Louisiana Believes

Using Professional Learning Communities (PLCs) to Make Sense of Reporting
September 2016

DEPARTMENT of EDUCATION

Welcome

Objectives: Participants in this session will:

- Utilize the PLC structure to engage in grades 3-8 assessment data
- Strategize on using this structure for other assessment reporting

Agenda

- Defining the PLC Structure
- Resource Overview
- PLC Activity
  - Using subgroup and subclaim data
- Resources and Next Steps

Resource Overview

Defining a Professional Learning Community

Professional Learning Communities (PLCs) are commonly being used as a method of collaboration that focuses on setting student goals, measuring against those goals, and planning next steps based on that measure. Scheduled PLC time should be set aside either monthly or weekly and should include data analysis, evaluation of strategies, and decision-making.

PLCs should focus on four critical questions:
- What do we want students to learn?
- How will we know if they are learning?
- How will we respond when they don't learn?
- How will we enrich learning for students already proficient?

Because of the focus on these four critical questions and the already established protocols within many schools, the PLC environment is uniquely suited to engagements with state reporting. This presentation and the related guide are intended to be used within the PLC structure.

Discussion

- Where do PLCs currently exist within your district or school?
- What processes are already in place to support PLCs?
- Where might additional support be needed in order for PLCs to be productive?

Report Overview

Subgroup/Subclaim CSV File

Today we will be using the subgroup/subclaim CSV File. This file can be located in the Reports tab of eDIRECT and can be accessed at either the district- or school-level.

This file includes:
- Average ELA and math scores total population and subgroup and grade level;
- Total number of testers
- Number and percent of students performing at each ELA and math achievement level by subgroup and grade level;
- Number and percent of students performing at each ELA and math subclaim achievement level by subgroup and grade level.

When preparing for the PLC, school or district leaders may wish to complete the workbook included in the PLC guide prior to the meeting. This presentation will focus on preparing for and conducing a grade 3 ELA PLC. These same questions can be applied to other grade levels and content areas.

Subclaim Activity: Filtering For the Appropriate Grade Level and Total Population

1. Using the filter button at the top right hand corner of the Excel spreadsheet to activate filter buttons across the header.
2. Click on the down arrow in the Grade column header to select grade 3.
3. Click on the down arrow in the Group column header to select Total Population.
4. Use the column headers to identify the percent of students performing at each subclaim achievement level.
5. Enter the data for each ELA subclaim on the PLC worksheet.

Subclaim Activity: Filtering For the Appropriate Grade Level and Total Population

1. Using the filter button at the top right hand corner of the Excel spreadsheet to activate filter buttons across the header.
2. Click on the down arrow in the Grade column header to select grade 3.
3. Click on the down arrow in the Group column header to select Education Classification.
4. Use the column headers to identify the percent of students performing at each subclaim achievement level.
5. Enter the subgroup data for each ELA subclaim on the PLC worksheet.
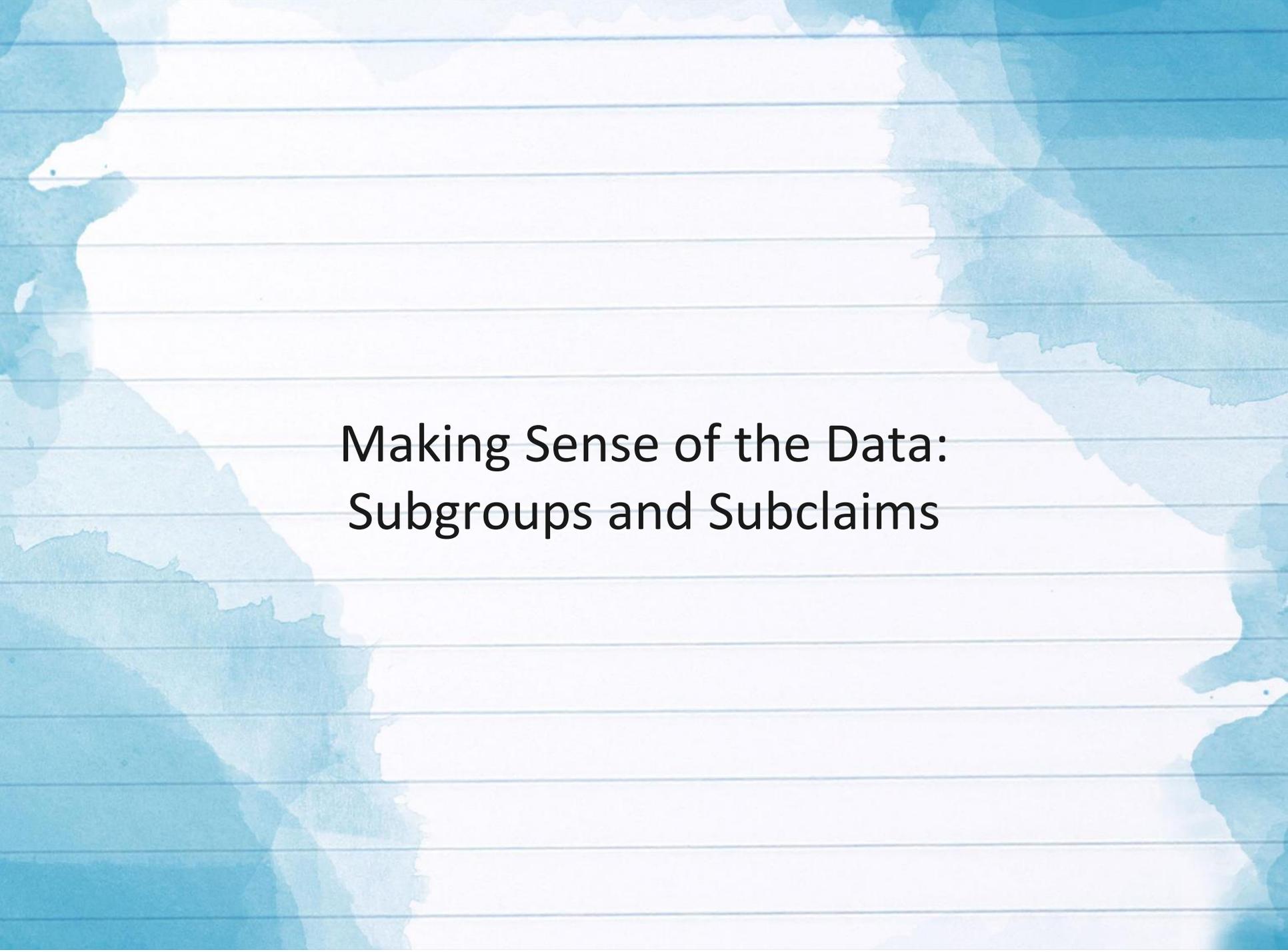
Making Sense of the Data: Subgroups and Subclaims

Guiding Questions

This activity will focus on three of the four critical questions as related to subgroup performance:

- How will we know if students are learning?
- How will we respond when students don't learn?
- How will we enrich learning for students already proficient?

Identifying Subclaim Weaknesses

How will we know if students are learning?

- Use the PLC worksheet to identify subclaim gaps across all students by comparing performance on one subclaim to another.
- What do you see? Circle on the worksheet those subgroups with significantly lower performance. Note these gaps on the Planning Worksheet.
- How large are any gaps that you see?
- Do any of these gaps surprise you?

Identifying Achievement Gaps

How will we know if students are learning?

- Use the PLC worksheet to identify subclaim subgroup gaps by comparing performance on one subgroup to another within each subclaim (e.g., compare number and percent of economically disadvantaged students with strong performances number and percent of non economically disadvantaged students with strong performances).
- What do you see? Circle on the worksheet those subgroups with significantly lower performance. Note these gaps on the Planning Worksheet.
- How large are any gaps that you see?
- Do any of these gaps surprise you?

Solving for Subgroup Achievement Gaps

How will we respond when students don't learn?
- What are the most concerning achievement gaps?
- Why are the identified achievement gaps occurring?
- Have any actions been taken so far this year on addressing these gaps?
- How would we know if any of those actions are working?
- If we have not yet taken any actions, what actions will need to occur?
- How will we continue to measure effectiveness of the strategies being implemented to address the achievement gaps?

Resource:
[Teacher Guide to LEAP Student Reports](#) (available now): Provides specific information about the statewide summative assessment reports and specific resources aligned to each subgroup

Pushing Beyond Basic

How will we enrich learning for students already proficient?
- Within which subclaims are students already performing well?
- Why are they performing well in these areas?
- Were there specific strategies used last year that led to these performance levels?
- Have any actions been taken so far this year to push beyond basic in these subclaims?
- How would we know if any of those actions are working?
- If we have not yet taken any actions, what actions will need to occur?
- How will we continue to measure effectiveness of the strategies being implemented to push beyond basic?

Discussion

Discussion

- What next steps might be taken by teachers engaging in this PLC?
- What might future PLC meetings for this particular group of educators include?
- What additional resources might this PLC need to continue their work?
- How can this PLC structure be used with other assessment measures?

Resources and Next Steps

Resources

- [Teacher Guide to LEAP Student Reports](#) (available now): Provides specific information about the statewide summative assessment reports and specific resources aligned to each subgroup
- [Overview of 2016-2017 Summative Assessments](#) (available now)**:** provides general information about the statewide summative assessments
- [LEAP Online Tools Training (OTTs)](#) (available now in INSIGHT or [here](#) using the Chrome browser)**:** provides educators and students opportunity to practice using the tools available in the online testing platform (mid-fall update to reflect any changes based on 2017 assessments)
- [2016-2017 Assessment Guides](#) (available in October): provides more-detailed information about the test design and includes samples illustrating the various item types
- [Online and paper-based practice tests](#) (available this winter)**:** provides educators and students with a full-length practice test that mirrors the operational test design

Next Steps

Key Dates	Action
September	Access the Subgroup/Subclaim CSV file and complete the PLC Worksheets
September	Engage in making sense of the data within the PLC structure
September	Utilize the student-level CSV in eDIRECT to identify subclaim strengths and weaknesses at the classroom-level
Ongoing	Implement strategies identified within the PLC including strategies from the Teacher Guide to LEAP Student Reports
Ongoing	Measure effectiveness of the strategies on a regular basis to determine the need to continue or revise.

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