

Louisiana Believes

School System Planning Call
November 7, 2018

Agenda

- I. Supporting School System Planning and Improvement**
- II. Early Childhood**
- III. Teaching and Learning**
- IV. Graduation Pathways**
- V. Educator Workforce**
- VI. Measuring Results**
- VII. Call Summary**

Suggested participants for this call:

- Early Childhood Supervisors
- Curriculum Supervisors
- Data Coordinators
- District Test Coordinators and Accountability Contacts
- Federal Program Supervisors
- High School and Career and Technical Supervisors
- Personnel Directors
- Talent Supervisors

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Supporting School System Planning and Improvement

SCHOOL SYSTEM IMPROVEMENT STRATEGY

To address the continued need for school improvement statewide, the Louisiana Department of Education...



IDENTIFIES STRUGGLING SCHOOLS AND CENTERS:

Annual performance scores are issued to identify struggling schools and early childhood centers in need of improvement.

APPROVES AND FUNDS IMPROVEMENT PLANS:

School systems develop, submit, and receive approval for annual improvement plans that are

- **focused** on proven strategies across the Department's five priority areas,
- **driven** by the school system planning framework, and
- **executed** through a consolidated application system.

SUPPORTS PLAN IMPLEMENTATION:

School systems implement improvement plans with support from the Department, network teams, and education partners.

Supporting School System Improvement

The Department will support school systems in improving schools labeled as struggling by providing the following:

- specific criteria for approving local plans, including high-quality curriculum, assessments, and professional development;
- resources that will help school systems meet these criteria; and
- field staff to help school systems design a plan that meets the needs of their system.

Louisiana School System Planning Process

Today, the Department released an improved planning process for all school systems and schools, including those identified as CIR or UIR, that:

- Unifies school systems' priorities—The **School System Planning framework** establishes a uniform set of priorities to help school systems create **one plan**;
- Creates efficient processes—The **Super App** is **one application** for formula and competitive dollars; and
- Streamlines and accelerates timelines—The **Super App** is submitted and approved on **one timeline** and provides school systems with federal formula and competitive allocations before the fiscal year begins.



Supporting Center and School Improvement

Actions	Date
Louisiana School Finder released with 2018 Center and School Performance Scores	November 8
November Supervisor Collaborations focused on 2019-2020 School System Planning Process and Super App	Nov 8, 13, 14, 15
Schools and centers communicate performance results with families	Winter
Department and Network teams provide technical support to early childhood programs and school systems in completing their improvement plans	Nov 2018-Jan 2019
School systems submit plans in Super App	February 1, 2019
BESE approves competitive allocations and school systems begin implementation	April 2019



Supporting Center and School Improvement: Communicating Results

The Department released a [communications toolkit](#) to support schools and early childhood centers in having conversations with families about this year’s performance scores.

Tool	Description
Louisiana K-12 accountability system overview	Brief overview of Louisiana’s accountability system, and what is new for this year’s school performance scores
Louisiana School Finder Flyer	Flyer directing families to the Louisiana School Finder and how to find information on their school/center
Parent Night Presentations (K-12 and ECE)	Customizable presentations that highlight school/center successes, explain how to navigate Louisiana School Finder, and information on how families can support learning at home
Animated school and center performance score videos	Videos explaining K-12 school and Early Childhood performance scores, available in Spanish, Vietnamese, and Arabic on the Department’s YouTube channel

Additional School Finder promotional tools such as social media graphics, website button, flyer, and poster are available in the “School Finder Toolkit” section of the [Principal Support Library](#).



Supporting Center and School Improvement: November Supervisor Collaborations

The November Supervisor Collaborations will focus on providing resources and training for the new school system planning process and Super App, including:

- how to support struggling schools, including Comprehensive Intervention Required and Urgent Intervention Required schools;
- using the new PD vendor guide;
- new opportunities for staff training on supporting students who are not yet at grade level; and
- completing the Super App

Additionally, supervisors will have the opportunity to attend two sessions of their choice listed in the [Collaboration Overview](#).

- The November Collaborations in Bossier, Lake Charles, and Baton Rouge will begin at 8:00 a.m. and end at 3:30 p.m.
- The November Collaboration in Harvey will begin at 7:30 a.m. and end at 2:30 p.m.



Supporting Center and School Improvement: 2018-2019 PD Vendor Guide

The [2019 PD Vendor Guide](#) was released on November 1. It identifies vendors who specialize in helping school systems and schools with designing and implementing a cohesive academic system focused on high-quality curriculum, professional development, and assessment. Updates to this guide include:

- a table of contents organized by curriculum, making it easier for school systems to identify all vendors providing training on their selected curriculum;
- specific call-outs for trainings that target approaches to support students who have been identified as SPED or EL; and
- sample year-long partner plans to help school systems plan initial and ongoing support for teachers.

School systems should use the updated [PD Vendor Guide](#) for School System Planning.

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Early Childhood Teaching and Learning



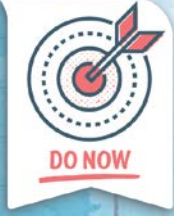
Community Network Coordinated Funding Request

Bulletin 140 requires each Early Childhood Community Network Lead Agency to submit an annual Coordinated Funding Request on behalf of their Community Network, requesting funding for LA 4, NSECD, and existing Pre-K Expansion Grant seats.

- The 2019-2020 Coordinated Funding Request is **due December 1**. Lead Agencies will be expected to work on their plan with program partners prior to submission.
- The Department conducted an informational webinar for Lead Agencies on October 17. A recording of the webinar is [available](#).
- The 2019-2020 Coordinated Funding Request Guide is now [available](#).

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K-12 Teaching and Learning



2019 Student of the Year Information

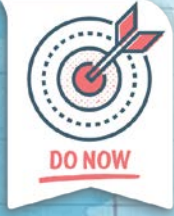
Each year, the Department recognizes the outstanding accomplishments of our students through the Louisiana Students of the Year Awards Program.

The Department has released the application for the 2019 Student of the Year program and strongly encourages all LEAs to play an active role in celebrating the exceptional students in your area. To participate, please review the revised [written guidelines](#) for the program and current [logistics memo](#).

To ensure your LEA is represented, please complete the following steps:

1. Complete the [District/LEA Information Form](#) and email it to Marian Johnson by November 16. This information will enable the Department to determine the regional sites and to communicate directly with coordinators on upcoming events and activities related to this program.
2. Make the [logistics memo](#) available to the parents of students eligible to participate in the program.

Please read the revised [Student of the Year Guidelines](#) concerning charter school submissions and scoring.



November Supervisor Collaborations

Supporting Students Who Struggle in Mathematics and ELA

- The mathematics session at the November collaborations will allow participants to dig deeper into the framework, tools, and specific approaches to support students who struggle in mathematics. Participants will analyze the findings from the 2017-2018 Intensive Algebra I pilot and learn how to apply the findings from that pilot to other grade levels.
- The ELA session at the November collaborations will allow participants to dig deeper into the framework, tools, and specific approaches to support students who struggle in ELA.

Session materials are available in the [School System Support Library](#).



Additional Biology Inquiry Hub Trainings

Due to high demand, additional Inquiry Hub Biology trainings have been scheduled to provide high school biology teachers with the opportunity to receive training on and pilot high-quality units. The units are:

- linked in the Department’s [Biology Sample Scope and Sequence](#) document; and
- anchored in phenomena and aligned to Louisiana Student Standards for Science.

In order to support teachers in the use of these units, Inquiry Hub is hosting a two-day training in West Monroe. **[Registration](#) is now open.**

Dates	Location	Cost	Registration Link
December 13 and 14	West Monroe	\$100	Registration Link



LEAP 2025 Webinars in November

- **LEAP 2025 Social Studies Test Reduction:** Held on November 1; presentation deck and webinar recording are located in the [Assessment Guidance Library](#).
- **Deconstructing Mathematics Constructed-Response Items Webinar:** Mathematics teachers and instructional supervisors/coaches should join this webinar to learn about the components necessary to effectively assess reasoning and modeling using constructed-response items.
 - **Webinar Date and Time: Tomorrow, November 8 at 3:30 p.m.**
 - **Webinar Link:** <https://ldoe.zoom.us/j/991846723>
 - **Webinar Phone Number:** 669-900-6833
 - **Meeting ID#:** 991846723



LEAP 2025 Webinars in November (continued)

A step-by-step demonstration of administering the LEAP Connect Sample ELA Constructed Response items (available mid-November) and trouble-shooting guidance.

LEAP Connect ELA Constructed-Response Sample, Grades 3-5 Webinar	LEAP Connect ELA Constructed-Response Sample, Grades 6-8 and 11 Webinar
<p>Webinar Date and Time: November 13 at 3:00 p.m. Webinar Link: https://ldoe.zoom.us/j/990649066 Webinar Phone Number: 669-900-6833 Meeting ID#: 990649066</p>	<p>Webinar Date and Time: November 14 at 3:30 p.m. Webinar Link: https://ldoe.zoom.us/j/620633169 Webinar Phone Number: 669-900-6833 Meeting ID#: 620633169</p>

LEAP Resource Updates

Resource	Update	Location
Grades 3-4 Assessment Guides	paper-based test schedule for spring 2019	Assessment Guidance Library
Grades 3-8 Social Studies Assessment Guides	2018-2019 social studies test reduction	
Grades 3-8 Science and Biology Assessment Guides	test session times	
Social Studies Practice Test Guidance	how to adjust using the practice test regarding the 2018-2019 social studies test reduction	Practice Test Library
Science Practice Test Guidance	test session times	

LEAP 2025 Practice Test Reminder

Access	Availability	General Information and Resources
Teacher Access	All Grades and Courses Now Available	Google Chrome Browser link for All Teacher Access: https://wbte.drctdirect.com/LA/#portal/la/510848/ott/8/username/password/false Practice Test Quickstart Guide lists usernames One password for all : teach2025
Student Access	High School: Now	Available in eDirect and Practice Test library : answer keys, PBT for grades 3 and 4, all accommodated forms/materials Updated Practice Test Guidance for mathematics , ELA , and social studies
	Grades 3-8: January	New Practice Test Guidance for science Annotated Social Studies Practice Test Items

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Graduation Pathways



Save-the-Date: 2019 Behavioral Intervention Summit

School system administrators, school principals, counselors and behavioral interventionists are invited to the 2019 Behavioral Intervention Summit on January 30, 2019. The summit will be held at the Raising Cane's River Center in Baton Rouge.

This summit will provide professional development on new Department behavioral intervention resources - evidence-based behavioral interventions, Social and Emotional Learning (SEL) curriculum; implementation of a Multi-Tier System of Support (MTSS); and the new Alternative Education authorization process.

Registration will open in mid-November, and details will be provided in the school system newsletter.



Behavior Intervention Resources

New resources will be available this month for school system administrators, school principals, counselors, and behavioral interventionists in the realm of behavior intervention.

To assist school systems with implementation of the new alternative education model and to assist schools with high rates of out-of-school referrals labeled as Urgent Intervention Required, the Department will release three resources to provide evidence based intervention strategies and behavioral intervention partners:

- A [Behavioral Intervention Vendor Guide](#) with vetted partners to support implementation of a Multi-tier system of supports, along with fidelity measures;
- A portfolio of evidence based [Social-Emotional-Learning \(SEL\) curriculum](#) and programs to support effective behavior intervention (BI) in both traditional schools and alternative sites; and
- A portfolio of evidence based [behavior and behavioral health interventions](#) to support Tier 1, 2 and 3 responses under a Multi-tier system of supports.

All resources will be released this month and are available on the Department's website using the links above.



Jump Start 2.0 Updates

Please note this Timeline for Developing Jump Start 2.0 Blueprint, which will set our vision for the next five years as we seek to improve access to students earning credentials.

October	Consulted with school system stakeholders, industry, economic and workforce development, and post-secondary education providers
November	Continue the consultation process, Superintendent’s Advisory Council (November 15); update Blueprint based on consultation; and release draft for public comment
December	Update Blueprint based on consultation and public input; share framework at Accountability Commission (December 10); release updated Blueprint, with summary of consultation and how input was addressed; and reconvene interested parties for final refinements to Blueprint
January	Submit Blueprint to BESE as a “Receive” item and bulletin policy items as “Action” items at the January 22, 2019 BESE meeting

[Registration is now open](#) for the 2019 Jump Start Convention at the Baton Rouge River Center. This event will be held on January 29, 2019.

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Educator Workforce



BESE Tuition Program

[Applications](#) are now available for the spring BESE Tuition Program for Teachers.

The BESE Tuition Program for Teachers is a competitive program that provides tuition funding for selected teachers to enroll in courses at regionally accredited colleges or universities in Louisiana. Teachers selected into the program will have their tuition (excluding all other fees) for a single course paid directly to the Louisiana Office of State Financial Assistance by the Department. Access [Continuing Education Opportunities for Educators](#) for more information.

Applications are due by this Friday, November 9.



Full Preparation for All Teachers: Mentoring in Post-Baccalaureate Programs

In Louisiana, there are [two pathways to teaching](#): undergraduate and post-baccalaureate. For aspiring teachers who enter the teaching profession through the post-baccalaureate route, there is often a wide range of preparation experiences, some which include ample time for practice in the classroom and others that provide very few opportunities for practice and often without the support of a mentor teacher.

This year, the Department is supporting a pilot community of rural school systems that are implementing innovative approaches to post-baccalaureate preparation, which include strategic partnerships with teacher preparation providers, extensive time for practice throughout the school year, and mentoring by expert teachers at each school site.

This month, **the Department will release a report** highlighting important lessons learned from these pilots thus far, including the impact of increasing the amount of mentoring required as part of a post-baccalaureate program.



Educator Workforce Reporting: Tenure

During the 2018 October PEP reporting period, school systems report tenure status for their 2018-2019 employees. This information entered in this collection period will be used to report tenure status for teachers in the 2019 workforce data in the [secure portal](#).

To support school systems during the data validation process starting this month, the Department will provide school systems with a teacher-level file that includes tenure status as reported in PEP, along with six years of Compass results and employment data for their 2017-2018 teachers. **This file will be made available in school systems' FTP for data managers and school system leaders to access and review to ensure tenure is awarded according to statute, outlined below.**

Per [revised statute 17:442](#), teachers who had **not** gained tenure prior to September 1, 2012 are eligible for tenure based on the following criteria for at least five of six years:

- worked consecutively in the school system in a position that required a teaching certificate
- worked in a position that was not federally funded
- did not work in a charter school
- earned at least five Highly Effective Compass ratings from 2012-2013 to 2016-2017, and earned zero Ineffective ratings



Educator Workforce Reporting: Certification Status of Teachers

During the 2018 October reporting period, school systems report classes taught by 2018-2019 teachers in PEP and in CUR. This collection period will be used to report certification status for teachers in the 2019 workforce data in the [secure portal](#).

To support school systems during the data validation process this month, the Department will provide school systems with a preliminary appendix that shows classes taught by teachers and their certification status (appropriately certified, out-of-field, or uncertified). This file will be made available in school systems' FTP for data managers and school system leaders to access.

School systems should review this preliminary appendix to ensure information is entered correctly so that teacher certification status is reported accurately in the 2018-2019 Educator Workforce Reports.



2018-2019 Workforce Reporting: Annual Teacher Attendance

Annual teacher attendance will be reported in the [Louisiana School Finder](#) in Spring 2019 at the state, school system, and school level.

An absence will be counted if a teacher is reported with **non-attendance codes 03, 04, or 05**. All other absences will not count against the attendance rate.

Attendance will be reported for all full-time teachers employed during 2017-2018.

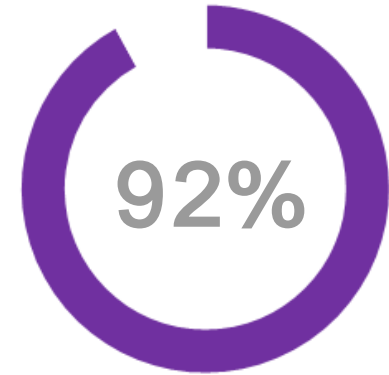
A preliminary attendance file with school and school system level data will be made available in school systems' FTP during the data validation process in November.

Non-attendance codes in PEP

01	PROFESSIONAL DEVELOPMENT
02	SCHOOL RELATED BUSINESS
03	PERSONAL/SICK/EMERGENCY LEAVE
04	EXTENDED MEDICAL LEAVE
05	ANNUAL/VACATION LEAVE
06	EXTENUATING CIRCUMSTANCES

Please email believeandprepare@la.gov with questions.

Average Daily Attendance



ANNUAL TEACHER ATTENDANCE RATE



2018-2019 Workforce Reporting: Teacher Attendance By Days Missed

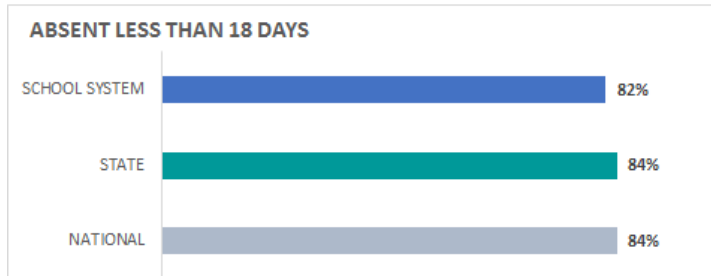
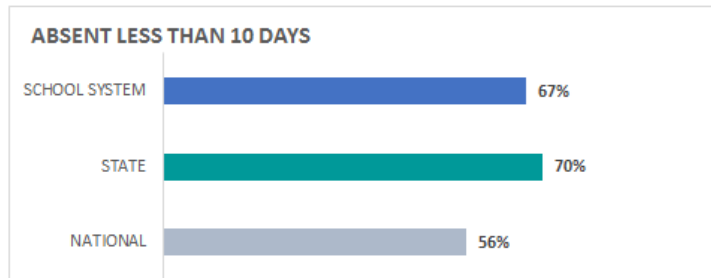
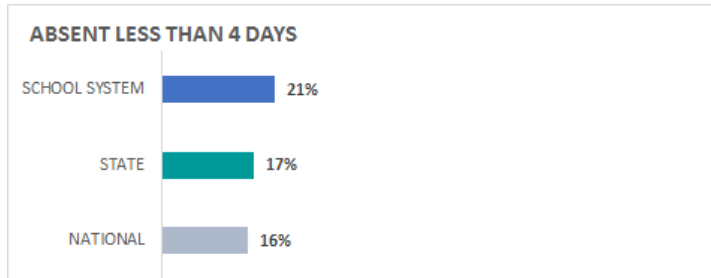


Teacher attendance will also be reported in categories by number of days missed, aligned with [national reporting](#) at the school system level compared to state and national rates.

An absence will be counted if a teacher is reported with **non-attendance codes 03, 04, or 05**. All other absences will not count against the attendance rate.

If 10 or more consecutive absences are reported for these codes, they will **not** count towards days absent to account for extended leave such as maternity, paternity, or long term medical leave.

School systems will be able to review their data during the data validation process in November.



Please email
believeandprepare@la.gov
with questions.



2018-2019 Fall Compass Timeline

For the 2018-2019 Compass Information System (CIS) process, please note the following timeline for the fall.

Date	Action Item
November 2	<ul style="list-style-type: none">• All school rosters are up to date in CIS.
December 3	<ul style="list-style-type: none">• Student Learning Targets (SLTs) are reviewed and accepted.
December 21	<ul style="list-style-type: none">• 2017-2018 leader scores are entered into CIS.• Any alternative rubric waivers have been submitted to compass@la.gov.

For more information, please review the [2018-2019 CIS Timeline](#) located in the [Compass Library](#) in Louisiana Believes.



Policy Update: Educational Leader Licensure

In October, [BESE established new state credentials for classroom teachers](#) who serve as mentors to aspiring teachers and as curriculum experts within their schools.

The credentials, **Mentor Teacher and Content Leader Certificates**, will count toward requirements to obtain an educational leader level 1 certificate, needed to become an assistant principal or a principal. In September 2020, the **Mentor Teacher Certificate will be required** for individuals who serve as a mentor of undergraduate or post-baccalaureate teacher residents.

To earn the Mentor Teacher or Content Leader Certificates, candidates must:

- complete a state-approved training program; and
- complete the Louisiana Mentor Teacher Assessment Series or the Louisiana Content Leader Assessment Series, specially designed [licensure assessments](#) unique to each role.



Policy Update: Educational Leader Licensure

Area	New Policy	Timeline
Administrative & Supervisory Credentials	<p>Content Leader and Mentor Teacher ancillary certificates established</p> <p>Mentor Teacher ancillary certificate required for teachers who mentor undergraduate or post-baccalaureate residents</p> <p>Supervisor of Student Teaching certificate replaced by Mentor Teacher ancillary certificate</p>	<p>July 1, 2019:</p> <ul style="list-style-type: none"> • Department begins to issue Content Leader ancillary certificates to individuals who have successfully completed a state-approved Content Leader training program, including state-led training, and have a passing score on the Louisiana Content Leader Assessment Series • Department begins to issue Mentor Teacher ancillary certificates to individuals who have successfully completed a state-approved Mentor Teacher training program, including state-led training, and have a passing score on the Louisiana Mentor Teacher Assessment Series
Credit toward Educational Leader Level 1 Certificate (EDL 1)	<p>Mentor Teacher or Content Leader experience allowed to constitute up to 40 percent of individualized program in Alternative Pathway 1 and 3, and as 100 of 240 required hours in Alternative Pathway 2</p> <p>Mentor and Content Leader assessments comprise one third of alternative school leader assessment</p>	<p>September 1, 2020:</p> <ul style="list-style-type: none"> • Mentor Teacher ancillary certificate required for individuals who serve as a mentor of undergraduate or post-baccalaureate teacher residents
Licensure Assessments	<p>BESE charges the Department to develop an alternative school leader assessment for EDL 1 certification eligibility that is aligned to state standards, is practice based, and includes components of LA Mentor Teacher & Content Leader assessment series</p>	<p>September 1, 2023:</p> <ul style="list-style-type: none"> • Supervisor of Student Teaching certificate replaced by Mentor Teacher ancillary certificate



Content Leaders: Intervention

Challenge:

- Currently, local educators with expertise in providing effective intervention for struggling students are needed in Urgent Intervention Required (UIR) schools.

Solution:

- To build this capacity, the Department will support a teacher and leader in every UIR school to participate in the **Intervention Content Leader program**.
- The program will build an understanding of how to best support struggling students through high-quality intervention that is aligned to high quality curriculum.



Intervention Content Leaders

The role of the Intervention Content Leader will be to:

1. Train teachers to use core instruction and intervention time so that every teacher, including themselves, can implement these interventions to ensure that all students can access a high quality curriculum.
2. Support the school leadership to ensure that all teachers in the school use effective intervention strategies



Intervention Content Leaders

Who should Participate?

Each UIR school must send **both an administrator and a teacher** (ideally Special Education (SPED), English Learner (EL), or ELA/ Mathematics Intervention) to the Intervention Content Leader training.

- An administrator is best positioned to impact schoolwide scheduling, staffing decisions, and redelivery of training schoolwide.
- SPED, EL, and Intervention teachers have strong content knowledge and the pedagogical skills needed to deeply understand and implement intervention strategies at the classroom level.

Seats will be available for non-UIR schools. Prices are published in the [School System Planning Guide](#).



Teacher and Principal of the Year



The Teacher and Principal of the Year application process for the 2018-2019 school year is now open. All applications, materials, and timelines are now available in the [Award Programs Library](#), which can be accessed on the [Award's page](#).

All school systems are encouraged to select up to three teachers and three principals, one per division (elementary, middle, and high) as their local-level honorees and submit these selections to the state process. Please help reach the goal of 100 percent school system participation.

State-level applications are due by **January 23, 2019**, and must be submitted via an online application portal which will open in late 2018.

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Measuring Results: 2018-2019 Reporting

ACT WorkKeys Concordance Table

- Changes were made to the ACT® WorkKeys® assessments in 2017 and scoring criteria were updated, resulting in a different distribution of national score results than previous years.
- ACT release a new concordance study between ACT and WorkKeys results.
- Policy requires that the ACT/WorkKeys concordance table be updated due to these changes, just as Praxis is updated for teacher certification.
- The revisions below will be considered at the December BESE meeting for implementation beginning with the 2018-2019 school performance scores.

WorkKeys Certificate Level	National ACT Score 50 percent Predictive of WorkKeys Certificate Level*	Current Concordance	Proposed Updated Concordance
Platinum	27	31	27
Gold	22	24	22
Silver	17	18	18



Measuring Results: 2018-2019 Assessment Administration



November Assessment and Accountability Monthly Checklist

- **November:** School test coordinators (STCs) deliver online test security and LEAP 2025 administration training to applicable school personnel for fall high school LEAP 2025
- **November:** Administer LEAP 360 Interims and use reports and resources for PLC discussions
- **November:** Download the 2018-2019 AIR Secure Browser for ELPT by December 31
- **November 27:** Monthly Assessment and Accountability Call
- **November 28–December 14:** High School LEAP 2025 Fall 2018 test administration window

The [2018-2019 Assessment Month-by-Month Checklist](#) is located in the [Assessment Library](#).



Annual Assessment Evaluation

As new summative assessments have been developed in recent years, the Department has worked to limit the amount of time students spend on assessments throughout the year.

The Department collects and analyzes a variety of assessment data throughout the year to make improvements. This includes:

- statistical data;
- timing information;
- student performance;
- feedback from assessment@la.gov; and
- feedback from teachers, principals, superintendents, networks, etc.



New Social Studies Assessment Designs

After analyzing the past two years of assessment data and holding many conversations with stakeholders, the Department is shortening the grades 3 and 4 social studies summative assessment designs to reduce testing time by approximately twenty-five percent.

Grades 5 to 8 will also be shortened by removing an item set. Further, the grades 5 to 8 field test will only be required for a sample of students, rather than all students statewide.

In 2018-2019, similar data will be collected and analyzed for the science assessments. As possible, similar reductions will also be applied to the science assessments in 2019-2020.



New Grades 3 and 4 Social Studies Assessment Designs

The 2018-2019 social studies assessments at grades 3 and 4 will **continue** to:

- ask students to apply their understanding of social studies content and concepts by making connections and showing relationships among ideas, people, and events within and across time and place,
- report student performance to five achievement levels, and
- provide ratings for four subcategories (i.e., History, Geography, Civics, and Economics).

The new design will:

- reduce the number of sessions at grades 3 and 4 from 3 sessions to 2 sessions,
- eliminate the task set and one of the item sets, and
- reduce the amount of time spent on the assessment by approximately twenty-five percent.



New Grades 5 through 8 Social Studies Assessment Designs

The 2018-2019 social studies assessments at grades 5 through 8 will **continue** to:

- ask students to apply their understanding of social studies content and concepts by making connections and showing relationships among ideas, people, and events within and across time and place,
- report student performance to five achievement levels, and
- provide ratings for four subcategories (i.e., History, Geography, Civics, and Economics).

The new design will:

- eliminate one of the item sets, and
- remove the embedded field test items.

Rather than requiring **all** students and schools to participate in the field test, a **sample** of schools will participate in a shortened field test session during the existing testing window.



LEAP Connect Alternate Assessment Eligibility

The Every Student Succeeds Act requires states to ensure that only students with the most significant disabilities take the LEAP Connect alternate assessment.

To this end, the Department has released enhancements to the special education reporting system (SER), with [guidance](#), to make certain school systems verify students meet the existing state participation criteria.

- For any student who will participate in the Spring 2019 LEAP Connect alternate assessment, **school systems must add qualifying cognitive and/or adaptive assessment results to verify eligibility in SER by January 4, 2019.**
- Students will not be able to participate in the LEAP Connect alternate assessment in Spring 2019 unless eligibility is verified. They will participate in regular statewide assessments.

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Measuring Results: Data Privacy and Systems



Data Systems: Closing Out 2017-2018

Upcoming Deadlines for 2017-2018 data close out:

Action Item	Deadline	Why it matters?
Submit final financials to the Annual Financial Reporting System (AFR)	October 31 (after this date lower ratings will be received)	<ul style="list-style-type: none">• Financial Risk Implications• Deadline to receive published Excellent Rating (rating drops to Good and eventually down to Unacceptable as submissions extend beyond this date)



Data Systems: 2018-2019 School Year

Upcoming Action Items for 2018-2019 Open Collections:

Action Item	Deadline	Why it matters?
Submit, match, and maintain current students to/in eScholar Unique ID and Direct Match	September 1, Ongoing	<ul style="list-style-type: none">• Impacts Direct Certification for Free Lunch (and ultimately economically disadvantaged calculations/funding)• Impacts eDirect Non-Summative Assessments - student school/location based on eScholar data (incorrect assignments removes students from testing classrooms)• Cannot submit student data to other Department systems without completing eScholar work (will get errors)



Data Systems: 2018-2019 School Year

Upcoming Action Items for 2018-2019 Open Collections:

Action Item	Deadline	Why it matters?
Submit planned school calendars, student data (enrollment, lunch status, discipline, attendance, homeless data, special education data, class schedules), and teacher class schedules	December 7	<ul style="list-style-type: none">• Important for CTE and CDF funding• Important for class size reports



Data Systems: 2018-2019 School Year

Upcoming Action Items for 2018-2019 Collection Sign-off/Approval:

Action Item	Deadline	Why it matters?
Submit completed SIS Oct 1 MFP Statement of Affirmation and SER IDEA Statement of Affirmation	November 16	<ul style="list-style-type: none">• Important for affirming Oct 1 counts are accurate



Data Systems: 2018-2019 School Year

The Data Coordinator's Monthly webinar will be held on December 6 at 1:00 p.m. The webinar will include a review of open collections and data reporting.

- **Webinar Link:** <https://ldoe.zoom/j/976397929>
- **Phone Number:** 408-638-0968
- **Meeting ID#:** 976397929

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a speech bubble or a callout box. This white area is surrounded by soft, blended washes of light blue and teal. The overall effect is clean, modern, and professional.

Call Summary

Call Summary

Month	Key Deadlines	Support and Resources
November	<ul style="list-style-type: none"> • Bese Tuition Program Application deadline: November 9 • Completed SIS Oct 1 MFP Statement of Affirmation and SER IDEA Statement of Affirmation submission deadline: November 16 • 2019 Student of the Year Information: District/LEA Information Form deadline: November 16 	<ul style="list-style-type: none"> • School Performance Communications Toolkit • Curriculum Implementation Observation tools • New Social Studies Available Resources • 2018-2019 Assessment and Accountability Monthly Checklist • 2018-2019 PD Vendor Guide • 2018-2019 CIS Timeline
December	<ul style="list-style-type: none"> • 2019-2020 Coordinated Funding Request deadline: December 1 • Submit planned school calendars, student data, and teacher class schedules by: December 7 	<ul style="list-style-type: none"> • December School System Planning Call: December 5