

Agenda

Belief in Students

- I. PARCC transition
- II. Science/Social Studies listening tour

Belief in Educators

- III. Compass Updates
- IV. Teacher Leaders
- V. Advanced Placement

Belief in Family

- VI. Course Choice
- VII. JumpStart

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Transition to PARCC

Louisiana is continuing its gradual transition to higher standards and assessments aligned to those standards.

- In 13-14, the LEAP, iLEAP and EOCs will be aligned to Common Core.
- In 14-15, Louisiana will transition to the PARCC assessment.

This transition necessitates a series of important policy decisions. Louisiana will make these decisions with educators and the public over the coming months. Elementary policies will be presented to BESE in December and high school policies will be presented to BESE in January.

Decisions for discussion today:

1. Test scheduling for grades 3-8
2. Test Score approach
3. Letter grade plan
4. Promotion rule updates

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Transition to PARCC: Background

Like LEAP, PARCC will have a five achievement levels.

Also like LEAP, PARCC will likely align to the national NAEP distributions.

Roughly 26% of our students score “proficient” on NAEP. This is like scoring Mastery on LEAP.

This is helpful because it means that we know approximately how our students will perform and we can plan our transition policies accordingly.

Options for *Test Scheduling in Grades 3-8*

Option A: Move to PARCC in grades 3-8 in 14-15

Option B: Phase PARCC in over time

Options for *Test Scores*

Option A: “New York” Approach

- *Lead with drop in proficiency and “cushion” policies on backend*

Option B: Gradually raise the bar

- *Lead with commitment to gradual raising and share “aspirational cuts” so as to be transparent about ultimate goal*

Options for *Letter Grades*

If taking “New York” approach:

- *For elementary and middle schools, expect schools to be at “Mastery” or a “4” in first year in order to earn 100 points or an “A.”*

If taking gradual approach:

- *For elementary and middle schools, keep expectation at “Basic” or “3.”*
- *Commit to gradual raising of bar to “4” level over x years.*
 - *NOTE: This timeline would be determined by BESE after the initial results are received.*
- *Create rule that letter grades cannot drop or increase by more than one letter grade in initial year of PARCC implementation.*

Transition Next Steps

These policies will be discussed at the Superintendent Advisory Council later this month, as well as with educators and the public over the coming months.

On future calls, we will discuss:

1. Test scheduling for high school
2. Graduation rule updates
3. Educator evaluation transition

Science and Social Studies

We held 5 state-wide, open meetings and 3 virtual calls to solicit input.

Feedback:

- Ensure assessments are grade level specific
- Focus assessments on core concepts and align assessments to common core level expectations

Timeline and Next Steps

- **Late September:** Release findings and timeline to the field
- **October:** Bring in teacher/district groups to create recommendations and updates
- **December:** Finalize content for science and social studies and confirm an implementation timeline
- **2014:** Create resources to support teachers with implementation

Contact : Rebecca Kockler, rebecca.kockler@la.gov

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Compass: Ratings Align to Student Progress

The distribution of Compass ratings from one school district to the next generally aligns with student progress trends in those districts.

- Of the ten parishes with the highest percentage of teachers rated in the top two levels, seven were in the state's top 25 percent in student progress or student achievement. All are in the top half of districts in terms of student achievement.
- On average, parishes in the top 50 percent in terms of student progress rated 10 percent of teachers in the bottom two categories. Parishes in the bottom 50 percent of student proficiency growth rated, on average, 17 percent of teachers in the bottom two categories.
- Of the ten parishes with the highest percentage of teachers rated in the bottom two categories, nine were in the bottom quartile in student progress or student achievement.
- Of the ten parishes with the highest percentage of teachers rated in the bottom category, seven experienced an aggregate drop in student proficiency.

Compass: High-progress districts conducted rigorous classroom observations

Several of the districts making the highest growth with low-income students established a notably high bar for classroom observations.

- Evaluators in the **Recovery School District (RSD) in New Orleans**, where the district ranked in the 97th percentile in terms of student progress, set a high bar and were less likely to assign highly effective observation ratings: 9 percent in the RSD versus 27 percent statewide.
- **St. Bernard Parish** ranked in the 96th percentile in student growth and in the 88th percentile in terms of student proficiency. The parish also had the highest percentage of teachers with value-added scores in the top two levels (81 percent). Evaluators were less likely to assign highly effective observation ratings, though: 8 percent in St. Bernard Parish versus 27 percent statewide.
- **East Feliciana Parish** ranked in the 94th percentile in terms of student growth yet assigned substantially more rigorous observation scores. East Feliciana evaluators assigned 64 percent of teachers Proficient or Highly Effective observation ratings compared to 90 percent statewide.
- **Ascension Parish** student progress ranked in the state's top quartile, but because of a very high bar for classroom teaching, 6 percent of observations yielded a highly effective measure, compared to a statewide average of 27 percent.

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Compass: Evaluators Strive for a Rigorous Standard

Statewide statistics show that, though some districts maintained a notably high bar in areas of the process where evaluators have discretion, the standard evaluators maintained for teaching and principal excellence varies from school to school and across the state.

- Evaluator observations yielded scores with 90 percent of teachers and administrators in the top two categories and fewer than 1 percent in the bottom category, a contrast with student progress results.
- Average observation scores for administrators and teachers varied widely across districts.
- On average, districts evaluated administrators and counselors less rigorously than they did teachers.

To support evaluators in achieving a more common, rigorous bar for teaching and principal excellence, the Department of Education will

- Expand the Toolbox's Instructional Video Library, allowing for visual examples of teaching excellence.
- Promote inter-district and inter-school collaboration, such as learning walks, through the Department's Network Teams, led by former Louisiana administrators.
- Orient online classroom observation tools toward more frequent classroom visits for administrators by adjusting technology to be less cumbersome and more versatile.
- Adjust the leader observation rubric to be more specific and to focus principals on more frequent observations with clear feedback for teachers.

Compass Resources

Upcoming Releases	Dates
<ul style="list-style-type: none">• <u>Expected Value Added Targets:</u> report will include an estimated range of student performance, prior year achievement data and student factors taken into account when generating expected scores	Week of September 30 th
<ul style="list-style-type: none">• <u>Updated CIS Functionality:</u><ul style="list-style-type: none">• Redesigned Observation and Site Visit Screens in CIS: More flexible design, and ability to upload notes and other documents• Flexible Evaluator Assignments in CIS: Allows multiple evaluators for single employee and the ability to rate any rubric component	Week of September 30 th
<ul style="list-style-type: none">• <u>Phase II of Video Library:</u> Additional instructional videos and feedback conversations will be added to the library	End of October

Teacher Leaders

September Teacher Virtual Training and Communication

Bi-monthly Live-Stream Webinar – Thursday, September 12th, hosted

Content Training Webinars – 8 offered in September. Topics include assessment review, unit review, and EAGLE guidance.

Monthly newsletter – Monday, September 24th

Online Collaboration Site – Teacher Leaders are encouraged to participate in a [free online collaboration site](#). Resources available that aren't posted in the toolbox

Teacher Leader Advisors

Please encourage your teachers to apply to join 60 teachers from around the state. This group will receive a stipend and help shape the direction and tools that will support teachers for the 14-15 school year. To learn more about this role and to apply, [click here](#). **Applications due September 16th.**

Contact : LouisianaTeacherLeaders@la.gov

Advanced Placement Opportunities

AP® Potential Data Packets

Using PLAN scores, the LDE can provide schools AP data packages that can assist in the identification of students with potential to earn a 3 or higher on each AP Exam.

Advanced Placement® Course Audit

To apply the AP® label on report cards, transcripts, the school web site or in a course catalog or other printed information, a school is required to have all AP® courses authorized through the AP® Course Audit. A webinar providing information on the AP® Course Audit process was held earlier this week with a recording of the webinar available via

<http://www.louisianabelieves.com/courses/advanced-placement>

Contact: Tristen.Guillory@La.Gov

Course Choice Update

- The registration period has closed, more than 3,000 students enrollments were processed. Popular face-to-face career and technical education courses include digital arts and a variety of construction craft training courses, including heavy equipment operation, pipefitting and welding.
- Schools may monitor individual student progress at any time via the school level Course Choice administrative dashboard at: www.louisianacoursechoice.net
- A Counselor Assistance Center is available to support parents, students, professional school counselors, and course providers for the Course Choice program. To reach a Course Choice Counselor please call **1-877-453-2721** or email CourseChoice@La.Gov

Contacts: *Ernise Singleton*, ernise.singleton@la.gov

Stephanie Marcum, stephanie.marcum@la.gov

Jump Start Update

What is JumpStart?

Jump start is a pilot program to model excellence in high school career education in Louisiana. This pilot program will both set a standard and a guide for other regions across the state to scale similar instruction and also help the department determine the policy necessary to support the most meaningful career education.

Evolution of the Initiative

1. Four regional teams are developing Vision Statement Submissions that indicates their vision for CTE, their intended outcomes, and the roadblocks they see
2. Key next step: statewide meeting to discuss regional visions, key enabling policies

Contact: Ken Bradford and Rebecca Kockler at JumpStart@la.gov

Early Childhood: Community Network Pilots

Thirteen regional networks are leading the way as Louisiana works to build a unified system of early childhood focused on academic, as well as social and emotional, readiness for all children

Key Updates:

- Pilots are training on new teacher support tool (i.e., CLASS) and student assessment resource (i.e., Teaching Strategies GOLD)
- Pilots are reporting on progress in first ever August progress report
- LDOE is working with early childhood educators to build out the Pre-K teacher toolbox resource

2015 Vision: Roadmap to a Unified Early Childhood System

- Releasing an update to the ACT 3 Framework later this week, providing a vision for moving to full scale
- Roadmap Objectives:
 - Forecast the design of the statewide Early Childhood System in the 2015-2016 school year
 - Provide a high-level implementation roadmap, including multiple opportunities for districts to join

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