 North Third St. Baton Rouge, LA 70802	<b>Thurs, Feb. 2</b>	<b>Supervisor: 8:30-12:30</b>
<b>Trinity United Methodist Church *NEW LOCATION*</b> 1000 Woodward Avenue Ruston, LA 71270	<b>Tues, Feb 7</b>	<b>Teacher Leader: 1:00-4:00</b>
<b>Bayou Church</b> 2234 Kaliste Saloom Rd, Lafayette, LA 70508	<b>Thurs, Feb 9</b>	



# Professional Development Support Structures for Phase I & II Planning: Jan/Feb Supervisor Collaborations

Sessions at Supervisor Collaborations will focus on helping LEA supervisors kick off the 2017-2018 district planning process. The LDOE recommends that supervisors who lead the following areas attend:

- Accountability and assessment, including district test coordinators (DTCs)
- Curriculum, instruction and professional development
- Special populations (special education, ELL)
- Grants, finance and federal programs
- Early childhood
- Data governance and student privacy
- Librarians

## Next Steps:

- **Review the [Supervisor Collaboration overview](#)** for a list of sessions and information how to register. *Note: The Supervisor event requires a code to register. Please contact your network support team or [DistrictSupport@la.gov](mailto:DistrictSupport@la.gov) for this code.*
- **Register by tomorrow, January 26.**
- **[Download](#) session materials in advance of the event** (*available Friday, January 27*)

# Professional Development Support Structures for Phase I & II Planning: Jan/Feb Teacher Leader Collaborations

Sessions at Teacher Leader Collaborations are geared towards classroom teachers. The LDOE recommends that the following teachers attend:

- K-12 ELA
- K-12 math
- K-12 social studies
- K-12 science
- Librarians

## Next Steps:

- **Share the [Teacher Leader Collaboration overview](#) with your Teacher Leaders;** it includes a full list of sessions and information about how to register.
- **Encourage your teachers to register by Thursday, January 26.**
- **Encourage your Teacher Leaders to [download](#) session materials** in advance of the event (*available Friday, January 27*).
- **Create a plan for how your Teacher Leaders will disseminate the information and tools they get at this event to other teachers in your LEA.**
- Contact [LouisianaTeacherLeaders@la.gov](mailto:LouisianaTeacherLeaders@la.gov) with questions.

# Professional Development Support Structures for Phase I & II Planning: Eureka Principal Institute

As instructional leaders of schools, principals should have a basic understanding of the math curriculum being used, including how to have strategic conversations with teachers around the instructional decision they make using the curriculum. To this end, LDOE is inviting principals and other school-based instructional leaders are invited to attend the LDOE Eureka Principal Institute.

The February 15 and March 13 sessions are full. A new session has been added.

When: March 22, 2017


Where: Alexandria

Cost: \$0

## Topics:

- Overview of the mathematics standards with a focus on rigor in mathematics
- Leveraging Tier 1 curriculum for year-long planning and lesson planning
- Observation look-fors and pre/post-observation conversation guide
- Need for ongoing PD connected to curriculum and LDOE resources to assist

[Register](#) by February 3, 2017. Registration is on a first-come, first-served basis. Contact [LouisianaTeacherLeaders@la.gov](mailto:LouisianaTeacherLeaders@la.gov) with questions.



High Quality Teaching:  
Leadership Development & Talent Management  
Resources

# Leadership Development & Talent Management: Phase 1



## PHASE 1: Reflect & Prioritize

During Phase I of the 2016-2017 academic planning process, school systems should use the the Workforce Report and Principal Profiles to consider:

### Using the Workforce Report:

- Teacher success rates by subject area, using value-added measures, and teacher tenure rates
- The percentage of teachers who are uncertified or teaching out of field, by subject area
- Teacher recruitment and retention trends
- Leadership pipeline trends, including the results of those who are identified for leader roles

### Using the Principal Profile:

- Identify in which areas certain schools had exceptional growth
- Determine what behaviors of those school leaders caused that growth to happen, especially in relation to talent development.

# Data for Phase 1 Planning: 2017 Workforce Tools and Resources

The Educator Workforce Report, an internal report released directly to each district, provides a field of data to help district leader inform educator workforce decisions.

The Educator Workforce Report will be released in March, after Superintendent and Principal reports and the Compass Annual Report are released.

Data in the Educator Workforce Report may be used to inform decisions related to:

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

The 2016-2017 Regional Educator Workforce Report will be also released in April, following the release of the District Educator Workforce Report.

Email [Sara.Strickland@LA.gov](mailto:Sara.Strickland@LA.gov) with any questions.



# Data for Phase I Planning: 2015-2016 Compass Data

The following accountability data has been or will be released this month and next for the 2015-2016 school year.

Release	Date	Location
Transitional Student Growth Data	February	Compass Information System (CIS)
2015-2016 Compass Final Reports	February	<a href="#">Compass Library</a>

# 2017 Believe and Prepare Funding Support

By July 2018, all teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher. Teacher preparation providers partnered with school systems to submit funding applications last November.

In January, BESE approved following formula funding allocations that will allow districts to distribute funds to year long undergraduate residents and their mentor teachers, and that will support transition costs at universities.

<b>Universities</b>	\$1,007,500	<ul style="list-style-type: none"><li>• To support staff costs related to the transition of preparation programs</li></ul>
<b>18 School Districts</b>	\$593,000	<ul style="list-style-type: none"><li>• \$2,000 stipend for 233 teacher candidates completing yearlong residencies</li><li>• \$1,000 stipend for 228 mentor teachers hosting yearlong residents</li></ul>

Note: Stipend amounts have been prorated for some residents and mentors based on program completion dates and mentor teacher assignment.

Please see the [Teacher Preparation Transition Guide](#) for detailed information. For more information, please contact [BelieveandPrepare@la.gov](mailto:BelieveandPrepare@la.gov).

# Support Structures for Phase I & II Planning: 2017 Believe and Prepare Community Meetings

During the winter meeting, **preparation provider leaders and their district partners** should attend together to learn about updated tools and resources available to support partnership development, and to learn from teacher preparation experts about:

- Establishing a formal partnership agreement (MOU)
- Developing governance meeting protocols

Date	Location	Time	Register
February 13, 2017	Claiborne Building 1201 North 3rd Street, Baton Rouge  Thomas Jefferson Room 136-A	<ul style="list-style-type: none"><li>• 10:00-12:30p.m. (Southeast Region)</li><li>• 1:00-3:30p.m. (Northern, Central, and Southwest Regions)</li></ul>	Click here to <a href="#">RSVP</a> by <b>February 3.</b>

For more information, please contact [BelieveAndPrepare@LA.gov](mailto:BelieveAndPrepare@LA.gov).

# High School Pathways

# High School Pathways: Phase 1 Reflect and Prioritize



## PHASE 1: Reflect & Prioritize

During Phase I of the 2016-2017 academic planning process, school systems should use the the [Graduation Pathways documents](#) to:

- Determine which pathways are offered at each school and which pathways should be expanded to align to regional and statewide career demand.
- Collaborate with Regional Workforce and Economic Development Boards
- Develop Alternative Graduation Pathways: ACT 833 and LAA 1

# Resources for Phase I & II Planning: Financial Aid

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

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

Starting in January, the Department will distribute breakdowns of the number of FAFSA applications submitted and completed for the 2016-2017 school year to Networks school system and high school.

This information should be used to support counselors in ensuring that families are completing FASFA applications or TOPS forms or are taking the appropriate steps towards completing a waiver.



# Resources for Phase I & II Planning: Financial Aid

The state Financial Aid Working Group will reconvene on January 26 in the Thomas Jefferson Room at the Claiborne Building. Topics discussed will include statewide FAFSA completion data, the LOSFA FAFSA Challenge Grant, and LDOE financial aid planning resources.

The Department will publish three financial aid lesson plans to share with school systems and schools in early spring.

Plans can be used individually or as a unit by schools and school counselors to meet the specific needs of students and parents in completing the FAFSA and accessing financial aid.

Email [LDEfinancialaid@la.gov](mailto:LDEfinancialaid@la.gov) with questions.

# Support Structures for Phase I & II Planning: 2016-17 Counselor Collaboratives

The 2016-17 Counselor Collaboratives will focus on developing appropriate high school pathways and guiding students to resources that provide post-secondary training opportunities. Counselors are encouraged to attend a collaborative in their area, but may attend outside their area if necessary. Participants are asked register on Coursewhere.

Date	Network	Location	Time
Feb. 6	B	Terrebonne Parish Library, North Branch, Greys, LA	8:30 a.m.
Feb. 7	B	Acadia Parish Educational Center, Crowley, LA	8:30 a.m.
Feb. 13	A	Bossier Instructional Center, 2719 Airline Drive, Bossier, LA	9:00 a.m.
Feb. 14	A	Natchitoches Parish School Board, Title 1 Media Center Building, 310 Royal St. Natchitoches, LA	9:00 a.m.
Feb. 14	C	West Baton Rouge Pupil Appraisal Annex, 670 Rosedale Road, Port Allen, LA	8:30 a.m.
Feb. 15	A	Monroe City School Board Office, 2006 Tower Drive, Monroe, LA	9:00 a.m.
Feb. 16	A	Avoyelles Parish Media Center, 136 S. Fair St., Marksville, LA	9:00 a.m.
Feb. 16	C	Treen Instructional Technology Center, 2024 Livingston Street Mandeville, LA	8:30 a.m.

# Every Student Succeeds Act

# Release of Updated ESSA Framework

- **In early February, the Department will release an updated ESSA framework** on its [website](#) that captures the enhancements made to the [original version](#) released in September 2016 based on feedback from educators, parents, civic and advocacy groups, and others.
- Superintendent White will also provide an overview of the updated framework at the January and February statewide Supervisor Collaborations.
- The [Louisiana Accountability Commission](#) has also been meeting throughout 2016 to review proposed changes to the state's accountability commission as part of Louisiana's ESSA plan. To view the latest of these changes, view the [January meeting presentation](#). You can also view previous meeting videos and presentations in the [Accountability library](#).

To submit feedback on the updated framework, please email [essalouisiana@la.gov](mailto:essalouisiana@la.gov) or attend one these [upcoming meetings](#).

# Follow-up from the School Redesign Summit

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

Over the coming weeks, districts should follow-up with partner organizations with which they may be interested in partnering. The LDE will be releasing contact information for each partner organization this week.

In March, the LDE will share additional information about the redesign grant application process at regional collaborative meetings. The current draft timeline is as follows: \*

Event	Date
Release of School Redesign Application	Late Summer 2017
Applications Due	Fall 2017
Funding awards announced	Winter 2017

\*Subject to review and approval by USDOE.

*For additional information please contact your Network Leader*



# 2016-2017 Action Steps



# Early Childhood Action Steps

# 2016-2017 Milestones for Lead Agencies

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

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

2/1	The Coordinated Enrollment Plan for your Community Network must be in your Early Childhood folder on the Department's FTP server.
2/1	All classroom updates must be made in the CLASS™ online system and all spring observations must be scheduled.
2/28	Your Community Network's Child Count as of 2/1 must be in your Early Childhood folder on the Department's FTP server.

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

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

2/28	Checkpoints for all publicly funded children must be finalized in the <i>GOLD™</i> online system.
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Please support all sites with understanding their 2015-2016 Practice Performance Profile and how to use the information to plan improvement.

<a href="#">Five Tips for Sites</a>	Provides sites with guidance on next steps for improvements (e.g., choosing and using a quality curriculum)
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# 2015-2016 Early Childhood Family Survey Results

- During 2015-2016, the Department partnered with United Way to conduct a family survey.
- The survey sampled families of children in different types of publicly-funded early childhood programs including child care, Head Start and school-based Pre-K.
- Results were reported out at a community network level on the practice performance profiles.
- A detailed report of the survey results will be made available early this spring.
- Early childhood programs will receive valuable feedback on what is working well for their families as well as opportunities for improvement.

# High Quality Teaching Action Steps



# Release of Principal Goal-Setting Data Targets

Principal Goal Setting Data provides information about SPS growth, including individual components that comprise a school's performance score. This is done for each school configuration and letter grade designation, ranging from what is exceptional growth (top quartile) to growth that is considerably less than average (bottom quartile).

**Updated goal-setting targets will be shared with school systems by their Network teams in early February to provide principals with data to review and potentially update their 2016-2017 student learning targets.**

These targets are one of multiple sets of data, including assessment summary reports, benchmark/diagnostic assessment data, and end-of-year conversations that can be used to finalize the goal setting process for principals. Further guidance about goal setting can be found in the [Louisiana Principal's Teaching and Learning Guidebook](#).

Email [compass@la.gov](mailto:compass@la.gov) with questions.



# January Month-by-Month Assessment Checklist

## Communication and Support

- Jan 31: Assessment and Accountability [Office Hours](#) Webinar at 1:00 PM

## Assessment Preparation and Administration

- **Nov–Feb 17:** Submit ACT approved accommodations in to TAA
- **Nov 14–May 12:** WorkKeys online test administration window
- **Jan 23–March 3:** NAEP testing in selected schools
- **Jan 31:** AP course audit deadline
- **Jan:** Setup TSMs for online practice tests and LEAP
- **Jan:** Utilize the technology readiness tools to determine that devices are correctly configured for online practice tests

# February Month-by-Month Checklist

## Communication and Support

- Feb 2: [Data Coordinators Monthly Call/Webinar](#)
- Feb 7: [Assessment and Accountability Monthly Call and Webinar](#)
- Feb 16: [Educational Technology Monthly Call](#)

## Assessment Preparation and Administration

- Feb 6-March 17: ELDA and LAA 1test administration
- Feb: Utilize SER accommodation reports to plan for spring test administrations
- Feb: STCs ensure that TAs, proctors, and monitors are appropriately assigned to testing groups for ELDA and LAA 1 testing
- Feb: Download ACT Match-No Match lists second release from sFTP for distribution to STCs to ensure testing of all grade 12 students with no ACT score on record
- Feb: Verify testing enrollment and order WorkKeys Accommodated materials online
- Feb: Setup TSMs and ensure that Insight has been installed on all devices that will be used for spring assessments
- Feb: Utilize the technology readiness tools to determine that devices are correctly configured for online spring assessments
- Late Feb-Early March: Coordinate Graduation cohort data certification/exit code review for accuracy of cohort graduation indices in SPS

# Spring 2017 LEAP 2025 Assessment Resources


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

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

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

# Spring 2017 LEAP 2025 Assessment Resources


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

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

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


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

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


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

# Spring 2017 LEAP 2025 Assessment Resources

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


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

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


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

# Spring 2017 LEAP 2025 Assessment Resources


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

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

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

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

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

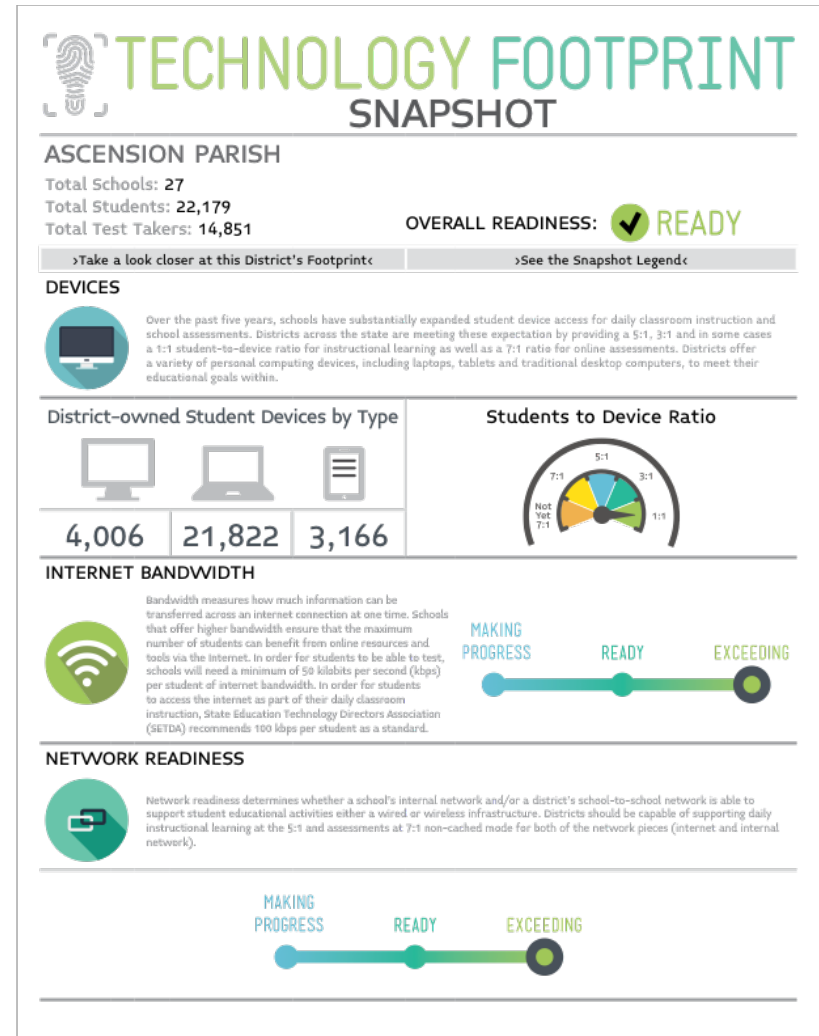
 Teachers may examine the practice test content to evaluate instruction, design classroom assessments that use similar features, simulate testing conditions to help students feel prepared for the actual test administration, and facilitate testing discussions with their students.

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.



# Technology Readiness Planning

On January 31st, district technology directors will receive updated Technology Footprint Snapshots, based on their [Technology Readiness Tool](#) (TRT) data, to use as part of their short-term and long-term roadmaps for supporting and expanding digital classrooms and learning.



# Educational Technology Advisory Group

## **New Educational Technology Advisory Group Being Formed**

- The Educational Technology Advisory Group, comprised of district IT and education technology staff, will assist in the development, review, and implementation of new education technology resources and to develop and review guidance to meet the technology needs of schools as they expand resources for schools in a 1:1 learning environment.

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

# Technology Readiness: E-Rate

## E-RATE Key Dates

- **Mid-January:** E-Rate entity validation spreadsheets are currently being sent to district/school E-Rate Coordinators for review and updates. This spreadsheet should include all schools, program sites, and non-instructional facilities that are eligible for E-Rate.
- **January 26** – USAC profile notification deadline for districts who made changes to any of their school profiles after July 21, 2016.
- **February 15:** All changes and updates on your E-Rate entity spreadsheet due back to LDOE ([edtech@la.gov](mailto:edtech@la.gov))
- **February 16:** Final LDOE Entity validation spreadsheet submitted to USAC for EPC upload
- **Mid-Late February:** school systems should verify that all entity profile information in the EPC system matches the LDOE's entity validation spreadsheet
- **FY 2017-18 E-Rate Filing Window** - The FY 17-18 E-Rate filing window is being pushed back to accommodate profile changes and uploads. LEAs are encouraged to begin their procurement processes and filing their Form 471s as soon as possible and not to wait on the window opening.

Email [edtech@la.gov](mailto:edtech@la.gov) with questions.

# Spring 2017 LEAP 2025 Assessment Resources

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

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

Email [assessment@la.gov](mailto:assessment@la.gov) with questions.

# Call Summary

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	Key Deadlines	Key Resources and Supports
January	<ul style="list-style-type: none"> <li>• <b>Jan 27:</b> EEF budget reduction amendment deadline</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jan 31:</b> Collaborations: Jefferson</li> <li>• <a href="#">Regional Workforce Reports</a></li> <li>• <a href="#">EAGLE 2.0</a></li> <li>• <a href="#">K-2 Formative Tasks</a></li> <li>• <a href="#">Technology Readiness Tool</a></li> <li>• <a href="#">Assessment tools:</a> assessment guides, ELA rubrics, Guides to the Online Equation Builders, and social studies extended response checklist</li> </ul>
February	<ul style="list-style-type: none"> <li>• <b>Feb 1:</b> Coordinated Enrollment Plans due, classroom updates and observations scheduled in <i>CLASS</i> system</li> <li>• <b>Feb 3:</b> Health, PE and Vending <a href="#">survey</a> due</li> <li>• <b>Feb 15:</b> E-Rate change due</li> <li>• <b>Feb 28:</b> Community Network's Child Count due and <i>GOLD</i> checkpoints due</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feb 2:</b> Collaborations: Baton Rouge</li> <li>• <b>Feb 7:</b> Collaborations: Ruston</li> <li>• <b>Feb 9:</b> Collaborations: Lafayette</li> <li>• <b>2017-2018 School System Planning Guide</b> (available 1/31)</li> <li>• <b>2017-2018 District Support Calendar</b> (available 1/31)</li> <li>• <b>Updated Principal Goal-Setting Templates</b> (available early Feb)</li> </ul>