

Louisiana Believes

Assessment Principal Town Hall Meeting

September 22, 2015

Objectives

By the end of this presentation, participants will:

- Identify assessment resources available now and the timeline for future resources.
- Explain the general components of the 2015-2016 assessments through review of the Assessment Overview documents.
- Prepare to interpret and share the Spring 2015 ELA/Math student reports.
- Describe the vision and direction of the LEAP 2025 assessment system.

Session Agenda

- A Vision for Louisiana
- 2015-2016 Assessments
- 2014-2015 Reporting
- LEAP 2025: Long-Term Assessment Plan
- Next Steps

What We Believe

In Louisiana, we believe...

... that our students are as smart and as capable as any in America and that they all deserve a path to a productive adulthood.

... that educators contribute significantly to this opportunity and should be trusted to make decisions on behalf of the children they know and love.

... that parents contribute most significantly, and that they need information as to how their children are progressing and options as to how to direct their learning.

These beliefs compelled Louisiana to raise expectations and to establish a new “baseline” measurement of student performance in our state using higher standards, putting our students on a level playing field with students across America.

What We Have Created Together

This vision of a new baseline measurement for student achievement calls for a system that provides opportunities for students no lesser than those offered anywhere in America.

- A **unified system of child care, Head Start, and pre-kindergarten** with high expectations for classroom quality and clear choices for families.
- A **comprehensive system of assessment, curriculum, and professional development** – from CLASS through Advanced Placement, ACT, and NCCER – based on academic expectations competitive with any state in America.
- **Diploma paths aligned with TOPS and TOPS Tech**, ensuring any student who graduates is prepared for a four-year university and/or a two-year college and technical workplace.
- **Teaching careers** starting with a full-year classroom residency in college, supported by principals who set ambitious goals and provide feedback based on multiple measures, leading to leadership opportunities such as Mentor and Teacher Leader.
- **Unprecedented choices for families**, including comprehensive school district choices, charter school choices, and nonpublic school choices.

What Our Students Have Achieved

The transition toward a new baseline has yielded gains for students already.

- High school graduation is at an all-time high. The percentage of students graduating has increased by nearly 4 percent since 2012.
- Of 13 states that test all students on the ACT, Louisiana improved more than any other state in the nation on the this year. Of six southern states in which every graduate takes the ACT, Louisiana now ranks third.
- More Louisiana students are going to college than ever before. The number enrolling in college after high school has increased by 16 percent since 2012.
- Louisiana is the fastest-improving state in the nation on Advanced Placement tests. Since 2012, the number of college credits earned by Louisiana students each year has increased by 87 percent.

At the same time, challenges persist, and we cannot let up.

- Louisiana's graduation rate lags the national average by six percentage points.
- On the ACT, the gap between average performance by white students and African-American students is 3.2 points.
- Only 28 percent of Louisiana residents earn a 2- or 4-year college degree.

Transitioning to a New Baseline: 2015

Creating a new baseline requires a transition period. While the transition has yielded positive results, the transition necessitates a patient approach.

- Louisiana students field tested PARCC questions in 2014 and took the full PARCC test in 2015. Results will show our students' performance in comparison with students across the country.
- While the test was difficult, results will not be used to denigrate schools, humiliate educators, or punish students.
- The transition to higher expectations is already leading to improvements, such as higher ACT and AP scores.
- Results for each student will come out in the fall, to be followed by statewide results. These results will show how students performed across five different levels, same as LEAP.
- School performance scores will come out in the early winter. School letter grades will have the same distribution as last year; letter grades overall can only improve.
- This year's PARCC results will combine with results in 2016 to form a new baseline for student performance in Louisiana.

Transitioning to a New Baseline: 2016

The transition process continues in 2016 and will culminate in the creation of a new baseline.

- Grade 3-8 English and math tests in 2016 will be based on the current state standards and will be academically comparable with those in 2015. Transition policies will remain in effect for 2016 tests.
- Results from 2015 and 2016 will create a baseline for future performance before the bar for “proficiency” gradually raises.

Transitioning to a New Baseline: 2017

The transition process continues in 2016 and will culminate in the creation of a new baseline.

- Educators are currently reviewing and developing Louisiana Student Standards in math and English. This process will be complete in spring 2016.
- In the summer of 2016, the state will seek a grade 3-10 LEAP 2025 test in English and math aligned to Louisiana Student Standards, to start in 2017. LEAP 2025 will have both formative and summative assessments. It will also streamline assessments at all grade levels, especially high school.
- From 2017 to 2025, the state will gradually raise the expectation for proficiency from today's baseline to the "mastery" level.

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Louisiana Student Standards and Assessment Update

This past spring, legislative leaders, BESE leaders, and the Department announced an [agreement](#) that will provide clarity, consistency, and transparency for teachers, students, and parents on issues of academic standards and tests.

BESE will convene professional committees to review and develop Louisiana Student Standards in English and mathematics between July 2015 and February 2016. The process will be conducted through open meetings, ensuring appropriate Legislative oversight. BESE will receive and vote on Louisiana's math and English language arts standards in March.

Under the agreement, the Department of Education was directed to seek a one-year testing contract for grades 3 to 8 English and math questions, no more than 49 percent of which may be developed through the consortium process.

In 2016, upon adoption of revised standards, the Department will seek a long-term testing contract in English and math.

LEAP 2025: A Cohesive Assessment System

The Department will seek a long-term testing contract in English and math with the commitment of building a more cohesive assessment system that reduces the amount of time spent on assessments.

Over time this system will:

- Deliver all assessments through a single administrative platform for ease of use by districts and students.
- Create assessments that gradually build both developmentally and structurally from elementary through high school.
- Provide strong diagnostic and formative tools across grade levels (beginning in early elementary) aligned to end-of-year state assessments.
- Reduce testing time, particularly in high school.

**Pathways for
Achievement**

Assessment RFP

District Assessment Pilot

K-2 Assessment Pilot

2015-2016 Assessments

Grade	Subject	2014-2015 Assessment	2015-2016 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP: PARCC Test	Same standards, same item types
	Math	LEAP and iLEAP: PARCC Test	Assessment guides and practice tests released early winter.
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	Field test only; grade specific only
High School	All subjects	ACT series (including Explore and Plan) WorkKeys, Advanced Placement & CLEP	ACT series (including Explore and PLAN), WorkKeys, Advanced Placement & CLEP
	ELA	English II EOC English III EOC	English II EOC English III EOC
	Math	Algebra I EOC Geometry EOC	Algebra I EOC Geometry EOC
	Science	Biology EOC	Biology EOC
	Social Studies	US History EOC	US History EOC
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social Studies	LAA2 eligible testers entering high school prior to 2014-2015	LAA2 eligible testers entering high school prior to 2014-2015
	English Language	ELDA	ELDA

2015-2016 Assessment Overview

2015-2016 Assessment Schedule: *will be updated once final contracts have been awarded but will remain within the already communicated windows*

2015-2016 Assessment Overviews: The following reflects the expected structure of the 2015-2016 assessments based on the four competitive bids that the Governor's Division of Administration released in July to procure assessments.

- **ELA and math assessments** will measure **Louisiana's current standards** and will have questions that are academically aligned with questions on 2014-2015 assessments.
- **Grades 3-8 social studies assessment** will be based on the **GLEs updated in 2011** and therefore will be field-tested this year. (Questions will be new, so the spring 2016 field tests will not be used in School Performance Scores.)
- There will be **no changes in Grades 3-8 science assessments or any high school End-of-Course assessments**. The Department will work with school systems this year to reduce high school testing in the future and to improve future science tests.

Update: Middle School EOC Policy

Currently, middle school students may access end-of-course (EOC) exams in order to earn high school credit. However, USDOE has always also required that they take the grade level exam. For example, if a student was in Algebra I as a 8th grader, they would take the Algebra I EOC exam but must also take the 8th grade math LEAP exam.

Recently this requirement was relaxed in an effort to reduce testing times and align assessments with instruction.

In August BESE approved policy to:

- Use of the middle school EOC score in place of the grade level assessment when the grade level assessment data is not available, eliminating the need for a student to take both assessments,
- Continuation of incentive points in middle school for scores of Good and Excellent,
- Continued banking of Good and Excellent scores for use in high school performance scores.

2015-16 Assessment Format

As indicated below and in the [2015-2016 Assessment Calendar](#), during the 2015-2016 school year certain assessments will be available as computer-based tests (CBT) while others will be paper-based (PBT) or have paper-based as an option.

Grade Level	Content	Format: Paper Based (PBT) or Computer Based (CBT)
Grades 3-8	Math and ELA	PBT or CBT *district decision
	Science	PBT
	Social Studies *field test	CBT, PBT (grades 3 & 4)
Grade 8	EXPLORE	PBT
High School	EXPLORE, PLAN, ACT	PBT
High School	WorkKeys	CBT
High School	End of Course (EOC)	CBT

Upcoming 2015-2016 Resources & Test Details

Late Fall:

- Student grades 3-8 ELA and math results
- Parent Guide to 2014-2015 grades 3-8 ELA and math results
- Teacher Guide to 2014-2015 grades 3-8 ELA and math results
- Updated [2015-2016 Assessment Calendar](#)
- [EAGLE](#) items released throughout the year
- [2015-2016 Assessment Guides](#): math, ELA, and social studies grades 3-8

Winter:

- [2015-2016 Practice Tests](#): math and ELA grades 3-8
- 2014-2015 School and District Performance Scores
- Information on the 2016-2017 Assessment RFP

Current 2015-2016 Resources

- [2015-2016 Assessment Calendar](#)
- [2014-2015 Assessment Guides](#) for Math and ELA
- 2015-2016 Grade 3-8 [Science](#), [Biology](#) and [U.S. History](#) Assessment Guides
- [2014-2015 Practice Tests](#)
- [EAGLE](#)
- [Assessment Overviews](#): Available for all subjects
 - [LEAP 2016 & EOC ELA Assessment Overview](#)
 - [LEAP 2016 & EOC Mathematics Assessment Overview](#)
 - [LEAP 2025 & EOC Science Assessment Overview](#)
 - [LEAP 2025 & EOC Social Studies Assessment Overview](#)

Mathematics Overview: Highlights

EOC Tests for 2015-2016:

- The content and structure of the [Algebra I](#) and [Geometry](#) EOC tests will be the same as the 2014-2015 tests (assessment guides currently available)

Math LEAP 2016 (grades 3-8):

- Will assess the same content and depth as 2014-2015 tests
- May include up to 49.9% of consortia-developed test items
- Teachers/parents still able to gauge student readiness
- Will allow comparisons between the performance of Louisiana students and students in other states
- Two administration formats: paper-based but also available on computer with innovative item types

English Language Arts Overview: Highlights

EOC Tests for 2015-2016:

- The content and structure of the [English II](#) and [English III](#) EOC tests will be the same as the 2014-2015 tests (assessment guides currently available)

ELA LEAP 2016 (grades 3-8):

- Will assess same content and depth as 2014-2015 tests
- Will use similar approach
 - Integration of reading and writing
 - Balance of high-quality literary and informational texts
 - Similar types of items
 - Evidence required when reading and writing
- As more resources become available, teachers are encouraged to integrate parts of the 2014-2015 practice tests into their daily instruction

Social Studies Overview: Highlights

EOC Tests:

- The content and structure of the [US History](#) EOC test will be the same as the 2014-2015 test (assessment guide currently available)
- Five achievement levels in 2016-2017

Grades 3-8 Assessments:

- Field tests only in 2015-2016
- Operational in 2016-2017
- Aligned to 2011 GLEs
- Grade-level specific (ending the 4th and 8th grade cumulative exams)

Instructional Priorities:

- All new assessments will measure mastery of the 2011 GLEs

Science Overview: Highlights

2015-2016 School Year:

- The content and structure of the science tests will be the same as the 2014-2015 tests (assessment guides currently available)

Upcoming School Years:

- New science assessments in grades 3-8 will be field tested only first and will contain innovative item types
 - Science assessments in grades 4 and 8 will be grade-level specific, not grade-span tests
- The Biology EOC test will remain unchanged for the coming year
- The Biology EOC test will eventually report five achievement levels
- The timeline for these updates has not yet been determined

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Current 2014-2015 Results Available

ASSESSMENT RESULTS:

- **EXPLORE/PLAN results:** Summary reports and student files mailed to districts May 11
- **3-8 Science and Social Studies Results:** Student results in [LEAP web](#) and district results emailed June 11
- **EOC Results:** Student results available in [EOC test system](#), and district and school results available [here](#)
- **ACT Results:** School and district reports released in the FTP July 13 and mailed in late July. Statewide summaries found [here](#).
- **AP Results:** District and state level reports released the week of August 3 and found [here](#)

Coming 2014-2015 Accountability Results

Late Fall:

- **2014-2015 PARCC ELA and math student reports:** *containing student performance data*

Winter:

- **District and school report cards:** *information on student and school performance on 2014-2015 assessments*

Late Winter:

- **Transitional student growth data for 3-8 ELA/math:** *historical student performance data for teachers to support instruction*
- **Compass Report:** *teacher performance data used to improve instructional, observation, and feedback practices*
- **Principal Profiles:** *in-depth look at school-level data to inform instructional and staffing decisions*

Spring 2015 Student Reports for ELA and Math

- Draft student reports have been reviewed by educators, parents, and community groups and revised based on feedback
- More in-depth information will be shared at the November Teacher Leader Collaboration meetings
- THESE ARE JUST DRAFTS: Language, data, and formatting are likely to change before release
- Student results will be available winter 2015 (along with all PARCC states)

Draft Spring 2015 Student Reports

Spring 2015 Student Report
ENGLISH LANGUAGE ARTS/LITERACY

DEPARTMENT of
EDUCATION
Louisiana Believes

JOHN DOE • GRADE 4
000000 MAGNOLIA ELEMENTARY • PELICAN PARISH

OVERVIEW
The English Language Arts/Literacy (ELA) Assessment measures whether students can track to be successful in ELA coursework for the next grade level. This report provides students, teachers, and performance level compared to other students in the same grade. For more information about the test, interpreting results, and instructional measures, click here.

OVERALL STUDENT PERFORMANCE				OVERALL DISTRICT PERFORMANCE	OVERALL STATE PERFORMANCE
SCORE 714	LEVEL 2 APPROACHING BASIC	John scored 714 (a scale of 150) to 850, and performed at Approaching Basic. Student performing at this level will need strong support to be prepared for further studies in this content area.		LEVEL 2	LEVEL 3 BASIC

WHEN COMPARED TO OTHER STUDENT PERFORMANCE ACROSS THE DISTRICT AND STATE

READING PERFORMANCE (00 to 900)				WRITING PERFORMANCE (00 to 600)			
STUDENT SCORE	LEVEL SCORE	SCHOOL AVERAGE	DISTRICT AVERAGE	STUDENT SCORE	LEVEL SCORE	SCHOOL AVERAGE	DISTRICT AVERAGE
714	50	52	55	350	35	38	36

<p>LITERARY TEXT</p> <p>LEVEL OF PROFICIENCY: STRONG</p> <p>In this area, you are able to make a purpose and a point from the text, and do so in a way well above what is expected for the next level of study.</p>	<p>WRITTEN EXPRESSION</p> <p>LEVEL OF PROFICIENCY: AVERAGE</p> <p>You can compare what is developed, organized, and clear writing, using details from what you have read, but will still benefit from additional support to be fully prepared for next level of study.</p>
<p>INFORMATIONAL TEXT</p> <p>LEVEL OF PROFICIENCY: AVERAGE</p> <p>You can read and analyze and use appropriate text features, including text structure, content, and format. You will still benefit from additional support to be fully prepared for next level of study.</p>	<p>KNOWLEDGE & USE OF LANGUAGE CONVENTIONS</p> <p>LEVEL OF PROFICIENCY: STRONG</p> <p>You can compare writing using the rules of standard English (including those for grammar, capitalization, and punctuation) and are prepared for the next level of study.</p>
<p>VOCABULARY</p> <p>LEVEL OF PROFICIENCY: STRUGGLING</p> <p>You will need strong support in using context to determine what unfamiliar phrases mean in grade-appropriate text.</p>	

PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL					SUBGROUP RATING	
SCHOOL	DISTRICT	STATE	NATIONAL	LEVEL	DESCRIPTION	STANDARD
10%	15%	1%	2%	5	ADVANCED (814-850)	Exceeds all expectations
20%	23%	24%	25%	4	MASTERY (754-814)	Met all expectations
40%	30%	35%	35%	3	BASIC (725-744)	Approached expectations
20%	25%	15%	14%	2	APPROACHING BASIC (674-725)	Far from all expectations
10%	7%	10%	4%	1	UNSATISFACTORY (614-674)	Did not meet expectations

☆☆☆ STRONG Exceeds all expectations. Fully prepared for next level of study.
☆☆☆ AVERAGE Will benefit from additional support to be prepared for next level of study.
☆☆☆ STRUGGLING Will need strong support for the next level of study.

Overall Performance Section

OVERALL STUDENT PERFORMANCE

SCORE
714

LEVEL
2
APPROACHING
BASIC

John scored 714 on a scale of 650 to 850, and performed at Approaching Basic.
Students performing at this level will need strong support to be prepared for further studies in this content area.

OVERALL DISTRICT PERFORMANCE

LEVEL
3
BASIC

OVERALL STATE PERFORMANCE

LEVEL
3
BASIC

- Overall Score
 - Numerical score
 - Summarizes the student's overall level of performance
 - Determines performance-level placement
- Performance Level
 - Similar to the previous "achievement levels" but with different expectations
 - Five levels of performance
- Performance Level Description
 - Identifies how well students demonstrate understanding of subject: 1-Unsatisfactory; 2-Approaching Basic; 3-Basic; 4-Mastery; 5-Advanced
 - Indicates readiness and whether additional support may be necessary moving forward

How to Read Performance Breakdown: ELA

WHEN COMPARED TO OTHER STUDENT PERFORMANCE ACROSS THE DISTRICT AND STATE

READING PERFORMANCE (10 to 90)

STUDENT SCORE	LEVEL 4 SCORE	SCHOOL AVERAGE	DISTRICT AVERAGE	STATE AVERAGE
25	50	52	51	49

LITERARY TEXT

STUDENT PERFORMANCE
 STRONG
 In this area, you are able to read and analyze grade-appropriate fiction, drama and poetry very well and are prepared for the next level of studies.

INFORMATIONAL TEXT

STUDENT PERFORMANCE
 AVERAGE
 You can read and analyze grade-appropriate non-fiction including texts about history, science, art, and music. You will still benefit from additional support to be fully prepared for next level of studies.

VOCABULARY

STUDENT PERFORMANCE
 STRUGGLING
 You will need strong support in using context to determine what words and phrases mean in grade-appropriate texts.

WRITING PERFORMANCE (10 to 60)

STUDENT SCORE	LEVEL 4 SCORE	SCHOOL AVERAGE	DISTRICT AVERAGE	STATE AVERAGE
19	35	38	36	34

WRITTEN EXPRESSION

STUDENT PERFORMANCE
 AVERAGE
 You can compose well-developed, organized, and clear writing, using details from what you have read, but will still benefit from additional support to be fully prepared for next level of studies.

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS

STUDENT PERFORMANCE
 STRONG
 You can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and are prepared for the next level of studies.

SUBGROUP RATING

STRONG
 Prepared or well prepared for next level of studies

AVERAGE
 Will benefit from additional support to be fully prepared for next level of studies

STRUGGLING
 Will need strong support for the next level of studies

How to Read Percent of Students Table

- Percentage of students falling in each performance level shown by school, district, state, and nation
- Includes general descriptions of what is expected at each level

PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL

SCHOOL	DISTRICT	STATE	NATIONAL			
10%	15%	16%	17%	5	ADVANCED (801-850)	Exceeded expectations
20%	23%	24%	25%	4	MASTERY (750-800)	Met expectations
40%	30%	35%	35%	3	BASIC (725-749)	Approached expectations
20%	25%	15%	14%	2	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	6%	1	UNSATISFACTORY (660-699)	Did not meet expectations

Sharing with Parents

- Emphasize what the student *can* do before discussing general weaknesses
- Discuss remediation, on-target, and/or enrichment opportunities based on performance breakdown information
- Discuss the importance of being able to see how their student performs compared with students across the state and country

Support for Parents

The Department will release a suite of resources in early October to guide parent and teacher conversations happening that month around the upcoming release of student assessment results for grades 3-8 ELA and math.



This suite will include:

- **Parent Conference Guide for Teachers:** talking points on what to expect from the student reports to guide teachers during parent conferences
- **Parent Results Guide:** parent guide on how to read and interpret the results and what resources are available to support student learning at home
- **Parent Conference Model Video:** model video of an effective parent/teacher conference discussing the upcoming student reports
- **District Parent Resource Packet:** packet of resources for districts in supporting parents through the release of assessment results
- **Parent Night Presentation:** sample power point presentation that schools can use during Parent Nights in October around the release of student reports

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LEAP 2025: K-2 Assessments

Grade	ELA and Math	Science	Social Studies
 Current	K -2 <ul style="list-style-type: none"> • K-Readiness: DSC • Basic reading: DIBELS • Math and ELA standards mastery: No formative tool to assist teachers 	N/A	N/A
 Future	K -2 <p>Goal: Help districts improve benchmark testing and provide clarity on key skills in K-2.</p> <p>Improvements:</p> <ul style="list-style-type: none"> • DSC and DIBELS flexibility • Optional diagnostic and formative tools aligned with standards and grade 3 assessments to guide teaching 	N/A	N/A

LEAP 2025: Grades 3-8 Assessments

Grade	ELA and Math	Science	Social Studies
Current 3 - 8	LEAP and iLEAP Exclusively PARCC questions	LEAP and iLEAP	LEAP and iLEAP
Future 3 - 8	LEAP 2025 Goal: Consistent, nationally comparable tests that help districts reduce testing through formative tools. Improvements: <ul style="list-style-type: none"> • Consistent with question types and rigor from 2014-2015 • Include aligned diagnostic and formative assessments in all grades • Questions include those in which Louisiana educators participate in development and review • New sample items released each year for parents and educators (with exemplar student answers) 	LEAP 2025 Improvements: <ul style="list-style-type: none"> • Grade-specific 4th and 8th exams (no longer assess standards from previous grades; instead they will measure skills taught in that grade level) 	LEAP 2025 Improvements: <ul style="list-style-type: none"> • Grade-specific 4th and 8th exams (no longer assess standards from previous grades; instead they will measure skills taught in that grade level) • Aligned to 2011 Louisiana standards

LEAP 2025: High School Assessments

Grade	ELA and Math	Science	Social Studies
<p>Current</p> <p>High School</p>	<ul style="list-style-type: none"> Grade 9: 2 math; 1 ELA (EOC and EXPLORE) Grade 10: 2 math; 2 ELA (EOCs and PLAN) Grade 11: 1 math; 2 ELA (EOCs and ACT) <p>Optional: WorkKeys, AP, IB, CLEP</p>	Biology EOC	US History EOC
<p>Future</p> <p>High School</p>	<p>Goal: Reduce testing and align to student pathways.</p> <p>Improvements:</p> <ul style="list-style-type: none"> Single assessment system in grades 9-10 <ul style="list-style-type: none"> Grade 9: 1 math; 1 ELA (EOCs) Grade 10: 1 math; 1 ELA (EOCs) Grade 11: 1 math; 1 ELA (ACT) Aligned with assessments in grade 3-8 Include aligned diagnostic and formative assessments Questions include those in which Louisiana educators participate in development and review New sample items released each year for parents and educators (with exemplar student answers) <p>Optional: WorkKeys, Explore, AP, IB, CLEP</p>	No change	No change

The Path to LEAP 2025

A Comprehensive Summative System:

- **Fall 2015:** Award contracts for (1) a comprehensive administration system, (2) science and social studies assessments, and (3) 2015-2016 ELA and math assessments
- **Spring, 2016:** Release an RFP for long-term, cohesive, LEAP 2025 (ELA and Math)
- **Fall 2016:** Award contract for ELA and Math LEAP 2025 assessments
- **Fall 2016:** Release assessment guides and practice tests for 2016-2017 assessments

Early Childhood through Second Grade Tools:

- **Fall-winter 2015:** Pilot early childhood through 2nd grade formative tools with 18 LEA's
- **Spring 2016:** Provide guidance and tools for optional use

Grades 3-12 District Benchmarking Tools:

- **Fall-winter 2015:** Work with 5 districts to pilot streamlined and aligned benchmark systems
- **Spring 2016:** Provide guidance and tools for optional district use
- **Spring 2016:** Include required and district available diagnostics and benchmark assessments in the ELA and math LEAP 2025 RFP
- **Ongoing:** continue to build out items available in Eagle

LEAP 2025: Piloting Formative Assessments

Purpose: Identify screening/benchmark assessments that accurately classify which students are on target for mastering grade level standards and which students are at risk for failure and need more intensive instruction.

Assessments Being Piloted		Participating LEA's	
Literacy	Math	Assumption	Natchitoches
DSA/WRET	DIBELS	Bossier	Rapides
GOLD (K)	Gold (K)	Catahoula	ReNEW
RAPS 360	STEEP	DeSoto	Sabine
STEEP	Symphony	Jefferson	St. Bernard
		Jeff Davis	St. Charles
		Livingston	Terrebonne
		Madison	WBR
		Monroe City	West Feliciana

Measuring Student Progress: Formative Assessments

Districts play a critical role with assessments by implementing systems that:

- Align to standards and end of year assessments.
- Provide teachers meaningful data to inform their instruction.
- Limit testing time as much as possible in order to maximize instruction time.

Too often these systems:

- Include assessments that lack alignment to summative assessments and standards and thus provide teachers with incorrect or confusing information.
- Provide too much data for teachers to meaningfully reflect and improve instruction.
- Take away too many hours from students' instructional time.

The Department will support districts to build strong benchmark systems by:

- Securing diagnostic and formative assessments that districts can use.
- Continuing to release items in Eagle that are rigorous and standards-aligned.
- Reviewing benchmark assessment systems and tier them based on standards alignment.
- Working with pilot districts to create tools and models of excellence for spring release.

LEAP 2025: Piloting Formative Assessments

Purpose: Work with partner districts to analyze local assessment systems and for the quality, quantity, and use of local assessments. Identify the tools and support districts need in order to best take on this work.

Focus Questions

Participating Districts

Is instructional time spent on assessments leading to an improved quality of instruction?

Is every assessment strongly aligned to the standards?

Does every assessment provide teachers useful information to target instruction?

DeSoto

St. John the Baptist

Vermilion

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Next Steps

1. Redeliver this presentation to update your school on what's happening with statewide assessments.
2. Consider how you might use the general introductory information about the Spring 2015 Parent Report to guide parent/teacher conversations or parent nights next month.
4. Follow [@ResultsLA](#) on Twitter or [Results Louisiana](#) on Facebook for real-time information, tools and resources on the 2014-2015 results.

Questions

Submit Questions to assessment@la.gov