Louisiana Believes

Louisiana's Application for Innovative Assessment Demonstration Authority under Section 1204 of the Elementary and Secondary Education Act (ESEA)

March 30, 2018

Part 1: Preliminary Documents

- ❑ Application for Federal Assistance
- ❑ Assurances

Legal Name of Applicant: **Louisiana Department of Education**	Applicant's Mailing Address: **1201 N. Third Street** **Baton Rouge, LA 70802**
Employer Identification Number: **72-6000745**	Organizational DUNS: **8059209980000**
Lead Agency: **Louisiana Department of Education** Contact Name: **Rebecca Kockler, Assistant Superintendent of Academic Content**	Lead Agency Contact Phone: **(225)-342-3404** Lead Agency Contact Email Address: **Rebecca.Kockler@louisiana.gov**

Required Applicant Signatures *(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below.)*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Lead Agency Authorized Representative (Printed Name):	Agency Name:
John White, State Superintendent of Education	**Louisiana Department of Education**
Signature of Lead Agency Authorized Representative: John White	Date: 3/23/16

Assurances

This form assures that the lead SEA and each SEA applying as a consortium will:

(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--

(i) In all non-participating schools; and

(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;

(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;

(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

(i) An update on implementation of the innovative assessment demonstration authority, including--

(A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and

(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.

(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section

1111(h) of the Act, except that such data may not reveal any personally identifiable information.

(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).

(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

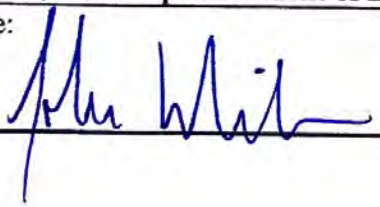
(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and

(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.

Lead Agency Authorized Representative (Printed Name): **John White, State Superintendent of Education**	
Signature: 	Date: 3/23/16

Part 2: Project Abstract

☑ Project Abstract

Literate Citizenry in Public Schools: A New Vision for Assessment in Louisiana

Being a literate member of society necessitates not only strong reading skills but also knowledge of the world and how it works. Adults comprehend and evaluate news articles, workplace documents, novels, web pages, and social media posts not just because they know what individual words mean, but because they know something about the topic each text contains. Likewise, it is widely known that students with large amounts of background knowledge read at more advanced levels. Yet states have built reading and writing tests that do not always value the background knowledge students bring to them, including students' deep understanding of books and texts they have studied previously. Instead, state tests preference reading and writing skills over the content that renders them rich and meaningful.

In the last decade, Louisiana has taken steps to improve reading and writing instruction, adopting higher standards and developing an optional text- and content-rich English language arts (ELA) curriculum to match (ELA Guidebooks 2.0), with knowledge domains as its foundation and units built around general themes and "anchor texts." As students increase their background knowledge derived from reading through completion of texts on the same topic within the same unit, students are better-prepared to access more complex texts and subjects over time. Tests are a critical part of this infrastructure; along with standards, curriculum, and teacher training, they round out the tools that signal what most matters in the classroom. Though improved dramatically in the past three years, the Louisiana Assessment of Education Progress (LEAP) continues to measure the ELA standards, including specific skills such as summarizing passages and locating main ideas, but it does not go above that to measure whether students have developed a base of knowledge. Consequently, in many schools a focus on discrete reading skills predominates the English classroom, with minimal attention paid to knowledge. Building assessments in a new way—bringing ELA and social studies standards, curriculum, and assessments into full alignment—would make the academic systems more meaningful. and reinforce the same vision for student learning.

Louisiana is applying for Innovative Assessment Demonstration Authority (IADA) to build an innovative LEAP format, covering both ELA and social studies, that encourages standards-based instruction and content-rich curriculum in all Louisiana classrooms. Louisiana will pilot a new LEAP

format that measures student understanding of pre-identified knowledge and texts, drawing on students' deep knowledge of content and books from their daily classroom experiences—rather than a random assortment of texts, as are typically used on large-scale assessments. By developing the new format in a way that is standards-aligned, valid, reliable, high-quality, and comparable to the current, content-agnostic LEAP ELA test, Louisiana districts will have the flexibility to choose the LEAP format that best matches their curricular program. In this way, the IADA will make assessments more relevant and connected to the classroom for Louisiana teachers and students, while still providing valid, reliable, and transparent data on student achievement and growth.

Through the IADA, testing can evolve in its role to promote equity, deepen instructional focus via knowledge- and text-rich pedagogy, and build integration of knowledge across subject areas. Louisiana will begin using the innovative LEAP format in a subset of 20 high schools, across three districts and two charter networks, serving nearly 21,000 students, field testing items before giving the operational assessments in the 2019–2020 school year. Each section of the assessment will identify and incorporate a set of knowledge and texts from the ELA Guidebooks 2.0, and participating districts may have an option to choose which set of prioritized texts (out of the available sets) to assess. The sections will be taken throughout the year as students complete the unit of study, and will combine with a shorter, summative assessment to provide an overall determination of student progress against the grade-level standards, texts, and content knowledge. Louisiana will subsequently build innovative formats for grades 6–8, and then grades 3–5. The state will work with an assessment vendor to develop the frameworks, blueprints, and items, ensuring alignment with the depth and breadth of the Louisiana ELA standards. The vendor will also oversee a standard setting process, which will use the same performance standards and descriptors as current LEAP tests for comparability. Louisiana will rely on external partners to evaluate the pilot annually, including the alignment, quality, reliability, validity, and comparability of both LEAP formats, and develop a suite of resources and tools, such as assessment guides, trainings, and collaborative networks to support educators—helping to ensure high-quality implementation and continuous improvement.

Part 3: Project Narrative Attachment

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☑ Project Narrative

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I. Application Requirements

a. Consultation.

Evidence that the SEA has developed an innovative assessment system in collaboration with—

1. **Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and**
2. **Affected stakeholders in the State, including—**
   - **i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the ESEA;**
   - **ii) Teachers, principals, and other school leaders;**
   - **iii) Local educational agencies (LEAs);**
   - **iv) Representatives of Indian tribes located in the State;**
   - **v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and**
   - **vi) Civil rights organizations.**

In developing this application for innovative assessment demonstration authority (IADA), the Louisiana Department of Education (LDOE) has collaborated with a number of individuals and organizations with deep knowledge and past experience in planning, developing, executing, and evaluating innovative assessments, in particular:

- Scott Marion, Chris Domaleski, and Susan Lyons at the National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment); and

- David Steiner and Ashley Berner from Johns Hopkins University's Institute for Education Policy.

These experts not only played a critical role in the project to date, but will remain on as partners throughout the demonstration period—enhancing LDOE's capacity and expertise to plan for and deliver high-quality implementation of the innovative assessment system, and its ability to identify project challenges and make necessary adjustments to the pilot as part of its evaluation and continuous improvement efforts. Consultation with these partners has included regular conference calls throughout the academic year, as well as an in-person planning meeting on March 2, 2018. Résumés and CVs of these key partners and their letters of support are attached in Appendices A and B in Part 4 of this application.

LDOE is also continuously engaging with stakeholders across the state, working in partnership and in an integrated way to meet its goals for increased student outcomes. Consultation and discussions about state assessments and accountability systems do not occur in isolation, on a project-by-project basis, but rather across initiatives so that all of the work is aligned and done in service of the meeting the state's overall goals for students. As part of these ongoing conversations, LDOE has heard from critical state stakeholders about the need, and the opportunity, to improve and innovate state assessments as part of a broader effort to improve academic instruction and student learning. These discussions began well before the passage of the Every Student Succeeds Act (ESSA), particularly as LDOE adopted higher English language arts standards and developed the related Guidebooks, and gained momentum as stakeholders from across Louisiana came together throughout the 2015–2016 and 2016–2017 school years to provide their input and detailed feedback to LDOE on Louisiana's consolidated ESSA plan. More recently, LDOE has begun to work directly with stakeholders that have the opportunity to participate in the first year of the IADA pilot to solicit their input and guidance in developing the application and proposed assessment design.

Stakeholder Consultation Prior to ESSA

Since 2010, Louisiana has adopted and implemented higher expectations for learning to ensure all students are prepared for college and career. In English language arts (ELA), this means that Louisiana's goal is for students to read and understand complex, grade-level texts and express their understanding of those texts through writing and speaking. Louisiana students should be able to pick up any text, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why. To help educators translate the new standards into classroom practice, LDOE recognized that text-based, content-rich, high-quality, and aligned curriculum and instructional materials were needed. This realization came, in part, as the result of focus groups held in 2012 (and every year since) with ELA educators and with Teacher Leader Advisors, a group of more than 75 educators with especially strong skills in instructional planning and the content standards. When Louisiana's Teacher Leader Advisors analyzed the quality and alignment of available ELA instructional materials, however, they found that few matched the new standards.

In response to this finding and feedback from teachers searching for materials they could use to teach the new standards, LDOE turned to its Teacher Leader Advisors to create a set of basic K–12 ELA frameworks, including text sets, sample tasks, and writing prompts, in 2013. These were expanded—again, with help from teacher leaders—into complete units, which were published as the ELA Guidebooks 1.0 in 2014. While the Guidebooks 1.0 provided more content and guidance to teachers than the original frameworks, LDOE heard from educators that the Guidebooks needed to be easier to use on a daily basis. Teachers wanted help with pacing and structuring the content of the units so that students would be able to execute and master the new tasks. They wanted handouts, more detailed instructions, exemplars—in short, a fully developed curriculum they could use every day. Based on the input, LDOE's Teacher Leaders Advisors continued to build out a full curriculum and make adjustments. This led to the release, in partnership with LearnZillion, of the free, open-source ELA Guidebooks 2.0 curriculum for whole-class instruction.[1] Each ELA Guidebooks 2.0 unit includes three unit assessments and approximately 40 classroom-ready daily lessons on an online platform. Because the lessons include everything a teacher needs, teachers can focus on adjusting their supports so that all students can meet the lesson and unit assessment goals, instead of spending time finding what to teach.

Thus, over the course of five years, more than 65 Louisiana educators—with a wide a range of experience, working with students from Kindergarten to grade 12—have helped write the content for the ELA Guidebooks. Their work and the input of teachers piloting the curriculum units—as well as feedback from over 1,100 student surveys—was instrumental in selecting the particular texts to include within the units and to identify the tools and resources most needed, such as a guide for teachers working with diverse learners. Because LDOE piloted the Guidebooks curriculum in 147 classrooms across ten districts, LDOE had the opportunity to observe over 60 teachers using the Guidebooks in their classrooms, survey educators directly about the Guidebooks (nearly 100 responses were received during the course of implementation, and an additional 86 surveys were received at the end of the pilot), and conduct focus groups with about a quarter of pilot participants to gather additional feedback and identify the types of materials and supports teachers valued and still needed.[2] Much of this feedback spoke to how LDOE's current assessments could better align with the standards and Guidebooks, as described below. In addition, the feedback report from the pilot is attached in Appendix D in Part 4 of this application.

[1] A two-page overview of the ELA Guidebooks 2.0 is included in Appendix D and can be accessed on the LDOE website: http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-2-0---a-closer-look.pdf?sfvrsn=2.

[2] The ELA Guidebooks pilot feedback report can also be accessed on the LDOE website: http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-2-0-feedback-report.pdf?sfvrsn=2.

LDOE has continued to refine the ELA Guidebooks based on educator and student feedback. Most recently, LDOE partnered with Odell Education to design and create additional ELA Guidebooks content for grades 9–12 aligned to the state academic standards, pilot the materials in interested districts, and gather feedback from LEAs and teachers to ensure their quality and value. Like the Guidebooks 1.0 and 2.0, these materials are also available online, for free, via Open Up Resources.

Consultation with Louisiana educators throughout the development, piloting, and full implementation of the Guidebooks has not only been instrumental to its success, but also revealed how other parts of LDOE's work —from professional development to assessments—can be better-aligned and integrated to support the kinds of ELA instruction and practices the Louisiana State Standards and ELA Guidebooks encourage. Notably, teachers piloting the Guidebooks appreciated the tasks and writing assessments included in each unit, but requested more multiple-choice questions, similar to those that appear on the LEAP 2025 end-of-year tests. In other words, teachers believed the Guidebooks were helping their students deeply understand and engage with books and other texts, build critical knowledge, and grow academically, but were concerned that the kinds of teaching practices the Guidebooks encouraged were not fully reflected in the summative LEAP assessments.

This piece of repeated feedback is one of the reasons LDOE is pursuing the IADA to pilot multiple LEAP 2025 formats—giving districts the flexibility to use a format that is best suited to their instructional program: either the traditional, standalone summative assessment in each separate subject/course; or an interdisciplinary model of interim text-based assessments, in combination with a shorter summative assessment at the end of the year, focused on measuring mastery of the broader domains of knowledge in the state standards.

Stakeholder Consultation in Response to ESSA

With the enactment of ESSA, LDOE began to consider and consult with stakeholders about ways to achieve its shared goals for increased student achievement, elimination of achievement gaps, and a well-rounded education for all children—not merely to comply with ESSA, but using the federal law and its authorized programs as an opportunity to support the development, implementation, and achievement of Louisiana's long-term priorities. LDOE immediately began communicating with stakeholders about ESSA and its opportunities through public statements, email newsletters, and presentations at public meetings around the state. Key steps included:

- In June 2016, LDOE held meetings with school leaders, education associations, business and community leaders, civil rights organizations, and advocacy groups to review the requirements of ESSA, to receive questions and feedback, and to consider ways in which to partner on the development of a state plan and ESSA implementation. The agency also added a section to its website devoted to ESSA where the public could learn more, contact LDOE with questions or feedback, and view a draft timeline for the state's ESSA plan.[3]

- In July and August, State Superintendent John White hosted 13 regional public town halls across the state. Individuals attending represented at least 200 school systems and organizations, and attendees included, but were not limited to: parents, educators, school leaders, elected officials, business and industry representatives, civic organizations, representatives of professional educator associations, post-secondary education leaders and faculty, representatives of the military, state and local health and social service agencies, and advocates for children with exceptionalities and English learners. LDOE compiled a report at the conclusion of the listening tour (included in Appendix D in Part 4 of this application) in order to summarize the discussion

[3] See: https://www.louisianabelieves.com/resources/about-us/every-student-succeeds-act-(essa).

and feedback received, publicize next steps, and inform the public of ways they could continue to engage in the process.[4]

- In the summer of 2016, LDOE also consulted extensively with the state board and a number of advisory councils of diverse stakeholders. In August, the State Board of Elementary and Secondary Education (BESE) held a public retreat that focused on identifying the state's most pressing education needs and opportunities, ESSA, and the development of the state plan. LDOE also facilitated discussions with stakeholder-led, standing advisory panels that advise LDOE and BESE, such as the Accountability Commission, Special Education Advisory Panel, and Superintendents' Advisory Council. Additional direct conversations were held with other state and regional partners, including organizations representing families and students (including students with disabilities, English learners, economically disadvantaged students, and racial/ethnic minority groups); teachers, principals, and other school leaders; Louisiana native American tribes and tribal organizations; and civil rights organizations.

- In September 2016, LDOE released a draft ESSA framework[5] outlining five main challenges, which incorporated initial input received from stakeholders during the statewide tour, in advisory council meetings, through individual meetings and conversations, and via the state's ESSA email address. One of these challenges was Louisiana's fundamental expectations for students and graduates, while another was deep struggles among historically disadvantaged students. Identified solutions and needed state supports to both challenges addressed state assessments—seeking opportunities to eliminate unnecessary, low-quality, poorly-aligned assessments while strengthening the state's commitment to providing clear and accurate data on student achievement and growth each year in core subjects to inform parents and educators about student progress. In particular, a number of comments were received about ways to improve high school assessments to ensure each required test was serving a clear purpose and was time well-spent for students and educators. Stakeholders also noted that LEAP assessments could be more focused on critical content and integrated, especially across ELA and social studies.

- Using the draft framework as a guide, LDOE continued working with diverse stakeholders throughout the 2016–2017 school year, and State Superintendent White continued discussions with school board representatives, local superintendents, and charter school leaders in formal advisory council meetings and informal task force settings to discuss long-term goals, assessments, accountability, educator preparation and support, supports and interventions for low-performing schools, funding, and more. On February 6, 2017, LDOE released an updated and more detailed draft framework based on this continuing engagement—and a full plan draft was posted for public comment on February 20, 2017.

- On March 29, 2017, BESE held a special meeting to consider the draft plan. During the meeting, public comment was received from 115 individuals, including parents, educators, principals, superintendents, school board members, legislators, and representatives from professional educator associations, advocacy groups, and business and industry. As noted in the meeting minutes, the board voted to endorse the draft state plan and directed the LDOE to make several adjustments to address stakeholder feedback, including continued dialogue regarding high school

[4] The ESSA Listening Tour Report can also be accessed on the LDOE website: https://www.louisianabelieves.com/docs/default-source/louisiana-believes/essa-listening-tour-report.pdf?sfvrsn=6.
[5] The LDOE ESSA Draft Framework 1.0 is attached in Appendix D and can also be accessed on the LDOE website: https://www.louisianabelieves.com/docs/default-source/louisiana-believes/essa-draft-framework-1-0.pdf?sfvrsn=4.

end-of-course tests in U.S. history and biology and their effect on student learning—as stakeholders had debated the instructional value of discrete tests in these subjects.[6]

- Following the BESE meeting, State Superintendent White and BESE members met several times with representatives of the Governor's office, the leadership of the Louisiana Superintendents Association, and leaders of principal and educator associations to discuss the draft and their concerns. Additional meetings were held with other advocates and civil rights organizations that expressed alternative views on those same issues. Final adjustments to the plan were made in an effort to address the feedback provided by all, while continuing to increase expectations for student achievement and increase public reporting of progress. The final plan was submitted to the U.S. Department of Education on May 3, 2017 and approved on August 8, 2017.[7]

While many topics were discussed in developing the ESSA plan, a clear theme related to LEAP was that the ambition of Louisiana's goals for student learning and long-term college and career success necessitates that teachers spend as much time as possible teaching and evaluating student learning to inform further instruction—rather than assessing for measurement purposes only. While stakeholders expressed a commitment to the value of state tests as an important check on students' mastery of state standards for educators, a clear indicator for parents of their child's progress toward college and career readiness, and a critical measure of equity for historically underserved students, LDOE also repeatedly heard a desire from some educators, school leaders, and parents that steps should be taken, where possible, to reduce and streamline testing time. Probing deeper, these concerns were often driven by a concern that discrete tests, separate for each subject area, missed opportunities for educators to coordinate and integrate instruction across disciplines. In addition, LDOE committed to ongoing stakeholder engagement and problem-solving to continuously improve the LEAP system, including:

- confining end-of-year state testing to no more than one week per student and never allowing testing to exceed two percent of all instructional minutes in a year;
- eliminating duplicative testing in high schools; and
- making available to schools and school districts a series of optional, efficient "check up" tests that align with state standards in grades K–10 so that districts can eliminate time-consuming, antiquated, costly, and unhelpful tests administered throughout the year.

Louisiana's IADA proposal is one of LDOE's responses to these challenges. LDOE will begin its work by developing an innovative high school assessment format before proceeding to earlier grades, as high school assessments were the ones most identified by stakeholders as needing refinements. LDOE's proposal to explore a broader LEAP 2025 Humanities I and Humanities II assessments aligned to content standards in both ELA and social studies, which students will take when they are enrolled in the related high school English courses, would help reduce the testing burden on high school students and encourage interdisciplinary coordination and instruction amongst educators—many of whom expressed a desire for the connections between social studies and English language arts present in the ELA Guidebooks *curricular content* to also be apparent in *assessment content.*

Stakeholder Consultation with Participating Districts

As Louisiana has prepared to apply for IADA in the winter of 2018, the State Superintendent and LDOE leadership have again engaged in multiple conversations with affected stakeholder groups, particularly

[6] The BESE meeting minutes from the special session to consider the final ESSA state plan, including its motion for LDOE to further examine high school assessments, can be accessed on the LDOE website: http://bese.louisiana.gov/docs/bese-official-minutes/2017-03-29-bese-special-meeting-minutes.pdf?sfvrsn=2.

[7] LDOE's final approved ESSA consolidated state plan can be accessed on the U.S. Department of Education website: https://www2.ed.gov/admins/lead/account/stateplan17/map/la.html.

with school and system leaders that will have the opportunity to participate. LDOE met with BESE members to gauge their thoughts on applying for the IADA and discuss how LDOE's innovative assessment proposal could address some of the feedback and concerns about state assessments that have been brought forward by stakeholders, especially in development of the state's ESSA plan. Meetings and calls were also held throughout the winter with a number of other state leaders and local policy advocates, including the Louisiana Association of Educators, Louisiana Association of Principals, Louisiana School Boards Association, the education policy lead for Governor John Bel Edwards, The Council for a Better Louisiana, and Louisiana Association of Business and Industry to provide an overview of the IADA proposal and take their suggestions and feedback. Another round of in-depth discussions also helped identify the participating districts for 2018–2019 and refine the contents of this application, the state's goals for the pilot, and the innovative assessment design. LDOE led calls with each participating district and charter network to get their input on the proposed content and approach to assessment design. And importantly, these discussions also gave local leaders the opportunity to ask questions before joining the application.

Participating school systems are some of those with which LDOE has worked extensively—both at the leadership level and directly with teachers and principals—in recent years during the development of the ELA Guidebooks. Because the theory of action behind Louisiana's IADA proposal is that offering an assessment format based on curricular content will help teachers lead students in much deeper instruction—using the standards to guide students as they explore knowledge and text, rather than practicing reading and writing skills in isolation—and help the assessments become a fairer and truer measure of a student's mastery of the Louisiana State Standards, experience with the ELA Guidebooks is a strong indication of the LEA's readiness and ability to participate in the initial pilot testing.

Although LDOE plans to start small—with a limited number of LEAs and high schools in year one—the feedback LDOE has received as a result of its extensive consultation over the past five years with school systems, principals, educators, parents and students, state policymakers, and organizations representing multiple constituencies across the state demonstrates broader support for the innovative assessment pilot. The IADA is a natural extension of LDOE's innovative work to help schools and educators increase their expectations for student learning, improve and shift their instructional practices to match the state's expectations, and accurately gauge student progress toward that goal.

b. Innovative assessment system.

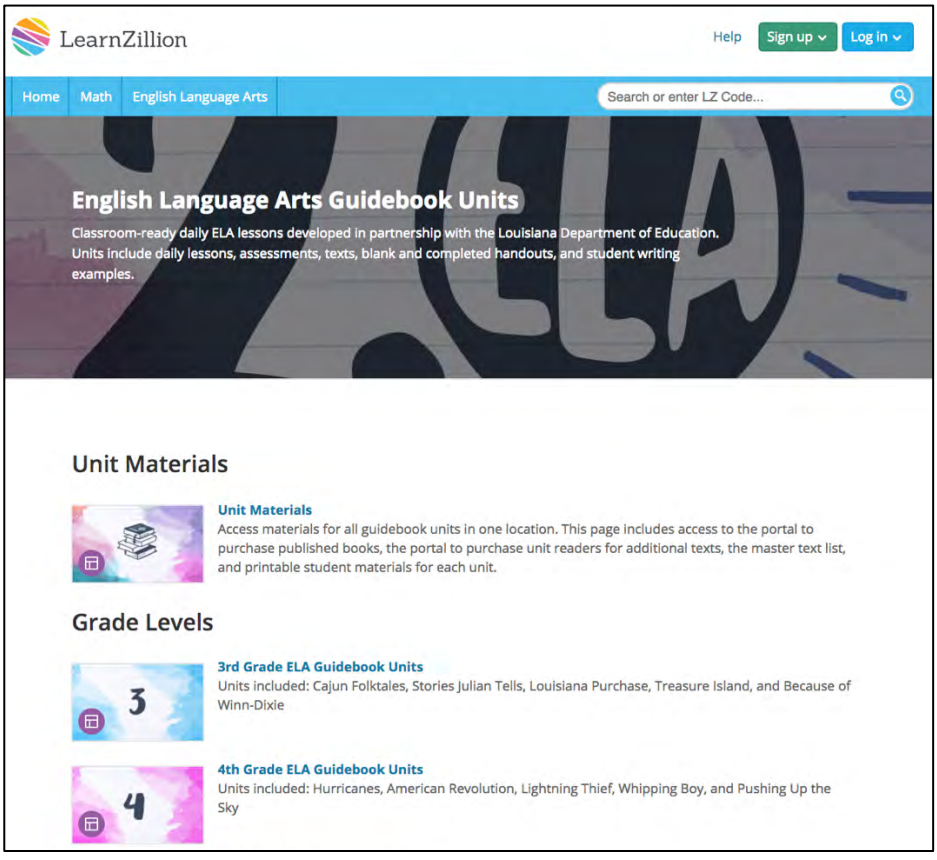
A demonstration that the innovative assessment system does or will—

1. **Meet the requirements of section 1111(b)(2)(B) of the ESEA, except that an innovative assessment—**
   - i) **Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the ESEA are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and**
   - ii) **Need not be administered annually in each of grades 3–8 and at least once in grades 9–12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3–5, 6–9, and 10–12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the ESEA are**

administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment;

In 1999, Louisiana began measuring student performance on the Louisiana Assessment of Education Progress (LEAP). As Louisiana has continuously raised its academic standards and expectations for students over time, corresponding changes have been made to the LEAP to ensure that it measures whether Louisiana students are academically prepared to succeed in subsequent grade levels and, ultimately, in higher education and the workforce, as required by state law. For example, in 2014–2015, the Louisiana Legislature required BESE to undertake a review of the State's academic content standards. A panel of educators, content experts, and other key education stakeholders recommended some adjustments to the standards in order to ensure clarity and increased responsiveness to the expectations of college and the workplace. BESE then adopted the new Louisiana State Standards effective for the 2016–2017 school year, with corresponding adjustments to the LEAP to ensure full alignment and continued high quality. These changes culminated in the development and implementation of the LEAP 2025 assessments.

As Louisiana increased its academic standards and modified the LEAP 2025 assessments to match, the state also built a standards-aligned, text-based ELA curriculum—the ELA Guidebooks 2.0—which districts can access as a free, open educational resource through LearnZillion.[8]



The Guidebooks were built by Louisiana classroom teachers, for classroom teachers, as an optional instructional resource to help educators make the instructional shifts necessary to teach the new standards

[8] The complete ELA Guidebooks 2.0 curriculum and additional educator resources are available on the LearnZillion website: https://learnzillion.com/resources/81666-english-language-arts-guidebook-units.

well. Each text collection in the Guidebooks exists around a shared idea and contains authentic texts and novels that students engage with repeatedly throughout the unit to build their content knowledge across disciplines and grapple with big ideas and themes. Together with the standards and the LEAP 2025 assessments, the ELA Guidebooks 2.0—and related professional learning provided by LDOE—form the academic infrastructure to help all Louisiana students succeed and meet the state's high expectations for learning.

Consistent with ESEA section 1111(b)(2)(B)(v), LEAP 2025 assessments are administered annually to all public schools students in grades 3–8 in English language arts (ELA), mathematics, science, and social studies, except that students with the most significant cognitive disabilities in those grades may be assessed on LEAP Connect assessments in mathematics and English language arts (an alternate assessment, aligned to the Louisiana State Standards and based on alternate academic achievement standards) and the LEAP Alternate Assessment, Level 1 (LAA1) in science in grades 4 and 8. In high schools, LEAP 2025 assessments include six end-of-course assessments given to students enrolled in English I, English II, Algebra I, Geometry, Biology, and U.S. History. Alternate assessments based on alternate academic achievement standards are also available for high school students with the most significant cognitive disabilities in ELA, math, and science.[9]

LDOE's IADA request is limited to the general assessments in ELA and social studies. Louisiana intends to build an innovative LEAP format, covering both ELA and social studies, that reflects the ELA Guidebooks 2.0 and encourages standards-based instruction and content-rich curriculum in all Louisiana classrooms. By developing a LEAP format that measures student understanding of pre-identified knowledge and texts, students can draw on deep knowledge of content and books from their daily classroom experiences. Creating multiple LEAP 2025 formats will give districts greater flexibility to use the format that is best suited to their instructional program: either the traditional, standalone summative assessment in each separate subject/course; or an interdisciplinary model of interim text-based assessments, in combination with a shorter summative assessment at the end of the year, focused on measuring mastery of the broader domains of knowledge in the state standards. In this way, **the new LEAP 2025 system will be more relevant and aligned to classroom instruction and the curriculum teachers are using, while continuing to provide valid, reliable, objective, and transparent information on student achievement and growth to students and families, educators, school administrators, state policymakers, and the public.**

Louisiana will begin by developing, piloting, and administering innovative assessments in high schools before proceeding to develop innovative assessments in middle and elementary school grades. In addition, Louisiana will start small—in a limited number of participating schools, within participating districts—using the demonstration period to learn from the results in pilot schools and to expand participation over time, before offering the innovative assessments statewide. And to expand the reach of the pilot even further, Louisiana plans to develop a bank of innovative assessment items that other states could access and consider using, since the Guidebooks are available as an open educational resource.

The following chart explains how LDOE will demonstrate, through its work during the IADA, that the innovative assessment it develops will meet each of the requirements in ESEA section 1111(b)(2)(B).

[9] The LDOE is field testing new LEAP 2025 assessments in grades 3–8 science and Biology during the 2017–2018 school year. These assessments will be operational in the 2018–2019 school year. In addition, LDOE is developing new alternate assessments in science for students with the most significant cognitive disabilities in grades 4, 8, and 11 in the 2018–2019 school year, which we be fully operational in the 2019–2020 school year.

Statutory Requirement	Description / Where a Description May be Found in Louisiana's Application
1111(b)(2)(B)(i) and 1111(b)(2)(B)(v)	All students enrolled in English I and English II courses in high schools participating in the IADA will take two innovative LEAP 2025 assessments described in this application instead of the LEAP 2025 English I and English II assessments, respectively. Given the new design of the innovative assessment, with its focus on content knowledge built from texts and strong alignment with Louisiana's ELA Guidebooks 2.0, LDOE will also use the IADA to determine whether it is feasible to incorporate social studies content (i.e., from the LEAP 2025 U.S. History assessment) into the innovative assessments—in essence, creating broader LEAP 2025 Humanities I and Humanities II assessments aligned to content standards in both subject areas, which students will take when they are enrolled in the related high school English courses. This would reduce the testing burden on high school students, encourage interdisciplinary coordination and instruction, and create an incentive for districts and schools to participate. Students enrolled in high schools that are not participating in the IADA pilot will continue to take LEAP 2025 English I and English II assessments and the U.S. History assessment when they are enrolled in those courses. Because Louisiana students take the required high school assessments whenever they are enrolled in the associated course, participation in the IADA pilot will not result in any student—including highly-mobile populations of students described in 34 C.F.R. § 200.2(b)(1)(ii)—completing high school without taking an ELA assessment, as required by ESEA section 1111(b)(2)(B)(v)(I)(bb) and 34 C.F.R § 200.5(a)(1)(i)(B). Once development of the innovative grade 3–8 assessments begins, middle schools will be allowed to participate in the IADA, followed by elementary schools—so long as an entire grade level elects to participate (e.g., a school may wish to pilot the assessment in some, but not all, grade levels). Students enrolled in participating grade levels in participating elementary and middle schools will take LEAP 2025 Humanities end-of-grade assessments developed under the IADA, instead of the LEAP 2025 ELA assessments, in grades 3–8. LDOE will similarly use the demonstration period to determine the feasibility of folding the LEAP 2025 social studies assessments in grades 3–8 into the design and test blueprints to create a series of innovative Humanities assessments for all grade levels, aligned with the state's standards in both subjects. Students enrolled in middle and elementary schools that are not participating in the IADA pilot—or in grade levels within participating schools that do not opt to pilot the new Humanities assessment format—will continue to take the separate LEAP 2025 ELA and social studies assessments in grades 3–8. All public school students in grades 3–8, including highly mobile student groups, in the state will be assessed in ELA annually—either on the LEAP 2025 ELA or Humanities version of the assessment—for the duration of the demonstration period, consistent with ESEA section 1111(b)(2)(B)(v)(I)(aa) and 34 C.F.R. § 200.5(a)(1)(i)(A). Throughout the requested five-year demonstration period, LDOE will continue to administer the LEAP 2025 assessments in math and science annually in grades 3–8 and as end-of-course assessments when students are enrolled in Algebra I,

Statutory Requirement	Description / Where a Description May be Found in Louisiana's Application
	Geometry, and Biology in high schools. Similarly, the IADA pilot will not affect the administration of any alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities. At the end of the demonstration period, the LEAP 2025 Humanities assessments will be fully integrated into the statewide LEAP 2025 system, with demonstrated evidence of its comparability to the LEAP 2025 ELA assessments (as described in response to question 4 of this section, beginning on page 24). While Louisiana will initially choose the participating schools and districts using its selection criteria, upon completion of the pilot all school districts will be able to select the LEAP 2025 format (ELA or Humanities) that is most responsive to the curriculum they have adopted through which to teach the Louisiana State Standards, with some forms built to match the state's ELA Guidebooks 2.0 and other forms more curriculum-agnostic.
1111(b)(2)(B)(ii)	The steps LDOE will take to ensure the alignment of the innovative assessment with Louisiana State Standards, and how it will produce coherent and timely information about student attainment of the standards is described in the responses to questions 2–4 of this section, beginning on page 22, and to question 7 of this section, beginning on page 32.
1111(b)(2)(B)(iii)	The steps LDOE will take to ensure the validity and reliability of the innovative assessment, consistent with nationally recognized professional and technical testing standards; its objectivity; and how it will not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information is described in the responses to questions 2–4 of this section, beginning on page 22, and to questions 7–8 of this section, beginning on page 32.
1111(b)(2)(B)(iv)	The steps LDOE will take to provide for adequate technical quality of the innovative assessment is described in the response to questions 2–4 of this section, beginning on page 22. All technical reports for the LEAP 2025 assessments (including the innovative format) will continue to be made publicly available on LDOE's website: https://www.louisianabelieves.com/resources/library/assessment.
1111(b)(2)(B)(vi)	The new LEAP 2025 system—built from the Louisiana State Standards and incorporating forms that match Louisiana's ELA Guidebooks 2.0—will measure students' high-order thinking skills in English language arts and social studies content. Moreover, it will prioritize students' knowledge-building, understanding and analysis of challenging texts, and critical thinking over reading and writing skills alone (as explained further in LDOE's response to the IADA selection criteria, beginning on page 38). With the new forms enabling portions of the assessment to be administered at interim points during the year, students' mastery of the ELA content standards may be assessed based on complex tasks that leverage the background knowledge students will have recently acquired from the texts they are reading in class.

Statutory Requirement	Description / Where a Description May be Found in Louisiana's Application
	Specifically, the new Humanities LEAP 2025 format would include four sections, three of which would be text-specific and could be delivered at interim points during the school year. Districts would choose at least three books or texts on which to assess students, each representing one section of the innovative assessment, from a set of available text options that are tied back to the state's ELA Guidebooks 2.0. Each of these sections would be developed specific to the anchor text, with a set of prioritized and related background knowledge. The new LEAP 2025 assessment format would also include, within each section, a "warm read" that is related to the topic and content of the anchor text. The final section of the innovative test form would be a significantly shorter, summative assessment to ensure that—when all sections of the assessment are combined—students are assessed on all core skills and domains of knowledge, including the depth and breadth of the state's academic content standards. Additional evidence related to this requirement, including how LDOE will work with its assessment vendor(s) to develop and score items for the LEAP 2025 Humanities assessment, is described in response to questions 2–4 of this section, beginning on page 22.
1111(b)(2)(B)(vii) and 1111(b)(2)(B)(xiii)	LDOE's plan to ensure all students in the state can participate in the innovative assessment, including the provision of appropriate accommodations for students with disabilities and English learners, is described in its responses to questions 5 and 6 of this section, beginning on page 29. These responses also describe how Louisiana will incorporate the principles of universal design for learning (UDL) into the development of the LEAP 2025 Humanities assessments.
1111(b)(2)(B)(viii)	LDOE will work with its assessment vendor to design frameworks, blueprints, and forms for the new LEAP 2025 Humanities format to include four sections, three of which would be text-specific and could be delivered at interim points during the school year. Districts would choose at least three books or texts on which to assess students, each representing one section of the innovative assessment, from a set of available text options that are tied back to the state's ELA Guidebooks 2.0. Each of these sections would be developed specific to the anchor text, with a set of prioritized and related background knowledge. The new LEAP 2025 assessment format would also include, within each section, a "warm read" that is related to the topic and content of the anchor text. The final section of the innovative test form would be a significantly shorter, summative assessment to ensure that—when all sections of the assessment are combined—students are assessed on all core skills and domains of knowledge, including the depth and breadth of the state's academic content standards.
1111(b)(2)(B)(ix)	LDOE will assess academic achievement in ELA for all students who have attended schools in the United States for three or more consecutive years in English, whether on the LEAP 2025 ELA or Humanities formats. Available accommodations on LEAP 2025 for English learners are described in response to question 5 of this section, beginning on page 29.

Statutory Requirement	Description / Where a Description May be Found in Louisiana's Application
1111(b)(2)(B)(x) and 1111(b)(2)(B)(xi)	LDOE's plan to provide individual student interpretive, descriptive, and diagnostic reports and disaggregated reporting of results from the LEAP 2025 assessments is described in response to question 8 of this section, beginning on page 33.
1111(b)(2)(B)(xii)	LDOE's plan to ensure that its assessment vendor for the innovative LEAP 2025 format produces itemized score analyses for LEAs and schools is described in in the responses to questions 2–4 of this section, beginning on page 22, and to questions 7–8 of this section, beginning on page 32.

While the entire LEAP 2025 system will remain fully aligned with the Louisiana's academic content standards and corresponding achievement standards in ELA, the added LEAP 2025 Humanities format, developed through the IADA, will allow for assessments that are more instructionally responsive and measure student understanding and mastery of the standards in a way that best matches the instruction they receive on a regular basis. Louisiana will also submit the new statewide LEAP 2025 assessment system for federal assessment peer review consistent with 34 C.F.R. §§ 200.2(d) and 200.107 to demonstrate that the system as a whole is valid, reliable, high-quality, consistent with nationally recognized professional and technical testing standards, and aligned with—and objectively measures student attainment of—the state's challenging academic standards.

Moreover, as described throughout this application, Louisiana will continue to work with an assessment vendor to develop the assessment content and to administer and score the LEAP 2025 assessments, including the new format. In sum, like the LEAP 2025 ELA assessments, Louisiana's LEAP 2025 Humanities format will be:

- aligned to Louisiana ELA and, if feasible, social studies content standards;
- grade- or course-specific, as applicable;
- designed to be accessible for use by the widest possible range of students, including but not limited to students with disabilities and English language learners;
- constructed to yield valid and reliable test results and able to report student performance using achievement levels that are comparable across all LEAP 2025 assessment formats (i.e., to the LEAP 2025 ELA and social studies assessments) with similarly high expectations for student learning;
- developed and/or reviewed with LDOE assessment staff and Louisiana educator involvement;
- non-computer adaptive;
- used in assessing students' readiness to successfully transition to postsecondary education and the workplace; and
- administered through a separate administration contract.

2.

i) Align with the challenging State academic content standards under section 1111(b)(1) of the ESEA, including the depth and breadth of such standards, for the grade in which a student is enrolled; and

ii) May measure a student's academic proficiency and growth using items above or below the student's grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the ESEA and

paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student's academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;

3. **Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the ESEA and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;**

One of the primary motivating factors behind Louisiana's request for IADA is the opportunity to build a new assessment format that reflects the high-quality, standards-based teaching and content-rich ELA curriculum LDOE wants to see implemented in all Louisiana classrooms. The Louisiana State Standards—and corresponding ELA Guidebooks 2.0—are the building blocks upon which the state will construct the innovative LEAP 2025 Humanities assessment. On the new Humanities format, the same academic achievement standards and corresponding achievement level definitions and descriptors[10] as all other LEAP 2025 assessments will be used:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

It is critical to ensure that the new LEAP 2025 Humanities format will cover the depth and breadth of the Louisiana State Standards and express student results consistent with Louisiana's academic achievement standards in ELA. LDOE's agreement with an assessment vendor to develop content for the new LEAP 2025 Humanities format will require that the vendor articulate a robust plan to:

- Develop an assessment framework for each grade/course, with evidence that the framework can be used to develop comparable LEAP 2025 Humanities test forms and provide summative student results that are comparable with the LEAP 2025 ELA assessments.

- Develop test blueprints, including information showing the range of state ELA standards covered within each grade level/course, and, to the extent practicable, reporting categories and the percentage of assessment items and score points by reporting category. These blueprints will also reflect the texts and units within the ELA Guidebooks 2.0, which are aligned with the Louisiana State Standards for each grade level/course, and the knowledge developed in them.

- Draft and finalize assessment guides with samples for all item types and authentic annotated student work for review and approval by LDOE.

[10] The LEAP Achievement Level Descriptors for each assessment are available on the LDOE website: https://www.louisianabelieves.com/resources/library/assessment.

- Release a blueprint set of operational items for each grade/course with annotated, authentic, student work samples (e.g., including at least one sample item and rubric of each item type for each grade/course to illustrate the quality of the items, annotations, answer rationales, and student work samples at each score point for each extended-response item).

    - Sample items will be used to evaluate the vendor's ability to meet the requirements of item acquisition and include information about standards alignment, text complexity, the range of textual evidence the item requires, and the level of inference and cognitive demand required.

- Acquire or develop needed assessment items and/or forms including criteria, procedures, and requirements that will be used to develop high-quality and error-free forms for all covered grades/courses in order to construct the assessment design in the frameworks.

    - All selected-response items with scoring rubrics must provide accessibility to all students, including English learners and students with disabilities, and be strongly aligned to Louisiana's ELA standards.
    - The vendor will also describe the development process it used to reduce construct irrelevance in forms used across multiple modalities, if applicable, and include examples illustrating principles of universal design for learning (UDL).

- Review test items and scoring rubrics with particular emphasis on the congruency of items with readability requirements, content and technical quality, and content-standard match with LDOE assessment staff and the Louisiana Item/Bias Review Committees (including Louisiana teachers and LDOE staff). LDOE will reject poor items and scoring rubrics, as well as items with poor alignment with standards, and will require that items be rewritten if necessary.

- Construct the operational forms, conduct quality control over all development activities and procedures, provide high-quality editorial review and proofing, and include LDOE assessment staff in the approval process.

- Use proven methods to produce item-, standard-, subtest-, and form-level analyses.

- Use a measurement model so that the scale of each Louisiana assessment is meaningful, accurate, valid, and reliable to evaluate student performance and growth. LDOE recognizes that the scaling of the new LEAP 2025 format may need to employ different methods than those that are standard practice for the more traditional, statewide summative assessment, and will specify in the RFP that the assessment vendor may need to engage in research and development efforts in order to design or selected the best scaling approach for the innovative assessment.

- Execute a standard setting process and procedures to set or validate performance standards as needed, with evidence including:

    - descriptions of standard setting studies, the resulting performance level descriptors and performance standards, and the specific data on which they are based;
    - a description of standard setting studies to provide evidence of comparability of performance standards to other LEAP 2025 assessment formats (i.e., LEAP 2025 ELA and English I and II assessments); and
    - a description of intended studies that will be conducted to evaluate the validity of performance standards.

- Produce studies and use methods to show test reliability and validity, with a plan for providing evidence of:
    - the reliability of scores for the intended purposes for all students, as indicated by the standard error of measurement across the score continuum;
    - the precision of the assessments at cut scores, and consistency of student level classification;
    - how the content of the assessments reflects Louisiana's ELA content standards;
    - how the data indicate college and career readiness or "on track" for college and career; and
    - how data produced from the assessments can validly inform school effectiveness and improvement; individual principal and teacher effectiveness; and individual student gains and performance.

- Develop reports that provide documentation of all technical work for all assessments.

- Provide psychometric support to deal with issues that arise in every phase of the test development.

4.

i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the ESEA, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the ESEA for such students. Consistent with the SEA's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:

A. Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.

B. Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the ESEA, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.

C. Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.

D. Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment

are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.

E. An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the ESEA; and

ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the ESEA, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;

Once operational innovative LEAP 2025 Humanities assessments are administered (first with high school students in 2019–2020), LDOE will annually evaluate the validity, reliability, and comparability of results on the new LEAP 2025 format to those results on the traditional LEAP 2025 ELA, year-end, summative format—and report this information to the U.S. Department of Education and to stakeholders within the state. Comparability across the two LEAP 2025 assessment forms is critical to maintain the validity, fairness, and credibility of the state accountability system, as results from both formats will be used to provide school performance scores and make determinations of schools that are in need of support and improvement. It also ensures that parents and families across the state of Louisiana have accurate information about how their students are progressing toward college and career readiness and whether they have mastered the academic standards for their grade level. In addition, evidence of comparability between the two formats will help reassure stakeholders throughout Louisiana who may be considering trying out the new assessment model.

Because this requirement is essential to the success of the IADA project, LDOE will coordinate closely with its external partners and utilize a third-party evaluator (the Center for Assessment) to help provide the necessary evidence, each year, of the innovative assessments' reliability, validity, and comparability, and support LDOE's evaluation of the pilot and continuous improvement.

Comparability of LEAP 2025 Humanities Results to LEAP 2025 ELA Results

Louisiana will focus on both comparability of test content and comparability of scoring (i.e., the summative determinations of student achievement) between the LEAP 2025 Humanities assessment format and the LEAP 2025 ELA assessment format. Critically, the innovative Humanities test format will be aligned to the **same Louisiana State Standards**—as described in response to questions 2 and 3 in this section—with specifications in the vendor agreement to ensure the assessment frameworks, blueprints, and items measure the breadth and depth of the content standards for each grade and course that will be assessed.

As the Center for Assessment, one of Louisiana's partners, has noted, "in addition to evidence of content alignment, states participating in the demonstration authority should also be expected to provide evidence that the rigor of the performance expectations for the innovative assessment system are similar or more rigorous than those of the statewide standardized assessment system. This evidence supports the claim that not only do the assessment systems measure the same set of content standards (albeit with potentially different prioritizations), but the annual determinations reflect the same levels of achievement on those

content standards as the state assessment."[11] This is why the standard setting process described in LDOE's assessment vendor agreement will ensure that there is a plan in place for **the same academic achievement standards—and corresponding achievement level definitions and descriptors—**to be used on both the new LEAP 2025 Humanities assessment and the traditional LEAP 2025 ELA assessment. This will help provide further comparability between formats. In other words, the performance standards in both participating and non-participating schools will support the same interpretations of academic achievement.

Because the assessment vendor will build the new LEAP 2025 Humanities format with these specifications in mind, LDOE will be well-positioned to provide evidence of, and evaluate its alignment to, the content and achievement standards each year (as discussed in response to the selection criteria on evaluation and continuous improvement in this application).

Moreover, Louisiana will gather a body of evidence to ensure that there is comparability in the rigor of the achievement standards between the LEAP 2025 Humanities format and the LEAP 2025 ELA format. By utilizing several approaches, LDOE will have multiple sources of evidence of the degree of comparability. Louisiana agrees with Lyons and Marion (2016) that "comparability is a judgment based on an *accumulation of evidence* to support claims about the meaning of test scores and whether scores from two or more tests or assessment conditions can be used to support the same interpretations and uses" (emphasis added, full text provided in Appendix D). The sources of evidence Louisiana, in partnership with its independent evaluator, can use to demonstrate comparability are described below. Some of these methods will be more appropriate at certain points in time during the pilot, but LDOE will produce strong comparability evidence throughout the demonstration period, based on multiple methods each year, with technical support and guidance from its external partners.

- *Require Interested Schools to Pilot Innovative Items Prior to Full Participation*

Because LDOE plans to scale the LEAP 2025 Humanities assessment format to ever-greater numbers of districts and schools across the demonstration period, it has identified several requirements and selection criteria to choose participating districts and schools. One of these requirements will be willingness to pilot at least one section of the innovative assessment in the year prior to administration of the fully operational innovative assessment format. As a result, in each year of the demonstration period, a sample of students in Louisiana will be assessed on both the LEAP 2025 ELA assessment (in its entirely) and also a number of items from the LEAP 2025 Humanities format—evidence that can be used to demonstrate comparability between the two. Because LDOE's selection criteria take into account the demographics and past performance of districts and schools, the proposed approach would ensure that the sample of participants piloting items reflects the diversity of the state as a whole.

- *Compare Full Assessment Results between LEAP Formats for a Sample of Students Across Years for Each Grade Span*

For students taking the operational LEAP 2025 Humanities assessment for the first time each year, Louisiana will use individual student results from the previous year's LEAP 2025 ELA assessment as a comparison point with the current year LEAP 2025 innovative assessment. In other words, in each year of the demonstration authority that an operational innovative assessment is administered, LDOE will compare results for a sample of students on both formats; the sample being, those students who are taking the full innovative assessment for the first time. Using the full LEAP 2025 ELA and Humanities

[11] Lyons, S. & Marion, S. F. (2016). Comparability options for state applying for the Innovative Assessment and Accountability Demonstration Authority: Comments submitted to the United States Department of Education regarding proposed ESSA regulations. Retrieved from www.nciea.org.

assessments for all students enrolled in newly participating schools will allow for a direct comparison of achievement across years for the same students on both assessment formats.

- *Third Common Measure for All, or a Sample, of Participating Schools*

Louisiana students take a number of other common, external assessments in addition to the LEAP ELA or LEAP Humanities assessment (e.g., ACT, Advanced Placement, other end-of-course tests), which can be used to help establish evidence of comparability between the two LEAP formats. LDOE will work with its evaluation partner to establish the appropriate analytic technique (e.g., equipercentile, regression, matching, etc.) to produce evidence of comparability between the two LEAP formats using a third, common measure as an external validator. For example, all Louisiana students in high school take the ACT, such that students within participating and non-participating schools will have an ACT score *and* either a LEAP 2025 ELA score or a LEAP 2025 Humanities score. Scores from the ACT could thus be used to help evaluate comparability between the two LEAP formats, linking the two formats indirectly. Similarly, a sample of students statewide in grades 3–8 take LEAP 360 interim assessments, which are described more fully in the selection criteria on prior experience in this application. LEAP 360 ELA results can therefore also be used to establish evidence of comparability between LEAP 2025 ELA and LEAP 2025 Humanities assessments in the earlier grades—so long as the sample of students is sufficiently large and representative of the state as a whole.

- *Propensity Score Matching of Participating and Non-Participating Schools and Students*

Because LDOE expects that students taking innovative assessments within participating schools in the IADA will be demographically similar to Louisiana students as a whole, Louisiana plans to consider evidence from matching participants with non-participants to create a comparison group of students and schools that is similar in a number of important characteristics (e.g., past performance, demographics, size, location, etc.). By comparing the performance of the matched schools and students, LDOE can gather additional evidence on the degree of comparability between the LEAP 2025 ELA format and the LEAP 2025 Humanities format.

That said, LDOE expects the use of the innovative assessment design to result in positive—and significant—changes in classroom instruction and pedagogy as educators implement a content-rich, standards-aligned curriculum, with a focus on students' acquisition of background knowledge and deep understanding and analysis of the texts they are reading in class. The value of the evidence gathered from propensity-score matching for a given participating cohort could consequently diminish over time (e.g., schools participating for one year vs. three or four years). This is because LEAP 2025 ELA prior scores will be one variable used to match participating and non-participating schools and students, and become less viable over time as participation in the innovative test affects student achievement. In this way, the inferences LDOE and its evaluation partners could make from propensity score matching evidence will be strongest for schools that are in the first few years of participating in the pilot.

Comparability of LEAP 2025 Assessment Results Among Participating Schools

In participating schools, the innovative LEAP 2025 Humanities format will serve a variety of critical purposes, including to inform parents and teachers of individual students' progress against the Louisiana State Standards in ELA for the grade level in which they are enrolled and to meet federal assessment, accountability, and reporting requirements for academic achievement. Like all currently administered LEAP 2025 assessments, the innovative Humanities format must be constructed and scaled using psychometrically sound techniques, and the results need to be valid, reliable, comparable, and legally defensible.

Louisiana will ensure that the new LEAP 2025 Humanities assessment format meets nationally recognized professional technical and testing standards and produces valid, reliable results over time—with sufficient comparability between forms—among all participating schools. Louisiana will do so by working with an assessment vendor(s) to develop the content and administration procedures for the assessment and to specify the technical requirements. In particular, LDOE's vendor agreement for LEAP 2025 Humanities assessments will require that there is a high-quality plan in place to:

- Use methods and procedures to ensure the test forms are comparable within the same year and across years.

- Use studies and methods to show test reliability and validity of the tests, with a plan for providing evidence of:
    - the reliability of scores for the intended purposes for all students, as indicated by the standard error of measurement across the score continuum;
    - the precision of the assessments at cut scores, and consistency of student level classification;
    - how the content of the assessments reflects Louisiana's ELA content standards;
    - how the data indicate college and career readiness or "on track" for college and career; and
    - how data produced from the assessments can validly inform school effectiveness and improvement; individual principal and teacher effectiveness; and individual student gains and performance.

- Use a development process to reduce construct irrelevance in forms used across multiple modalities, if applicable, with plans to construct equivalent test forms between multiple modalities for required tests, and for tests that are required to transition across modalities and provide evidence to show form equivalency, and that the testing mode has no effect on student performance.

- Use proven methods to produce item-, standard-, subtest-, and form-level analyses at the conclusion of each administration to produce technical reports for LDOE (e.g., providing descriptive analyses and using item response theory-based and classical statistics for all operational items based on census data to provide 1) difficulty estimates, p-values, and point bi-serials for items, 2) IRT item estimate parameters, 3) alpha reliability estimates for each test form and standard, 4) decision consistency data, and 5) inter-rater agreement indices).

- Provide regular, ongoing documentation of all technical work associated with form development for operational testing, with detailed descriptions of item selection, test form development, handscoring validity and reliability studies, scaling, and item-, standard-, subtest-, and form-level statistics in addition to performance standards setting, sampling, reporting, and quality control processes. The report, with executive summary, will be reviewed by LDOE staff and need to provide sufficient information to allow for an independent evaluation of the quality of the assessments. Evidence of the *reliability* of test scores and scoring of hand-scorable/automated scoring items could include evidence of: inter-rater reliability; internal consistency of standard and total scores; decision consistency; and generalizability estimates of standard errors. Evidence of assessment *validity* could include evidence:
    - of the match among test blueprints, item specifications, and items between test forms;
    - that the items measure Louisiana State Standards;
    - that test item formats measure the intended content;
    - of the interrelationship among standards;

- that items were chosen based on test specifications;
- that alternate forms cover the same content;
- of one or multiple dimensions;
- of criterion validity in its relationship with national or international college and career readiness benchmark tests; and
- of consequential validity.

5.

i) Provide for the participation of all students, including children with disabilities and English learners;

ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and

iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the ESEA;

LDOE is committed to ensuring that all students are able to demonstrate what they know and can do relative to the state's grade-level content standards. To this end, the LEAP 2025 Humanities assessment will be developed using principles of universal design for learning (UDL) and will adopt the necessary accessibility features and accommodations so that the assessment is accessible to all students, including students with disabilities and English learners. All assessment items must be developed in accordance with the principles of universal design and sound testing practice, so that the testing modality does not impede student performance. Further, all assessment items in Louisiana (selected-response, interactive, and extended-response test questions) with scoring rubrics must provide accessibility to all students, including English learners and students with disabilities, and be strongly aligned to Louisiana's ELA standards. Louisiana's assessment vendor will also describe the development process it used to reduce construct irrelevance in forms used across multiple modalities, if applicable, and include examples illustrating principles of UDL.

Louisiana's goals for promoting student access include:

- using accessibility and accommodations, when needed, to provide students equal opportunities in assessment, not to give students an unfair advantage over other students or to subvert or invalidate the purpose of the test;
- using accessibility and accommodations, when needed, should allow the test score to reflect the student's proficiency in the area tested; and
- using test accessibility and accommodations, when needed, will provide a valid and accurate measure of the student's abilities.

LDOE's plan for IADA ensures that the state, in conjunction with the assessment vendor, will develop, pilot, and deliver an innovative assessment (primarily in computer-based formats) with the full suite of accommodations and accessibility features that are provided currently on the LEAP 2025 assessments in ELA.[12] In this way, whether a student with a disability or English learner is enrolled in a school taking part in the IADA pilot or not, they will be able to participate in the assessment equally and fairly. These features were designed with UDL principles in mind, to maximize student access, and include:

- Those that are incorporated directly into the test design or administration and are available to all students. For example, LDOE provides scratch paper; color overlay on paper-based tests (only

[12] LDOE's Manuals for Accessibility and Accommodations on LEAP Grade 3–8 and End-of-Course Assessments are available on the LDOE website: https://www.louisianabelieves.com/resources/library/assessment.

available in grades 3–4) or contrasting colors/reverse colors on computer-based tests; written and/or translated directions in native languages; an online tool to mark questions for later review on computer-based tests or sticky flags/notes for paper-based tests; read-aloud and clarifications of the general administration directions; masking and highlighting tools; headphones/noise buffers; magnification tools; and calculators, line guides, and measurement tools.

- Accessibility features that are available to all students but must be documented for planning purposes on LDOE's Personal Needs Profile (PNP) or accommodations plan, which must be created at least 30 days prior to test administration by the school-level committee. These features help individualize the testing experience and increase access to the LEAP 2025 assessments for all students. Selections of accessibility features on the PNP or accommodations plan should be based on instructional observations and supports that have been found to increase access during instruction and assessment and adjusted as needed. Accessibility features include individual or small group testing options.

- Accommodations that provide specific adaptations or adjustments for students who have an Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or English Learner Plan (ELP). These include accommodations for timing of assessments, for the test setting, for the presentation of the assessment items and for how students respond to assessment items, and also incorporate accommodations that make use of assistive technology devices used by students. Examples of available accommodations include, but are not limited to:

    - Braille or Large Print test materials for students with a visual impairment who are unable to take a standard print paper-based or online assessment.

    - ELA Test Read Aloud via Text-to-Speech (computer-based testing), Kurzweil CD or recorded voice file, or Human Reader (paper-based testing). This accommodation is available to students with IEP and IAP accommodations that meet the following criteria: Blindness or a visual impairment and has not learned (or is unable to use) braille; a disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); or deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

    - Extended Time or breaks for students with disabilities or English learners. Students who require this accommodation may take the test in a setting separate from those testing with standard time to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., for a student who processes information slowly or has a human reader); to write (e.g., for a student with limited dexterity); to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe); or for a student who needs frequent breaks that may extend the time needed to complete testing.

For students with a disability as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA), decisions in determining the need for testing accommodations are made by the IEP team using LDOE-approved criteria (i.e., Louisiana's IEP Form) and/or the Unique Accommodation approval process developed by LDOE. Selection of appropriate accommodations is facilitated by a review

of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures and should be regularly re-assessed to ensure continued effectiveness through the school year. All IEPs are submitted in the Special Education Reporting site (SER).

Test accommodations are permitted for students with an IAP (504 plan) if they are routinely provided in the students' regular instructional and assessment program, and if the other conditions specified in the administrative guidelines for Students with Disabilities according to Section 504 of the Rehabilitation Act of 1973, as amended, are met. Local 504 coordinators and test coordinators should work together to ensure that all test accommodations are indicated on the 504 plan form and being used in the classroom 30 days prior to the assessment administration window. Accommodations should be based on evidence of being appropriate and effective, and regularly monitored, in order to ensure continued effectiveness. Test accommodations may not be used if the student does not have a current IAP. School districts must also have a system of documenting and tracking test accommodations for all students who receive Section 504 services; LDOE does not require submission of this documentation unless specifically requested for test security investigations.

Additionally, certain test accommodations that are used by students must be indicated online or coded on students' answer documents in the Test Accommodations for Student with Disabilities According to Section 504 field after testing is completed for planning and reporting purposes. More than one accommodation may be used.

For English learners, decisions in determining the need for testing accessibility and accommodations are made by a school-level team and then documented in the student's ELP accommodations checklist. Selection of appropriate accommodations is facilitated by a review of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures and should be regular re-assessed to ensure effectiveness throughout the school year.

6. **For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the ESEA, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the ESEA of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the ESEA, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;**

In accordance with ESEA section (1111)(b)(2)(B)(i)(II), *all* public school students in Louisiana are assessed annually in grades 3–8 in ELA and math and *all* high school students who complete a class for which there is an ELA and math LEAP 2025 end-of-course assessment must take the corresponding LEAP 2025 test. This will continue under the IADA: **All students will be tested, based on the Louisiana State Standards, and student assessment results will count toward school and district accountability and will be reported each year of the demonstration period.** For students enrolled in tested grades and courses in schools participating in the IADA pilot, students will take the operational LEAP 2025 assessment format (grades 3–8 Humanities, or Humanities I and II in high school) instead of the LEAP 2025 ELA or English I and English II assessments, and their results on the new LEAP 2025 assessment format will be used for school and district accountability and reporting purposes.

Consistent with ESEA section 1111(c)(4)(E), when students who are required to participate in state ELA and math testing fail to do so, the school receives scores of zero for that student on the Academic Achievement indicator and, if applicable, the Other Academic Indicator (i.e., the school receives a zero for that student in both Louisiana's Assessment and Growth indices). The zero is factored into the calculation of the school performance score and subsequent letter grades. This policy—as described in

LDOE's approved ESSA plan—will apply uniformly to schools, regardless of whether they are participating in the IADA and using innovative assessments, or not.

7. **Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes—**
   i) **The student's mastery of the challenging State academic standards under section 1111(b)(1) of the ESEA for the grade in which the student is enrolled; or**
   ii) **In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the ESEA, the student's mastery of those standards;**

As discussed in response to questions 2–4 above, students (with the exception of students with the most significant cognitive disabilities who instead take alternate assessments) in participating schools will be assessed on the LEAP 2025 Humanities assessments annually (in grades 3–8) and whenever they are enrolled in the associated course (in high schools). Even though the LEAP 2025 Humanities assessment format will be delivered at interim points throughout the year and not exclusively toward the end of the academic year, Louisiana students taking the innovative format will still receive an overall summative score for their proficiency in ELA that combines information from each portion of the assessment. Both LEAP 2025 assessment forms (Humanities and ELA) will measure the depth and breadth of the Louisiana State Standards in English language arts and use the same academic achievement standards and report student results on one of five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

Louisiana plans to ensure that these annual summative determinations from the LEAP 2025 Humanities format will validly and reliably measure student achievement of the grade-level standards in ELA by working with a high-quality vendor to develop assessment frameworks, blueprints, guides, items, forms, administration procedures, and scoring processes. Specifically, the agreement with the assessment vendor will ensure that, for all LEAP 2025 assessments, there is a robust plan in place to:

- Construct each portion of the LEAP 2025 Humanities assessment, including how the vendor will develop operational forms, conduct quality control over all development activities and procedures, provide high-quality editorial review and proofing, and include LDOE assessment staff in the approval process.

- Develop a quality control process with extensive reviews of all form development pieces by the contractor's staff and LDOE assessment staff at different stages of the development cycle.

- Use appropriate methods to produce item-, standard-, subtest-, and form-level analyses.

- Use a measurement model so that the scale of each Louisiana assessment is meaningful, accurate, valid, and reliable to evaluate student performance and growth. LDOE recognizes that the scaling of the new LEAP 2025 format may need to employ different methods than those that are standard practice for the more traditional, statewide summative assessment, and will specify in the RFP that the assessment vendor may need to engage in research and development efforts in order to design or select the best scaling approach for the innovative assessment.

- Use methods and procedures to ensure the test forms are comparable within the same year and across years, including a description of the process used to ensure comparability of assessments and assessment results.

- Produce studies and use methods to show test reliability and validity, with a plan for providing evidence of:

    - the reliability of scores for the intended purposes for all students, as indicated by the standard error of measurement across the score continuum;
    - the precision of the assessments at cut scores, and consistency of student level classification;
    - how the content of the assessments reflects Louisiana's ELA content standards;
    - how the data indicate college and career readiness or "on track" for college and career; and
    - how data produced from the assessments can validly inform school effectiveness and improvement; individual principal and teacher effectiveness; and individual student gains and performance.

- Execute a standard setting process and procedures to set or validate performance standards as needed, with evidence including:

    - descriptions of standard setting studies, the resulting performance level descriptors and performance standards, and the specific data on which they are based;
    - a description of standard setting studies to provide evidence of comparability of performance standards to other LEAP assessment formats (i.e., LEAP 2025 ELA assessments); and
    - a description of intended studies that will be conducted to evaluate the validity of the performance standards.

8. Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the ESEA, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the ESEA, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);

In developing a new LEAP 2025 assessment format under the IADA, LDOE will ensure, in conjunction with an assessment administration vendor, that all LEAP 2025 assessments will be able to provide information on student achievement and growth in ELA for all students in a participating school and

district, as well as disaggregated information for each required group of students described in 34 C.F.R. § 200.2(b)(11)(i). Further, LDOE will specify with its assessment vendor that student results on the LEAP 2025 Humanities assessment form, like its ELA counterpart, will be able to be reported based on students' gender, race/ethnicity, socioeconomic status, English learner status, migrant status, status as a student with a disability, status as a homeless child or youth, status as a child in foster care, and status as a military-connected student.

Consistent with reporting and accountability based on LEAP 2025 assessments in Louisiana's approved ESSA plan, Louisiana will use a minimum "n-size" of 10 students for reporting achievement and growth student data on the LEA 2025 Humanities assessments. An n-size of 10 students protects the confidentiality of students and personally identifiable information, and, at the same time, is small enough to include a majority of the students in a subgroup for accountability and reporting. LDOE also employs disclosure avoidance techniques whereby all subgroup data tied to assessment and performance are suppressed; for example, counts representing fewer than 10 students are identified by a <10 and subsequent cells of disaggregated data will be redacted. Further, LDOE utilizes complementary suppression when the number that has been suppressed can be calculated using other information provided. LDOE's data governance policies are explained further in the state's Data Governance and Student Privacy Guidebook.[13]

In addition, Louisiana's contractor for assessment administration for both LEAP 2025 formats will be required to produce individual student interpretive, descriptive, and diagnostic reports for parents and families and for educators to clearly describe how individual students performed against the Louisiana State Standards in ELA and build understanding of the areas in which students are excelling or struggling academically. The reports will be designed to be in a user-friendly and consistent format for parents, and accessible to parents with disabilities or who are limited English proficient.

Because portions of the innovative assessment will be delivered on an interim basis, the LEAP 2025 Humanities assessments will provide information on student achievement against the state's standards on a summative basis, following the conclusion of the school year, but also throughout the academic year—giving teachers the ability to use these diagnostic reports and adjust their instruction based on the interim results. In this way, Louisiana hopes that the updated assessment system at the end of the demonstration period will provide more timely information on students' learning and be more instructionally relevant. In addition, LDOE will ensure that its assessment vendor for all LEAP 2025 formats provides itemized score analyses for participating LEAs and schools that will further assist educators in understanding student results, identifying particular academic deficits and needs, and making instructional shifts or professional learning plans.

9. **Provide an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the ESEA for all students and each subgroup of students described in section 1111(c)(2) of the ESEA and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the ESEA for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for—**
   i) **Accountability under sections 1003 and 1111(c) and (d) of the ESEA, including how the SEA will identify participating and non-participating schools in a consistent manner for**

[13] The LDOE Data Governance and Student Privacy Guidebook is available on the LDOE website: https://www.louisianabelieves.com/resources/library/data-center/protecting-student-privacy.

comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the ESEA; and

ii) **Reporting on State and LEA report cards under section 1111(h) of the ESEA.**

During the demonstration period, Louisiana recognizes that it will be of paramount importance to communicate clearly with parents and families, educators, and the general public about the changes to the LEAP 2025 assessment program with the introduction of the Humanities assessments and to provide sufficient consistency and comparability—as described in response to questions 2–4 and 7 in this section—with existing LEAP 2025 ELA assessments to ensure that both formats provide valid and reliable information about student achievement and growth against the Louisiana State Standards. One reason this is so critical is that during the IADA (with the exception of year one, as outlined in the timeline shown in the selection criteria in section II of this application), the innovative LEAP format will be used for school and district accountability and reporting. In short, **no student required by federal law to take a statewide ELA assessment in grades 3–8 or in high school will be excluded from related accountability or reporting calculations in any year of the IADA pilot.**

By working with its assessment vendor throughout the demonstration period to follow best practices for assessment development and maintain high standards for alignment, quality, and comparability, the LEAP 2025 system will continue to be valid and reliable for the purposes it serves. Specifically, Louisiana will use results from the new LEAP 2025 Humanities assessment in participating schools during the demonstration period to (1) calculate and report whether students are meeting the long-term goals and measures of interim progress for achievement in ELA (consistent with ESEA section 1111(c)(4)(A)(i)) and specified in Louisiana's approved ESSA plan); (2) calculate the Academic Achievement indicator (consistent with ESEA section 1111(c)(4)(B)(i)); (3) calculate the Other Academic indicator (consistent with ESEA section 1111(c)(4)(B)(ii)); and (4) meet the related reporting requirements on state and LEA report cards in ESEA section 1111(h), including those related to student academic achievement at each performance level, the accountability long-term goals and indicators, and assessment participation rates.

For many years, Louisiana has been a national leader in developing transparent, comprehensive, and rigorous reporting and accountability for its schools and districts. The parameters for Louisiana's assessment and accountability systems are specified in state law (see R.S. 17:24.4 and RS 17:10.1-10.8). Both schools and districts receive performance scores annually, based on multiple indicators, which determine letter grades that are awarded on school and district reports cards; are reported publicly (for example, via the new Louisiana School Finder website at http://louisianaschools.com/); and help differentiate the kinds of improvement strategies that may be needed—including whether a school needs comprehensive or targeted support and improvement.

During the IADA pilot, school performance scores and letter grades in participating schools will reflect student achievement, as well as student growth, on the LEAP 2025 Humanities assessments. This means that **participating schools are not exempt from federal or state accountability**. They will continue to be identified for improvement, if needed, based on Louisiana's approved identification and exit criteria in its ESSA plan. For example, participating schools that receive a "D" or "F" grade for three consecutive years will be identified for comprehensive support. Any district with a participating school identified for comprehensive or targeted support and improvement will continue to be able to apply for school improvement funding provided by ESEA section 1003, and to apply for Direct Student Services consistent with ESEA section 1003A. Further, LDOE will work with its external partners and assessment vendor in developing the new assessment format to ensure that the LEAP 2025 Humanities assessment produces a valid and comparable measure of student achievement of the state's challenging academic standards in ELA (as described earlier), as well as a valid and comparable measure of student growth in ELA. In this way, student data from the LEAP 2025 Humanities assessments will be fully available in participating schools for accountability and reporting purposes.

c. Assurances.

Signed assurances from the Louisiana State Superintendent of Education John White are on pages 2–4 of the application. In addition, LDOE has collected and attached signed assurances from LEAs that will participate in the first year of the IADA and will ensure their compliance with all applicable federal requirements and regulations for participation in the IADA for the duration of the demonstration period, as well as any additional LEAs that are selected to participate in future years.

d. Initial implementation in a subset of LEAs or schools.

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State—

1. **A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the ESEA; and**
2. **An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.**

In the first year of the IADA, Louisiana will focus on development of the innovative assessments in high schools—creating assessment frameworks and piloting items for Humanities I and II assessments. Three LEAs and two charter school networks, on behalf of 20 high schools, have already agreed to participate in the 2018–2019 school year: Ouachita Parish Schools, St. John the Baptist Parish Public Schools, St. Tammany Parish, Collegiate Academies, and KIPP New Orleans. These school systems were selected considering the requirements and selection criteria for LEAs that Louisiana has proposed on page 49 of this application, and—in particular—for their past partnership with LDOE and their strong implementation of the ELA Guidebooks 2.0.

The initial participating high schools enroll nearly 21,000 students, and the school systems in which they are located serve more than 70,000 students across all grade levels. The students they serve are also representative of the state's diversity. Across the initial participating districts, 61% of enrolled students are low-income (compared to 67% statewide), 15% are students with disabilities (12% statewide), 2.3% are English learners (3.4% statewide), 56% are White (45% statewide), 35% are Black (44% statewide), and 5.4% are Hispanic (6.9% statewide).

The three school systems also vary in academic performance—earning district performance scores of A, B, and C in 2016–2017. Likewise, the participating charter high schools demonstrate a range of school performance scores, resulting in final letter grades from A to D in 2016–2017. That said, across all 20 high schools, the school performance scores tend to be higher than the statewide average, with the vast majority (80%) receiving A or B grades in the most recent year. On average, across the initial pilot school systems, 49% of students scored at the "Mastery" or above level on the LEAP ELA assessments and 72% of students received a score of "Good" or better on the former, four-level end-of-course English II assessment LDOE administered prior to LEAP 2025. Their most recent annual report cards are attached in Appendix C of Part 4 of this application, which provides more detailed performance information on a number of measures, including disaggregated data. Most of the participating high schools, with the exception of those in Ouachita Parish, are located in the greater New Orleans metropolitan area—with the two charter school networks serving students in the city of New Orleans, and St. John the Baptist and St. Tammany located in more suburban areas.

Louisiana has collected assurances from each participating LEA for the first year of the IADA, along with letters of support (attached in Appendix B in Part 4 of the application). LDOE will ensure that each participating LEA complies with all federal requirements and regulations for the duration of their involvement in the IADA pilot—including those necessary to provide annual reporting on the progress of Louisiana's innovative assessment to the U.S. Department of Education and to ensure all students continue to participate in state assessments, as required by ESEA section 1111(b)(2). As additional LEAs join the pilot, LDOE will continue to oversee and monitor LEA implementation to ensure their compliance with these requirements.

II. Selection Criteria

a. Project narrative.

The quality of the SEA's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers—

1. **The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including—**
   i) **The distinct purpose of each assessment that is part of the innovative assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and**
   ii) **The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the ESEA;** *(5 points if factor (3) is applicable)*

Project Vision and Goals

Accountability and assessments are critical components of Louisiana's education system. They set a meaningful bar for students to graduate ready for success and monitor the system to ensure that growth occurs, especially for the most at-risk students. But equally important for long-term student success is the *content* that is taught every day in the classroom. When these two components of the system are in sync—when they reinforce the same vision for student learning—the system maximizes the odds of student success. When these two elements are not aligned, however, the system loses its power at best, and, at worst, it enables teaching that unwittingly diminishes student learning.

States have made great strides over the last five years in matching a vision for student learning and rich instruction with the practical reality of state standards, assessments, and accountability systems. In Louisiana, as never before, the system of assessments and thus, the accountability mechanisms, reflect the state's vision for daily learning in the classroom. When academics (e.g., content standards, curriculum and instructional materials, professional learning) and accountability (e.g., assessments, reporting, school improvement) are aligned, the idea of "teaching to the test" becomes a meaningful—and positive—orientation.

However, challenges remain in the Louisiana system, and English language arts (ELA) remains the most difficult area for academic and accountability alignment.

- **ELA standards attempt to be content agnostic but cannot achieve this aim:** Tests are not content agnostic. It is widely known that students with large amounts of background knowledge read at more advanced levels.[14] Despite this evidence, states have attempted to build reading and writing assessments that that do not value, and thus do not promote, the background knowledge students bring to them and should have learned in the classroom. Instead, these assessments preference the skills of reading and writing alone—not the content that renders them rich and meaningful. The unfortunate consequence is that those students whose socioeconomic status makes them more likely to acquire higher rates of background knowledge bring an extra benefit to the test. As students advance through the grade levels, the disparity between students'

[14] See, for example, Daniel T. Willingham, *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (San Francisco: Jossey-Bass, 2017).

background knowledge grows. As Daniel Willingham put it, "If topics are random, the test weights knowledge learned outside the classroom — knowledge that wealthy children have greater opportunity to pick up."[15] This reinforces the advantages of the already-advantaged. In states' attempts to be content-agnostic, they have instead made it a guessing game for educators and students who are the most likely to struggle on the assessments, including low-income students, English learners, and students with disabilities. This randomness is unfair to students who lack exposure to a wide range of knowledge. Even more, because the assessments do not value content knowledge, teachers do not teach it—widening the gaps between subgroups of students.

- **Assessments privilege reading and writing skills over knowledge-building and inspiring texts**: The lack of content specificity in assessments drives misconceptions among teachers about what it means for students to be literate. Assessments reinforce, and thus teachers demonstrate routinely, a belief that literacy is a compilation of discrete skills. As a result, classrooms do not reflect an integrated effort to help students make meaning of individual texts, much less the ways in which texts correspond to—and contradict—one another, and do not challenge readers to explore deeper, and universal, questions about human life itself.

- **Testing each subject independently leads to significant over-testing**: In Louisiana, the focus of assessing social studies, science, and reading and writing discretely has led to a vital, but complex, testing system. On the positive side, testing in each content area in each grade level has led to schools maintaining a critical focus on these subjects at every grade. At the same time, when each content-area teacher prepares for assessments independently, the discrete skills involved rarely reinforce a collective, coherent learning experience for students. The consequences: knowledge-building is not integrated with reading and writing preparation, and teachers must spend significant time testing each individual student during the school year.

The Louisiana Department of Education's (LDOE) request for Innovative Assessment Demonstration Authority (IADA) seeks to end skills-based test prep as a mode of pedagogy in ELA and, instead, place the discipline of meaning-making and knowledge-building at the heart of the classroom experience, while not surrendering responsibility for student outcomes. LDOE believes that incorporating innovative assessments into the Louisiana Assessment of Education Progress (LEAP) will enable it to build an assessment system—and corresponding accountability structures—that reflect the types of standards-based instruction and content-rich curriculum LDOE wants to see in all Louisiana classrooms. Rather than working at cross-purposes, the academic program and accountability system will work together and reinforce deep understanding and acquisition of the state's college- and career-ready standards.

This approach is novel in the U.S. but routine internationally, as demonstrated by examining other countries' emphasis on content knowledge—which they embrace to good effect in student outcomes.[16]

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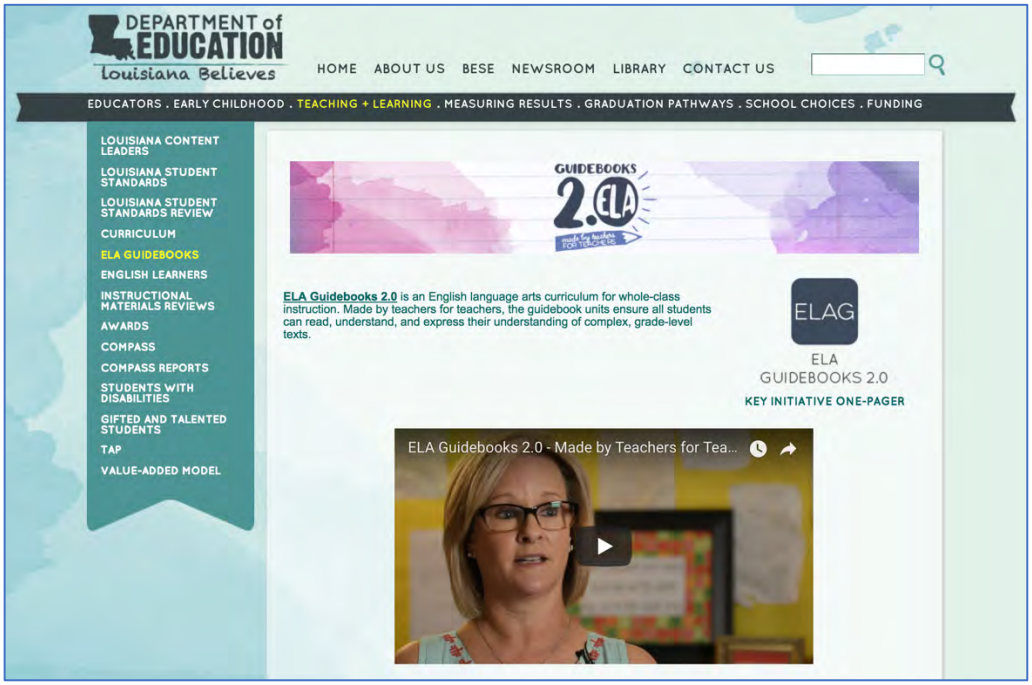
[15] "How to Get Your Mind to Read," *New York Times* (New York, NY), November 25, 2017, https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html.

[16] For example, "studies of educationally top-performing countries across the globe indicate that one of the very few characteristics they share is a high-quality, content-rich curriculum. The most extensive study, performed by a research team at Common Core, Inc., found that a comprehensive, content-rich curriculum was the salient feature in nine of the world's highest-performing school systems as measured by the Programme for International Student Assessment (PISA). Despite the vast cultural, demographic, political, and geographic diversity of Finland, Hong Kong, South Korea, Canada, Japan, New Zealand, Australia, the Netherlands, and Switzerland, their educational systems all shared an emphasis on content-rich curriculum and commensurate standards and assessments." (David Steiner, "Curriculum Research: What We Know and Where We Need to Go," StandardsWork, March 2017, https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf).

States can, and should, build curricula and commensurate assessments that privilege the academic standards and deep textual knowledge equally.

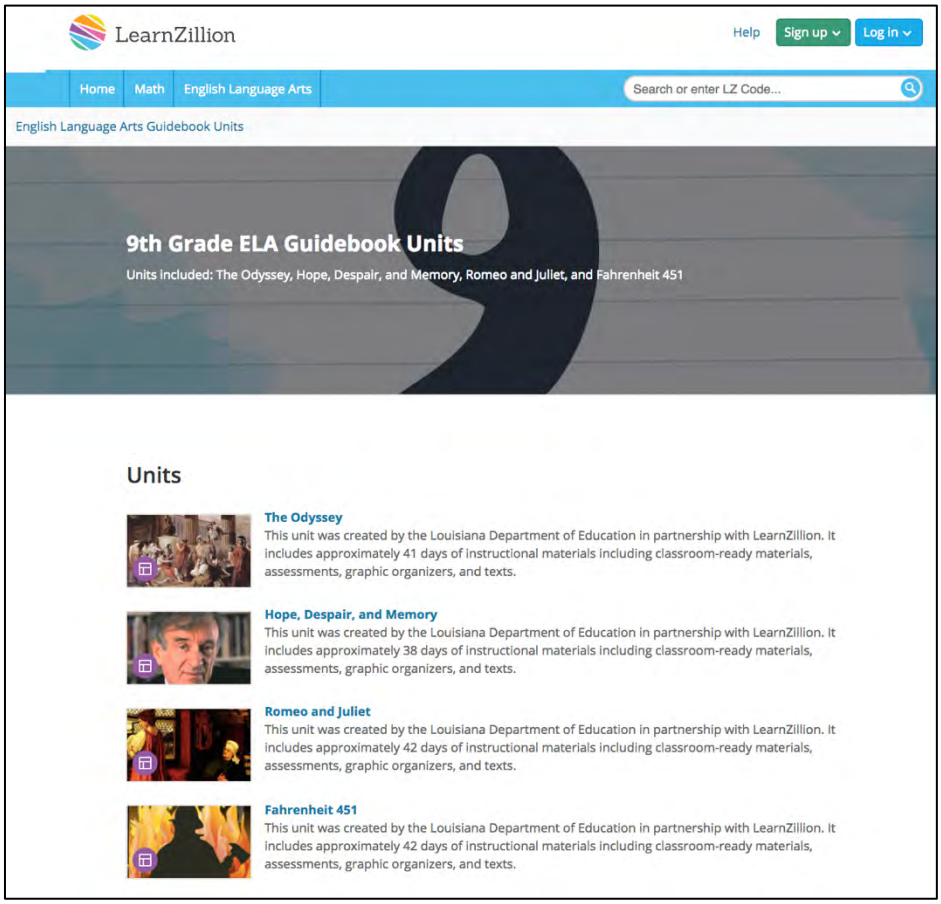
Louisiana seeks to use the IADA to build innovative assessments, first in high school and then progressively in earlier grades to include assessments in middle and elementary schools, that truly assess the content taught in Louisiana classrooms and the knowledge students are building. In other words, at the end of the five-year demonstration period, **all districts in Louisiana will be able to select a LEAP 2025 assessment format that best matches the curriculum they are using and the instruction students regularly receive.** With the development and adoption of the new LEAP 2025 format, the state's English language arts (ELA) standards will be critical to student success and will continue to be the foundation for what is measured in each grade level and course. However, the IADA will enable LDOE to measure student mastery of those standards through the exploration of previously identified texts and domains of knowledge that students will have read in class. The theory is that when there is agreement on the texts and knowledge in advance, not only will teachers lead students in much deeper instruction—using the standards to help students explore knowledge and text rather than practicing skills in isolation—but also that the assessments will become a fairer and truer measure of a student's ability to read and write and his or her mastery of the Louisiana State Standards.

Louisiana will build the new LEAP 2025 assessment format from an already-implemented, knowledge- and text-rich English language arts curriculum. Five years ago, Louisiana began building the Louisiana ELA Guidebooks based on the above model for English instruction.[17] Each text collection in the Guidebooks exists around a shared idea (e.g., the American Revolution; Hope, Despair, and Memory) and contains authentic texts and novels (e.g., *The Giver*; *Macbeth*; *Flowers for Algernon; The Scarlet Letter*), with which students can engage repeatedly throughout a unit, so as to build content knowledge across disciplines and grapple with big ideas and themes. In addition, LDOE provides professional learning opportunities for educators based on the Guidebooks to support high-quality implementation.



[17] Information about the development of the ELA Guidebooks, including videos, one-pagers, feedback reports, and other resources, is available on the LDOE website: https://www.louisianabelieves.com/academics/ela-guidebooks.

The Guidebooks were built by Louisiana classroom teachers, for classroom teachers, and were piloted with ten districts prior to statewide release in 2016. The Guidebooks are now available as a free, open educational resource through a partnership with LearnZillion.[18] As a result of this, and related efforts to build educator understanding of Louisiana's college- and career-ready standards, researchers from the RAND Corporation have found that Louisiana teachers stand apart from educators in other states in using classroom materials and instructional practices that are well-aligned with college- and career-ready standards. For example, teachers of ELA in Louisiana showed better understanding of strategies and classroom techniques aligned with the standards and reported using more standards-aligned classroom practices compared to teachers in other states.[19] Because more than 80% of districts currently use the ELA Guidebooks 2.0 program or another high-quality, standards-aligned Tier 1 curriculum (as assessed by Louisiana's quality reviews), LDOE believes there is a strong foundation for providing a text- and knowledge-specific assessment form option.



Benefits for the Field

While Louisiana will use the IADA to build and test an operational innovative LEAP 2025 Humanities assessment form that could replace the general skills-based LEAP 2025 ELA assessment form, LDOE also hopes that what it learns will support efforts around the country that lead to aggregate gains in

[18] The complete ELA Guidebooks 2.0 curriculum and additional educator resources are available on the LearnZillion website: https://learnzillion.com/resources/81666-english-language-arts-guidebook-units.
[19] Kaufman, Julia H., Lindsey E. Thompson, and V. Darleen Opfer, "Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education," Santa Monica, CA: RAND Corporation, 2016, https://www.rand.org/pubs/research_reports/RR1613.html.

national learning in the instruction and assessment of reading and writing. Specifically, LDOE hopes to contribute to the national conversation by providing:

- a path forward on assessing ELA in an instructionally aligned way that is not content-agnostic;
- a focus on improving ELA instruction, through assessments based on texts and knowledge-building, with accompanying tools and resources that enhance the work (e.g., ELA Guidebooks 2.0 and curriculum reviews, teacher professional development materials, parent and family informational guides);
- a bank of innovative assessment questions that could become the basis for a larger project other states can access; and
- free and easy-to-access e-assessment design, forms, and items.

General Approach

Through the IADA, the new LEAP 2025 format—built from the Louisiana State Standards and incorporating forms that match the ELA Guidebooks 2.0—will measure students' acquisition of knowledge, understanding, and analysis of texts in English language arts and social studies. The innovative LEAP 2025 Humanities assessment developed during the demonstration period will include portions that are administered at interim points during the year, so that students' mastery of the standards may be assessed using complex tasks that leverage the background knowledge students have recently acquired from their classroom lessons. Together, these interim assessments, in combination with a shorter summative assessment at the end of the year, will capture student mastery of all domains of knowledge in the state academic standards; give districts the flexibility to use a LEAP 2025 format that reflects their curricular program; and ensure that the LEAP system reinforces the kinds of content-rich academic instruction LDOE wants to encourage statewide. In this way, the IADA will help make assessments more relevant and connected to the classroom for teachers and students, while still providing valid, reliable, and transparent data on student achievement and growth.

LDOE's plan to develop an innovative assessment format will occur in three phases, beginning first with high schools and then proceeding to middle and elementary grade levels. **At the end of the IADA demonstration period, the goal is for every student in Louisiana to have the opportunity to take a LEAP 2025 assessment format that best matches the curriculum their teachers use and the instruction they receive on a daily basis.**

2. **The plan the SEA, in consultation with any external partners, if applicable, has to—**
   i) **Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and**
   ii) **Train evaluators to use such strategies, if applicable;** *(25 points if factor (3) is applicable)*

Louisiana will work with an assessment vendor to reliably and securely score the LEAP 2025 Humanities assessment during the demonstration period, consistent with nationally recognized professional and technical standards for assessments.

None of the items on Louisiana's proposed LEAP 2025 Humanities format will be locally scored. Given that accurate and consistent scoring will be paramount in assuring ongoing reliability and validity of Louisiana assessment results, particularly with the traditional LEAP 2025 ELA assessment also in use by

school systems, the assessment administration contractor will be charged with providing scoring services for all Louisiana innovative assessments for all grade levels—during both field testing and operational testing administrations. In addition, the vendor for test administration will be responsible for providing psychometric services during the entire delivery process from test content delivery, to test administration, to scoring and reporting. This will help ensure the test results are valid, reliable, free from bias, and legally defensible.

The LEAP 2025 assessment administration vendor will be responsible for and will develop a high-quality plan for scoring the assessment, including the following tasks:

- accurate and timely student registration for testing (with proposed edit rules, approved by LDOE); accurate and timely scanning of answer documents in paper-based testing (relevant only in grades 3–4); accurate, secure, and timely data/image collection, storing, and transferring of accurate scored data; and accurate and timely scoring of all test items;

- checks on the scanning process and scanned data for accuracy before processing tests;

- provision of scanned files to LDOE according to the file format, layout, and schedule agreed upon by LDOE and registration files that include all students who are registered for testing, and their identification and demographic information according to the agreed-upon file layout, file format, and schedule prior to test administration;

- built-in validity checks to ensure all students are correctly registered to take the correct test with correct test accommodations;

- creation of detailed processing rules for student item responses between test sessions, or when students use different answer documents during the same phase of testing so that combining student item responses can be combined accurately to give a complete score report;

- plans for transferring data files securely with LDOE and external sources, including test forms and items, test maps and answer keys, and item statistics;

- provision of correct answer keys to accurately score any selected response and interactive items, and a plan to conduct analyses of scoring accuracy (e.g., frequency distribution by answer choice analysis and item-test correlation analysis), bringing questionable items to LDOE's attention;

- when computer-scoring is used for selected-response, interactive, or constructed response items, a plan to ensure accurate scoring on the timeline approved by LDOE (i.e., in real time with online testing) and an example corrective action plan if items are found mis-keyed;

- a detailed plan and scoring methodology for scoring all extended-response items that require students to give a written response, including how the vendor will use human scoring (or a hybrid of human and automated/computer programmable scoring technologies) with the details of the scoring models and an explanation of the procedures and evidence supporting any automated scoring plan’s reliability, validity, and past success;

- a detailed plan for all handscoring of extended response items, including range finding, scoring facility requirements, transferring scoring data, scoring personnel qualifications, reader training, reader qualifications criteria, reader monitoring, and score reliability and validity reporting, and a

description of how the vendor will acquire the scoring rubrics and test maps that will be used to develop training materials (e.g., scoring guides, training sets, qualifying sets, recalibration sets, and validity papers) for all hand scored items through the range finding process;

- identification of an on-site Scoring Project Leader to oversee training and scoring and work with LDOE in developing and finalizing scoring guides, choosing anchor papers, choosing recalibration and validity papers, and providing full-time supervision of the hand-scoring processes, who has a strong background in and experience with large-scale assessments that include open-ended responses and with computer-based scoring techniques, sufficient expertise to establish and maintain appropriate standards throughout the hand-scoring process, and the ability to adopt all final score-point decision rules and apply them consistently;

- identification of Scoring Directors with sufficient professional qualifications (e.g., a four-year degree, experience with a variety of methods of evaluating large-scale assessment projects, the ability to resolve problems created by any specific items, scoring rubrics, or individual differences in interpretation), who will be on site throughout the training and scoring sessions to monitor reader performance, provide recalibration and retraining, and conduct read-behinds to be sure readers are not drifting from the criteria (i.e., Scoring Directors will review room, team, and individual statistics and implement strategies to monitor individual reader performance by scheduling systematic read behinds for those who have been identified as (1) having scoring problems, (2) having particular score points with which those readers seem to be having problems, and (3) having patterns of incorrect scoring);

- identification of Readers with sufficient professional qualifications (e.g., a four-year college degree and expertise in the content area) and proposed reader qualification criteria by item type in terms of percentage of exact agreement, and percentage of exact and adjacent agreement combined by reader and by item;

- procurement of a scoring center with adequate security monitoring and a plan to ensure secure handling of materials, including procedures in controlling the access and maintenance of the scoring materials, use of technologies to control their access and maintenance, and distribution;

- development of detailed procedures and standards to monitor scoring quality, using the same or higher agreement rate for inter-rater reliability, validity, and recalibration as is the industry-standard to ensure scoring accuracy;

- development of a proposed scoring design for LDOE approval that includes the expected number of reads; groupings of items assigned to readers; assignment of first and second reads; and rules of resolving disagreements between first and second readings with third and fourth readings; rules for calculating final scores and scores of record; and item distribution methods to readers;

- provision of a daily Reader Reliability Report and Score Distribution Report for LDOE including, at a minimum, the reliability of the readers' scores, the score-point distribution, the number and percentage of responses scored automatically and by human scorers, and the number and percentage of responses that were not scorable;

- provision of daily Inter-Rater Reliability statistics that include number and percentage of perfect agreement, number and percentage of adjacent agreement, and number and percentage of non-adjacent agreement for the items that will be scored by two independent readers or between a

human and automated scoring in a hybrid model—with identification of readers whose exact and adjacent agreement rate do not meet the standards as approved by LDOE;

- provision of validity statistics that include the number of validity reads, number and percentage of perfect agreement, number and percentage of adjacent agreement, and number and percentage of non-adjacent agreement; score point distribution for scores from hand-scoring; and the mean score;

- developing procedures for quick identification of and corrective strategies for readers who are failing to maintain acceptable scoring standards, and procedures to identify scoring problems within a group or team, and strategies to retrain the members of the affected group;

- developing a strategy for distributing approved validity responses among readers;

- developing procedures to identify and report on suspected plagiarism in cases where student responses contain exact or almost exact replication of words or phrases or format, with a communication plan so that LDOE will be notified promptly and given the suspected documents for examination a process for determining if the suspected papers are voided and how voided scores are reported; and

- documentation of scoring rules for LDOE's review and approval.

In addition, the LEAP assessment administration contractor will offer general psychometric services throughout the entire process—from test administration to reporting—in order to address measurement and other technical issues as they arise. These services include, but are not limited to, overseeing the form delivery, administration of field tests and operational tests, implementation of sampling designs for field testing and equating studies, design and implementation of the content library, scoring system design and analyses, reporting system design and interpretations, technical report production, and special studies.

3. **If the system will initially be administered in a subset of schools or LEAs in a State—**
   i) **The strategies the SEA will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;**
   ii) **The strength of the SEA's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and**
   iii) **The SEA's plan for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the ESEA and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline.** *(10 points, if applicable)*

Initial implementation of the IADA will occur among a robust set of volunteer pilot sites. Districts will apply to participate, on behalf of some of or all of their schools. Selected schools will be able to

administer the LEAP 2025 Humanities assessment in some, or all, of the applicable courses/grades once the district is approved to participate. This type of pilot model has been successful in the past in the state, including during the pilot of the ELA Guidebooks. In other words, a high school selected for the IADA could elect to participate in the new LEAP 2025 format instead of English I, English II, or both—so long as the choice applied to all students enrolled in those courses. A high school could not permit some students taking English I to take the traditional LEAP 2025 English I assessment while others took the innovative Humanities I format.

	Year 1 2018–2019	**Year 2 2019–2020**	**Year 3 2020–2021**	**Year 4 2021–2022**	**Year 5 2022–2023**
High School	LDOE selects participants Develop frameworks and pilot items; Participants still administer LEAP 2025 English I and English II tests	LDOE selects participants Full operational Humanities I and Humanities II tests	LDOE selects participants Full operational Humanities I and Humanities II tests	Available statewide Full operational Humanities I and Humanities II tests	Available statewide Full operational Humanities I and Humanities II tests
Grades 6–8		LDOE selects participants Develop frameworks and pilot items; Participants still administer LEAP 2025 ELA tests	LDOE selects participants Full operational Humanities 6–8 assessments	LDOE selects participants Full operational Humanities 6–8 assessments	Available statewide Full operational Humanities 6–8 assessments
Grades 3–5			LDOE selects participants Develop frameworks and pilot items; Participants still administer LEAP 2025 ELA tests	LDOE selects participants Full operational Humanities 3–5 assessments	LDOE selects participants Full operational Humanities 3–5 assessments

Specifically, Louisiana plans to pilot the innovative LEAP 2025 Humanities I and II assessment items and full test format in years 1 and 2 of the demonstration period with a sample of LEAs and high schools selected by the state, as noted earlier in the application requirements (the initial three LEAs and two charter school networks are described on page 36 of this application). Over the demonstration period, participation will expand from a selective process, with participants chosen by LDOE, to one where all high schools in the state can use the innovative format by year four (2021–2022). For middle schools, a subset of LEAs and schools will be selected to participate in the IADA by taking pilot test items in year 2 of the demonstration period, with implementation of the full operational innovative format in selected

schools in years 3 and 4, and statewide availability in year 5 (2022–2023). Finally, items for the grades 3–5 LEAP 2025 Humanities assessment will be piloted in a select number of LEAs and schools during year 3 of the IADA, with a full operational assessment administered in year 4 and 5 increasing numbers of selected schools. Statewide availability of the grades 3–5 LEAP 2025 Humanities format would occur in the following year (2023–2024).

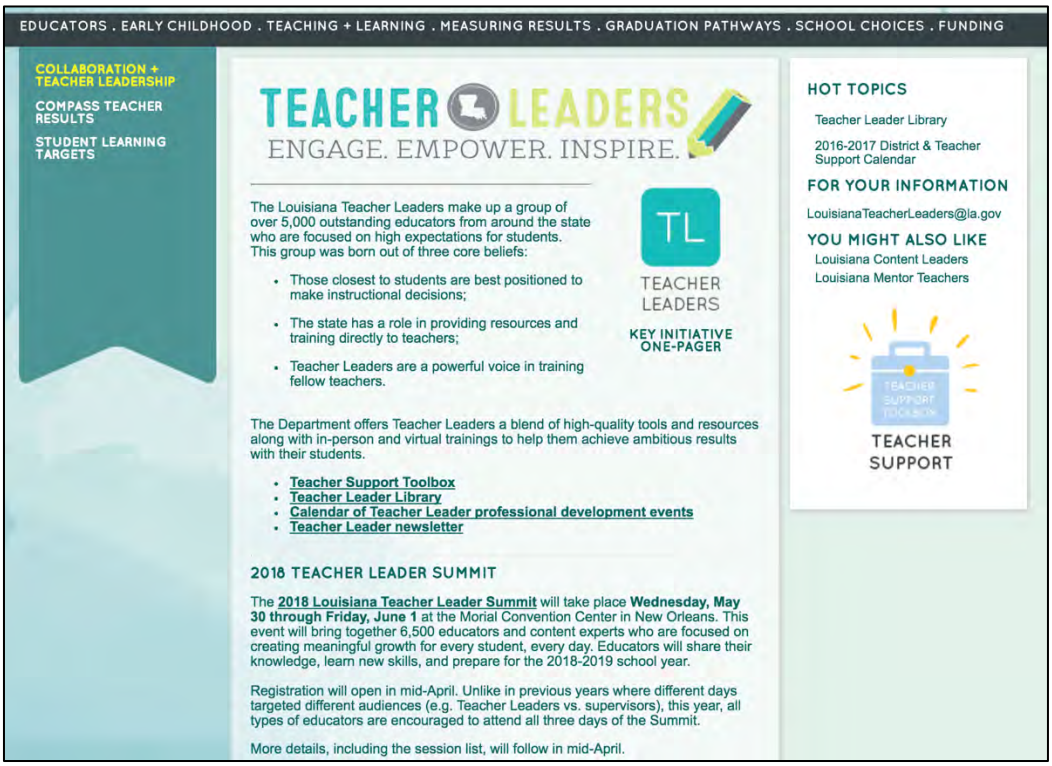
Louisiana has a strong track record of piloting initiatives aimed at improving standards and assessments in a small number of districts, learning from their work, and then taking them to scale statewide, including: the adoption of new college- and career-ready state standards; the state's LEAP 360 diagnostic, interim, and formative assessment; and the ELA Guidebooks 2.0.[20] For example, as a direct result of these efforts, the percentage of districts using a high-quality (Tier 1), standards-aligned curriculum has increased from 20 percent five years ago to 80 percent today. And the RAND Corporation analysis of teacher practices in Louisiana found that Louisiana teachers were more likely than their peers in other states to have a deep understanding of the state's college- and career-ready standards, adjust their instruction in ways reflected by the new standards, and use instructional materials that were well-aligned to the standards.[21] LDOE will build on this track record to implement the IADA reforms with fidelity.

LDOE will rely on existing tools and infrastructure, which have been critical to the state's prior success, to scale the innovative assessment statewide. Many of these successful resources and strategies are documented in Louisiana's School System Planning Guide (attached in Appendix D), a critical tool designed to walk districts through the major decisions they face in establishing a strong academic program, educator workforce, set of district structures, and supports for diverse learners.[22] For example, school district and charter school supervisors convene quarterly across the state to collaborate, access high-quality tools, and share best practices for effective leadership. Recent sessions leaders could attend included a preview of enhancement to the LEAP 360 assessments in 2018–19, the role of review committees in maintaining the quality of the LEAP 2025 assessments, and implementation of approved School Redesign Plans. Similar quarterly sessions are held for school principals. In addition to in-person meetings, the state hosts regular calls with Chief Academic Officers, Assessment Coordinators, and Curriculum Directors to give updates on critical information to plan for the coming months. All of these collaborations will be leveraged in service of the IADA by providing specific offerings and "tracks" to IADA participants.

On top of this frequent communication with school and system leaders, Louisiana has built a network of more than 7,000 Teacher Leaders—selected for their teaching and leadership abilities—to translate policy initiatives into meaningful changes in classroom practice. Teachers from across the state convene annually at a Teacher Leader Summit in June;[23] this year, 6,500 educators and content experts focused on creating meaningful growth for every student, every day will gather to share their knowledge, learn new skills, and prepare for the 2018–2019 school year. Louisiana will also build tracks into the Teacher Leader summit and similar training offerings to focus exclusively on the innovative LEAP 2025 assessment (expanding on existing tracks that focus on formative and summative assessment), helping to build teacher understanding and buy-in for the new format and building on the professional learning

[20] See, for example, the ELA Guidebooks pilot feedback report in Appendix D of Part 4 of this application.
[21] Kaufman, Thompson, and Opfer, "Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education."
[22] The School System Planning Guide can also be accessed on the LDOE website: http://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf?sfvrsn=8.
[23] Information about the 2017 Teacher Leader Summit, including the agenda, presentations, and other materials, is available on the LDOE website: https://www.louisianabelieves.com/resources/library/2017-teacher-leader-collaboration-materials.

opportunities they already receive as Teacher Leaders related to high-quality, standards-aligned curriculum and the ELA Guidebooks 2.0. These efforts have also been successful. For example, the RAND Corporation team found that "In particular, Louisiana's extensive communication with and supports to thousands of Teacher Leaders across the state has the best chance of directly supporting improvements to instruction."[24]



Furthermore, Louisiana will draw upon its Teacher Leader Advisors, a group of more than 75 exceptional educators with especially strong skills in instructional planning and the academic content standards. The Advisors created the rubric Louisiana uses to review whether curriculum and instructional materials are well-aligned to the state's standards; they also led the development of the ELA Guidebooks, which provide examples of high-quality, standards-aligned instruction and curriculum units. Given the Teacher Leader Advisors' role in ensuring that their peers across the state have access to high-quality curriculum, interim and formative assessments (such as LEAP 360), and professional development aligned to the curriculum teachers use day-in, day-out, Teacher Leader Advisors will serve as mentors in the professional learning that will be necessary for teachers whose students will be taking the innovative assessment—helping their peers to use instructional strategies and lessons that reflect the deep learning and content knowledge that will be assessed using the new format.

[24] Kaufman, Thompson, and, Opfer. "Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education."

All of these school system planning structures[25] and teacher leader supports[26] will be utilized to help participating districts and schools implement the innovative assessment, and to increase awareness of the opportunity amongst others. By building a network of districts and educators participating in the innovative pilot and using these structures to support their work, participating cohorts will be able to learn from and support one another. These cohorts will be supported by LDOE's regional network teams, who will receive training and regular updates and supports from LDOE to ensure they are equipped to support districts, schools, and classroom educators in the work of innovative assessment implementation. LDOE will also provide extra training support for early adopter districts, ensuring they receive additional supports above and beyond the level typically provided via these existing structures.

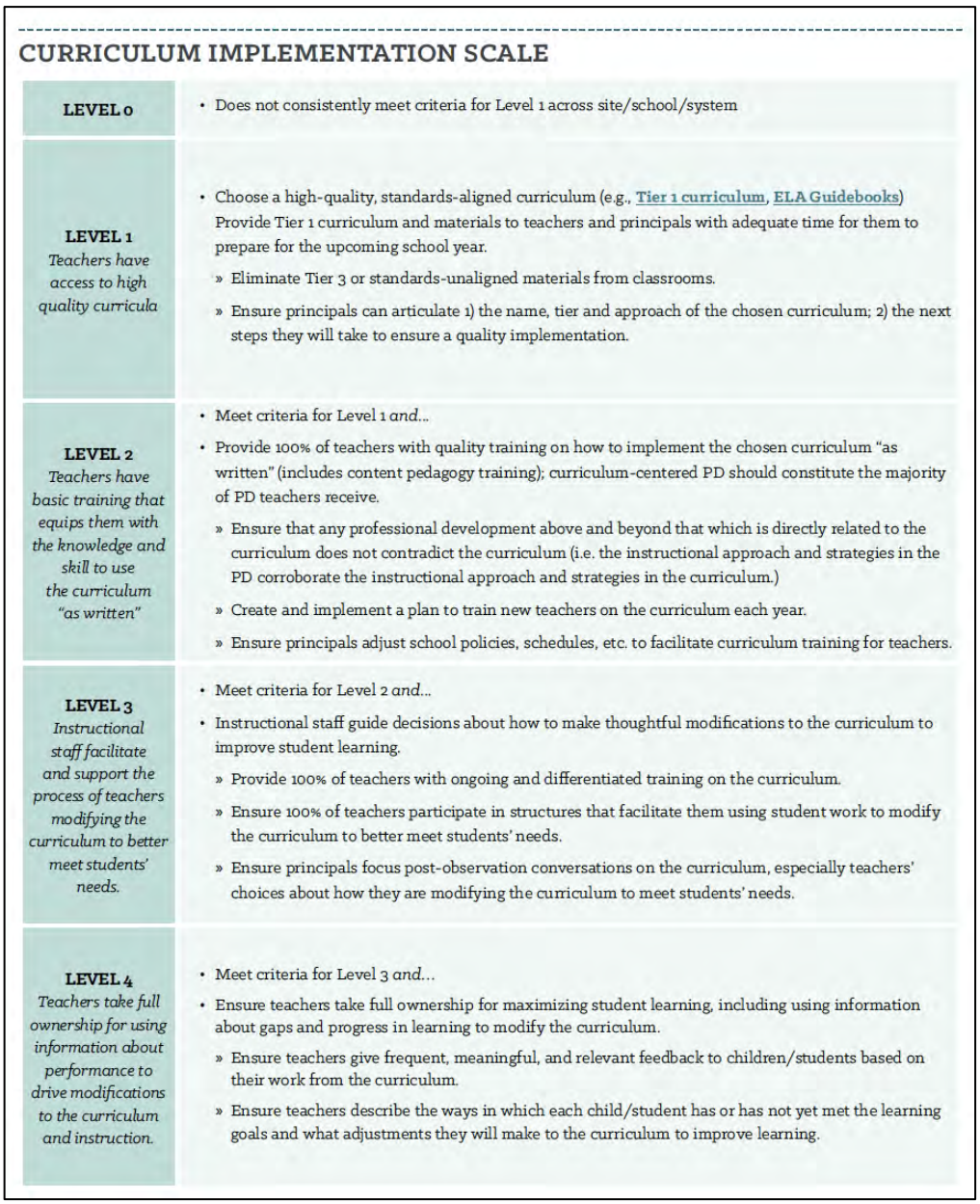
Given feedback from Louisiana educators and parents, LDOE believes that one of the largest incentives for districts to participate in the IADA will be the flexibility to use an assessment format that is better suited to their local curriculum and instruction program: Either the traditional summative assessments in each separate subject, or a more interdisciplinary model of interim, text-based assessments in combination with a much shorter summative assessment at the end of the year. In addition, another strategy LDOE will use to scale the innovative assessment statewide is to require interested schools and districts to pilot innovative assessment items (e.g., one portion of the innovative format, based on one text or book) prior to the year in which they want to join the IADA; not only will this help LDOE evaluate the comparability of LEAP 2025 results with the innovative assessment results, but it also will build familiarity with the IADA opportunity amongst local leaders, educators, and students.

In years when LDOE selects participating districts and schools for the IADA, as indicated in the chart below, the state will only select from among those LEAs that currently use the ELA Guidebooks 2.0; that have piloted innovative assessment items; and that agree to use the LEAP 2025 Humanities form instead of the LEAP 2025 ELA form with all students in the grade, or associated course, once they are selected for the IADA (i.e., a school may elect to participate only for English II, for example, so long as all students enrolled in English II take the innovative Humanities II format). Once the LEAP 2025 Humanities format is available statewide for all districts, LDOE believes that school districts, rather than the SEA, will be in the best position to determine whether the innovative format matches their instructional program, regardless of whether they use the ELA Guidebooks 2.0 or another high-quality curriculum.

Until LDOE makes the LEAP 2025 Humanities assessments available statewide (after one year of piloting items for that grade span and two years of full implementation for that grade span), LDOE will consider **three selection criteria** to determine district- and school-readiness to implement the new LEAP format.

1. Whether the district has used the ELA Guidebooks for at least one year, with preference given to LEAs with multiple years of implementation by ELA teachers.
2. The district's quality of implementation of the Guidebooks, as measured by LDOE's Curriculum Implementation Scale (depicted below), with every participant at least reaching Level 3.
3. Whether the district's participation improves the grade-level coverage, diversity of students, and demographic representation of critical subgroups taking the innovative assessment.

[25] Relevant resources, guides, and tools for school systems are available in the School System Support Toolbox on the LDOE website: https://www.louisianabelieves.com/resources/classroom-support/school-system-support-toolbox/School-System-Planning-Teams.
[26] Relevant resources, guides, and tools for educators are available in the Teacher Support Toolbox and Teacher Leader Library on the LDOE website: https://www.louisianabelieves.com/resources/classroom-support/teacher-support-toolbox/collaboration-teacher-leadership.



CURRICULUM IMPLEMENTATION SCALE

LEVEL 0	• Does not consistently meet criteria for Level 1 across site/school/system
LEVEL 1 *Teachers have access to high quality curricula*	• Choose a high-quality, standards-aligned curriculum (e.g., Tier 1 curriculum, ELA Guidebooks) Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year. » Eliminate Tier 3 or standards-unaligned materials from classrooms. » Ensure principals can articulate 1) the name, tier and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation.
LEVEL 2 *Teachers have basic training that equips them with the knowledge and skill to use the curriculum "as written"*	• Meet criteria for Level 1 *and...* • Provide 100% of teachers with quality training on how to implement the chosen curriculum "as written" (includes content pedagogy training); curriculum-centered PD should constitute the majority of PD teachers receive. » Ensure that any professional development above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PD corroborate the instructional approach and strategies in the curriculum.) » Create and implement a plan to train new teachers on the curriculum each year. » Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers.
LEVEL 3 *Instructional staff facilitate and support the process of teachers modifying the curriculum to better meet students' needs.*	• Meet criteria for Level 2 *and...* • Instructional staff guide decisions about how to make thoughtful modifications to the curriculum to improve student learning. » Provide 100% of teachers with ongoing and differentiated training on the curriculum. » Ensure 100% of teachers participate in structures that facilitate them using student work to modify the curriculum to better meet students' needs. » Ensure principals focus post-observation conversations on the curriculum, especially teachers' choices about how they are modifying the curriculum to meet students' needs.
LEVEL 4 *Teachers take full ownership for using information about performance to drive modifications to the curriculum and instruction.*	• Meet criteria for Level 3 *and...* • Ensure teachers take full ownership for maximizing student learning, including using information about gaps and progress in learning to modify the curriculum. » Ensure teachers give frequent, meaningful, and relevant feedback to children/students based on their work from the curriculum. » Ensure teachers describe the ways in which each child/student has or has not yet met the learning goals and what adjustments they will make to the curriculum to improve learning.

Because LDOE will begin implementation of the innovative LEAP 2025 Humanities assessments in a sample of high schools and use selection criteria to identify the initial participants and additional districts and schools over time, the following benchmarks will be used to monitor whether the innovative assessment is being implemented in communities, and with students, that are representative of the diversity of the state as a whole.[27] Although the initial participants are a good cross-section of the state's population, as described in the requirements on page 36 of this application, LDOE will strive to maintain

[27] Statewide and LEA enrollment data, including student demographics, for Louisiana schools are available on the LDOE website: https://www.louisianabelieves.com/resources/library/enrollment-counts. LEAP data for grades 3–8 and high schools are available on the LDOE website: https://www.louisianabelieves.com/resources/library/pk-8-performance (3–8) and https://www.louisianabelieves.com/resources/library/high-school-performance (HS). LDOE's annual benchmarks for IADA participation are established using current data and will be adjusted, as needed, over time as statewide demographics or performance data change to ensure that IADA participation continues to reflect Louisiana as a whole.

and improve participant diversity as the LEAP 2025 Humanities assessments are implemented in additional LEAs. Note: these benchmarks demonstrate LDOE's general approach to ensuring implementation in a diverse subset of schools and districts over time. Because statewide demographics and student performance change on an annual basis, however, LDOE will update the benchmarks, in turn, to continue to achieve participation in the IADA that is more and more similar to the state's student population by the end of the demonstration period.

	Year 1 2018–2019	**Year 2 2019–2020**	**Year 3 2020–2021**	**Year 4 2021–2022**	**Year 5 2022–2023**
Annual Benchmarks: Student Demographics	**5 LEAs / charter networks pilot HS test items:** 57.0% Low-inc 55.2% White 37.8% Black 4.4% Hispanic 1.8% EL 12.6% SWD	**Middle and High Schools Participate:** 59.6% Low-inc 52.6% White 39.3% Black 5.0% Hispanic 2.2% EL 12.5% SWD	**All Grade Levels Participate:** 62.2% Low-inc 49.6% White 40.7% Black 5.7% Hispanic 2.6% EL 12.4% SWD	**All Grade Levels Participate:** 64.8% Low-inc 47.3% White 42.1% Black 6.3% Hispanic 3.0% EL 12.3% SWD	**Participants match statewide demographics:** 67.4% Low-inc 44.7% White 43.6% Black 6.9% Hispanic 3.4% EL 12.2% SWD
Annual Benchmarks: Student Performance	Benchmarks based on ELA performance in HS will be set using data from 2017–2018 English I / II testing[28]	Benchmarks based on ELA performance in grades 6–8 will be set when LDOE identifies participating schools	Benchmarks based on ELA performance in grades 3–5 will be set once LDOE identifies participating schools		**Students in participating schools have similar past performance in ELA as students in the state overall**
Pilot Phase	*HS Baseline Year*: Develop HS frameworks and pilot items LDOE selects all participants	*Grades 6–8 Baseline Year*: Full operational Humanities I / II tests; develop 6–8 frameworks and pilot items LDOE selects all participants	*Grades 3–5 Baseline Year*: Full operational Grades 6–8 and Humanities I / II tests; develop 3–5 frameworks and pilot items LDOE selects all participants	Full operational Grades 3–8 and Humanities I / II tests LDOE selects middle and elementary school participants	Full operational Grades 3–8 and Humanities I / II tests LDOE selects elementary school participants

b. Prior experience, capacity, and stakeholder support.

1. The extent and depth of prior experience that the SEA and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or

[28] The 2017–2018 school year is the first administration of the new LEAP 2025 English I and English II assessments, replacing the state's prior end-of-course assessments in English II and III.

supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—

i) The success and track record of efforts to implement innovative assessments or innovative assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the ESEA in LEAs planning to participate; and

ii) The SEA's or LEA's development or use of—

A. **Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the ESEA for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;**

B. **Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and**

C. **Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7).** *(5 points)*

Over the past decade, Louisiana has become a national leader in rethinking approaches to standards-aligned assessment and instruction, at scale. Its key efforts include not only the ongoing improvements to LEAP over time as the state adopted college- and career-ready standards (e.g., Louisiana's leadership in the consortium of states that created the Partnership for Assessment of Readiness for College and Careers, PARCC), but also the development of the ELA Guidebooks 2.0 and LEAP 360 diagnostic, formative, and interim assessments (to provide a comprehensive assessment system and complement the LEAP 2025 summative assessments). This leadership has led to meaningful changes in the classroom for teachers and for students and is being emulated by states across the country. For example, between 2013 and 2015, Louisiana fourth grade students gained six percentage points in terms of the rate of students scoring proficient in reading, and four percentage points in math, on the National Assessment of Education Progress (NAEP). Similar gains were made on the state's LEAP assessments.

Looking toward the future, the 2013–2015 period stands as precedent, setting a standard for what is possible in years to come. Thus, Louisiana's long-term performance goals under ESSA are informed by both the most inspiring evidence of what has been proven possible in the state and by evidence from peer states (such as Massachusetts) that shows such progress can be sustained. Louisiana's annual improvement targets between 2018 and 2025 represent average improvement of 2.5 percentage points per year in student proficiency, which—if achieved—would radically increase the proportion of Louisiana high school graduates who are academically prepared for higher-education coursework and the skill-level of working adults in the state. With gains of this size, LDOE estimates that more than 40 percent of adults 25 or older in Louisiana would have earned an associate's degree or a bachelor's degree by 2035 (up from 28 percent in 2015).

Louisiana believes that improvement in student results are, and will continue to be, a direct result of improvements in the quality of teaching and learning. There, too, the state has seen measurable progress as a result of its deliberate approach to standards-based instruction and assessment—recognizing that more rigorous standards have little impact if their adoption does not lead to meaningful changes in classroom practices. As previously mentioned, compared with their peers in other states, a RAND Corporation evaluation found that Louisiana teachers used standards-aligned curriculum and instructional resources more frequently, with associated differences in the practices and instruction teachers provided. Specifically, the researchers noted that Louisiana educators:

- demonstrated a better understanding of standards-aligned approaches and practices in ELA;
- were more likely to identify standards-aligned math topics in the grade levels they taught; and
- were more likely to report that their students spent time on standards-aligned instructional practices.[29]

What does this mean for students and the teaching they receive? As Robert Pondiscio explained in *Education Next* (full text provided in Appendix D), "less than half (47 percent) of Louisiana teachers thought that 'selecting texts for individual students based on their reading levels' was an instructional approach aligned with standards (it's not) compared to 70 percent of teachers in other states. Most teachers in Louisiana perceive—correctly—that their standards instead encourage them to teach particular grade-level texts and organize reading skills instruction around those texts rather than teaching reading skills and allowing students to apply them to any text. This approach represents a watershed instructional change that is still unusual—except in Louisiana."[30]

Louisiana accomplished these results through a comprehensive series of actions to make standards-aligned assessment and instruction the norm statewide.

Summative Assessments

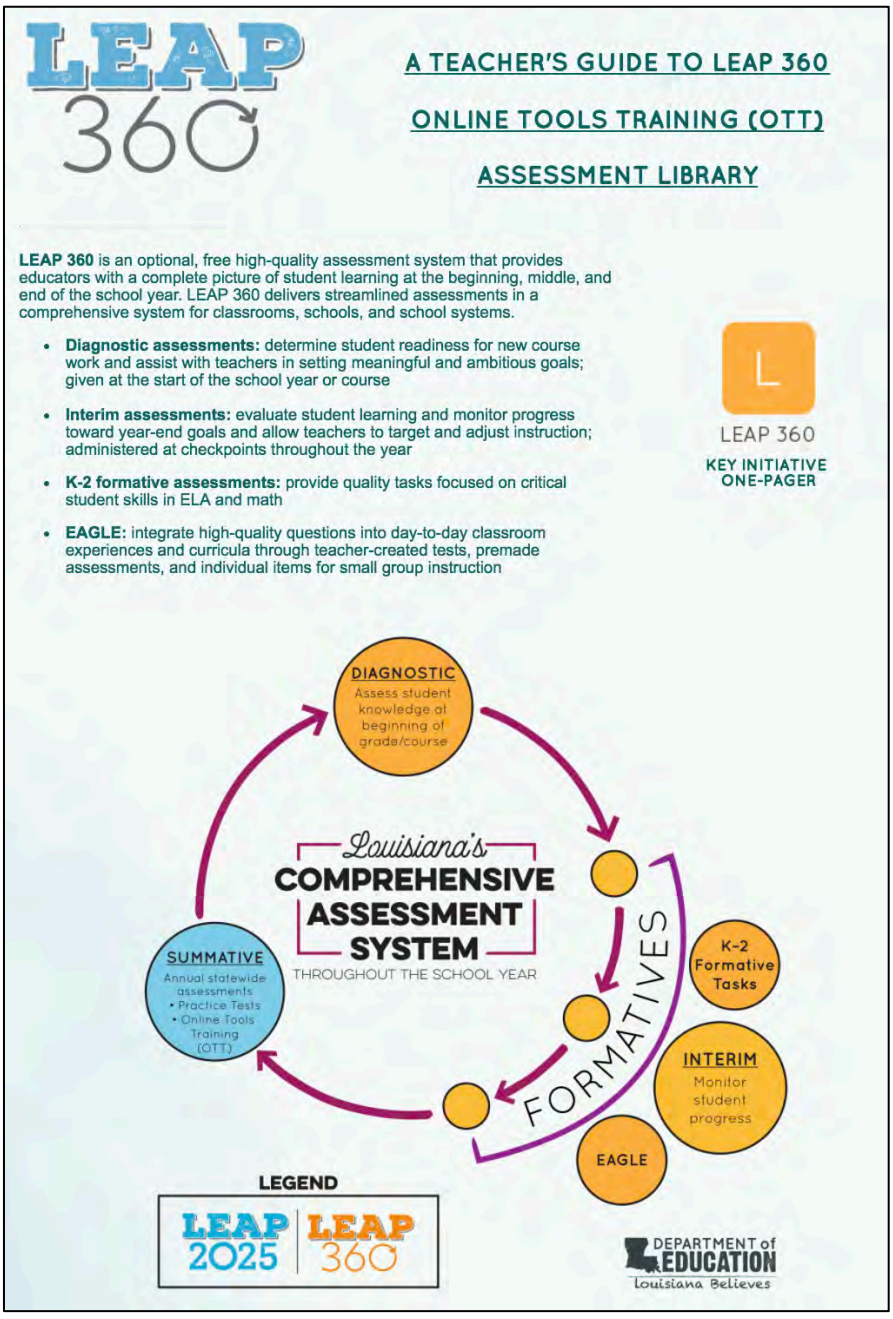
Following the adoption of the Common Core State Standards, Louisiana played a key role in the development of new summative assessments to match the standards as a governing member of the PARCC consortium. While not considered innovative today, at the time PARCC was a significant step forward in the field of large-scale assessments by providing deeper measures of students' critical thinking, problem-solving, and reasoning skills, and moving away from multiple choice questions to items that require demonstrations of students' knowledge, the completion of complex tasks, reading and analysis of text, and writing essays. As a governing member, Louisiana leaders provided input on the proposal to develop the PARCC assessments, Louisiana educators were deeply involved in developing PARCC items, and two- and four-year universities in Louisiana were formally engaged in discussions about the new standards and assessments, including faculty from teacher preparation programs. LDOE also developed a host of resources for teachers—including professional development, communications guides, and instructional materials—to aid in the implementation of the new assessments, particularly for teachers working with diverse learners. Louisiana students participated in the piloting, field testing, and full operational PARCC assessments as part of LEAP through the 2014–2015 school year. And LDOE continues to use some items in the LEAP 2025 ELA assessments that were developed as part of the state's work in the consortium, in addition to items that were added to fully reflect the new Louisiana State Standards adopted for 2016–2017 school year.

LEAP 360

LDOE provides schools and teachers with an optional, free, high-quality system of diagnostic, formative, and interim assessments that provide educators with a complete picture of student learning at the beginning, middle, and end of the school year: LEAP 360.[31] In addition to (1) diagnostic assessments that assess students' readiness and prerequisite skills students have (or will need) in order to be successful in grade-level content and (2) interim assessments that measure student progress toward year-end goals and

[29] Kaufman, Thompson, and Opfer. "Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education."
[30] Robert Pondiscio, "Louisiana Threads the Needle on Ed Reform," *EducationNext* Vol. 17, No. 4 (Fall 2017), http://educationnext.org/louisiana-threads-the-needle-ed-reform-launching-coherent-curriculum-local-control/.
[31] The LEAP 360 assessments and related resources are available on the LDOE website: https://www.louisianabelieves.com/measuringresults/leap-360.

mastery of the ELA standards in "real time", LEAP 360 includes (3) K–2 formative assessments with high-quality tasks and (4) the EAGLE system to give teachers ideas for high-quality questions they can use to probe student learning in their daily lessons, assessments, and instruction in multiple subject areas, including social studies and science.



The LEAP 360 assessments are popular amongst Louisiana districts, with usage rates for the LEAP 360 ELA interim assessments as high as 89% of students in some districts. LDOE actively supports understanding and awareness of the LEAP 360 assessment system through professional development (e.g., sessions at the Teacher Leader summit), online training tools, and comprehensive user guides designed for educators in order to walk them through the purpose and design of each assessment, the specific content it measures, and the types of student data and reports LEAP 360 will provide.

LDOE built LEAP 360 to support districts, schools, and educators in their work to reduce time spent on unnecessary, low-quality, poorly-aligned tests. LEAP 360 is intended to replace previous benchmarking or interim tests districts may have required that were not a good measure of whether students were mastering content in the Louisiana State Standards. Instead of pretests focused on end-of-year rigor or content, the LEAP 360 diagnostic assessments help teachers pinpoint existing strengths and weaknesses of students entering their classrooms. In ELA, teachers can examine information about specific subclaims, text complexity, and prerequisite writing skills to determine areas that need additional instructional attention or present an opportunity for enhancement. The LEAP 360 diagnostic assessments include items have been developed from readily accessible and moderately complex texts. LEAP 360 interim assessments are designed to allow teachers to use results to make smart instructional decisions to improve student learning by analyzing student-specific and class-wide data; identifying student learning patterns; targeting support for students in need; and gauging progress toward end-of-year goals. They are not "mini-summatives" or isolated test prep materials. Grades 3–8 ELA and math have two interim assessments available, and each high school course has three.

While LDOE has helped districts conduct audits of their assessments, LEAP 360 augments that work by providing districts with a high-quality and comprehensive alternative that is standards-aligned—and in sync with the LEAP 2025 summative assessments—to promote teachers' understanding of student learning and progress and use of assessment data to make adjustments in their instruction prior to the end-of-year assessments. If LEAP 360 results indicate that individual students, groups of students, or even whole classes are in need of additional supports in specific areas, LDOE also provides resources for teachers to use in response. This includes the ELA Guidebooks 2.0, instructional strategies, LEAP 2025 assessment guides, and other tools. In particular, LDOE's Diverse Learners Guide describes the design principles of the units in the ELA Guidebooks 2.0 and the strategies and materials that are included to support all learners—particularly those students who learn in a different way or at a different pace than their peers.[32] However, unlike the LEAP 2025 Humanities format LDOE plans to create through the IADA, the LEAP 360 interim assessments are not based on the ELA Guidebooks 2.0 specifically and are not rooted in the specific books, texts, and units students are seeing in class each day.

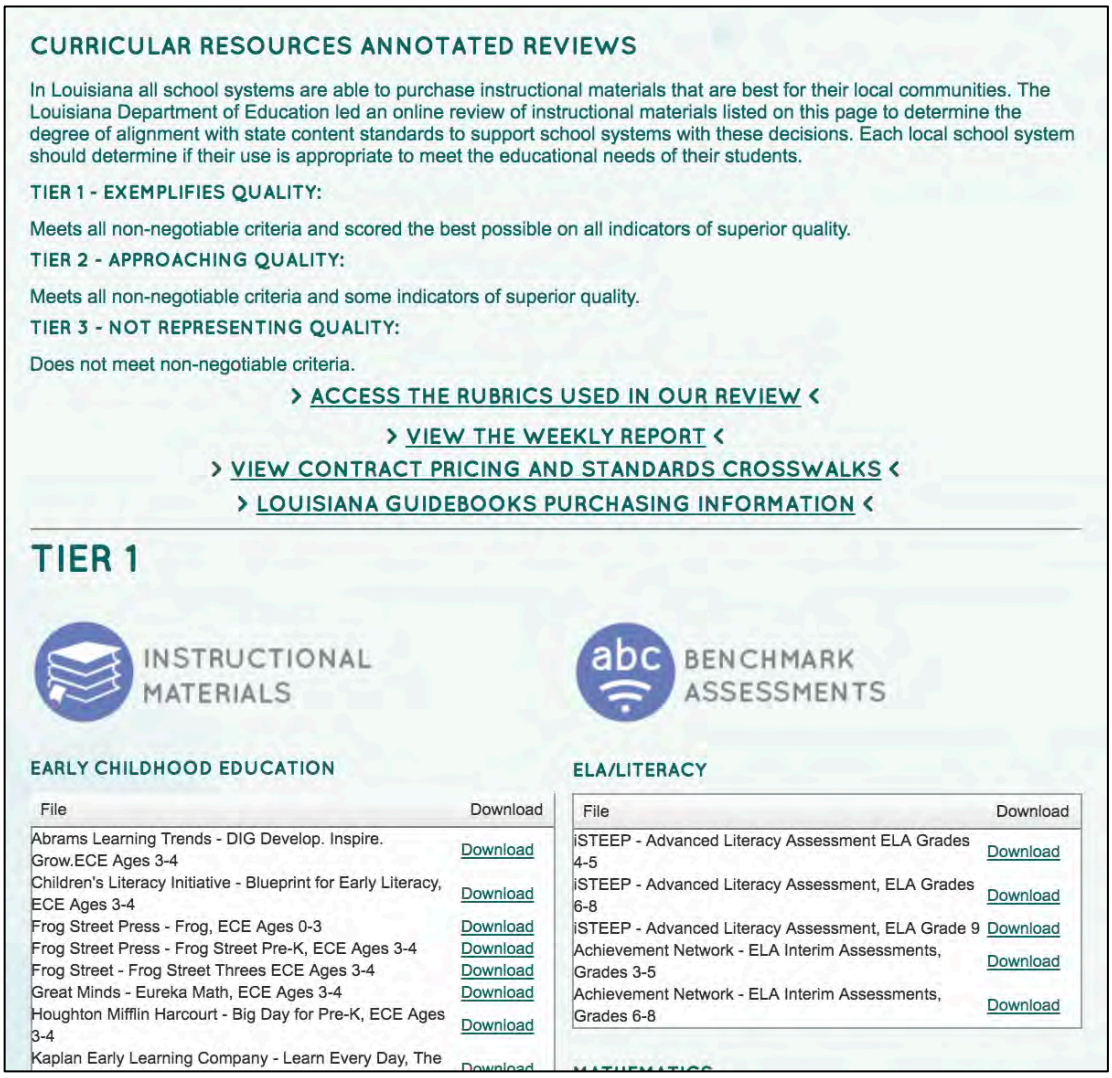
Curriculum Reviews and ELA Guidebooks

In the wake of adopting more rigorous, and college- and career-ready standards, LDOE began systematic quality reviews—led by content experts and Teacher Leader Advisors—of the curricula and instructional materials school districts were using, finding that only 1 of 60 offerings exemplified the highest quality (Tier 1 out of 3) and identifying no exemplars in ELA in certain grade levels.[33] While LDOE does not mandate the use of particular instructional materials by districts, BESE policy does require school districts to provide instruction aligned to the state standards.[34] In Louisiana, the simple act of providing transparent information about curriculum quality—coupled with incentives to select only quality materials—has been sufficient to drive meaningful changes in behavior.

To encourage take-up of Tier 1 materials, LDOE established statewide contracts with those vendors, easing the procurement process and costs associated with using the best, most standards-aligned curricular and instructional materials. Then, professional learning opportunities for teachers could be built around these Tier 1 offerings: LDOE recommends that districts use professional development vendors that offer

[32] The Diverse Learners Guide is included in Appendix D of Part 4 of this application and also available on the LearnZillion website: https://learnzillion.com/resources/134194.
[33] Louisiana's curriculum reviews, including the teacher-developed rubric and up-to-date findings, are available on the LDOE website: https://www.louisianabelieves.com/academics/curriculum.
[34] Louisiana Board of Elementary and Secondary Education Policy Bulletin 741, Section 2301.

trainings specific to Tier 1 curriculum so that these opportunities are reflective of the practices teachers are using in their classrooms regularly and the content they are teaching. As a result of these incentives, over 80% of districts now use a Tier 1 curriculum—and "the RAND researchers did not find other clear examples of state departments of education working to make explicit connections between professional-development providers and specific curricula."[35]



CURRICULAR RESOURCES ANNOTATED REVIEWS

In Louisiana all school systems are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education led an online review of instructional materials listed on this page to determine the degree of alignment with state content standards to support school systems with these decisions. Each local school system should determine if their use is appropriate to meet the educational needs of their students.

TIER 1 - EXEMPLIFIES QUALITY:

Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

TIER 2 - APPROACHING QUALITY:

Meets all non-negotiable criteria and some indicators of superior quality.

TIER 3 - NOT REPRESENTING QUALITY:

Does not meet non-negotiable criteria.

> ACCESS THE RUBRICS USED IN OUR REVIEW <

> VIEW THE WEEKLY REPORT <

> VIEW CONTRACT PRICING AND STANDARDS CROSSWALKS <

> LOUISIANA GUIDEBOOKS PURCHASING INFORMATION <

TIER 1

INSTRUCTIONAL MATERIALS

BENCHMARK ASSESSMENTS

EARLY CHILDHOOD EDUCATION

File	Download
Abrams Learning Trends - DIG Develop. Inspire. Grow.ECE Ages 3-4	Download
Children's Literacy Initiative - Blueprint for Early Literacy, ECE Ages 3-4	Download
Frog Street Press - Frog, ECE Ages 0-3	Download
Frog Street Press - Frog Street Pre-K, ECE Ages 3-4	Download
Frog Street - Frog Street Threes ECE Ages 3-4	Download
Great Minds - Eureka Math, ECE Ages 3-4	Download
Houghton Mifflin Harcourt - Big Day for Pre-K, ECE Ages 3-4	Download
Kaplan Early Learning Company - Learn Every Day, The	Download

ELA/LITERACY

File	Download
iSTEEP - Advanced Literacy Assessment ELA Grades 4-5	Download
iSTEEP - Advanced Literacy Assessment, ELA Grades 6-8	Download
iSTEEP - Advanced Literacy Assessment, ELA Grade 9	Download
Achievement Network - ELA Interim Assessments, Grades 3-5	Download
Achievement Network - ELA Interim Assessments, Grades 6-8	Download

With the dearth of quality offerings in ELA surfaced through its curriculum reviews, LDOE turned to its teachers to fill the gaps, developing sets of texts, example tasks, writing prompts, and basic frameworks and units for ELA teachers that would encourage the kinds of instructional shifts and practices demanded by the new ELA standards. Teachers began using these materials to support standards-based instruction, but indicated to LDOE that they needed more structured pacing and lessons. This led to the Guidebooks 2.0.

LDOE piloted the ELA Guidebooks curriculum units in 147 classrooms across ten districts to gather feedback from teachers and identify the types of materials and supports they most needed. Based on their

[35] Pondiscio, "Louisiana Threads the Needle on Ed Reform."

input[36] regarding the ease of using the Guidebooks and their pacing, their use with diverse groups of students, the texts included in each unit, and the related assessments of students' mastery, LDOE continued its work to build out the full curriculum and made revisions from the pilot. This led to the release, in partnership with LearnZillion, of the open-source ELA Guidebooks 2.0 curriculum for whole-class instruction. In addition, LDOE has used teacher feedback from the pilot to develop supports for diverse learners (such as students who are struggling in reading, students with disabilities, and students who are English learners) and worked with vendors to provide high-quality professional development to teachers implementing the ELA Guidebooks, including specific series of trainings for teachers of English learners and students with disabilities. By taking a comprehensive approach to standards-based assessment and curriculum, LDOE can offer a hefty suite or resources and trainings for school staff—all aligned with Tier 1 curriculum, and in particular, the ELA Guidebooks 2.0.

In addition, Louisiana's external partners for the IADA (the Johns Hopkins Institute for Education Policy and the Center for Assessment) bring significant experience to bear:

- The Johns Hopkins Institute's director, Dr. David Steiner, was a member of the state board of education support team in Massachusetts during the development of Massachusetts' state assessments—an integral part of the Massachusetts Comprehensive Assessment Project (MCAS) that followed from the Education Reform Act of 1993. As Commission of Education for New York State (2009–2011), Dr. Steiner directed the state's transition to the Common Core State Standards and led a major technical review of the entire New York state testing apparatus. This study resulted in the complete redesign of the New York State tests. In his capacity as a member of the Maryland State Board of Education (2017–present), Dr. Steiner is immediately involved in analyzing and recommending reforms in the state's testing regime.

  The Johns Hopkins Institute for Education Policy led a multi-state, multi-district project (2016) to develop expertise at the state and district level on the design and implementation of new, ESSA-initiated innovative pilot assessment authority. This work, which was supported by Chiefs for Change, included research reviews, technical expertise, policy considerations, and logistical guidance in the service of enabling states and districts to determine their capacity and interest in applying for the pilot assessment authority.

  The Institute is currently tasked with analyzing the feasibility of benchmarking state-level assessments results to the PISA exam. This analysis first includes directing a technical comparison study at the domain and item level of the PISA assessment in ELA and math, with selected state-side assessments with several partner states. Subsequent to this study, the Institute will manage an equating analysis that will enable high schools to link their mean student scores on state tests with PISA scores.

- The Center for Assessment, a Dover, NH-based nonprofit, works to improve student educational outcomes by promoting improved practices in educational assessment and accountability, including by developing and disseminating policies and practices that will do so. The Center hosts an annual conference (the Reidy Interactive Lecture Series); conducts extensive work with states' Technical Advisory Committees; works with organizations that do similar research, development, and dissemination; and produces numerous publications and presentations at professional conferences.

  The Center for Assessment has a long history of leadership in developing rich and innovative assessment systems to support instructional reforms for enhancing student learning. Rich Hill and

[36] The ELA Guidebooks pilot feedback report is attached in Appendix D of Part 4 of this application.

Brian Gong led the Kentucky assessment reforms immediately prior to starting the Center in 1998, and together with Scott Marion, while he was the assessment leader in Wyoming, played an instrumental role in Wyoming's renowned Body of Evidence Assessment System. Center staff members also pushed the boundaries of assessment innovation with work on incorporating performance-based and new forms of writing assessment on state assessments.

With a renewed spark among state and district leaders to pursue both richer assessments and intentionally coherent assessment systems in the past several years and under ESSA, the Center has been on the front lines to support such work. Most noteworthy, as the lead technical partner and key policy advisor for New Hampshire's innovative assessment and accountability pilot, Performance Assessment of Competency Education (PACE), the Center is ensuring the quality and rigor of PACE performance assessments and designing methods for evaluating the comparability of student results across districts. The Center's work in Gwinnett County, Georgia, and Pittsburgh, Pennsylvania are further examples of partnerships with school districts interested in the design and development of innovative, balanced assessment systems.

Along with partners at KnowledgeWorks and with support from the Nellie Mae Foundation, the Center has produced a series of technical and policy briefs intended to help state leaders grapple with meeting the requirements of the IADA, in addition to a wealth of resources related to the specific requirements of the IADA, competency-based education, and assessment systems in general.

2. **The extent and depth of SEA and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers—**
   i) **The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and**
   ii) **The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment.** *(5 points)*

In developing the innovative LEAP 2025 Humanities assessments, LDOE will leverage its strengths and prior experience in developing, piloting, and successfully executing complex initiatives to improve academic instruction and assessment for all students. Such initiatives include the Instructional Materials Reviews, ELA Guidebooks 2.0, LEAP 360 diagnostic and formative assessments, Louisiana School Finder, Louisiana Teacher Leaders, and Teacher Leader Advisors. The Division of Academic Content oversees assessment content, curriculum, and instruction, and the Division of Academic Policy and Analytics oversees assessment, accountability, and data collection. These teams will be responsible for leading and managing LDOE's IADA implementation work; developing the assessment design, content, and administration procedures (with support from LDOE's external partners and assessment vendor(s)); and delivering the accompanying supports, trainings, tools, and resources for districts, principals, educators, families, and students to facilitate their participation in the IADA pilot. Résumés for internal staff that will play a leadership role in the execution of the IADA in Louisiana and manage its ongoing implementation are included in Appendix A within Part 4 of this application.

Among other work to improve instruction, these divisions and their staff led the LDOE's efforts to create the rubric for evaluation of high-quality instructional materials and conduct instructional material quality reviews; develop the ELA Guidebooks 2.0 with Louisiana Teacher Leaders Advisors; roll out LEAP 360

diagnostic and formative assessments for teachers; and identify and vet professional development vendors that provide high-quality and effective learning opportunities for educators based on content-rich curriculum. During the IADA, LDOE team members in these divisions will focus in particular on supporting schools and educators that are participating in the innovative assessment (via professional development, tools, guides, and others resources) to ensure that the innovative assessment promotes effective pedagogy and facilitates students' acquisition of content knowledge and standards across ELA and social studies. The team will also contribute to the design of the innovative assessment to ensure that the test framework, selected texts and books, and question prompts align with the Louisiana State Standards, ELA Guidebooks 2.0 content, and effective instructional practices.

In addition, the Offices of Academic Content and Academic Policy and Analytics are also responsible for the development, administration, scoring and reporting of the LEAP 2025 assessment system, making the necessary adjustments over time as the state's academic standards have changed, and managing the relationships with Louisiana's assessment vendors and technical advisors to ensure that the LEAP continues to be valid, reliable, of high-quality, consistent with professional and technical standards for assessment, and aligned to the Louisiana State Standards. The teams support the development of all assessment resources, such as guides for teachers, protocols for accessibility and accommodations, and score report guides. Finally, the teams maintain data quality and security, and are responsible for reporting and accountability more broadly—including the process and parameters for increasing expectations for what it means to be an "A" school and communicating progress statewide, such as through the newly-launched School Finder tool.

With strong internal leadership and project management, LDOE has built a robust infrastructure that has enabled the state to implement higher standards and aligned LEAP assessments (including the elements in LEAP 360), develop the ELA Guidebooks 2.0, and independently review other high-quality curricula. The systems LDOE has put in place also enable school systems to learn and adjust from their experiences. The state's existing infrastructure (as described above and in the selection criteria for the project narrative and supports for educators, students, and parents) demonstrates Louisiana's preparedness and ability to successfully develop, pilot, and scale an innovative assessment that brings these prior reforms into closer alignment with one another and with ever-higher academic standards.

To this strong infrastructure, Louisiana's external partners will help expand the state's capacity to develop and implement the innovative LEAP 2025 Humanities format, given their significant expertise in this work—both as it relates to the development of high-quality and innovative assessment systems and as it relates to the alignment of such assessments with rigorous, academic standards and content-rich curriculum. For example, the partners will serve as key technical and policy advisors during the demonstration period; assist in evaluating the success of the innovative assessment pilot in Louisiana—including the technical validity, reliability, and comparability of the LEAP 2025 Humanities assessment format to the LEAP 2025 ELA format; support the quality and efficacy of LDOE's resources for participating districts, schools, and educators; and help communicate and share the larger value and impact of this work broadly to other interested states, national organizations, and education stakeholders.

3. **The extent and depth of State and local support for the application for demonstration authority in each SEA, as demonstrated by signatures from the following:**
   i) **Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period.**
   ii) **Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.**
   iii) **Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority.**

iv) **Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations.** *(5 points)*

Signatures from the above individuals and other supporters of LDOE's request for IADA are included in Appendix B in Part 4 of the application.

c. Timeline and budget.

The quality of the SEA's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers—

1. **The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of—**
   i) **The activities to occur in each year of the requested demonstration authority period;**
   ii) **The parties responsible for each activity; and**
   iii) **If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2);** *(5 points)*

Louisiana will use the five-year demonstration period to develop, pilot, and scale the innovative LEAP Humanities I/II assessment format (as an alternative to the English I/English II and US History LEAP assessments), followed by grades 6–8, and then grades 3–5. In addition to LDOE divisions and teams, additional capacity and expertise will be brought to the project through its Technical Advisory Committee and external partners, such as the Center for Assessment and Johns Hopkins University (as described previously).

LDOE will serve as the project manager for IADA in Louisiana and work with an assessment vendor to develop, pilot, and finalize the LEAP 2025 Humanities assessment *format and content*. The content vendor will be responsible for developing:

- assessment **frameworks** for each grade/course;
- assessment **guides** for each grade/course;
- innovative assessment **items** or acquiring the use of necessary items and forms that are directly aligned with the Louisiana's content standards and accessible to all students (including English learners and students with disabilities), with any acquired test items and their scoring rubrics reviewed by LDOE assessment staff and committees of Louisiana educators;
- operational **test forms** for the innovative assessment, and plans to conduct quality control over all development activities and procedures, provide high-quality editorial review and proofing, and include LDOE assessment staff in the approval process;
- a workable **timeline** for administration of the innovative assessment to be approved by LDOE;
- a process for **standards setting** to validate the performance standards;
- **technical reports** that provide documentation of all technical work for all assessment content, especially with regard to alignment with the Louisiana State Standards; and
- **released test items** documents that include a blueprint set of operational items.

LDOE will also work with an assessment vendor to successfully *administer and score* the LEAP 2025 Humanities assessment formats, given the critical importance of accurate and consistent scoring to ensure reliability and validity of student results. These scoring services will be provided for both field testing and operational testing administrations and will cover scoring of all items types (including construction-

response, interactive, and extended-response items), specifications for scoring computer-based formats and of paper-based formats (grades 3–4 only), automated and handscoring procedures (including qualifications for scoring personnel), and security. In addition, the vendor(s) will be responsible for the design and production of technical reports associated with field and operational test administration—including comparability, validity, and reliability; convening the technical advisory committee; and developing high-quality, static and dynamic state, district, school, teacher, and student reports.

Louisiana's content and administration assessment vendors will also provide ongoing **psychometric support** for the duration of the demonstration period to LDOE to handle any issues that arise during each phase of test development.

LDOE plans for the Center for Assessment to serve as its partner in evaluating the implementation of the innovative assessment annually (as described in the selection criteria for evaluation and continuous improvement later in this application), both from a practical perspective and a technical one, including an evaluation of the validity, reliability, and comparability of the innovative LEAP 2025 Humanities assessment format to the traditional LEAP 2025 ELA and English I/II format.

Year One. 2018–2019—Pilot High School LEAP 2025 Humanities I and II Format

Key Activities
• Develop high school assessment frameworks for 2018–2019, with approval from LDOE • Submit key dates for piloting innovative high school assessment items • Develop / acquire items for Humanities I and II tests and submit for review by LDOE assessment staff and Louisiana educator committees • Draft assessment guide for innovative high school assessment • Develop plan to secure innovative assessment platform, customize as needed, and prepare the platform for LDOE review and piloting (including administrator instructions and guide) • Develop and disseminate school system, educator, and family communications materials • Develop and implement training for state network teams who will be working with participating school systems and districts • Develop and implement professional development tracks and training sessions (via quarterly collaborations, Teacher Leader Summit, and webinar series) for participating school systems, school leaders, and teachers • Select participating schools for grades 6–8 pilot and for high school operational assessment in 2019–2020 (Note: all Louisiana students will continue to take LEAP 2025 assessments in ELA grades 3–8, English I, and English II in 2018–2019) • Gather data and evidence for year 1 evaluation and reporting • Gather feedback from participating school systems, principals, teachers, students, and parents

Year Two. 2019–2020—Pilot Grades 6–8 LEAP 2025 Humanities Items and First Administration of LEAP 2025 Humanities I and II Assessments

Activity
• Revise high school assessment frameworks, if needed and develop assessment framework for grades 6–8

- Submit key dates for full high school innovative test administration and piloting items in grades 6–8
- Develop / acquire items for grades 6–8 and submit for review by LDOE assessment staff and Louisiana educator committees; make adjustments to high school items based on pilot in 2018–2019 and develop/acquire new items, if needed
- Develop innovative high school assessment form and submit to administration contractor
- Finalize assessment guide for innovative high school assessment and disseminate; draft assessment guide for innovative 6–8 assessment
- Ensure test platform is fully functional and available to deliver innovative assessments
- Deliver all student score reports for assessments in order to complete standard setting for high school innovative assessment form
- Draft and finalize released test items for 2019–2020
- Develop needed additional materials for school systems, educators, and families and continue to disseminate existing communications materials and resources
- Continue training for state network teams who will be working with participating school systems and districts
- Develop and implement professional development tracks and training sessions (via quarterly collaborations, Teacher Leader Summit, and webinar series) for participating school systems, school leaders, and teachers
- Review findings and implement recommendations from year 1 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Gather feedback from participating school systems, principals, teachers, students, and parents
- Select participating schools for grades 3–5 pilot and for grades 6–8 and high school operational assessment in 2020–2021 (Note: all Louisiana students will continue to take LEAP 2025 ELA assessments in grades 3–8 in 2019–2020)

Year Three. 2020–2021—Pilot Grades 3–5 LEAP 2025 Humanities Items, First Administration of Grades 6–8 LEAP 2025 Humanities Assessments, Begin to Scale LEAP 2025 Humanities I and II Assessments

Activity
• Revise high school and grades 6–8 assessment frameworks, if needed and develop assessment framework for grades 3–5 • Submit key dates for full high school and grades 6–8 innovative test administration and piloting items in grades 3–5 • Develop / acquire items for grades 3–5 and submit for review by LDOE assessment staff and Louisiana educator committees; make adjustments to high school and grades 6–8 items based on years one and two and develop/acquire new items, if needed • Develop grade 6–8 innovative assessment form and submit to administration contractor • Finalize assessment guide for innovative grade 6–8 assessment and disseminate; draft assessment guide for innovative 3–5 assessment • Ensure test platform is fully functional and available to deliver innovative assessments • Deliver all student score reports for assessments, including those needed to complete standard setting for grade 6–8 innovative assessment form • Draft and finalize released test items for 2020–2021 • Develop needed additional materials for school systems, educators, and families and continue to disseminate existing communications materials and resources

- Continue training for state network teams who will be working with participating school systems and districts
- Develop and implement professional development tracks and training sessions (via quarterly collaborations, Teacher Leader Summit, and webinar series) for participating school systems, school leaders, and teachers
- Review findings and implement recommendations from year 2 evaluation and gather data and evidence for ongoing evaluation study and annual reporting
- Gather feedback from participating school systems, principals, teachers, students, and parents
- Select participating schools for grades 3–8 operational assessment in 2021–2022 (Note: all Louisiana students will continue to take LEAP 2025 ELA assessments in grades 3–5 in 2020–2021)

Year Four. 2021–2022—First Administration of Grades 3–5 LEAP 2025 Humanities Assessments, Begin to Scale Grades 6–8 LEAP 2025 Humanities Assessments, LEAP 2025 Humanities I and II Assessments Available Statewide

Activity
• Revise high school, 6–8, and 3–5 assessment frameworks, if needed • Submit key dates for full high school, grades 6–8, and grades 3–8 innovative test administration • Make adjustments to high school, grades 6–8, and grades 3–8 items based on years 1–3 and develop/acquire new items, if needed • Develop grade 3–5 innovative assessment form and submit to administration contractor • Finalize assessment guide for innovative grade 3–5 assessment and disseminate • Ensure test platform is fully functional and available to deliver innovative assessments • Deliver all student score reports for assessments, including those needed to complete standard setting for grade 3–5 innovative assessment form • Draft and finalize released test items for 2021–2022 • Develop needed additional materials for school systems, educators, and families and continue to disseminate existing communications materials and resources • Continue training for state network teams who will be working with participating school systems and districts • Develop and implement professional development tracks and training sessions (via quarterly collaborations, Teacher Leader Summit, and webinar series) for participating school systems, school leaders, and teachers • Review findings and implement recommendations from year 3 evaluation and gather data and evidence for ongoing evaluation study and annual reporting • Gather feedback from participating school systems, principals, teachers, students, and parents • Select participating schools for grades 3–5 operational assessment in 2022–2023

Year Five. 2022–2023—Begin to Scale Grades 3–5 LEAP 2025 Humanities Assessments, Grades 6–8 LEAP 2025 Humanities and LEAP 2025 Humanities I and II Assessments Available Statewide

Activity
• Submit key dates for full high school, grades 6–8, and grades 3–8 innovative test administration

- Make adjustments to high school, grades 6–8, and grades 3–8 items based on years 1–4 and develop/acquire new items, if needed
- Ensure test platform is fully functional and available to deliver innovative assessments
- Deliver all student score reports for LEAP 2025 Humanities assessments
- Draft and finalize released test items for 2022–2023
- Develop needed additional materials for school systems, educators, and families and continue to disseminate existing communications materials and resources
- Continue training for state network teams who will be working with participating school systems and districts
- Develop and implement professional development tracks and training sessions (via quarterly collaborations, Teacher Leader Summit, and webinar series) for participating school systems, school leaders, and teachers
- Review findings and implement recommendations from year 4 evaluation and gather data and evidence for ongoing evaluation study and annual reporting, as well as in preparation for submission for federal assessment peer review at the end of the demonstration authority period
- Gather feedback from participating school systems, principals, teachers, students, and parents

2. **The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including—**
   i) **How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and**
   ii) **The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds.** *(10 points)*

Louisiana will fully leverage existing state and federal funding sources for student assessment—and related support structures to facilitate high-quality implementation with educators, school leaders, and school systems—to develop, pilot, and scale the new LEAP innovative assessment format via the IADA. Currently, LDOE receives over $16 million from federal sources and approximately $20.7 million from state sources to support its assessment program, including required assessments beyond the LEAP. Despite the limitations of current appropriations for assessment, LDOE believes the potential for this pilot to improve instruction for Louisiana students, deepen their knowledge, understanding, and mastery of the Louisiana State Standards, and enable the state to use the assessment and accountability systems to promote content-rich academic instruction, warrants LDOE seeking additional funding to develop an innovative assessment format.

To this end, in collaboration with its expert partners at the Center for Assessment and Johns Hopkins Institute for Education Policy, Louisiana will pursue additional, non-public funding to pilot and scale the innovative assessment, given that the LDOE will also need to continue administration of current LEAP 2025 assessments in all schools in the subject areas not included in this request and in non-participating schools in ELA and social studies, as well as other statewide assessments (e.g., ACT, English language proficiency assessments, assessments for students with the most significant cognitive disabilities aligned to alternate achievement standards). Given Louisiana's plan to begin with the development and piloting of high school innovative assessment *items* in year 1, before proceeding to a full field test of the entire high school innovative assessment format in year 2, LDOE believes the budget for the initial years of the

demonstration authority period is feasible and will allow the state time to identify more significant funding sources as use of the innovative assessment expands to additional grade levels and districts.

d. Supports for educators, students, and parents.

The quality of the SEA plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers—

1. **The extent to which the SEA has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;** *(9 points if factor (4) is inapplicable)*

LDOE has built a comprehensive professional learning system for district and school staff that will be leveraged to provide training and support for teachers, school leaders, supervisors, administrators, and other staff in schools and districts that are participating in the IADA opportunity and testing the new LEAP 2025 Humanities assessment format. This work has already begun through consultations with districts and schools to develop the IADA application (including the development of an overview of the IADA opportunity for communications and outreach purposes to districts and schools) and will continue to expand during all phases of the pilot—from piloting innovative assessment items to implementation and reporting of full operational assessments, starting in high schools and progressively moving to lower grade levels. Ongoing engagement and partnership with district and school staff will not only ensure that they are fully prepared to implement the innovative assessment successfully, but also provide critical feedback to LDOE as it makes adjustments and continuously improves implementation and supports over the demonstration period.

Technical Assistance

LDOE will provide cohort-based and one-on-one technical assistance to districts and schools participating in the IADA via its state network teams. Each of the three network teams includes a leader and 5–7 coaches who receive training and support from LDOE to bolster key initiatives. Network leaders and coaches serve as liaisons between LDOE and school districts, working directly in the field with local communities and, in particular, historically struggling schools and school systems. Throughout the demonstration period, LDOE will equip network leaders and coaches to provide high-quality technical assistance to those participating in the innovative assessment pilot—and share feedback and information from districts about where they need additional support with LDOE teams and project leaders. This feedback, in turn, will shape content LDOE creates for newsletters, calls, webinars, and collaboration events for IADA participants and additional resources and tools LDOE develops. Technical assistance provided by the network teams could focus on communicating the purpose of the new LEAP 2025 assessment format, promoting understanding of the ELA Guidebooks 2.0 and its relation to the innovative assessment design, administration of the LEAP 2025 Humanities assessments to students, and accessibility and supports for diverse learners, including struggling readers, English learners, and students with disabilities.

Available Resources

Louisiana will build from the extensive resources, trainings, and supports the LDOE already provides to educators, school leaders, and district staff on the Louisiana State Standards, LEAP, and the ELA Guidebooks 2.0, in particular, to help them prepare for the innovative assessment format. A strong understanding of the standards and curricular content is a necessary precondition for effective implementation, which is one reason it is included in the proposed selection criteria for participating schools and districts. Existing resources that will be used or modified (as needed) in support of the innovative assessment opportunity include:

- the LDOE School System Planning Guide—which is used by districts to create a process for making key planning decisions, identify resources, and create a budget to support areas of focus—and walks through how districts can use data to conduct a needs assessment and identify areas of strength and opportunities for improvement; develop a plan for key strategies and initiatives that will lead to system improvements and a budget to fund priority initiatives and projects; communicate their plan and next steps with stakeholders, including teachers, parents, and community members;[37]

- the Educator Resource Guide, including an index of key available resources for teachers, principals, and school systems;[38]

- a Teacher Support Toolbox, Counselor Support Toolbox, Principal Support Toolbox, and School System Support Toolbox—providing a one-stop website for essential resources LDOE has created in priority areas, like standards-aligned instruction and assessments, as well as LDOE's online library specific to educators working with Students with Disabilities;

- the complete ELA Guidebooks 2.0 lessons, printable student materials, text list, unit readers, portal to purchase published books, additional resources organized by unit, and other materials offered online by LearnZillion;[39]

- ELA teacher guides with an overview of the ELA Guidebooks 2.0 and information on how to create text sets, determine text complexity, and provide feedback;

[37] The School System Planning Guide is attached in Appendix D of Part 4 of this application.
[38] The Educator Resource Guide is attached in Appendix D of Part 4 of this application and can also be accessed on the LDOE website: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/2017-2018-educator-resource-guide.pdf?sfvrsn=6.
[39] The complete ELA Guidebooks 2.0 curriculum and additional educator resources are available on the LearnZillion website: https://learnzillion.com/resources/81666-english-language-arts-guidebook-units.

- Instructional Materials Reviews provided by Louisiana Teacher Leader Advisors, indicating which curriculum and instructional materials exemplify quality, and a Professional Development vendor guide to enable school and district leaders to identify providers vetted by LDOE as high-quality providers that offer services and supports well-aligned to Louisiana State Standards and content-rich curriculum;

- guides on each LEAP 2025 assessment for teachers, practice tests, student goal-setting tools and exemplars, and a guide to help teachers use data on the LEAP assessment student reports;

- guides on using the LEAP 360 system of diagnostic, interim, and formative assessments effectively in the classroom, and access to the LEAP 360 system; and

- guides on engaging with parents and families, including a Family Support Toolbox, Back-to-School guide (in multiple languages) and Back-to-School Night presentation, and resources to walk parents through LEAP student reports (in multiple languages).

Louisiana will deliver and promote awareness, understanding, and use of these resources and tools using existing infrastructure for collaboration and communication with district and school staff. This infrastructure is depicted in Louisiana's School System Support Calendar.

SCHOOL SYSTEM SUPPORT CALENDAR

The Louisiana Department of Education (LDOE) is committed to providing educators at each level of the education system – school system leaders, school leaders and Teacher Leaders – with the supports and resources they need to continue raising the bar for students in Louisiana. This document – a supplement to the School System Planning Guide – provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed to support educators as they establish high expectations for teaching and learning to ensure that every student succeeds.

AUDIENCE	MEETINGS/EVENTS	COMMUNICATION STREAMS	KEY RESOURCES
District & Charter Leaders	• Quarterly Supervisor Collaboration Events	• Weekly District Newsletter • Believe and Prepare Newsletter • Early Childhood Newsletter • Weekly Charter Newsletter • Weekly Nonpublic Newsletter • District Planning Webinar • Superintendent Webinar • Assessment and Accountability Webinar • Data Manager Webinar • Educational Technology Webinar Call-in Information: (646) 307-1380 Meeting room #951155484	• 2017-2018 School System Planning Guide • 2017-2018 Educator Resource Guide • Assessment Library • School System Support Toolbox • INSIGHT Coordinator's Portal • Teacher Preparation Transition Guide
School Leaders	• Compass Trainings • Principal Collaborations • Principal Fellowship • TAP trainings • Jump Start Convention • Quarterly Counselor Collaboratives	• AP, CLEP, and High School Planning Guide Webinars • Counselor Newsletter	• 2017-2018 Educator Resource Guide • Principal Guidebook • High School Student Planning Guidebook • Early Childhood Guidebook
Teacher Leaders	• Annual Teacher Leader Summit • Teacher Leader Collaborations • Jump Start Super Summer Institute • AP College Board PD	• Teacher Leader Newsletter	• 2017-2018 Educator Resource Guide • Louisiana Mentor Teachers • Teacher Support Toolbox • Teacher Leader page

In-Person/Meetings and Events

LDOE coordinates in-person events (called collaborations) for supervisors of districts and charter school leaders, for principals, and for teacher leaders. These meetings occur quarterly, in four regions across the

state—and all districts participate. LDOE tailors each collaboration session for the audience. For example, supervisors receive different offerings than principals and teacher leaders. Collaborations often focus on curriculum, instruction, and assessment—and throughout the IADA demonstration period, LDOE will offer a specific sequence of collaborations specifically for individuals in districts and schools participating in the innovative assessment.

These gatherings will provide a forum in which staff may engage with critical updates on the pilot, receive professional development on the assessment design and administration, the content covered and the relationship to the Louisiana State Standards and ELA Guidebooks 2.0, and how to communicate about the pilot to parents and students. The meetings will also provide an opportunity for staff to ask questions and provide feedback on additional supports that may be needed.

Louisiana's Teacher Leader Summit will also be used to provide teachers in participating schools with the tools, knowledge, and supports they need to successfully implement the innovative assessment. These networks include more than 7,000 trained Teacher Leaders, and attendance at the annual June summit exceeds 6,500 educators and content experts. LDOE will build specific professional learning opportunities related solely to the innovative assessment opportunity into the upcoming Summit and subsequent annual convenings. These professional learning opportunities will support teachers' understanding of the purpose of the innovative assessment and how it differs from the current LEAP 2025 testing, familiarize them with the assessment format and available resources from LDOE to help prepare their students to succeed on it, and allow for discussion on how teachers can use the innovative assessment as a lever to deepen their instruction and student understanding of the state standards. Materials from each Teacher Leader Summit are also made widely available on LDOE's website, where they are accessible on an ongoing basis.

Other Communications Streams

LDOE provides LEA and school staff with regular e-newsletters, targeted to various audiences (including superintendents, assessment and accountability directors, chief academic officers, principals, and teacher leaders). The state also provides webinar opportunities for collaboration and communication, including webinars specifically focused on assessments and accountability systems.

Standing newsletters and calls/webinars include:

- weekly Superintendent newsletters;
- weekly Charter School newsletters;
- Teacher Leader newsletters;
- Early Childhood Connection newsletters;
- Counselor Connection newsletters;
- monthly Superintendent calls;
- monthly School System Planning calls;
- monthly Assessment and Accountability calls;
- monthly Data Managers webinars; and
- monthly Special Education Leader webinars.

These existing streams will be leveraged during the IADA pilot, but LDOE also plans to create an innovative assessment newsletter for participating districts and schools and regular webinar opportunities for participants that can be provided in between the in-person convenings.

2. **The strategies the SEA has developed and will use to familiarize students and parents with the innovative assessment system;** *(8 points if factor (4) is inapplicable)*

Louisiana has long been committed to providing transparent, parent-friendly, and easily accessible information to families in support of their child's learning. This begins with its work to communicate clearly the performance of individual students, schools, and systems. LDOE aims to ensure that parents are equipped with the information they need to make informed school choices on behalf of their children and to participate meaningfully in school improvement efforts and conversations about their child's progress.

Most recently, LDOE made this commitment concrete with the launch of Louisiana School Finder, an interactive, online tool for families to easily locate and evaluate schools and child care centers statewide. School Finder had been informed by a year's worth of public discussion, input, and planning—a collaborative effort among LDOE, educators, parents, and business and community leaders. Beyond traditional metrics (e.g., LEAP data, graduation rates), school performance scores, and school grades, the site also includes new data points (e.g., school discipline) and information about academic and extracurricular offerings from clubs, to AP and IB courses, to music and the arts. It also includes search functions and filters so that parents can find schools that best match their child's needs. LDOE also developed a School Finder toolkit for its schools to use. It includes a customizable parent night presentation, promotional flyer, and animated videos. Moving forward, LDOE plans to add an interests and opportunities index to School Finder to show how schools fare in providing enriching activities. And once the IADA demonstration period begins and the innovative assessment grows to scale across grade levels, Louisiana proposes to include designation as a participating school within School Finder. Much more about School Finder and its development is documented in a recent Council of Chief State School Officers' case study.[40]

Effective communication with parents and students in participating schools will be essential to the successful implementation of the innovative changes envisioned for the LEAP system. A new assessment format not only requires shifts in the expectations and practices of those working in the classroom, but also of those receiving the instruction—the students—who stand the to benefit most by gaining a deeper understanding of academic content, building background knowledge they can apply to new contexts and situations, and helping them grow academically toward college and career readiness and success. LDOE also recognizes that outreach with parents should not be the sole purview of the state Department of Education. In many cases, the best messengers will be those that best know the students and their families: their teachers, principals, and district leaders.

For these reasons, LDOE will offer specific collaborations for supervisors, principals, and teacher leaders in participating districts and schools to discuss strategies to communicate with parents and families about the IADA and new LEAP 2025 Humanities format. LDOE will use the collaborations quarterly sessions to make sure that school systems are prepared to discuss the pilot (e.g., via parents' night presentation materials, one-pagers, and other materials) and have tools to keep parents and families informed and engaged through each stage, including by asking for parent feedback.

LDOE will also develop tools and guides for teachers and school staff to use directly in their own communications with parents and families (through the Family Support Toolbox) library[41] and expand on the suite of resources already available to educators to help them deliver content-rich, standards-aligned instruction (like the ELA Guidebooks 2.0). This will include a short overview of the innovative assessment pilot—in parent-friendly language—and what it means for their child's class and the

[40] "A School Finder to Empower: Case Study of Louisiana's New School Report Card," *Council of Chief State School Officers*, March 2018, https://www.ccsso.org/resource-library/school-finder-empower.
[41] Relevant resources, guides, and tools for families and parents are available in the Family Support Toolbox on the LDOE website: https://www.louisianabelieves.com/resources/library/family-support-toolbox-library.

information they should expect to receive on their academic progress (i.e., more frequent and timely score reports, with a different presentation than current LEAP 2025 results).[42] LDOE also will update the LEAP assessment guides for parents to include a version for parents of students taking the innovative format, its practice tests, and its score report guides to reflect the ongoing work under the IADA.

Louisiana also plans to double its own efforts to help families and parents in participating schools understand and access curricular tools that they can use to support their child's learning and comprehension of complex texts that build on their background knowledge—such as parent guides on the Louisiana State Standards. This will also include the development of a parent-specific website for the IADA with essential guides, resources, and other information (i.e., videos, assessment calendars, one-pagers). Finally, by requiring districts and schools to pilot innovative assessment items (i.e., one of the three text-based modules of the LEAP 2025 Humanities assessment) in the year prior to joining the IADA, students and families in schools interested in participating in the future will have the opportunity to learn about the IADA opportunity before their district has officially joined the effort.

3. **The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the ESEA in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the ESEA, needed to meet the challenging State academic standards under section 1111(b)(1) of the ESEA;** *(8 points if factor (4) is inapplicable)*

Because Louisiana's innovative assessment format will be built not only to align with the Louisiana State Standards, but also to use the books and texts embedded in the lessons and units of the ELA Guidebooks 2.0, Louisiana believes that the assessment design itself will directly aid in its ability to help larger numbers of Louisiana students—especially those who are struggling academically—reach higher levels of achievement and make significant learning gains. It is clear that background knowledge affects students' reading abilities. Thus, LDOE seeks to explicitly value the knowledge students should be bringing to the assessment from their daily instruction in reading, writing, and social studies, rather than measuring discrete skills, in isolation. By building an innovative assessment format predicated on a set of texts and key content knowledge that students access and are exposed to in their daily lessons, Louisiana hopes to level the playing field for *all* students, and particularly for diverse learners, so that socioeconomic status and background has less of an influence on assessment results.

To make this goal a reality, Louisiana will rely on its robust system of standards-aligned instructional supports and resources. In particular, LDOE will promote the suite of teacher resources and planning guides to implement the ELA Guidebooks 2.0 available on its website and via LearnZillion, and LDOE's Diverse Learners Guide,[43] a resource for educators that accompanies the Guidebooks and describes strategies, best practices, and materials to support teachers with students who struggle in reading (such as English learners and students who have performed poorly in the past). LDOE also has a specific set of resources for school systems and schools to support students with disabilities in reaching the state's academic standards, including a guidebook specifically geared to teachers who work with these students, a guidebook for their parents, and monthly webinars for special education directors. LDOE will continue to provide these resources, as well as offer specific tracks at the Teacher Leader Summit and in quarterly collaborations for school system leaders, principals, and teacher leaders focused on diverse learners, including students with disabilities and students with limited English proficiency. State network teams and LDOE-vetted professional development vendors will also play a role in providing technical assistance directly to districts and schools that are participating in the IADA to help them implement their ELA

[42] Examples of parent-friendly one-pagers explaining key state initiatives are available on the LDOE website and included in Appendix D of this application.
[43] The Diverse Learners Guide is included in Appendix D of Part 4 of this application.

curriculum with fidelity and use instructional practices that are most likely to lead to deeper levels of student understanding and mastery of the state standards—the kind of teaching Louisiana hopes the LEAP 2025 Humanities assessment format will reward and recognize.

As discussed in the application requirements, Louisiana's plan to develop the innovative assessment will also ensure that all accessibility features and accommodations currently available on LEAP 2025 ELA assessments for students with disabilities and English learners will also be available on the innovative format—spanning from features that are available to all students and that reflect the principles of universal design for learning to accommodations that are only offered to students with a documented disability, such as accommodations for extended time, to adjust the test setting, and to modify the presentation of the assessment items and/or how students can respond to assessment items. This also includes ensuring that the innovative assessment design specifications can allow for accommodations that make use of assistive technology devices students with disabilities may rely on. In this way, whether a student with a disability or English learner is enrolled in a school taking part in the IADA pilot or not, they will be able to participate in the assessment equally and fairly.

Equity serves as a primary motivating factor behind Louisiana's pursuit of an innovative, curriculum-based assessment format. LDOE would undermine this goal if the innovative assessment was not fully accessible to all students.

4. **If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts.** *(10 points if applicable)*

N/A. Louisiana will not utilize innovative assessment items that are developed or scored locally; LDOE manages the assessment development and scoring process in conjunction with its assessment contractors.

e. Evaluation and continuous improvement.

The quality of the SEA's plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—

1. **The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9);** *(10 points)*

Louisiana has identified external partners with significant expertise in innovative and large-scale summative assessment system design and implementation with whom LDOE will work to ensure the innovative assessment pilot in Louisiana is successful and executed in a way that maintains quality, validity, reliability, and comparability of assessment results during—and after—the demonstration period. LDOE will conduct an annual evaluation of the IADA, both for purposes of necessary reporting on

progress to stakeholders and to the U.S. Department of education and for purposes of continuously improving the assessment and addressing any technical issues that arise.

As described earlier, Louisiana recently made changes to the LEAP assessment system (resulting in LEAP 2025) and conducted similar evaluations to ensure these changes maintained the necessary rigor and integrity of LEAP now that the system did not exclusively consist of PARCC items and included multiple forms (computer-based and paper-based testing). Specifically, LDOE commissioned the Center for Assessment to produce an evaluation of comparability claims for the 2017 administration of the LEAP 2025 assessments. Despite the changes to the LEAP system, LDOE had been charged to ensure that the updates a) produced test blueprints and specifications that preserved the content priorities and rigor of the forms administered in spring 2015, b) produced results comparable to the results of the spring 2015 and 2016 state assessments, and c) allowed for the comparison of Louisiana student performance with the performance of students in PARCC states. Because comparability was an important feature of the LEAP 2025 system, LDOE ensured that the design of the LEAP 2025 test content and administration would produce the necessary data for the evaluation.

LDOE commissioned the Center for Assessment to review, monitor, and evaluate the implementation of LDOE's established policies and procedures for LEAP 2025 to determine whether there was sufficient evidence to support both of the following comparability claims:

1. Results from the 2017 LEAP assessments can be meaningfully compared to results from states taking the spring 2017 PARCC tests; and

2. Results from the 2017 LEAP assessments can be meaningfully compared to results from the 2015 and 2016 Louisiana state assessments.

The Center for Assessment focused on LDOE's Test Design, Test Administration, Scoring and Reporting, and Psychometric Analyses, and based on their review, concluded that there was sufficient evidence to support each of the comparability claims.[44]

LDOE's recent experience—and its success in maintaining comparability from the spring 2015 assessments to the LEAP 2025 assessments—demonstrates the kind of approach LDOE will take to evaluate the innovative LEAP 2025 Humanities assessment format and implementation of IADA annually.

- First, Louisiana will include specifications on the front-end so that the assessment vendor and LDOE teams are collecting the necessary data to conduct a rigorous study of test validity, reliability, and comparability. This includes, in particular, specifications on the alignment of the innovative assessment with the Louisiana State Standards and a requirement to use the same achievement level definitions and descriptors.

- Second, LDOE will work with an independent evaluator (the Center for Assessment) to conduct the evaluation—bringing their expertise and capacity to bear—to provide an unbiased determination of whether the innovative assessment format is meeting all of the technical demands of the IADA requirements. LDOE will not only focus on whether essential requirements for standards alignment, validity, reliability, and comparability (both to students taking LEAP 2025 ELA assessments and among students taking the LEAP 2025 Humanities format) are being met during the during the demonstration period, but also focus on the longer-term challenge of ensuring that the LEAP system, as a whole, will meet the requirements for federal peer review of

[44] The Center for Assessment's full report is attached in Appendix D of Part 4 of this application.

state assessment systems at the end of the pilot. As described in the application requirements on pages 25–29, this includes gathering a body of evidence—in multiple ways—on the comparability of the innovative assessment format to the LEAP 2025 assessments.

- Third, LDOE will gather qualitative data and information on the practical implementation of the innovative assessments and their effect on pedagogy and instruction (via feedback from participating school and district leaders, teachers, students, and families on the trainings, supports, tools and other resources LDOE provides related to the IADA).

2. The SEA's plan for continuous improvement of the innovative assessment system, including its process for—

i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and

ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually. *(5 points)*

LDOE's existing system of continuous improvement and oversight will provide a strong foundation for its plan to monitor and evaluate implementation of the innovative LEAP 2025 Humanities assessment and use ongoing data and information to make necessary adjustments to the assessment design and implementation plan throughout the demonstration period. In general, LDOE uses a variety of data, resources, tools, and support to help school systems improve, continually refine the state's plan in furtherance of increased student achievement, and update and improve the activities supported in its strategic plan—all of which can be leveraged to support the IADA.

School Support Planning Guide

The cycle of support kicks off each spring, with the release of the School System Planning Guide,[45] which is designed to support districts as they create academic plans for the following school year and leverage resources available from LDOE. The guide has historically focused on three areas:

1. Early Childhood: Prepare every child for kindergarten;
2. High Quality Classroom Teaching: Develop high-quality teaching in every classroom from pre-K through 12th grade; and
3. High School Pathways: Create a path to prosperity for every student.

In the future, the Guide will include an Interests and Opportunities component and will leverage ESSA's Direct Student Services provision in order to help systems provide every child with access to courses and enriching experiences that promote a well-rounded education and foster lifelong learning and talents. The Guide and the collaborative planning process will also include ongoing reviews of data related to student behavior and discipline, including but not limited to, chronic absenteeism and out-of-school suspensions and expulsions—prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts.

More specifically, the School System Planning Guide details the key planning decisions, resources, and funds to support each focus area above. School systems:

[45] The School System Planning Guide is attached in Appendix D of Part 4 of this application.

1. Use the Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance and prioritize specific improvements for the following school year;
2. Create a plan to implement projects and initiatives that will lead to prioritized improvements and align their budgets to fund key initiatives and projects; and
3. Share their plan with key stakeholders, ensuring that each group (e.g. teachers, parents, community members) is clear on how the plan impacts them and the next steps they should take.

For the IADA: LDOE will update the School Support Planning Guide (particularly the Core Academics component) to include links to state resources that districts should consult to support high-quality implementation of the innovative assessment format, such as the ELA Guidebooks 2.0, the professional development and trainings LDOE will develop (in coordination with the network teams, excerpt partners, its assessment vendor, and quality PD partners) for district staff, supervisors, school leaders, and teacher leaders, and guides for communicating with parents, families, and the community about the innovative assessment formats.

Professional Learning and Collaboration

LDOE also provides data, resources, tools, and professional development to school systems, principals, and teachers throughout the school year through regular meetings, phone calls, webinars, collaborations, and the Teacher Leader Summit. One hundred percent of school districts participate in one or more of these professional development opportunities. Collaborations typically occur quarterly, in four distinct locations across the state. Sessions vary depending on the audience (district supervisors, principals and Teacher Leaders), but often focus on topics related to curriculum, instruction, and assessment.

Both the Teacher Leader Summit and the collaborations focus on providing educators with concrete tools and resources to help district and school stakeholders with decisions they are making at a particular time of year. Resources include the district support calendar, which provides dates when the LDOE will provide key resources and support, and planning guides, such as the District Planning Guide, the Principal Guidebook, and the High School Opportunities Guidebook, which help districts and principals set priorities and make funding decisions for the coming year.

For the IADA: Within all of the quarterly collaborations and the Teacher Leader Summit (annually, beginning in June 2018), LDOE will develop a specific track related to the IADA and innovative assessment changes for leaders, educators, and other staff in participating districts and schools—as well as sessions aimed at those who may be interested in participating in the future and learning more. In-person professional learning opportunities will be tailored to the specific audience (i.e., teacher leaders vs. district leaders; current participants vs. interested individuals). LDOE will also use feedback from districts and school staff, principals, educators, parents, and students to develop ideas for session topics. Bringing together cohorts of participants will foster collaboration, real-time problem solving as challenges arise, and shared learning—and provide LDOE with the ability to communicate key messages and updates and provide clarity on critical participation requirements, upcoming deadlines, suggested strategies, and next steps.

State Network Teams and District Technical Assistance

LDOE provides differentiated, one-on-one support to districts based on their individual goals and needs via state network teams. Each of the three network teams includes one leader and five to seven coaches who carry out the initiatives of the LDOE and provide consistent, hands-on support to school systems. Network leaders and coaches bridge the efforts of the state and the LEAs. Network staff members spend

the vast majority of their time in the field working one-on-one with districts and place special emphasis on historically struggling schools and school systems. Network visits are differentiated and are tailored to meet the individual needs of superintendents, principals, and teachers. Throughout the school year, network leaders and coaches:

- Diagnose school systems' specific needs by analyzing student performance results and conducting school visits;
- Help districts and schools set goals, plan and revise their plans based on particular gaps and trends;
- Provide individualized coaching to district staff and school staff;
- Connect district and school staff with additional resources, tools and professional development that meet their needs; and
- Monitor progress towards differentiated goals and priorities.

In these ways, the network staff provide essential support to help districts improve the academic performance of students. Additionally, network staff share information and data about where districts are excelling and where they need additional support with other LDOE teams, which informs the content covered in the aforementioned calls, webinars, and collaboration events for district leaders and principals.

To further align academic and financial planning, support the resolution of monitoring findings, and promote a well-rounded education, LDOE will be expanding the scope of collaboration events and refocusing the role of network teams. Through regional and one-on-one support meetings, LDOE staff will support LEAs in addressing their greatest needs, as revealed by the results of needs assessments, analyses of data, and monitoring reports, and targeting funds toward those needs. This work will include, but not be limited to, addressing chronic absenteeism, excessive out-of-school discipline, and other behavior and discipline related needs for all students and for student subgroups.

For the IADA: LDOE will hold quarterly trainings for network teams prior to collaborations and trainings for school systems, schools, and educators related to the IADA so that they equipped to answer participants' questions and support implementation. LDOE will also conduct field visits with network team staff to participating schools, provide support and guidance as network staff develop training for participants.

<u>Ongoing Stakeholder Engagement</u>

LDOE engages in regular consultation and review of student, school, and LEA data with BESE, stakeholder advisory councils, and individual stakeholder groups representing educators, families, and disadvantaged student populations. Efforts are made to engage diverse partners, including but not limited to teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations with relevant and demonstrated expertise in strategic areas of focus. District and community leaders and stakeholder groups are provided a full briefing, including in open public meetings, whenever updated student and school results are available. Those briefings provide an opportunity to discuss where expectations were and were not achieved as well as options to adjust various components of the state's plan to ensure that the needs of students are being met effectively. In addition, BESE holds an annual public retreat in which the state superintendent provides a comprehensive overview of student and school data, an assessment of progress toward established goals, and outlines areas in which adjustments to the state's plan should be considered. The board then provides guidance and acts as needed to adjust state regulations or to advocate for changes in state law as appropriate.

For the IADA: LDOE will provide regular updates on the progress of the innovative assessment pilot to BESE, in addition to creating an IADA website with information on the purpose of the assessment pilot, an overview of the innovative assessment design, key dates, and links to tools and resources (e.g., guidance developed by LDOE, the ELA Guidebooks 2.0 curriculum and supporting materials). LDOE will also create resources specifically geared at communicating about the innovative assessment with parents and other community members via the Family Support Toolbox library.

District Monitoring

In the 2016–2017 school year, LDOE implemented a new risk-based monitoring system following extensive consultation with stakeholders and experts and a yearlong pilot. The new system allows for an evaluation of every district, every year for all federal programs against a set of predetermined risk indicators, with risk indicators determined through annual consultation with stakeholders, experts, and LDOE staff who lead the state's academic planning, accountability, and support structures. The monitoring process addresses compliance, academic performance growth (overall and by subgroup), and fiscal risks over a two-year period. Quartiles are used for ranking and assigning points in order to distribute a set of data into four equal groups. Risk indicators are weighted, assigned points, and ranked on a rubric. The application of this rubric yields a monitoring report card for each LEA that displays data and other relevant information used to make monitoring determinations. The rubric explains how risk indicators are weighted, displays points assigned based on the data and information analyzed, and concludes with rankings that place the LEA in low-risk, moderate-low, moderate-high, and high-risk categories for monitoring purposes. The rubric is also shared with the state network teams to support coordination across the areas of program compliance and effectiveness in increasing student achievement.

Monitoring is then differentiated according to the level of risk, ranging from low intensity to high intensity. Monitoring experiences range from on-site monitoring at the most intensive level to self-assessments at the least intensive level. Comprehensive desk reviews are conducted at the moderate ranking level. LDOE utilizes state-developed review protocols and self-assessment tools to ensure monitoring processes at every level are targeted, reliable, and consistent. Self-assessment results are submitted to the state for review and follow-up if required, and LDOE may incorporate LEA staff interviews at any level of monitoring based on the discretion of the monitoring team leader.

If there is a noncompliance finding, districts immediately develop and submit for state approval a corrective action plan. While the plan is being implemented, it remains under the supervision of the state monitoring team, which regularly engages in conversations and collection of evidence to validate progress toward resolution. Throughout that time, LDOE network teams also receive copies of corrective action plans so that they can also support and monitor progress as part of a larger effort to ensure that all of the district's programs are achieving their goals relative to student outcomes. Districts are also expected to brief their local school boards in open public meetings regarding any findings of noncompliance and corrective actions.

For the IADA: Because LDOE can make adjustments to the level of monitoring a district receives apart from the protocol above, school systems participating in the IADA pilot will receive additional monitoring from LDOE, including for test administration and security.

Part 4: Appendices

☑ **Appendix A.** Individual Résumés and CVs for LDOE Project Staff and External Partners

REBECCA J. KOCKLER

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rebeccakockler@gmail.com

SUMMARY

Proven ability to lead academic change and improve outcomes for all students, including the most underserved. Record of creative and strategic use of state policy to empower local action. Champion of teacher voice in change efforts. Teaching and learning expertise developed through extensive work in classrooms. Skilled manager of large teams and systems.

EXPERIENCE

Assistant Superintendent of Academic Content 2014-present

State of Louisiana, Department of Education

- Architect of Louisiana's comprehensive academic, assessment, and implementation infrastructure that has resulted in the nation's fastest improvement on the ACT and grade 4 English NAEP, the second fastest improvement on grade 4 math NAEP, and outpaced growth on Advanced Placement
- Head of the Academic Content division (12 direct reports, 40 staff members, $30 million budget), with statewide responsibility for standards implementation, curriculum and assessment development, special education, educator evaluation, and educator and district support
- Member of senior executive team, reporting directly to the State Superintendent of Education
- Leader of a nationally acclaimed academic system recognized for its impact on student achievement and teacher effectiveness by the Rand Corporation, Ed Next, and Medium, to include:
    - Overhauling state legislation (Act 389) to provide for a national model in curriculum review and adoption (quadrupled use of high quality, standards-aligned materials in Louisiana)
    - Leading the state assessment commission and state standards review committees to build a nationally comparable set of academic expectations for newborns through grade 12
    - Developing a nationally-acclaimed, publicly available, digitized English/Language Arts curriculum chosen for use in over 80% of Louisiana districts
    - Building and releasing the first national model of an integrated diagnostic and interim state-wide assessment system, chosen for use in over 90% of Louisiana districts
    - Designing and winning over $100 million in federal competitive grants (The Teacher Incentive Fund and Striving Readers Comprehensive Literacy)
- Designer and captain of the senior executive ESSA strategy and district planning process that ensures all key agency priorities are integrated through approach, communication, and implementation, to include:
    - Leading internal executive team collaboration to design and implement a statewide competitive grant ($20 million each year) supporting Louisiana's most struggling students and schools
    - Creating and implementing state-wide infrastructure that includes communication and in person collaboration for over 500 principals and 6,000 teachers in every district
    - Co-leading statewide engagement with the Superintendents' Association to ensure input from parents, students, teachers, and education advocates
    - Building Louisiana's first statewide principal fellowship and expansion of the Teacher Advancement Project to ensure teacher evaluation sustainability and quality
- Mentor to state chief academic officers across the country to build coherent standards, curriculum and assessment programs modeling their approach after Louisiana

Chief of Staff to the Assistant Superintendent of Content 2012-2014

State of Louisiana, Department of Education

- Built and orchestrated the statewide implementation of the Louisiana State Standards, including the creation of curricular guidance, a teacher resource suite, and assessment creation and alignment
- Founded the first Teacher Leader cadre to include 2,000 educators statewide; currently the program includes over 6,000 educators from every district
- Served on the design team for Louisiana's new Career and Technical Education diploma program designed to ensure all students have access to high wage, high growth jobs upon graduation

Vice President/Senior Managing Director, Teacher Support Team
Teach For America 2010-2012
- Led team of 7 regional academic managers who ran training and support for over 1,300 teachers
- Planned and led the turnaround of struggling regions to achieve goals

Managing Director, Teacher Support Team 2009-2010
Teach For America
- Managed team of 3 designers that built and ran national expansion of instructional tools for educators
- Mobilized efforts to hire, train, and provide ongoing support to regional staff (31+ positions)

Director of Design, Teacher Support Team 2006-2009
Teach For America
- Designed and implemented an innovative six-month training sequence for 170 regional teacher coaches
- Doubled the number of teacher trainers who achieved student outcome goals

Program Director, Newark Regional Team 2005-2006
St. Mary's County Public Schools, Leonardtown, MD
- Coached 42 new teachers; 66% met their student achievement goals, exceeding organizational averages
- Board member, Jersey Cares

Middle School Teacher 2003-2005
Newark Public Schools, Newark, New Jersey
- Improved district science exam performance to 81% passage (school average <50% passage)
- Raised student mastery of history standards to over 80% on school-wide exams
- Selected to train and coach new middle school English and social studies teachers

EDUCATION AND LEADERSHIP

The Broad Academy 2016-2017

Bachelor of Arts, Political Science 1999-2003
Saint Olaf College
Magna Cum Laude

PRESENTATIONS, PUBLICATIONS, AND MEDIA

Presentations and Publications
- "LA Students Meet High Reading Bar; Focus Needed in Early Grades," The Daily Advertiser
- "High Quality Curricula and Student Success," The Johns Hopkins Institute for Education Policy

External Research and Media
- "Creating a Coherent System to Support Instruction Aligned with State Standards," Rand Corporation
- "Louisiana Threads the Needle on Ed Reform," Education Next
- "The Future of Curriculum: Learn Zillion," Medium
- "Louisiana Offers Its Homegrown Standards-Based Lessons to Teachers Nationwide," Education Week
- "The Promise of Curriculum: Recent Research on Louisiana's Instructional Reforms," Johns Hopkins
- "Paying for Teacher PD and Textbooks Shouldn't Be Either/Or," New America
- "Data Builds a Compelling Case for Taking Curriculum Seriously in Education," US News and World Report
- "The Case for Teacher Leaders," Chiefs for Change Policy Report
- "How Rethinking Classroom Instruction May Have Boosted Student Achievement in Louisiana," The 74 Million
- "Louisiana Relying on Teacher-to-Teacher Professional Development to Change Instruction," U.S.DOE
- "A Path of Progress: State and District Stories of High Standards Implementation," Council for Chief State School Officers

Jan Sibley
11241 Bainbridge Avenue, Baton Rouge, LA 70817 –
225-978-2348 – jlssibley@gmail.com

Experience

Assessment Director, Office of Academic Content

Louisiana Department of Education, Baton Rouge, LA

March 2017 – Present

Responsible for managing statewide assessment activities across multiple teams in the Offices of Academic Content and Academic Policy and Analytics. Responsibilities include managing program schedules; cross-team planning with content development, research, and administration teams for kindergarten through high school statewide assessments as well as assessment and instructional teams; addressing project issues and new program requirements as they arise; forecasting and communicating project risks; program status reporting; and coordinating with multiple assessment vendors.

Section Supervisor, Assessment Development, Office of Academic Content

Louisiana Department of Education, Baton Rouge, LA

October 2012 – March 2017

Responsible for managing content specialists' activities related to item development, test forms construction, and professional development in support of Louisiana's statewide assessments for grades 3 through high school. Responsibilities included managing program schedules; proofing and editing materials; participating in cross-team discussions and meetings involving content development, forms development, research tasks, and administration of statewide assessments; addressing project issues and new program requirements as they arose; forecasting and communicating project risks; authoring and evaluating rfps; and program status reporting.

Mathematics Assessment Development Coordinator, Assessment Development and Support, Office of Assessments

Louisiana Department of Education, Baton Rouge, LA

August 2003 – September 2012

- Coordinated activities for the development of Louisiana's statewide mathematics assessments
- Item development activities
- Forms construction, operational and field test
- Proofing and editing materials
- Facilitated educator committees for item reviews, data reviews, rangefinding activities, standard setting

Mathematics Teacher, High School

St. Amant High School, St. Amant, LA

1996 – 2003

- Mathematics department chair
- Responsible for departmental budget, ordering supplies
- Mentoring new teachers
- Planning and facilitating professional development for department
- Participating in multi-year grant for easing transition to high school
- District-wide curriculum writing
- Courses taught: Algebra I, Algebra I part 2, Geometry, Algebra II, Algebra II Honors, Technical Math, Calculus

Mathematics Teacher, High School

Ferriday High School, Ferriday, LA

1993 – 1996

- Implemented Tech Prep Curriculum
- .Participated in Title I targeted assistance program
- Junior class sponsor responsible for all prom-related activities
- Math competition team sponsor
- Courses taught: Algebra I, Tech Prep Math I, Tech Prep Math II, Geometry, Calculus, Chemistry

Mathematics Teacher, High School

Farmerville High School, Farmerville, LA

1992 – 1993

- Literary rally advisor
- Courses taught: Algebra II, Algebra II Honors, Trig/Advanced Math Honors

Mathematics Teacher, High School

Homer High School, Homer, LA

1991 – 1992

- Courses taught: Algebra II, Algebra II Honors, Geometry, Geometry Honors, Trig/Advanced Math Honors

Mathematics Teacher, High School

Downsville High School, Downsville, LA

1990 – 1991

- Textbook selection committee member
- Junior class sponsor responsible for all activities related to Junior/Senior banquet
- Courses taught: Algebra I, Geometry, Algebra II, Algebra II Honors, Consumer math

Education

B.S. Mathematics Education

Louisiana Tech University, Ruston, LA

1990

Graduated Summa Cum Laude in mathematics education with minor in chemistry education

Certificates

Louisiana Teaching Certificate Type B

Large-scale Assessment Experience

- Louisiana LEAP 2025 assessments, grades 3 – HS
- Louisiana LEAP Connect assessments
- Louisiana ELPT assessments
- Louisiana LEAP 360 non-summative assessments
- Louisiana EOC assessments
- Louisiana PARCC assessments, grades 3 – 8

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- Louisiana LEAP assessments, grades 4 and 8
- Louisiana iLEAP assessments, grades 3, 5, 6, 7, and 9
- Louisiana GEE assessments, grades 10 and 11
- Louisiana ASA assessments
- Louisiana LAA 2 assessments
- Louisiana LAA 1 assessments
- PARCC mathematics assessments, grades 3 and 5

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Denham Springs, LA 70726
(225) 667-1709
djmaxieducation@gmail.com

Dana James-Maxie, Ph.D.

QUALIFICATIONS SUMMARY

A highly dynamic, team-spirited, results oriented individual, seeking to combine outstanding academic training with excellent work experience to make a significant contribution to organizational goals in continuing education.

EDUCATION

NOVA SOUTHEASTERN UNIVERSITY, Fort Lauderdale-Davie, Florida
Department of Computer and Information Sciences
Ph.D. (Computing Technology in Education), 2012
Dissertation: The Impact of Data-Driven Decision Making on Educational Practice in Louisiana Schools

Coursework: Educational Database Systems, Online Learning Environments, Human-Computer Interaction, Instruction Delivery Systems, Courseware Design & Development, Learning Theory and Computer Applications, Educational Research, Telecommunications and Networks

NOVA SOUTHEASTERN UNIVERSITY, Ft. Lauderdale, Florida
Educational Specialist (Ed.S.), 2008

NORTHWESTERN STATE UNIVERSITY, Natchitoches, Louisiana
Master of Education with Concentration in Educational Technology, 2003
Main Courses: Educational Telecommunications, Networks and Internet, Design and Development of Multimedia Instructional Units, Advanced Telecommunications and Distance Education, Technology Planning and Administration, Educational Hardware and Software Application and Evaluation

Thesis: Effectiveness of a Teacher Created Multimedia Tool for Mathematical Development of Middle School Students

Certification: Educational Technology Facilitator (2002), and Educational Technology Leadership (2002)

SOUTHERN UNIVERSITY A & M COLLEGE, Baton Rouge, Louisiana
Bachelor of Science in Vocational Business Education, 1999
Main Courses: Personal Keyboarding, Accounting, Computer Applications

UNIVERSITY OF LOUISIANA AT LAFAYETTE, Lafayette, Louisiana
Certification: Computer Literacy (2001)

PROFESSIONAL EXPERIENCE

LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge, Louisiana
DIVISION OF ACADEMIC CONTENT / ASSESSMENT SYSTEMS

Education Program Consultant 5B 2014 – current
Educational Technology Consultant 2005 – 2013

PROGRAM MANAGEMENT, IMPLEMENTATION, AND EVALUATION

- ✓ Determines program goals and objectives to effectively manage, monitor, and track progress towards the administration, scoring, and reporting of statewide summative and non-summative assessments.
- ✓ Reviews professional literature, publications, and studies to determine the best practices in the administration of paper and online assessments.
- ✓ Reviews research and prepares reports regarding statewide assessments.
- ✓ Manages cross-functional projects between all assessment teams.
- ✓ Coordinates internally with managers and supervisors across various teams to design, develop, and pilot assessment programs on the basis of national and state research, future needs, and state and federal legislative or policy findings.
- ✓ Coordinates project management meetings to align state and agency goals with vendor deliverables and activities.
- ✓ Monitors and evaluates vendor performance across all assessment related contracts.
- ✓ Evaluate vendor performance to ensure deliverables are received as expected by the state agency.
- ✓ Sets and continually manages project expectations with team members and other stakeholders.
- ✓ Identifies and resolve issues and conflicts within the project team.
- ✓ Proactively manages changes in project scope, identify potential crises, and devise contingency plans.

BUDGET AND FISCAL RESPONSIBILITIES

- ✓ Support program goals and objectives through management of available funds, including identifying allowable expenditures relate to the administration, scoring, and reporting of statewide summative and non-summative assessments.
- ✓ Makes recommendations to the supervisor regarding mandated and discretionary programs and budgetary or personal matters.
- ✓ Apply, monitor, and evaluate grants and other federal and state funding sources related to assessment activities.
- ✓ Researches educational issues, federal and state laws, and State Board of Elementary and Secondary (SBESE) policies proposed legislation impacting education.
- ✓ Manages multi-million dollar contracts by tracking deliverables, state activities, and pricing information.
- ✓ Makes recommendations regarding budgetary matters.
- ✓ Manages and process contractual agreements, invoices, and amendments related to the procurement of all assessment related activities.
- ✓ Manages and maintain alignment between agency and assessment contract budget.

Education Management Corporation (EDMC)
The Art Institute of Pittsburgh Online Division 2008–2009
GENERAL EDUCATION
Online Adjunct Instructor
Computer Literacy

- Facilitate online courses (six week courses) through discussion boards and assignments.
- Follow the developed curricula for ongoing training in Computer Literacy.
- Conduct weekly office hours via chat features in courseware.
- Grade weekly assignments and provides detailed individual feedback.
- Attend teleconference faculty meetings.

LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge, Louisiana 2004–2005
DIVISION OF SCHOOL STANDARDS, ACCOUNTABILITY, AND ASSISTANCE
Education Program Consultant

- Developed and implemented all aspects of an educational program affecting populations such as students, teachers, principals, central office personnel, etc.
- Advised and provided technical assistance to local superintendents of education, other educators, and other persons outside the field of education on programs, policies, procedures, laws, and regulations.
- Researched, designed, implemented and evaluated current and long-range plans, rules, regulations, guidelines, and policies for the program in accordance with federal or state laws and policies.
- Served as a team leader to assist schools and school systems in securing the best possible results for their efforts by building the capacity of school and system teams.
- Developed and implemented a new competitive funding process for school districts seeking assistance with the Comprehensive School Reform Program.
- Monitored and assisted school districts daily with budgets, programs and policy.
- Stayed informed and knowledgeable of the No Child Left Behind Act of 2001 along with application abilities.

IBERIA PARISH SCHOOL BOARD, New Iberia, Louisiana 2000–2004
ANDERSON MIDDLE SCHOOL
Site Based Technology Coordinator/Computer Literacy Teacher

- Personal Keyboarding
- Introduction to Computer Literacy
- Distance Learning Instructor *(Blackboard Learning System Release 5/6)*
- Web Design *(Basic HTML, Macromedia Dreamweaver/Fireworks)*
- Microsoft Office 2000 *(Word, PowerPoint, Excel, Access*)
- Project developer/coordinator of HAT (Help-A-Teacher) – an in school project designed to link teachers, students, and technology.
- Basic Computer Literacy Workshop Presenter for Educators
- Site Based Technology Coordinator
- Family Math and Science Night Facilitator
- Verified all student absences daily
- Developed networking design plans for improved connectivity.
- Maintained operating systems updates for school wide infrastructure.
- Developed School Technology Plan
- LaTAAP (Louisiana Teacher Assistance and Assessment Program) Certified New Teacher Mentor
- LaTAAP (Louisiana Teacher Assistance and Assessment Program) Certified New Teacher Assessor
- LA INTECH (INtegrating TECHnology) K-12 Redelivery Agent
- Grant Writing/Research Team

PARKS COMMUNITY SUPPORT SERVICE, Parks, Louisiana 2000–2004
Web Designer
Awareness Instructor

- Designed and maintained organizations web site.
- Organized Family and Community Involvement workshops
- Assisted in the presentation of Health Awareness
- Designed and presented drug awareness lessons to 6^{th} – 8^{th} graders
- Organized field trips and recreational activities

PROFESSIONAL PUBLICATIONS

Publications
James-Maxie, D. (2007). Information literacy skills in elementary schools: A review of the literature. *Journal of Instruction Delivery Systems, 21*(1), 23-37.

Dana James Maxie. 2012. *The Impact of Data-Driven Decision Making on Educational Practice in Louisiana Schools.* Doctoral dissertation. Nova Southeastern University. Retrieved from NSUWorks, Graduate School of Computer and Information Sciences. (236) https://nsuworks.nova.edu/gscis_etd/236.

WHITNEY R. WHEALDON

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PROFESSIONAL EXPERIENCE

Curriculum

- **Project Director of English Language Arts (ELA) Guidebooks** **August 2017-present**
  - Lead the design and development of updated content for the ELA Guidebooks in grades 3-8, a full ELA curriculum used in over 80% of Louisiana districts and in seven other states
  - Support the implementation of the State Personnel Development Grant (SPDG) focused on improving literacy outcomes for students with disabilities in grades 3-5
  - Lead the full redesign and development of high school ELA Guidebooks slated for a 2020 release to a national audience
  - Manage a team of 2 full-time consultants and an external partnership with an organization with 4 full-time employees
- **Director of Academic Content, Louisiana Department of Education** **August 2015-August 2017**
  - Served as academic lead in ELA and social studies curriculum and instruction, setting and implementing a vision and strategy for improving instruction for 700,000 students
  - Led the development and implementation of the Louisiana English Language Arts Guidebooks 2.0 housed on LearnZillion
  - Managed a nationally lauded instructional materials review process for ELA, math, social studies, and early childhood education to determine the highest quality materials for students
  - Developed and delivered content trainings for teachers and administrators, including three regional collaborations and a summer summit for over 5,000 educators
  - Managed a team of 7 full-time consultants
- **English Language Arts and Social Studies Supervisor, Louisiana Department of Education** **July 2014-August 2015**
  - Led implementation of ELA and social studies standards through the development of instructional tools and the EAGLE formative assessment platform
  - Managed 27 teacher leaders to create 204 virtual training modules to support implementation of the Louisiana English Language Arts Guidebooks 1.0
  - Developed and delivered content trainings for teachers and administrators, including four regional collaborations for administrators, three regional collaborations for teachers, and a summer summit for over 4,000 educators
  - Managed a team of 2 full-time consultants
- **English Language Arts Program Consultant, Louisiana Department of Education** **November 2010-July 2014**
  - Created and led the development of the Louisiana English Language Arts Guidebooks 1.0 and the Louisiana Believes Teacher Support Toolbox
  - Trained and managed a pilot group of 40 Louisiana educators, which served as a model for creating the nationally recognized Louisiana Teacher Leader initiative
  - Created the PARCC Model Content Frameworks with a team of educators and authors of the Common Core State Standards
  - Developed and delivered content trainings for teachers, administrators, and higher education staff, including 3 summer institutes for over 2,000 teachers each
- **Member, ELA State Collaborative on Assessment and Student Standards** **2011-2013**

Assessment

- **State Lead, PARCC Educator Leader Cadre** **2013-2014**
- **Member, Core Leadership Review Committee for PARCC** **2012**

PROFESSIONAL EXPERIENCE, CONTINUED

- **English Language Arts Assessment Coordinator, Louisiana Department of Education** **August 2008-November 2010**
  - Developed ELA assessments for grades 3-11, including selecting items which align with ELA standards, revising items, proofreading test forms, and working with assessment vendors
  - Led teacher committee review meetings

Teaching

- **Eighth Grade, West Feliciana Middle School** **August 2002-August 2008**
- **LEAP After School Tutoring and Summer Remediation** **2002-2007**

HONORS/PRESS/SELECTED PRESENTATIONS

- Fall 2017: "Louisiana Threads the Needle on Ed Reform," Education*Next*
- August 2017: "Navigating the Digital Shift: Implementing Digital Instructional Materials for Learning," Webinar with SETDA
- April 2017: "Louisiana Department of Education Creates and Publishes Dynamic, Homegrown ELA Curriculum Using LearnZillion," LearnZillion
- March 2017: "Teacher-Made Lessons Make Inroads," Education Week
- October 2016: "Teachers in Louisiana Are More Likely to Teach State Standards Than Teachers in Other States" and "Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education," RAND Corporation
- February 2016: "Louisiana OER in Action," Panel Discussion at the William and Flora Hewlett Foundation's Annual OER Meeting
- March 2015: "Implementing Text Sets in K-12 Classrooms," National Center for Literacy Education (NCLE)
- May 2014: "Best Fit" Texts and Tasks, Presentation at the International Reading Association's 59th Annual Conference
- January 2012: "The Common Core State Standards: Supporting Districts and Teachers with Text Complexity," Webinar with CCSSO
- November 2011: "Model Content Frameworks for ELA/Literacy," Webinar with The Partnership for Assessment of Readiness for College and Careers (PARCC)
- 2008 SMARTer Kids Foundation Teaching Excellence Award Honoree
- 2007-2008 Louisiana Middle School Teacher of the Year
- 2007-2008 Region VII Middle School Teacher of the Year
- 2007-2008 West Feliciana Middle School Teacher of the Year
- 2007 Tulane Xavier National Center of Excellence in Women's Health Community Woman Educator Honoree
- 2005 Japan Fulbright Memorial Fund Recipient and Participant

EDUCATION

- **Louisiana State University (LSU), Baton Rouge, LA** **June 2001-August 2002**
  Master of Education, Holmes Program
  GPA: 4.0; Concentration: Education, Certification: English, Grades 7-12
- **Louisiana State University (LSU), Baton Rouge, LA** **August 1998-May 2001**
  Bachelor of Arts, English Literature
  GPA: 4.0; Summa Cum Laude Graduate

Zhanying Zong

1201North Third Street, Baton Rouge, LA 70802
Phone: (225) 342-1848 Email: Zhanying.Zong@la.gov

Education:

Kansas State University, Manhattan, KS, United States
Master's Degree 12/2004
Major: Statistics

Henan University, Kaifeng, China
Bachelor's Degree 07/1990
Major: Education

Area(s) of Expertise: Large-scale assessment scoring and reporting, accountability policy and strategic data analysis

Achievements: **Outstanding Service Award**, Louisiana Department of Education, 05/2009

Professional Experience:

Director of Assessment and Accountability Reporting,
Louisiana Department of Education,
Baton Rouge, LA, 11/2013 - Present

Manage the evaluation, advanced research and data analysis projects related to Louisiana's state, district and school assessment and accountability system.

Oversee the development and delivery of high-quality, error-free report cards to support field understanding at all levels (e.g., principal, superintendent, parent).

Ensure annual assessment results, accountability letter grade and performance scores are released timely and accurately.

Manage production of all required reporting (i.e, federal, legislative, media, public records requests).

Education Research Analyst 3, *Louisiana Department of Education,*
Baton Rouge, LA, 11/2007 - 10/2013

Developed and produced school, district and state accountability reports.

Calculated school, district and state performance scores, including but not limited to final letter grades assigned, cohort graduation rates, and subgroup performance.

Conducted research projects to guide policy changes using multiple, highly complex internal and external educational databases.

Developed processing rules, program sequences, data mappings, data layouts and error-free procedures as a project lead to achieve quality control.

Assistant Data Manager, *Louisiana State University Health Sciences Center*, *School of Public Health*, New Orleans, LA, 06/2005 - 10/2007

Designed and developed a relational database (CEMD) for Tobacco Control Initiative with user-friendly interface.

Established a network that allowed field staff at all 10 LSU hospitals to enter, update and query the databases simultaneously.

Provided analytical support for quality improvement projects by analyzing health-care related data and generating various reports for a variety of audiences.

Instructor, *Huanghuai University, Center for Education and Psychology*, China, 07/1994 - 06/2000

Taught two courses – *Foundations of Education* and *Psychology* – to freshman

Initiated a psychological counseling center to provide mental and behavioral health services for college students.

Designed and implemented psychological measurements and performed psychological tests for elementary school students

Conducted educational research projects and published papers based on the discoveries (e.g. high school should diversify their education scope to, not only prepare some of students for college, but also teach other students vocational skills for employment).

Publication: *Relationship between Quality Education and Examination Education,* Journal of Tianzhong, Issue 4, 1998, pp91-92

Vocational Education in Zhumadian, Journal of Tianzhong, Issue 6, 1997, pp84-106

Influence of Chomsky's Linguistic Theories in Psychology, Journal of Tianzhong, Issue 3, 1995, pp57-60

The New Vision of Learning Theory--Cognitive Connection Theory, Journal of Tianzhong, Issue1, 1995, pp66-70

Games and Children's Psychological Development, Journal of Tianzhong, S1, 1995, pp73-74

The National Center
for the Improvement of
Educational Assessment, Inc.

Vita
SCOTT F. MARION
President

Scott F. Marion is the President of the non-profit The National Center for the Improvement of Educational Assessment, Inc. Previously, he served as the Vice President of the Center since 2005 and as a senior associate from 2003-2005. The mission of the Center is to help states and districts foster higher student achievement through improved practices in educational assessment and accountability. The Center does this by:

- Providing customized support to states and districts in designing, implementing, and improving fair, effective, and legally defensible assessment and accountability programs. The Center's staff provides the full range of support, including technical analyses, policy support, documentation and communication, and training from designing an accountability system to meet a legislative mandate through designing effective programs in support of low-performing schools.
- Coordinating Technical Advisory Committees that help ensure a state's evolving assessment and accountability programs receive the best on-going technical advice possible, focused on the specific issues and decision-making needs of the individual state or district.
- Developing and disseminating practical standards for assessment and accountability programs that include specific information about what states and districts should do *today* to have technically sound programs.

As President, Dr. Marion consults with numerous states on such issues as optimal design of assessment and accountability systems, creating or documenting legally defensible approaches to accountability and educator evaluation, gathering validation evidence for accountability programs, and designing comprehensive assessment systems to serve both instructional and accountability purposes. In addition to his management role at the Center for Assessment, Dr. Marion assists in active leadership in the Center's efforts to develop practical professional standards through the Center's annual lecture series and as a regular contributor to professional publications and the annual conferences of AERA, NCME, and CCSSO.

As Wyoming's assessment director (1999-2003), Dr. Marion managed the K-12 testing program, the Wyoming Comprehensive Assessment System, overseeing the state's Uniform Reporting System, and generally overseeing all assessment-related activities at the Wyoming Department of Education. Wyoming's innovative high school competency assessment system—The Body of Evidence System—was the most ambitious project of his administration. Scott Marion worked through the entire cycle of development of the assessment system from initial design through incorporation into legislation, administrative rule, and into actual implementation. From 1997 Dr. Marion worked with department of education staff and educators in the field, the state board of education, advisory panels, and the governor's and legislative offices to design Wyoming's first statewide, standards-based assessment system.

Dr. Marion earned his Ph.D. at the University of Colorado at Boulder under mentorship of Professors Lorrie Shepard and Robert Linn. Dr. Marion started his career as a field biologist prior to earning his Master's of Science in Science and Environmental Education from the University of Maine.

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Education

Ph.D. May 2004. University of Colorado, Boulder, CO. Research and evaluation methodology. Specialization--Educational Assessment. Dissertation Advisor: Lorrie Shepard. Dissertation title: Psychometric Concerns When Measuring Advanced Knowledge.

Master of Science. May 1992. University of Maine, Orono, Maine. Science and Environmental Education G.P.A. 4.0 Thesis Advisor: Theodore Coladarci. Thesis title: *Gender differences in science course-taking patterns among college undergraduates: Indicators of a hidden curriculum in science education?*

Maine State Certification. August 1986. University of Maine, Orono, Maine.

Bachelor of Science. May 1979. State University of New York, College of Environmental Science and Forestry, Syracuse, NY. September 1975-May 1979. Majored in zoology and forest biology, graduated cum laude (G.P.A. 3.1).

Professional History

Wyoming Department of Education. Cheyenne, WY.

Director of Assessment and Accountability. November 1999-January 2003. Responsible for managing the state's K-12 testing program, Wyoming Comprehensive Assessment System, overseeing the state's Uniform Reporting System, and, generally, overseeing all assessment-related activities at the Wyoming Department of Education, including assessment issues related to district accreditation and student graduation requirements. Managed two budgets in excess of three million dollars per year, supervised three staff members, several external consultants, and a testing contractor.

Wyoming Department of Education. Cheyenne, WY.

Assessment Specialist. August 1997-October, 1999. Served as a consultant to the Department to help with the development and implementation of the Wyoming Comprehensive Assessment System. Duties included writing background research reports, planning design team meetings, drafting the assessment system technical reports, and writing and reviewing requests for proposals.

School of Education, University of Colorado at Boulder. Campus Box 249, Boulder, CO.

Research Assistant, August 1993-September 1994; August 1995-May, 1997. I worked as a research associate of a variety of assessment related research projects funded by the Center for Research on Student Standards and Testing (CRESST). Supervisor: Dr. Lorrie Shepard

Evaluation Internship, September 1994 - August 1995. As part of a two-person internship team, I served as a co-principal investigator for an evaluation of the National Science Foundation-funded Mathematicians and Education Reform (MER) Forum. This internship was supported by the American Educational Research Association's Grants Program and NSF. Supervisor: Dr. Ernest House.

College of Education, University of Maine, Orono, ME.

Part-time Faculty Member. 1991-1993. Responsibilities include teaching the following graduate and undergraduate courses: EDS 520--Educational Measurement; ESC 525--Planning the Environmental Curriculum; and EDB 221--Introduction to Educational Psychology.

Center for Research and Evaluation, College of Education. University of Maine, Orono, ME.

Research Associate, September 1988-July 1993. Responsibilities included conducting curriculum and program evaluations for school systems and other agencies, managing the Center's data bases and archives, writing grants and funding proposals, writing research and technical reports, and providing research design and statistical consulting services for University faculty and graduate students.

Selected Publications

Marion, S.F. (2018). The opportunities and challenges of a systems approach to assessment. *Educational Measurement: Issues and Practice, 37, 1*,

Marion, S.F., Vander Els, J. & Leather, P. (2017). Reciprocal accountability for transformative change: New Hampshire's performance assessment of competency education (PACE). *VUE: Voices in Urban Education*, 46, 20-25.

Marion, S.F., Lyons, S., & Pace, L. (2017). Evaluating and Continuously Improving an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Gagnon, D.J., Hall, E. & Marion, S.F. (2017). Teacher evaluation and local control in the United States: An investigation into the degree of local control afforded to districts in defining evaluation procedures for teachers in non-tested subjects and grades. *Assessment in Education: Principles, Policy & Practice, 24, 4, 489-505.*

Marion, S.F., Pace, L., Williams, M., & Lyons, S. (2016). Project Narrative: Creating a State Vision to Support the Design and Implementation of An Innovative Assessment and Accountability System. www.innovativeassessments.org

Marion, S.F., Lyons, S., Pace, L., & Williams, M. (2016). A Theory of Action to Guide the Design and Evaluation of States Innovative Assessment and Accountability System Pilots. www.innovativeassessments.org.

Thompson, J., Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). Ensuring and Evaluating Assessment Quality for Innovative Assessment and Accountability Systems. www.innovativeassessments.org.

Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). Addressing Accountability Issues including Comparability in the Design and Implementation of an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Jenkins, S., Pace, L., Lyons, S., Marion, S.F. (2016). Establishing a Timeline and Budget for Design and Implementation of an Innovative Assessment System. www.innovativeassessments.org.

Thompson, J, Lyons, S., Marion, S.F., Pace, L. (2016). Supporting Educators and Students Through Implementation of an Innovative Assessment and Accountability System. www.innovativeassessments.org.

Graue, E., Marion, S.F., & Nelson, M. (2016, Spring). Eye on her research: Assessment in a learning culture. *Education Views, pp 6-8*. School of Education, University of Colorado, Boulder.

Rothman, R. & Marion, S.F. (2016). The next generation of state assessment and accountability. *Kappan, 97, 8, 34-37.*

Marion, S.F. & Buckley, K. (2016). Design and implementation considerations of performance-based and authentic assessments for use in accountability systems. In Braun, H. (ed). *Meeting the Challenges to Measurement in an Era of Accountability*. New York, NY: Routledge, Taylor & Francis Group.

Chattergoon, R. & Marion, S.F. (2016). Not as easy as it sounds: Designing a balanced assessment system. *The State Education Standard, 16, 1*, 6-9

Marion, S.F. (2015). The search for the Holy Grail: Content-referenced score interpretations from large-scale tests. *Measurement: Interdisciplinary Research & Perspectives*

Domaleski, C., Gong, B., Hess, K., Marion, S., Curl, C., Peltzman, A. (2015). Assessment to support competency-based pathways. Washington, DC: Achieve. www.Achieve.org and www.nciea.org

Marion, S. (2015, Feb). Two sides of the same coin: Competency based education and Student Learning Objectives. Published by Competency Works. http://www.competencyworks.org/resources/two-sides-of-the-same-coin-competency-based-education-and-student-learning-objectives/

Marion, S., & Leather, P. (2015). Assessment and accountability to support meaningful learning. *Education Policy Analysis Archives, 23(9)*. http://dx.doi.org/10.14507/epaa.v23.1984

Diaz-Bilello, E.B., Patelis, T., Marion, S.F., Hall, E., Betebenner, D. & Gong, B. (2014). Are the *Standards for Educational and Psychological Testing* Relevant to State and Local Assessment Programs? *Educational Measurement: Issues and Practice, 33, 4*, 16–18

Marion, S.F., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello, E. (2012, May). Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on Student Learning Objectives. **www.nciea.org.**

Marion, S.F. & Buckley, K. (2011). Approaches and considerations for incorporating student performance results from "Non-Tested" grades and subjects into educator effectiveness determinations. www.nciea.org.

Buckley, K. & Marion, S.F. (2011). A Survey of Approaches Used to Evaluate Educators in Non-Tested Grades and Subjects. www.nciea.org.

Marion, S.F. (2010). Constructing a validity argument for alternate assessments based on modified achievement standards. In Perie, M. *Alternate Assessments Based on Modified Achievement Standards*. Baltimore, MD: Brooks Publishing.

Li, Y., Marion, S.F., Perie, M. & Gong, B. (2010) An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education, 85, 2*, 163-185

Perie, M., Marion, S.F., & Gong, B. (2009). Moving towards a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice, 28, 3*, 5-13.

Marion, S.F. (2009). Some key considerations for test evaluators and developers. In Schafer, W. and Lissitz, R. (eds.) *Alternate assessments based on alternate achievement standards: Policy, practice, and potential* (pp. 357-360).

Marion, S. F. & Perie, M. (2009). Validity arguments for alternate assessments. In Schafer, W. and Lissitz, R. (eds.) *Alternate assessments based on alternate achievement standards: Policy, practice, and potential* (pp. 115-127). Baltimore, MD: Brooks Publishing.

Perie, M., Marion, S.F., Gong, B., & Wurtzel, J. (2007). The Role of Interim Assessments in a Comprehensive Assessment System: *A Policy Brief*. www.aspeninst.org and www.nciea.org.

Marion, S.F. & Gong, B. (2007). Assessing college readiness: A continuation of Kirst. *NCME Newsletter, 15, 2*, 5-7.

Hill, R.K., Gong, B., Marion, S., DePascale, C., Dunn, J., and Simpson, M. (2006). Using Value Tables to Explicitly Value Growth, Paper presented at the MARCES conference.

Dunn, J. & Marion, S. F. (2006). NCLB Growth: What are we learning as reauthorization approaches? *NCME Newsletter, 14, 4*, 3-4.

Marion, S. F. & Pellegrino, J. W. (2006). A validity framework for evaluating the technical quality of alternate assessments. *Educational Measurement: Issues and Practice, 25, 4,* 47-57.

Dunn, J., Gong, B. & Marion, S. F. (2006). NCLB science assessments: A unique opportunity. *Measurement: Interdisciplinary Research and Perspectives, 4, 4*, 242-246.

Gong, B. & Marion, S. F. (2006). Dealing with flexibility in assessments for students with significant cognitive disabilities. Minneapolis, MN: University of Minnesota, National Center for Educational Outcomes Synthesis Report No. 60. http://education.umn.edu/nceo/OnlinePubs/Synthesis60.html.

Glenn, W. J., Picus, L.O., Marion, S., & Calvo, N. (2006). School facility quality and student achievement in Wyoming. *School Business Affairs, 72, 5,* 12-16.

Picus, L. O., Marion, S.F. Calvo, N., Glenn, W. J. (2005). Understanding the relationship between student achievement and the quality of educational facilities: Evidence from Wyoming. *Peabody Journal of Education, 80, 3*, 2005

Marion, S. F., White, C, Carlson, D., Erpenbach, W. J., Rabinowitz, S., Sheinker, J. (2002) Making valid and reliable decisions in the determination of adequate yearly progress: A Paper in the Series: *Implementing The State Accountability System Requirements Under The No Child Left Behind Act Of 2001*. Washington, D.C.: Council of Chief State Schools Officers.

Marion, S. F. & Stevens, S. (2001, March). *The Wyoming Assessment Handbook*. Cheyenne, WY: Wyoming Department of Education. http://www.measuredprogress.org/wycas/WhatsNew/AssessmentHandbook.pdf

Marion, S. F., Sheinker, A., Hansche, L., & Carlson, D. (1998, January). Wyoming Comprehensive Assessment System Design Report. Report prepared for the Wyoming State Legislature. Cheyenne, WY: Wyoming Department of Education. http://www.measuredprogress.org /wycas/WDEPP/design.htm

Shepard, L. A., Smith, M. L., & Marion, S. F. (1998). On the success of failure: A rejoinder to Alexander. *Psychology in the Schools, 35,* 404-406.

Shepard, L. A., Smith, M. L., & Marion, S. F. (1996). Failed evidence on grade retention. *Psychology in the Schools, 33,* 251-261.

Borko, H. Mayfield, V. Marion, S. F., Flexer, R., & Cumbo, K. (1997) Teachers' developing ideas and practices about mathematics performance assessment: Successes, stumbling blocks, and implications for professional development. *Teacher and Teacher Education, 13,* 259-278.

Eisenhart, M., Finkel, E., & Marion, S. F. (1996). Creating the conditions for scientific literacy: A re-examination. *American Educational Research Journal, 33,* 261-296.

Shepard, L. A. Flexer, R. J., Hiebert, E. H., Marion, S. F., Mayfield, V., & Weston, T. J. (1996). Effects of introducing classroom performance assessments on student learning. *Educational Measurement: Issues and Practice, 15, 3,* 7-18..

Shepard, L. A., Smith, M. L., & Marion, S. F. (1996). Failed evidence on grade retention. *Psychology in the Schools, 33, 3.*

Maddaus, J. & Marion, S. F. (1995). Do standardized test scores influence parental choice of high school? *Journal of Research in Rural Education, 11, 2,* 75-83.

National Research Council/National Academy of Science Publications

(Participated as an active committee member and report contributor to the following NRC reports.)

National Research Council. (2014). *Developing Assessments for the Next Generation Science Standards.* Committee on Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education, James W. Pellegrino, Mark R. Wilson, Judith A. Koenig, and Alexandra S. Beatty, *Editors.* Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Braun, H., Chudowsky, N., & Koenig, J. A. (2010). *Getting value out of value-added: Report of a workshop.* Washington, DC: National Academies Press.

National Research Council. (2010). *State assessment systems: Exploring best practices and innovations: Summary of two workshops.* Alexandra Beatty, Rapporteur; Committee on Best Practices for State Assessment Systems. National Research Council. Board on Testing and Assessment. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Technical Reports, Studies, Conference Papers and Presentations

Numerous technical reports of evaluation studies produced for such organizations as the National Science Foundation and various state agencies. More than 60 presentations at various national conferences including almost yearly presentations at the American Educational Research Association (AERA)/National Council of Measurement in Education (NCME) annual meetings since 1990 and CCSSO's Large Scale Assessment Conference since 1998.

Honors, Awards, Scholarships and Fellowships

The Spencer Foundation. Spencer Dissertation Fellowship for Research Related to Education. 1998-1999.

The Spencer Foundation & American Educational Research Association. Travel Fellowship Award. 1996-1997.

American Educational Research Association & National Science Foundation. Evaluation Internship Award. 1994-1995.

American Educational Research Association, National Science Foundation, & National Center for Educational Statistics. Selected to participate in the AERA Statistics Institute. April 8-10, 1994.

University of Colorado. University Fellowship awarded by the Graduate School to fund the first year of Ph.D. studies. 1993-1994.

New York State Regents Scholarship. 1975-1979.

National Honor Society. 1974-1975.

Service

Rye School Board, Rye, NH. 2013-present; Board Chair, 2015-present.

Southeast New Hampshire Land Trust—Board member, 2012-present.

National Research Council Committee Member for the following:

- Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education (2013-2014)
- Best Practices for State Assessment Systems (2013-2014)
- Value-Added Model in Education (2009-2010)

AERA, Division D, Robert L. Linn Distinguished Lecture Award. Committee Member: 2009-2012

United States Department of Education. National Technical Advisory Committee Member. 2008-2010

The Keystone Center Board of Trustees 2006-2009

Committee Member: AERA Book Award. 2006-2009

The National Center
for the Improvement of
Educational Assessment, Inc.

Vita
CHRIS DOMALESKI
Associate Director

As the Associate Director, Chris Domaleski helps states and organizations improve student achievement by providing technical support to implement innovative and effective assessment and accountability systems. Since joining the Center in 2008, Chris has helped multiple states develop, implement, and evaluate assessment and accountability systems. He serves on several technical advisory committees, is the coordinator of the Council of Chief State School Officers State Collaborative on Accountability Systems and Reporting, has served as a technical advisor to multi-state assessment consortia, and works closely with multiple states to design and validate assessment and accountability systems. Chris currently serves as an associate editor for the Journal of Educational Measurement.

Selected current and recent projects include:

- Chair, Technical Advisory Committee, Mississippi Department of Education
- Chair, Technical Advisory Committee, Gwinnett County (Georgia) Public Schools
- Technical Advisory Committee, Alaska Department of Education
- Technical Advisory Committee, Connecticut State Department of Education
- Technical Advisory Committee, Kansas Department of Education
- Technical Advisory Committee, South Carolina Department of Education
- Technical Advisory Committee, Nevada Department of Education
- Coordinator for the Accountability Systems and Reporting State Collaborative for the Council of Chief State School Officers
- Consultant to the National Center and State Collaborative (NCSC) Alternative Assessment Consortium for assessment design
- Co-Coordinate/ Facilitate Technical Advisory Committee for the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium
- Consultant to the Wyoming Department of Education for Accountability Design
- Consultant to the Utah State Office of Education for Assessment Design and Accountability
- Consultant to the Louisiana Department of Education for Assessment and Accountability Design

Prior to working with the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state's K-12 testing program and accountability system. He received his Ph.D. at Georgia State University in Educational Policy Studies, concentrating in Research, Measurement, and Statistics and has taught graduate courses in measurement and statistics at the University of Georgia.

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Dover, NH 03820
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website www.nciea.org

Education

Doctor of Philosophy, Georgia State University, Atlanta, Georgia, 2006
Educational Policy Studies, Concentration in Research, Measurement, and Statistics
Dissertation: *Exploring the Efficacy of Pre-Equating a Large-Scale, Criterion-Referenced Assessment with Respect to Measurement Equivalence*

Master of Education, The University of Georgia, Athens, Georgia, 1994
Student Personnel in Higher Education

Bachelor of Science, North Georgia College, Dahlonega, Georgia, 1991
Major in Political Science with a minor in English

Professional History

National Center for the Improvement of Educational Assessment, Inc.
Dover, New Hampshire, 2008 – Present
Associate Director
- Work with clients to design and/or validate assessment and accountability systems
- Provide research and consulting services on a variety of policy and/or psychometric issues related to assessment and accountability

Georgia Department of Education, Atlanta, Georgia, 2002 – 2008
Associate Superintendent for Assessment and Accountability, 2007 - 2008
- Responsible for all-aspects of the development and implementation of the state K-12 assessment program and the state accountability system under NCLB
- Oversee the Division of Assessment Research Development, Division of Assessment Administration, and Division of Accountability
- Serve as liaison to the State Superintendent of Schools and the Georgia State Board of Education for policy, programs, and issues related to assessments and accountability

Division Director for Testing, 2006 - 2007
- Responsible for all-aspects of the statewide K-12 assessment program, involving over 4.5 million tests administered annually to over 1 million public school students
- Manage contracts, deliverables, and budgets for multiple state assessment programs
- Ensure state assessment program is in compliance with state and federal laws and regulations

Manager for Research and Development, 2004 – 2006
- Provide leadership for all projects and activities of the Research and Development team for the Testing Division to include: development and validation of statewide assessments, preparation of research reports, management of scoring and reporting, and training and support to assessment stakeholders
- Manage contracts, budgets, and deliverables for multiple projects

Assessment Specialist, 2002 – 2004
- Provide primary psychometric support related to the state assessment programs
- Conduct data analysis to verify the integrity and validity of assessment data.
- Prepare reports for GaDOE and other stakeholders to address assessment properties, research findings, and appropriate use of test scores.

The University of Georgia, Athens, Georgia, 2014- Present
Instructor, College of Education 2014 – Present
- Teach graduate level research and statistics courses
- Courses taught include: Analysis of Variance Methods in Education, Applied Correlation and Regression Methods

Georgia State University, Atlanta, Georgia, 2000 – Present
Instructor, College of Education, 2006 – 2014
- Teach graduate level research, measurement, and statistics courses
- Courses taught include: Research Methods, Institutional Research, Item Response Theory, and Advanced Measurement Theory

Graduate Assistant Educational Research Bureau, 2001 – 2002
- Worked with faculty and graduate students engaged in educational research to provide guidance and support for research design, implementation, statistical analyses, and interpretation
- Supported ongoing research projects of the bureau, including such tasks as developing surveys and assessments, conducting literature reviews, and performing data analysis.

Selected Publications

Betebenner, D., Diaz-Bilello, E., Domaleski, C., & Marion, S. (2014). *Student Growth Percentiles During the Assessment Transition: Technical, Practical and Political Implications*. Washington, DC: Council of Chief State School Officers.

Domaleski, C.S. (2017). *An Examination of the Precision of NCSC Scores*. Technical report for the National Center and State Collaborative supported by a grant from the United States Department of Education.

Domaleski, C.S. & Gong, B. (2017). *Implementing the Locally Selected High School Assessment Provision of the Every Student Succeeds Act: Key Questions and Considerations*. Washington, DC: Council of Chief State School Officers.

Domaleski, C.S. & Hall, E. (2017). *Guidance for Estimating and Evaluating Growth*. Technical report for the National Center and State Collaborative supported by a grant from the United States Department of Education.

Domaleski, C.S., Thompson, J., & Dadey, N. (2017). *An Examination of Item Difficulty by Tier, Domain, and Distribution*. Technical report for the National Center and State Collaborative supported by a grant from the United States Department of Education.

Domaleski, C., Gong, B., Hess, K., Marion, S., Curl, C., Peltzman, A. (2015). *Assessment to Support Competency-Based Pathways*. Washington, DC: Achieve.

Domaleski, C.S. & Hall, E. (2014). *Assessment Transitions and Implications for Accountability*. Washington, DC: Council of Chief State School Officers.

Domaleski, C.S. & Perie, M. (2012). *Promoting Equity in State Education Accountability Systems*. Dover, NH: NCIEA.

Domaleski, C.S. (2011). *State End of Course Tests: A Policy Brief*. Washington, DC: Council of Chief State School Officers.

Domaleski, C.S. (2010). Accountability and operational issues. In M. Perie (Ed.), *Teaching and assessing low achieving students with disabilities: A guide to alternate assessments based on modified achievement standards*. Baltimore: Brookes Publishing.

Domaleski, C. & Hill, R. (2010). *Considerations for Using Assessment Data to Inform Determinations of Teacher Effectiveness*. Dover, NH: NCIEA.

Englehard, G., Fincher, M., & Domaleski, C.S. (2011). *Mathematics Performance of Students with and Without Disabilities under Accommodated Conditions Using Resource Guides and Calculators on High Stakes Tests*. Applied Measurement in Education, 24(1), 22 – 38.

Erpenbach, W. & Domaleski, C. (2013) *ESEA Flexibility Requests: A Study of States' Requests for Waivers from Requirements of the No Child Left Behind Act of 2001*. Washington, DC: Council of Chief State School Officers.

Marion, S., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello (2012). Considerations for Analyzing Educator's Contributions to Student Learning in Non-Tested Subjects and Grades with a Focus on Student Learning Objectives. Dover, NH: NCIEA.

Martineau, J., Domaleski, C., Egan, K., Patelis, T., & Dadey, N. (2015). Recommendations for Addressing the Impact of Test Administration Interruptions and Irregularities. Washington, DC: Council of Chief State School Officers.

Oshima, T.C. & Domaleski, C.S. (2006, April). Academic Performance Gap Due to Birthdate in Kindergarten Through Eighth Grade. *Journal of Educational Research*.

Selected Presentations

Bishop, N.S., Sharairi, S., Swift, D., Lei, P., & Domaleski, C.S. (2006, April). *Comparing Growth and AYP Results Over Multiple Years Using Different IRT Scale Transformation Procedures.* Paper presented at the annual meeting of the National Council on Measurement and Education, San Francisco, CA.

Domaleski, C.S. (2017, April). *Walking a tightrope: Navigating the balance of policy and psychometrics*. Presentation at the annual meeting of the National Council for Measurement in Education. San Antonio, TX.

Domaleski, C.S. (2017, June). *Measure what matters: Options for high school assessment and accountability*. Plenary session panelist at the annual Council of Chief State School Officers National Conference on Student Assessment, Austin, TX.

Domaleski, C.S. (2017, June). *Incorporating multiple high school assessments into the state reporting and accountability system under ESSA*. Presentation at the annual Council of Chief State School Officers National Conference on Student Assessment, Austin, TX.

Domaleski, C.S. (2016, June). *Promising practices to measure outcomes for English language learners in school accountability systems*. Discussant for presentation at the annual Council of Chief State School Officers National Conference on Student Assessment. Philadelphia, PA.

Domaleski, C.S. (2015, June). *The Progress and Promise of Open Source Technology to Support State Assessment Systems*. Presentation at the annual Council of Chief State School Officers National Conference on Student Assessment, San Diego, CA.

Domaleski, C.S. (2015, June). *The Road More Traveled: Next Generation Assessments and the State of All Six Multi-State Consortia*. Presentation at the annual Council of Chief State School Officers National Conference on Student Assessment, San Diego, CA.

Domaleski, C.S. (2011, April). *Considerations for Using Student Performance in Evaluations of Educator Effectiveness*. Invited presentation at the Collaborative Conference for Student Achievement. Greensboro, N.C.

Domaleski, C.S. (2010, June). *Comparability: What, Why, When and the Changing Landscape of Computer-Based Testing.* Discussant for presentation at the annual Council of Chief State School Officers National Conference on Student Assessment, Detroit, MI.

Domaleski, C.S. (2010, June). *Evaluating the Impact of Accountability Systems: State Experiences with Consequential Validity Research*. Discussant for presentation at the annual Council of Chief State School Officers National Conference on Student Assessment, Detroit, MI.

Domaleski, C.S. (2007, June). *Estimating Reliability of Assessment Outcomes for Special Populations: Perspectives, Methods, and Recommendations*. Discussant for presentation at the annual Council of Chief State School Officers Large Scale Assessment Conference, Nashville, TN.

Domaleski, C.S., Long, D., Siskind, T., & Reel, M. (2007, June). *Leveraging Technology for State Assessments*. Presentation at the annual Council of Chief State School Officers Large Scale Assessment Conference, Nashville, TN.

Domaleski, C.S. (2007, April). *The Efficacy of Equating with respect to Measurement Equivalence*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Neel, J.H., Monaco, M.K., Domaleski, C.S., & Stephens-Bonty, T. (2001, November). *Levene's Test Revisited.* Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA.

Oshima, T.C., Raju, N.S., & Domaleski, C.S. (2006, April). *Conditional DIF and DTF*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Patz, R.J., Lall, V., Domaleski, C.S. (2006, April). *Estimating the Rasch Model with Block-Diagonal Item Response Matrix: An Exploration of Winsteps Software with Implications for Equivalent-Groups Equating.* Paper presented at the International Objective Measurement Workshop, Berkley, CA.

SUSAN LYONS
Curriculum Vitae

192 Mystic Valley Pkwy, Arlington, MA 02474
(781) 330-9683 • slyons@nciea.org

EDUCATION

University of Kansas, Lawrence, KS
Ph.D. Educational Psychology & Research — May 2015
Track: Research, Evaluation, Measurement & Statistics
Dissertation: *Effect of summer learning loss on aggregate estimates of student growth*
M.S.Ed. Educational Psychology & Research — June 2013

Boston University, Boston, MA
B.A. Mathematics & Math Education*, Cum Laude* — May 2010

HONORS & APPOINTMENTS

TranformingEducation National Technical Advisory Board	2016-Present
KU School of Education Merit Scholarship	2013-2015
Mary Oyster O'Guin Memorial Scholarship	2013-2015
Kingsbury Center Data Award	2014
KU Graduate Studies Summer Research Fellowship	2014

PROFESSIONAL EXPERIENCE

Center for Assessment, Dover, NH — 2014 – Present
Associate

Provide technical expertise and support related to the design and implementation of assessment and accountability systems. Notable projects include the New Hampshire Performance Assessment for Competency Education (PACE) project where I lead much of the design and analysis to support the technical quality of the innovative assessment system—including working with educators to build performance assessment capacity. Additionally, I am working to support states as they transition their assessment and accountability systems under the Every Student Succeeds Act through work with the Georgia Educator Effectiveness and Accountability Technical Advisory Committee, the New Hampshire Accountability Task Force, and partnerships with organizations such as the Hewlett Foundation, Council for Chief State School Officers, and KnowledgeWorks.

Boston College, Chestnut Hill, MA — 2015 – 2017
Part-time Faculty

Design and taught graduate-level statistics courses for beginning through advanced doctoral students in the Lynch School of Education. Statistical theory is emphasized along with computer software applications. Served as the supervisor for graduate teaching assistants.

Center for Research on Learning, Lawrence, KS — 2012 – 2014
Graduate Research Assistant

Position funded by IES award entitled: *An Adaptive Testing System for Diagnosing Sources of Mathematics Difficulties*. Under the supervision of Drs. John Poggio and Susan Embretson, I worked with a team at Georgia Institute of Technology to carry out key functions associated with the grant.

Center for Educational Testing and Evaluation, Lawrence, KS 2011 – 2012
Graduate Research Assistant
Member of the team responsible for development, quality assurance, alignment, and timely release of all Kansas summative state assessments, including alternate and accommodated forms.

Colegio Menor, Cumbaya, Ecuador 2010 – 2011
Seventh Grade Math Teacher
Taught four classes with a total of 79 seventh graders. Engaged with students in project-based learning. Maintained open and effective communication with Spanish-speaking parents about student learning and progress.

PUBLICATIONS

Buckley, K., & **Lyons, S**. (*in development*). Teacher and leader perceptions of student learning objectives.

Dadey, N., **Lyons, S.,** & DePascale, C. (2018). Score comparability across computerized assessment delivery devices. *Applied Measurement in Education, 31*(1), 30-50.

Lyons, S., & Evans, C. (2017*)*. Evaluating comparability in the scoring of performance assessments for accountability purposes. *Voices in Urban Education, 46.*

Lyons, S., & Qiu, Y. (2017). Voices from the field: Performance assessments in state accountability as discussed at CCSSO's National Conference on Student Assessment. *Voices in Urban Education.*

Evans, C., & **Lyons, S.** (2017). Comparability in innovative assessment systems for state accountability. *Educational Measurement: Issues and Practice, 36*(3), 24-34.

Lyons, S., & Dadey, N. (2017). *Considering English language proficiency within systems of accountability under the Every Student Succeeds Act*. National Center for the Improvement of Educational Assessment: Dover, NH.

Marion, S., & **Lyons, S.** (2016). *In Search of Unicorns: Conceptualizing and validating the "Fifth Indicator" in ESSA accountability systems.* National Center for the Improvement of Educational Assessment: Dover, NH.

Lyons, S. & Marion, S. F. (2016). *Comparability options for states applying for the Innovative Assessment and Accountability Demonstration Authority: Comments submitted to the United States Department of Education regarding proposed ESSA regulations.* National Center for the Improvement of Educational Assessment: Dover, NH.

Marion, S. M., **Lyons, S.**, D'Brot, J. (2016). *Developing a theory of action to support high quality accountability system design.* National Center for the Improvement of Educational Assessment: Dover, NH.

Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). *Addressing accountability issues including comparability in the design and implementation of an innovative assessment and accountability system*. www.innnovativeassessments.org

Thompson, J., **Lyons, S.**, Marion, S. F., & Pace, L. (2016). *Supporting educators and students through implementation of an innovative assessment and accountability system*. www.innovativeassessments.org

Thompson, J., **Lyons, S.**, Marion, S.F., Pace, L., & Williams, M. (2016). *Ensuring and evaluating assessment quality for innovative assessment and accountability systems.* www.innnovativeassessments.org

Marion, S.F., Pace, L., Williams, M., & **Lyons, S.** (2016). *Project narrative: Creating a state vision to support the design and implementation of an innovative assessment and accountability system.* www.innovativeassessments.org

Lyons, S., & Hall, E. (2016). *The role of the Standards for Educational and Psychological Testing in establishing a methodology to support the evaluation of assessment quality.* National Center for the Improvement of Educational Assessment: Dover, NH.

Hall, E. & **Lyons, S.** (2016). *A guide to evaluating college- and career-ready assessments: Focus on test characteristics – Evaluation methodology.* National Center for the Improvement of Educational Assessment: Dover, NH.

Hall, E. & **Lyons, S.** (2016). *A guide to evaluating college- and career-ready assessments: Focus on test characteristics – Criteria evaluation framework*. National Center for the Improvement of Educational Assessment: Dover, NH.

Whetstone, P., **Gillmor, S.**, & Schuster, J. (2015). Effects of a metacognitive social skills intervention in a rural setting with at-risk adolescents. *Rural Special Education Quarterly*, *34*(2).

Gillmor, S., Poggio, J., & Embretson, S. (2015). Effects of reducing cognitive load of mathematics test items on student performance. *Numeracy, 8*(1), 4.

Gillmor, S., & Rabinowicz, S. (2013). Understanding geometry and measurement through service-learning. *Mathematics Teaching in the Middle School*, *19*(1), 55-58.

Seider, S., Rabinowicz, S., & **Gillmor, S.** (2012). Differential outcomes for American college students engaged in community service learning involving youth and adults. *Journal of Experiential Education*, *35*(3), 447-463.

Seider, S., **Gillmor, S.**, & Rabinowicz, S. (2012). The impact of community service learning upon the expected political voice of participating college students. *Journal of Adolescent Research, 27*(1), 44-77.

Seider, S., Rabinowicz, S., & **Gillmor. S.** (2011). The impact of philosophy and theology service-learning experiences upon the public service motivation of participating college students. *Journal of Higher Education*, *82*(5), 597-628.

Seider, S., **Gillmor, S.**, & Rabinowicz, S. (2011). The impact of community service learning upon the worldviews of business majors vs. non-business majors at an American university. *Journal of Business Ethics*, *98*(3), 458-504.

Seider, S., Gillmor**, S.**, & Rabinowicz, S. (2010). Complicating college students' conception of the American Dream through community service learning. *Michigan Journal of Community Service Learning*, *17*(1), 5-19.

Seider, S., Rabinowicz, S., & **Gillmor, S**. (2010). Community service learning and conceptions of poverty among American college students. *Analyses of Social Issues & Public Policy*, *10* (1) 215-236.

Seider, S., **Gillmor, S.**, Leavitt, J., & Rabinowicz, S. (2009). Puzzling over community service and reflection. *Journal of College & Character*, 10 (7), 1-8.

INVITED PRESENTATIONS

D'Brot, J., & **Lyons, S.** (2017, May). *Identification and exit criteria for CSI and TSI schools.* Presentation as part of CCSSO's Learning from Our Peers: Webinar Mini-Series.

Lyons, S., & Buckley, K. (2017, April). *Re-imagining school accountability under ESSA: Opportunities and challenges for evaluating school quality and student success.* Pre-conference professional development and training course, hosted by AERA Division H, provided at the annual conference of the American Educational Research Association, San Antonio, TX.

Pompa, D., & **Lyons, S.** (2017, March). *Strategic opportunities for including English learners in ESSA state accountability plans.* Webinar hosted by the National Center on Immigrant Integration Policy of the Migration Policy Institute.

Lyons, S. (2017, February). *Incorporating English language proficiency into systems of accountability.* Paper presented at the Convening on Accountability and English Learners hosted by the Latino Policy Forum, Chicago, IL.

Lyons, S., & Patelis, T. (2016, October). *Keeping a watchful eye on new assessment models.* Presentation at the High Quality Assessment Project meeting on Improving Partnerships to Support High Quality Assessments, New Orleans, LA.

Lyons, S. (2016, October). *Developing a theory of action for an innovative assessment system.* Presentation at the Innovative Assessment Convening hosted by Remake Learning, Pittsburg, PA.

Marion, S., & **Lyons, S.** (2016, July). *Comparability by design in the innovative assessment and accountability pilot.* Paper presented at CCSSO's Innovative Assessment and Accountability Technical Assistance Meeting, Denver, CO.

Lyons, S., & Anderson, J. (2016, June). *Flexibility and comparability within a system.* Workshop presented at CCSSO's ESSA Accountability Systems Technical Assistance Meeting, Tempe, AZ.

Marion, S., & **Lyons, S.** (2016, May). *What's in an item?* Presentation for the Education Writers' Association National Seminar, Boston, MA.

CONFERENCE PRESENTATIONS

Lyons, S. (2017, June). *Formative evaluation of New Hampshire's Performance Assessment of Competency Education (PACE)*. Paper presented as part of a symposium at CCSSO's National Conference on Student Assessment, Austin, TX.

Lyons, S., & Marion, S. (2017, June). *Comparability options for states applying for the Innovative Assessment and Accountability Demonstration Authority*. Symposium presented at CCSSO's National Conference on Student Assessment, Austin, TX.

Lyons, S. (2017, April). *Considerations for maintaining equity within an Innovative Assessment and Accountability Demonstration Authority.* Paper presented as part of a symposium entitled "Flexible K-12 Assessments Afforded by ESSA: Psychometric Possibilities and Case Studies" at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Lyons, S. (2017, April). *Teacher and leader perceptions of student learning objectives: A case study of implementation in one state.* Paper presented as part of a symposium entitled "Student Learning Objectives and the Challenge of Campbell's Law" at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Lyons, S., & Evans, C. (2017, April). *Application of generalizability theory to classroom assessments in a school accountability context.* Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Lyons, S., & Hall, E. (2016, September). *Evaluating assessment quality: Transitioning from summative to interim.* Presentation at the 18th Annual Reidy Interactive Lecture Series, Portsmouth, NH.

Marion, S., **Lyons, S.**, & Thompson, J. (2016, June). *First in the nation: New Hampshire's leading edge assessment and school accountability pilot*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.

Thompson, J., Simaska, D., & **Lyons, S.** (2016, June). *Text Dependent Analysis: Building teacher capacity to instruct for a new item type*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.

Lyons, S. (2016, April). *Investigating the technical quality of reported scores.* Paper presented as part of symposium entitled "Beyond the Bubble Test: A Progress Report on Year One of New Hampshire's Performance Assessment of Competency Education Pilot Accountability Project" at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Lyons, S., Hall, E., & Patelis, T. (2016, April). *Using the standards to support assessment quality evaluation.* Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C.

Evans, C., & **Lyons, S.** (2016, April). Comparability in balanced assessment systems for state accountability. Paper presented as part of symposium entitled "Advances in Balanced Assessment Systems: Conceptual framework, informational analysis, application to accountability" at the annual meeting of the National Council on Measurement in Education, Washington, D.C.

Buckley, K., & **Lyons, S**. (2016, April). *Teacher and leader perceptions of and engagement with student learning objectives in one state.* Paper presented at the annual conference of the American Educational Research Association, Washington, D.C.

Lyons, S., & Buckley, K. (2015, October). *Perceptions of student learning objectives: Lessons learned from data meeting observations.* Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.

Evans, C., & **Lyons, S.** (2015, September). *Quality control across political boundaries.* Presentation at the 17th Annual Reidy Interactive Lecture Series, Boston, MA.

Patelis, T., Gong, B., Hall, E. & **Gillmor, S**. (2015, June). *Evaluating the quality of assessments*. Symposium presented at CCSSO's National Conference on Student Assessment, San Diego, CA.

Gillmor, S., Betebenner, D., & Marion, S. (2015, April). *The effect of summer learning loss on annual estimates of* student *growth for teacher evaluation.* Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Hall, E., **Gillmor, S.**, Gong, B., Hess, K., Marion, S., & Patelis, T. (2015, April). *Assessment quality related to college and career readiness assessments.* Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Poggio, J., **Gillmor, S.**, Sipahi, R., & Jiang, Z. (2015, April). *An error analysis examining international assessments and resulting country equivalence.* Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Gillmor, S., & Skorupski, W. (2014, April). *Comparing the estimates of teacher effects using VAMs and SGPs*. Paper presented at the Cognition and Assessment Special Interest Group Business Meeting, Philadelphia, PA.

Gillmor, S., Poggio, J., & Embretson, S. (2014, April). *Effects of reducing the cognitive load of mathematics items on student performance.* Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.

Gillmor, S., Poggio, J., Longabach, T. & Papanastasiou, E. (2014, April). *A new threat to validity: An examination of cultural discrepancies in omission rates on international assessments.* Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.

McJunkin, L., Poggio, J., & **Gillmor, S.** (2014, April) *Construct validity and fairness of technology-enhanced items for visually-impaired students.* Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.

Gillmor, S., & Carter, K. (2013, October). *Improving the usability of the concerns-based adoption model: Validation of a revised diagnostic tool for measuring levels of use.* Paper presented at the annual conference of the American Evaluation Association, Washington, DC.

Poggio, J., **Gillmor, S.**, & Poggio, A. (2013, April). *A formative assessment tutorial model in mathematics.* Paper presented at the annual meeting of the National Council for Measurement in Education, San Francisco, CA.

Rabinowicz, S., & **Gillmor, S.** (2013, March). *Understanding geometry and measurement through service-learning.* Paper presented at the annual National Service-Learning Conference, Denver, CO.

Carter, K., & **Gillmor, S.** (2013, March). *The influence of achievement on specific reading indicators on achievement in overall math and specific math indicators.* Poster presented at the University of Kansas' Annual Capitol Graduate Research Summit, Lawrence, KS.

Whetstone, P., **Gillmor, S.** & Schuster, J. (2013, February). *Social skills change student behavior.* Paper presented at the annual conference for the Learning Disabilities Association of America, San Antonio, TX.

Seider, S., **Gillmor, S.**, & Rabinowicz, S. (2010, June). *Differential outcomes for American college students engaged in community service learning involving youth and adults.* Paper presented at The Future of Community Engagement in Higher Education conference, Boston, MA.

PROFESSIONAL AFFILIATIONS

American Educational Research Association—*Division D: Measurement and Research Methodology*
National Council for Measurement in Education
New England Educational Research Organization
Northeastern Educational Research Association

Dr. David Milton Steiner **Curriculum Vitae**

Recent Employment

2015-present	Executive Director, Johns Hopkins Institute for Education Policy; (http://education.jhu.edu/edpolicy/) Professor of Education, School of Education, Johns Hopkins University
2012-2015	Founding Director, CUNY Institute for Education Policy, Roosevelt House, New York City. Klara & Larry Silverstein Dean, School of Education, Hunter College, City University of New York.
2009-2011	New York State Commissioner of Education, President of the University of the State of New York, Albany NY.
2005-2009	Klara & Larry Silverstein Dean and Professor, School of Education, Hunter College, City University of NY.
2004-2005	Director for Arts Education, National Endowment for the Arts, Washington, DC.
2002-2004	Chairman, Department of Administration, Training, and Policy Studies (ATPS),School of Education, Boston University. (Previously, tenured in ATPS and the Department of Curriculum and Teaching.)

Education

1989	PhD in political science, specialization in political philosophy, Harvard University (thesis on Democratic Education).
1980	MA, BA in philosophy, politics, & economics with highest (first class) honors Balliol College, Oxford University.

Board and Commission Representation

2017-	Maryland State Board of Education (Baltimore, MD).
2016-	State Commission on Innovation and Excellence in Education, State of Maryland, (Annapolis, MD).
2016-	Relay Graduate School of Education (New York, NY).
2016-	Urban Teachers (Baltimore, MD).
2013-	Advisory Board, Bard College Early High School (New York, NY).
2013-	Board of Trustees, Core Knowledge (Charlottesville, VA).
2013-2015	Board of Trustees, AdvancED (Atlanta, GA).
2012-2013	Commissioner, CAEP Commission on Standards and Performance Setting (Washington, DC).
2011	Appointed member, Rules-Making Committee for Title II Re-authorization, USDOE (Washington, DC).
2011	Member, Executive Committee, Partnership for the Assessment of Readiness for College and Careers (PARCC).
2010-2011	Member, Board of Directors, Council of Chief State School Officers (CCSSO) (Washington, DC).
2008	Member, Board of Trustees, Harlem Success Academy (public charter school) (New York City).

Recent Educational Consulting

2018-	New Mexico Public Education Department; Mississippi Department of Education; Massachusetts Department of Elementary and Secondary Education
2017-	Rhode Island Department of Education; Tennessee Department of Education
2016-	Office of Legislative Affairs, Executive Branch, Maryland State Government (Annapolis).
2016-	Chiefs for Change (Washington DC).
2016-	Baltimore City Public Schools
2015-	Deans for Impact (Dallas, TX).
2015-	Council of Chief State School Officers (Washington, DC); Association of College and University Educators (New York City).
2012-2015	US Department of Education (Office of the Secretary) (Washington DC); EducationCounsel (Washington, DC); Council of Chief State School Officers (Washington, DC); New Jersey Department of Education (Trenton, NJ).
2012	SONY (in collaboration with CUNY) (New York City).
2011	Scholastic, Inc. (New York City).

New York State Education Department: Milestones, 2009-2011

- Advanced the New York State Regents Reform Agenda by leading the successful NYS application for the Federal Race to the Top Award and other competitively sourced funds for a total amount approaching $1 billion; reform implementation is underway.
- Led the passage of landmark legislation to: use student achievement data in evaluation of teachers and principals; increase the charter school cap and increase public accountability and transparency of charter schools; and secure $20 million is State funding to support development of a statewide student data system.
- Recognized by US Education Secretary Arnie Duncan and fellow Chief State School Officers for a leading national role in teacher preparation and education reform policy.
- Advanced New York's national leadership in aligning assessment performance with college and career readiness and developing Common Core standards with sequenced, spiraled curriculum and assessments. Led the re-setting of state assessment standards to align with on-track performance for college entrance without remediation.
- Reformed teacher and principal standards: redesigned teacher certification requirements incorporating performance-based assessments for all teacher candidates have been put in place, and Race to the Top funding secured for newly designed, clinically-rich, teacher preparation models.

Hunter College School of Education: Milestones, 2005-2009, 2011-13

- Led the Hunter College School of Education to become the only education school in the nation to have three programs rated as three-stars or above in the inaugural 2013 US News/NCTQ evaluation of teacher preparation programs.
- Launched three Teacher and Principal Residency Preparation Programs in New York City in partnership with New Visions for Public Schools, the Hall of Science, and the NYC Department of Education. The program will initially focus on the preparation of public secondary school teachers in the sciences and ELA.
- Led Hunter College in a nationally innovative partnership with the KIPP Academies and other top-performing charter school organizations to co-design and co-teach a dedicated teacher preparation program. To date over $30 million has been raised to support this effort. Teach For America and the New York City Department of Education have joined the partnership. A multi-million-dollar Americorps grant supports student tuition.
- Led the inauguration of eight new masters programs and ten new Advanced Certification Programs. The masters programs included four Teaching Fellows programs for the NYC city Department of Education.
- Recorded historic gains in student enrollment from 2150 to 2800 while raising academic admission quality. Recorded 150% increase in external funding.
- Received $1 million gift for a new digital-video program to analyze every student in their student teaching and index the resulting video library for use as case studies by the faculty and the training of the clinical program field-observers.

National Endowment for the Arts: Milestones, 2003-2005

- Designed and inaugurated the first national program to fund intensive teacher preparation to present major, complex works of art in classrooms.
- Working with Jazz at Lincoln Center, created the first on-line free national jazz curriculum for American Schools (see http://www.neajazzintheschools.org/home.php).
- Inaugurated the first major assessment and accountability systems to evaluate multiple learning outcomes in the arts grants programs.

Prior Academic Appointments

1998-1999 Senior Research Associate, Boston University (primary responsibility: advising Senior Administrators on issues of Massachusetts State Education Policy).

1990-1998 Assistant Professor, Research Assistant Professor, Vanderbilt University Department of Political Science and the Peabody School of Education, Vanderbilt University (Nashville, TN).

Visiting Academic Appointments

1994 Visiting Professor, Clare Hall College, Cambridge University (Spencer Fellowship in Education).

1989 Visiting Assistant Professor. Department of Politics, Wellesley College (Wellesley, MA).

Books and Monographs

2004 Steiner, D. & Olson, A. (eds). The Quest for Paideia in an Age of Uncertainty (New York: Rowman & Littlefield, 2004).

2001 Steiner, D. *Educational Achievement & Reform Strategies in the United States of America* (Monograph) (Gütersloh, Germany: Bertelsmann Foundation Publishers, 2001).

1999 Steiner, D. (ed). *Philosophy of Education: The Proceedings of the Twentieth World Congress of Philosophy*, Vol. 3 (Bowling Green, Ohio: Bowling Green State University, 1999).

1994 Steiner, D. *Rethinking Democratic Education* (Baltimore: The Johns Hopkins University Press, 1994).

Book Chapters and Articles

2017 Steiner, D. "Choosing a Curriculum: A Critical Act," in Education Next online (August 21, 2017) (available online at http://educationnext.org/choosing-curriculum-critical-act/)

2015 Steiner, D. "The Common Core: Let the Light Sing" in *PMLA*, (Publications of the Modern Language Association of America) Volume 130, Number 3.

2013 Steiner, D. "Education Reform: It's Not Complicated, but It's Seriously Difficult," in Huffington Post. https://www.huffingtonpost.com/entry/the-smartest-kids-in-the-world_b_4151188.html

2013 Steiner, D. "Trusting Our Judgment: Measurement and Accountability for Educational Outcomes," in *Teachers College Record,* vol. 115, no. 9 (September 2013) (available online at http://www.tcrecord.org/Content.asp?ContentId=17114).

2013 Steiner, D. "Painful but Necessary Process," editorial in *The New York Post* (August 8, 2013) (available online at http://nypost.com/2013/08/08/painful-but-necessary-process/).

2013 Steiner, D. "Test Scores in New York: It's on All of Us," in *Education Next* online (August 7, 2013) (available online at http://educationnext.org/test-scores-in-nys-it's-on-all-of-us/).

2013 Steiner, D. "Please: Anything but Good News," in *Education Next* online (April 3, 2013) (available online at http://educationnext.org/please-anything-but-good-news/).

2009 Steiner, D. "An Education Lived," in *Academic Questions*, vol. 20, n. 1 (Winter 2008/2009).

2007 Steiner, D. "*Op de vlucht voor het oordeel*," in *Nexus*, n. 49, 2007 (in Dutch).

2007 Steiner, D. "K-16: Our Dogmatic Slumbers," in *Profession* (Journal of the Modern Languages Association).

2007 Steiner, D. "Preparing Teachers to Teach the Liberal Arts," in *Beyond the Basics: Achieving a Liberal Education for All Children*, Finn, C. and Ravitch, D. (eds). (Washington, DC, Thomas B. Fordham Institute, 2007).

2007 Steiner, D. "Foreign Languages: The K-12 Challenge," in *Association of Departments of Foreign Languages Bulletin*, vol. 38, no. 1-2.

2005 Steiner, D. "Skewed Perspective: What we Know About Teacher Preparation at Elite Education Schools," in *Education Next* (Winter 2005).

2005 Steiner, D. "Educating the American Citizen," in *Bildung und Erziehung*, vol. 58, no. 3 (September 2005).

2004 Steiner, D. "Preparing Tomorrow's Teachers," in *A Qualified Teacher in Every Classroom*, Hess, Rotherham, & Walsh (eds) (Cambridge: Harvard Education Press, 2004).

2004 Steiner, D. "What are Schools of Education Teaching our Teachers?," in *Education Next* (Fall 2004).

2004 Steiner, D. "Aesthetics between Philosophy and Pedagogy," in *The Journal of Education*, vol. 184, no. 1.

2004 Steiner, D. "Tomorrow's Teachers," in *New York Sun*, May 27, 2004.

2003 Steiner, D. "Building a Bridge," in *Rationality As a Bridge between East and West* (Abu Dhabi: The Zayed Center, July, 2003).

2001 Steiner, D. "High Stakes Culture," in *Education Next*, vol. 1, no. 3 (Fall 2001).

2001 Steiner, D. "Teaching," in *Basic Education*, vol. 45, no. 10 (Summer 2001).

2001 Steiner, D. "Schools of Education: A Kind of Apologia," in *Academic Questions* (2001). Based on a speech given to the National Association of Scholars Annual Meeting in New York (January 2001).

2001 Steiner, D. "Emmanuel Levinas," in *Salmagundi*, no. 130-131 (Spring 2001).

1999 Steiner, D. "Searching for Educational Coherence in a Democratic State," in *Citizen Competence and Democratic Institutions*, Stephen L. Elkin and Karol Edward Soltan (eds) (University Park, Pennsylvania: The Pennsylvania State University Press, 1999).

1998 Steiner, D. & Helminski, K., "The Politics of Relationality," in *Philosophy and Social Research*, vol. 24, no. 4.

1997 Steiner, D. "Educating for What?," *in PEGS (Political Economy of the Good Society)*, vol. 7, no. 2.

1996 Steiner, D. "Education Cross-Talk," in *Opera America*, Vol. 6, no. 1 & 2 (September 1996).

1995 Steiner, D. "Funeral Rites," in *The Condition of American Liberal Education*, Robert Orrill (ed) (New York: The College Board, 1995).

1994 Steiner, D. "Selling the Student Body," in *The Politics of the Body*, Jean Bethke Elshtain and J. Timothy Cloyd (eds) (Nashville: Vanderbilt University Press, 1994).

1994 Steiner, D. "See the Leaves, Miss the Trees," Guest Editorial, *Electronic Learning Magazine*, vol. 14, no. 2 (October 1994).

1991 Steiner, D. "Political Theory, Educational Practice," *Political Science and Politics*, vol. XXIV, no. 3 (September 1991).

1986 Steiner, D. "After Rawls, the Scramble of Moral Philosophy," in *The Boston Review*, vol. XI, no. 1 (February 1986).

Commissioned Reports

2018 Steiner, D. *Cognitive Ability and Teacher Efficacy* (for JHU Institute for Education Policy; available online at http://edpolicy.education.jhu.edu/cognitive-ability-teacher-efficacy/)

2017 Steiner, D. *Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning* (for Chiefs for Change; available online at http://chiefsforchange.org/policy-paper/4830/?utm_source=policy-paper&utm_medium=website&utm_campaign=hiding-in-plain-sight)

2017 Steiner, D. *Curriculum Research: What We Know and Where We Need to Go* (for StandardsWork, available online at https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf).

2012 Steiner, D. with Noell, G. *Teacher Preparation in New Jersey: Review and Recommendations* (for the New Jersey Department of Education).

2012 Steiner, D. *Teacher Certification across the United States: Disparities, Innovations, and Trends* (for the Council of Chief State School Officers).

2011 Council of Chief State School Officers' Commission on Next-Generation Accountability Systems (Steiner, D., co-chair). *Roadmap for Next-Generation Accountability Systems* (available online at http://www.ccsso.org/documents/Roadmap.pdf).

1998 Guthrie, J., Adams, J., Odden, A., Steiner, D., & Wolk, R. et al. *20/20 Vision, A Strategy for Doubling America's Academic Achievement by the year 2020*. (Nashville, TN: The Consortium on Renewing Education, Peabody College of Education, Vanderbilt University, 1998).

1998 Steiner, D. *A Report on the Leonard Bernstein Center for Education through the Arts* (for the Leonard Bernstein Center).

1997 Steiner, D. *State Departments of Education, from Regulation to Renewal?* (for the Arkansas Department of Education).

1986 Steiner, D. *The Core Curriculum at Harvard University* (for the Danforth Teaching Center at Harvard University).

Reviews

2018 Steiner, D. "A Contemplative Approach to Education Policy" a review of Harry Brighouse, Helen F. Ladd, Susanna Loeb, and Adam Swift, *Educational Goods: Values, Evidence, and Decision-Making* in *Education Next*, vol.18, no. 3 (Summer 2018).

2017 Steiner, D. "On Teaching Controversy" a review of Jonathan Zimmerman and Emily Robertson, *The Case for Contention* in *Education Next*, vol.17, no. 3 (Summer 2017).

2017 Steiner, D. "A Judicious Overview of the Charter Movement" a review of Chester E. Finn Jr., Bruno V. Manno, and Brandon L. Wright, *Charter Schools at the Crossroads: Predicaments, Paradoxes, Possibilities* in *Education Next*, vol.17, no. 2 (Spring 2017).

2016 Steiner, D. "One Hundred Miles and a World Apart" a review of Ed Boland, *The Battle for Room 314: My Year of Hope and Despair in a New York City High School* and Anonymous, *The Secret Lives of Teachers* in *Education Next*, vol.16, no. 2 (Fall 2016).

2016 Steiner, D. "In Newark, a Gift Wasted?" a review of Dale Russakoff, *The Prize: Who's in Charge of America's Schools?* in *Education Next*, vol.16, no. 2 (Spring 2016).

2015 Steiner, D. "NYC's Former Schools Chancellor Recounts Struggles and Successes," a review of Joel Klein, *Lessons of Hope* in *Education Next*, vol.15, no.3 (Summer 2015).

2014 Steiner, D. "Cracking the Code of Effective Teaching," a review of Elizabeth Green, *Building a Better Teacher* in *Education Next*, vol.14, no.5 (Winter, 2014).

2014 Steiner, D. "Reporting Opinion, Shaping an Agenda," a review of Paul E. Peterson, Michael Henderson and Martin R. West, *Teachers Verses the Public* in *Education Next*, vol. 14, no.4 (Fall 2014).

2013 Steiner, D. "The Quest for Rationalization," review of Jal Mehta, *The Allure of Order*, in *Education Next*, vol. 13, no. 4 (Fall 2013).

2013 Steiner, D. "It Can Be Done," review of Deborah Kenney, *Born to Rise*, and Eva Moskowitz & Arin Lavinia, *Mission Possible*, in *Education Next*, vol. 13, no. 2 (Spring 2013).

2008 Steiner, D. "Team Colors," review of *Freedom Writers*, in *Education Next,*
No. 1 (Winter 2009).

2007 Steiner, D. "Curriculum Wars: Ancient and Modern," review of Alan Bennet, *The History Boys*, in *Education Next*, No. 3 (Summer 2007).

2002 Macedo, S. & Tamir, Y. eds, *Moral and Political Education;* and D. Ravitch and J. Viteritti, eds. *Making Good Citizens: Education and Civil Society* in *The Journal of Education*, vol. 183, no.1. 2002.

1995 Kelly, E. Education*, Democracy, and Public Knowledge* in the *American Political Science Review*, vol.89, no.4, 1995.

1995 Barber, B. *An Aristocracy of Everyone*, in *PEGS* (*Political Economy of the Good Society*), vol.5, no.1, 1995

1993 Gless, D. & Smith, B. eds. *The Politics of Education*, in *The Journal of Higher Education*, vol.64, no.6, 1993.

1992 Westbrook, B. *John Dewey and American Democracy*, in *Political Theory* August 1992.

1988 Bloom, A. *The Closing of the American Mind*, and Amy Gutmann, *Democratic Education*, in *Salmagundi*, no.80, Fall 1988.

1986 Ricci, D. *The Tragedy of Political Science*, in *Salmagundi*, no.72, Fall 1986.

1985 Newman, S. *The Poverty of Liberalism*, in *Salmagundi*, no.67, Summer 1985.

Papers Delivered and Presentations

2018 "An Initiative on Curriculum Literacy - How to Make Your Education Research Count," delivered at Schoolhouse Talk, Johns Hopkins University School of Education Doctoral Series, Baltimore, MD, January 31.

2017 "Keynote Address," delivered at the TNTP Instructional Materials Adoption Summit, Jacksonville, FL, March 9.

2017 "The Adolescent Literacy Crisis in America," Panel Moderator at the Leading Minds Conference, Baltimore Curriculum Project, Baltimore, February 17.

2017 "Can we put a Price on Student Achievement?: Financial Returns for Academic Success," Hunter College and Johns Hopkins University, Panelist with Eric Hanushek and Henry Levin, New York, February 15.

2017 "The Legacy and Impact of the Coleman Report on African-American Students & Revisit the Ronald Edmonds Rebuttal to the Coleman Report," Panel at The Coleman Report: A Symposium to Revisit 50 Years Later, Baltimore, November 16.

2016 "The Future of Charter Schools on their 25th Anniversary," Hunter College and Johns Hopkins University, Panel Moderator at Roosevelt House, New York, November 2.

2016 "Toward Equality of Educational Opportunity: Lessons of the Coleman Report at 50," Purdue University, Keynote Panel, West Lafayette, IN, October 19.

2016 "Challenging the Structures," Johns Hopkins University, Panel Moderator at James Coleman's Report at 50: Johns Hopkins' Conference on Closing the Achievement Gap, Baltimore, October 5.

2016 "High-Quality Curricula and Student Success," Hunter College and Johns Hopkins University, Panel at Roosevelt House, New York, September 14

2016 "Why the Excellence Gap Matters for Civil Rights," Johns Hopkins University, Panel with Jonathan A. Plucker, James L. Moore, III, Mike Petrilli, and Ariel Bowers, Baltimore, September 7.

2016 "From Sea to Shining Sea: The Future of American Education in a post-federalist era," delivered at University of Cambridge's Educational Leadership, Policy, Evaluation and Change (ELPEC) Academic Group series, Cambridge, June 6.

2016 "Disproportionality in Special Education: Federal Policy & Monitoring," Panel Moderator for Intersections of Race and Class in Special Education Policy: Colloquium Summary Recommendations, Roosevelt House, New York, May 17.

2016 "Can Educational Technology Narrow the Achievement Gap?" Hunter College and Johns Hopkins University, Panel Moderator at Roosevelt House, New York, May 3.

2016 "Review of Education Reform and Teacher Preparation." Testimony delivered to the Ways and Means Committee, Maryland State Legislature Annapolis, MD, January 28th.

2016 "Contemporary Issues in Secondary & Higher Education: Is The University Still Possible?" Panel at UCLA's conference Liberal Arts Education and the Commercial Republic, Los Angeles, April 29.

2016 "Urban Interventions: Innovating to Lift Student Achievement," Johns Hopkins University, Panel Moderator for Chris Cerf, Jamie Woodson, and Richard Tao, Baltimore, April 11.

2016 "Prospects for the Role of Evidence to Inform State Implementation of ESSA," Discussant at The SREE Spring 2016 Conference: Lost in Translation: Building Pathways from Knowledge to Action with Mitchell D. Chester, Commissioner, Massachusetts Department of Elementary and Secondary Education, Washington DC, March 5.

2017 "Alternative Models in Urban Education: Curriculum, Choice, and Early College," Johns Hopkins University, Panel Moderator for Francesa Gamber, Sara Leven, and Patrick Wolf, Baltimore, January 26.

2016 "Intersecting Inequalities: Focus on East Harlem," Hunter College and Johns Hopkins University, Panel Moderator at Roosevelt House, New York, January 12.

2015 "Science Education." Testimony delivered to the Presidential Commission For the Study of Bioethical Issues, Washington DC, November 17th.

2013 "The condition of Teacher Preparation" delivered at the Leading Minds Conference, Baltimore Curriculum Project, Baltimore, September 26.

2013 "A future for students without means." Roundtable, co-hosted by the *Atlantic Monthly* and the American Federation of Teachers, New York, July 18.

2013 "Effective Education Reform." Roundtable, Brain Trust (sponsored by the Hewlett-Packard Foundation), San Francisco, June 17

2013 "Teacher Preparation Reform" delivered at a plenary session: AACTE Annual Conference, Orlando, March 3.

2012 "Teacher Preparation: Where should it go?" Presentation to the Board of Trustees of the University of Indiana, Indianapolis, August 17.

2011 Invited presentation to the US Secretary of Education, Arne Duncan, and his staff, on the condition of teacher preparation. USDOE, Washington DC, November 11.

2009-2011 *More than fifty presentations/speeches/TV interviews/ to audiences including Teachers Unions, School Board Associations, Business Roundtables, Legislative Committees, PTA, District Superintendents, and fellow State Commissioners, while serving as NYS Commissioner of Education. A few selected presentations are listed below.*

2011 "Farewell Address," delivered at the New York State Union of Teachers' annual conference, New York, NY, April 11 (available online at http://www.youtube.com/watch?v=kFlBezYFx2o).

2011 "Innovation of Teacher Education," delivered at the Commission of Independent Colleges and Universities Board of Directors meeting, Albany, NY, March 8.

2011 "The Future of Science Education in New York," panel series hosted by New York Academy of Sciences, New York, NY, January 11.

2010 "A Vision of Education Reform," Lehman College Division of Education, New York, NY, December 2 (available online at http://soe-server.hunter.cuny.edu:8080/lehman/)

2010 "The Regents Reform Agenda," annual convention hosted by the New York State School Boards Association, New York, NY, October 22.

2010 "Ensuring Effective Educators is Revolutionary Work," hosted by the Center for Governmental Research, Rochester, NY, September 28.

2010 "Common Core State Standards," panel moderator hosted by the Pencil Organization, New York, NY, July 22.

2010 "Effective Teachers and Excellent Classrooms," Operation Soapbox panel series hosted by United Federation of Teachers, New York, NY, May 8.

2010 "An Agenda for Education Reform in New York," delivered at the Nelson A. Rockefeller Institute of Government, Albany, NY, February 24.

2009 "Reality Check- Where is Education Heading?," delivered at The Education Writers Association National Seminar, Washington DC, May 1.

2009 "What is an Educated Mind" delivered to the Southern University Presidents' Conference, Ashville, NC., April 4.

2008 "Trusting the Text" delivered at the Presidential Forum, Modern Languages Association annual meeting, San Francisco, December 29.

2008 "Rethinking Teacher Education". Lecture series hosted by The Donnell-Kay Foundation, attended by elected officials, educators, business leaders and foundations, Denver, Colorado, October 17.

2008 "What Can an Ed School Do Better?". Inaugural Get Smart Schools Happy Hour hosted by Teach for America and The Piton Foundation, Denver, Colorado, October 17.

2008 "The Future of Education Schools: Are Teacher Colleges Obsolete?" The National Philanthropy Roundtable (Annual Meeting), Boston, Massachusetts, September 11.

2007 "The Future of Education Schools: Are Teacher Colleges Obsolete?" with Arthur Levine (President, Woodrow Wilson Foundation). The National Philanthropy Roundtable (Annual Meeting) Dana Point California, November 9.

2007 "The School and the University" with Gerald Graff, President-elect, Modern Languages Association. E.E. Ford Foundation Symposium, Charlottesville, Virginia, October 5.

2007 Nexus Conference *New Notes Towards the Definition of Western Culture. Part II. What is an Educated Man?* With Larry Summers, Ronald Dawkins, Claus Offe and Professor Michael Sandel,. Amsterdam, Holland, September 9.

2007 "School Buildings—The State of Affairs: a new Architecture for a New Education," Moderator at the Center for Architecture, February 23.
2007 Plenary Panel of the Core Knowledge Annual Meeting in Washington DC, February 22.
2007 Arts Education Partnership Forum in Los Angeles, California. January 30 and 31.
2006 "Moving Beyond the Basics: Why Reading, Math and Science are not Sufficient for a 21st Century Education" Presenter at the launch meeting of the Thomas Fordham Foundation, Washington DC, December 12.
2006 "The University and the High School" The Modern Language Association, Annual Meeting, plenary Session with incoming MLA President Gerald Graff and Deborah Meier, Philadelphia, December 29.
2006 "Foreign Languages: The K-12 Challenge," Association of Departments of Foreign Languages, panel with Rosemary Feal and Michael Holquist, President, Modern Languages Association.
2005 "In Search of Learning" at the DaVinci Institute, September.
2004 "Hannah Arendt Revisited: The Crisis in Educational Authority" at the American Philosophical Association Annual Meeting, Boston, December.
2004 "A Letter to my Father: Do the Humanities have a Future?" Keynote Address, Aspen Institute on the State of the Humanities, October.
2004 "Debate on Ed. Schools" with Professor Dan Butin, Progressive Policy Institute, Washington DC.
2003 "Educating Judgment" College of Education, University of Washington, Seattle WA.
2003 "Preparing Teachers: Are American Schools of Education up to the Task" American Enterprise Institute and the Progressive Policy Institute, October 2003.
2002 "Mapping and Overcoming Barriers to Alternative Public School Leadership," with Chester Finn and others, Thomas B. Fordham Institute, Washington DC.
2002 "What next for school vouchers?" Respondent at the Conference on Vouchers in Education at the Kennedy School of Government, Harvard University, October, 2002.
2001 "The Future for Schools of Education," American Council of Trustees and Alumni (Decatur House, Washington DC).
2001 "Schools of Education: Reform or Abolition?" Panel member at the National Association of Scholars Annual Meeting, New York (with Chester Finn, and Sandra Stostky), January 2001.
2000 "African-American Educational Performance," National Conference on " African Americans at the Turn of the Century" (With Orlando Patterson and others, hosted by *Salmagundi*).
1999 "Professional Development as Key to Educational Reform," 7th German - Atlantic Dialogue, Bertelsmann Foundation, New York.
1999 "Teaching History in Secondary Schools," (Discussant) and "Professional Development for Teachers of Civics" (Presenter with Teresa Secules), American Education Research Association Annual Meeting, Montreal.

1998 "Democracy and Education." Public Address to the Pedagogical Institute of Georgia, Tbilisi, The Republic of Georgia.
1998 "Recent Developments in American Educational Reform: One Year Later." London, England (sponsored by *Politeia*).
1997 "Recent Developments in American Educational Reform," London, England (sponsored by *Politeia*).
1997 "Dewey, Democracy, and Artful Education," American Education Research Association Annual Meeting,
1997 Paper panelist, Aspen Institute Conference on Education and Democracy, Aspen, Colorado.
1996 Keynote speaker, Annual National Symposium, Opera America, Washington, D.C. 1996.
1996 "Balkanization by Choice? Vouchers and Education Reform," Spencer Foundation Conference, Seattle Washington (with Paul Hill).
1995 "What You Are: Reflections on Teaching in America's Public Schools," Leonard Bernstein Center for Education in the Arts, New York and Nashville.
1995 "Questions and Institutions: Education for a 21st Century Democracy." Peabody College, Vanderbilt University.
1995 "Levinas and the Limits of Political Theory," and "Administering Education," (Chair) Roundtable with John Chubb and Benjamin Barber, both at the American Political Science Association Annual Meeting, Chicago.
1993 "Ethics, Postmodernism and Education," Spencer Foundation Fellow Conference, New Orleans.
1993 "Rethinking Democratic Education," Conference on 'Education: Renaissance or Retreat?' Vanderbilt University, Nashville.
1993 "Postmodernism and Political Theory," Jowett Society, Oxford University.
1993 "Methoria: Reflections on *Amour-Propre* in Rousseau," The Moral Sciences Club, Cambridge University.
1993 "Selling the Student Body," Conference on the Politics of the Body, Vanderbilt University.
1992 "Democratic Education, the Defense of an Ideal." The American Political Science Association, Annual Meeting, Chicago.
1992 "Choice and the Politics of Education," Faculty Colloquium, Yale University, also at Peabody College, Vanderbilt University.
1991 "Families and Education," Tampa: The Southern Political Science Association.
1991 "Beyond Pure Process: Towards a Theory of Democratic Education." Roundtable on 'Democracy and Citizenship,' American Political Science Association Annual Meeting, APSA sponsored roundtable, San Francisco.

1998 "Undergraduate Education at Harvard." The Core Curriculum Committee, Harvard University.
1997 "Rousseau's Geneva: A Communitarian Education?" Northeastern Political Science Association Annual Meeting, Philadelphia.

Academic Referee and Evaluator

2016 External Reviewer, The Curry School of Education, University of Virginia.
2016 External Advisory Committee, University Educator Quality, University of North Carolina.
1995-Present Princeton University Press, Political Theory, Educational Evaluation and Policy Analysis, American Political Science Review, University of Illinois Press, Polity Press, Westview Press.

Educational Consulting, Pre 2011

2009 Grants Reviewer, National Endowment for the Humanities, Washington, DC.
2005-2007 Consultant Scholar, *The Core Knowledge Foundation*, Charlottesville, 2005- present. Advising the foundation on issues of teacher preparation.
2003-2006 Consultant, *National Center for Teacher Quality*, Washington D.C. Advising on research around issue of teacher preparation. 2003 – 2006.
2003-2005 Senior Consultant, Council, Institute for International Corporate Cultural Affairs, along with Professor Sam Huntingdon and others), advising the bank and a multinational consortium on ethics, education and cultural projects. 2003 – 2005.
1998-2002 Consultant, *Bertelsmann Foundation* (1998-Present, Frankfurt, Germany), advising the foundation on major initiatives in American Education.
1998-1999 Educational Commissioner, *Politeia* (1998-9, London, UK), worked on programs for comparative study of assessments in the United States, Europe, and the new independent states of the ex-USSR.
1997 Consultant Scholar: Goals 2000 Arts Education Partnership: Priorities for Arts Education Research. Washington D.C. 1997.
1995-1998 Consultant, then Resident Scholar at the *Leonard Bernstein Center for Education Through the Arts* contributed to the design, teaching, and evaluation of the Center's curricular designs. New York and Nashville, 1995-1998.
1996-1997 Consulting Scholar to the *National Civics Standards Board* (1996-7). Reviewed multiple drafts of the proposed civics standards, contributed revised materials, and provided critique of underlying concepts.

1997 Reviewer of Curricular and Assessment designs for the *Modern Red School House* (1997). Special focus on the relationship between Performance Statements, Standards, the "Hudson Units," and the "Individual Educational Compact."
1997-1999 Research Advisor to *Schools for Thought*, a federally funded program centered at the Peabody College of Education, Vanderbilt University (1997-1999). Designing multiple social-studies curricular units for multi-media applications and reviewing units in other subject domains.
1987-1989 Teaching Consultant, Harvard Danforth Teaching Center (1987-1989).

Education Consulting-Professional Development

2001-2006 Designed and Co-Directed Summer Content Institutes for the State of Massachusetts in the humanities. Led workshops on Shakespeare, Chaucer, and other major authors, incorporating multi-media teaching strategies, formative and summative assessment techniques, and writing evaluations.
1998 Consultant to the Nashville Metro School System (through the "Schools for Thought" initiative at Vanderbilt University). Preparing teachers for the adequate introduction and adaptation of E.D. Hirsch's "Core Curriculum."

Awards and Grants

2010 "Race to the Top Phase II" ($697million) United States Education Department, 2010); "Teacher Incentive Fund" ($42 million) (United States Department of Education, 2010).
2009 "Educator of the Year." Awarded on June 8th by *Education Update*, a newspaper focused on New York City and New York State. Harvard Club, New York City.
2008 and 2009 CUNY Award for Securing Major External Funding in the domain of Education, presented by Chancellor Matt Goldstein.
2008 Principle Investigator: Sidney E. Frank Foundation grant for program re-design at the Hunter College School of Education ($300,000).
2007 Principal Investigator: AmeriCorps National Professional Corps grant ($358,411 in program support and $1.18 million in associated student tuition vouchers). Grant Agency: The Corporation for National and Community Service.
2007 Principal Investigator: Five-year Teacher Quality Program grant from the US Department of Education to support design and implementation of new teacher residency program with New Visions for Public Schools ($6 million).
2006 Project Investigator: Video Interaction for Teaching and Learning Project: Early Childhood Mathematics Education with Support from the National Science Foundation ($100,000).
2001-2004 Grant Director: "Preparing Tomorrow's Teachers to use Technology," U.S. Department of Education. ($2.4 million over three years, of which $1.1 million comes from the Department of Education. Beginning Fall 2001, for three years).

2000	Carnegie Foundation Grant for the Paideia Project, a new center for the study of fundamental educational values (with Alan Olson). The inaugural international conference was held in Vienna, Austria, with a keynote address from Dr. John Silber.
1999	Research Grant from the Bertelsmann Foundation of the Republic of Germany.
1998	NPEAT Grant (National Partnership for Excellence and Accountability in Teaching), United States Department of Education. ($333,000). With John Bransford, Susan Goldman, James Pellegrino, John Rakestraw, and Nancy Vie.
1998	United States IREX Center: Grant for lecturing visit to NIS countries.
1997-1999	The Ball Foundation ($1.025 million). Grant for research on reforming K-12 education in the United States (grant team led by James Guthrie).
1997	Research Grant, "Schools for Thought." Peabody College, Vanderbilt University.
1996	Grant from the State of Arkansas for Study of State Level Education Reform.
1994	AAD (German Cultural Academy) research grant for study at Cornell University.
1994	Provost's Grant for Interdisciplinary Teaching, Vanderbilt University (with Michael Rose).
1993-1994	Spencer Fellow, National Academy of Education, Stanford University.
1991	Vanderbilt Faculty Research grant.
1990	Post-Doctoral Fellow, Murphy Institute of Political Economy, Tulane University.
1988-1989	Research Grant, Harvard-Danforth Center for Teaching, Harvard University.
1987	Richard D. Irwin Doctoral Fellowship.
1984-1986	Distinction in Teaching, Harvard University.
1985	Merit Award, and Fellow, Graduate School of Arts and Sciences, Harvard University.
1984	Naumann Foundation Fellowship, West Germany.

Professional Appointments and Trusteeships, Pre 2011

2008 – 2009	Appointed to the Regents Work Group on Improving the Preparation of Teachers for Urban Schools, The New York State Education Department.
2008	Appointed to the CUNY University Working Group, designed to create strategy for generating effective math and science teachers needed in New York City public schools.
2008	Board of Trustees, Harlem Success Academy (Public Charter School, New York City.
2006 – Present	Consultant for the Common Core Curriculum Project: Thomas B. Fordham Foundation, Washington D.C., and member of the Steering Committee.
2006 – Present	Board of Trustees of the Core Knowledge National Advisory Committee, Charlottesville, Virginia.
2006 – 2007	Member of the MLA National Initiative on the future of Liberal Arts Education, known as the Teagle Working Group. This group includes several college presidents, the current and the next president of the MLA, and several distinguished professors from Columbia, Yale, and the University of Virginia.
1980-1982	Assistant to the Director, International Division, S.G. Warburg & Co. Ltd. Also with Banque Paribas in Paris. Registered Representative, New York Stock Exchange. Specialization in Eurobond issues and new financial instruments (zero-sum bonds, fixed-rate variable rate debt swaps).
1978	Assistant in the Office of the Secretary of the Navy, United States Department of the Navy, Washington D.C. Worked directly with Assistant Secretary, then Secretary of the Navy, the Hon. Edward Hidalgo, on matters of upward-mobility and education for navy recruits. Also engaged in work in logistics.

Selected Press References

2017	"Should Teachers Use Open-Source Curricula?" *Wisconsin Public Radio*, November 20. https://www.wpr.org/shows/should-teachers-use-open-source-curricula
2017	"Maryland revises high school graduation requirements, delaying higher standards" *The Baltimore Sun,* October 27. http://www.baltimoresun.com/news/maryland/education/bs-md-student-graduation-requirements-20171027-story.html
2017	"Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning" *LearnZillion*, October 10. https://go.learnzillion.com/plainsight_rec
2017	"As new academic year begins, Baltimore schools aim to broaden offerings beyond math, reading" *The Baltimore Sun,* September 2. http://www.baltimoresun.com/news/maryland/education/k-12/bs-md-well-rounded-education-20170829-story.html
2017	"Less than half of Maryland students pass English, math assessments" *The Baltimore Sun,* August 22. http://www.baltimoresun.com/news/maryland/education/bs-md-parcc-scores-20170821-story.html
2017	"The What and the How: The Two Things that Matter for Student Learning" *Alliance for Excellent Education*, July 10, 2017. https://all4ed.org/the-what-and-the-how-the-two-things-that-matter-for-student-learning/
2017	"Maryland governor taps new members of state education board" *The Washington Post*, June 22. https://www.washingtonpost.com/local/education/maryland-governor-taps-new-members-of-state-education-board/2017/06/22/5fde71f8-576c-11e7-b38e-35fd8e0c288f_story.html?utm_term=.2f65319583dc
2017	"New Studies Suggest Choice of Curriculum and Textbooks Can Make a Big Difference for Students" *The 74*, May 1. https://www.the74million.org/article/new-studies-suggest-choice-of-curriculum-and-textbooks-can-make-a-big-difference-for-students
2017	"Curriculum becomes a reform strategy" *The Thomas B. Fordham Institute*, April 5. https://edexcellence.net/articles/curriculum-becomes-a-reform-strategy

2017 "No taxes for teachers: California tries to hold on to good educators" *The Christian Science Monitor*, March 13. https://www.csmonitor.com/USA/Education/2017/0313/No-taxes-for-teachers-California-tries-to-hold-on-to-good-educators

2015 "Initial PARCC results show more than half of students below expectations" *The Baltimore Sun*, October 27. http://www.baltimoresun.com/news/maryland/bs-md-parcc-20151026-story.html

2015 "Building Education's Watershed Moment" *U.S. News and World Report*, September 28. https://www.usnews.com/opinion/knowledge-bank/2015/09/28/david-steiner-aims-to-link-research-to-teaching-to-fix-our-education-system

2013 "Education Reform: Not Complicated but Seriously Difficult" *Huffington Post*, January 23. http://www.huffingtonpost.com/david-m-steiner/the-smartest-kids-in-the-world_b_4151188.html

2010 "Mayor and State Reach Deal on a Schools Chief" *The New York Times*, November 26.

2010 "A Classics Buff Agonizes Over Challenge to Mayor" *The New York Times*, November 24.

2008 "College and Charter Groups Team Up to Train Teachers" *Education Week*, (cover story) February 6, 2008.

2006 "An Apple for Fuhrman," *New York Sun Editorial*, May 10, 2006.

2006 Letter in Response to Nicholas, Kristoff's "Meryl Streep In the Classroom," *The New York Times* May 2, 2006.

2005 Baum, J. Ph.D. "New Dean of Hunter College School of Education Expands Intellectual Options," *Education Update Online,* Education update, Inc. September 2005.

2005 Jacobson, J., Schuman, J. & Walters, A. "Hunter College Names Education Dean; Departing Provost at U. of Wisconsin Rethinks Consulting Gig; College Association Names New Chief," *The Chronicle of Higher Education,* September 2, 2005

2005 Hartocollis, A. "Who Needs Education Schools?" *The New York Times*, July 31, 2005.

2004 Wolf, A. "The Education-School Alchemists," *The New York Sun,* February 6, 2004

2003 Keller, B. "Education School Courses Faulted As Intellectually Thin," *Education Week*, November 12, 2003.

Expert Testimony

2017 Before the U.S. Senate Committee on Health, Education, Labor, & Pensions, Public Hearing on "The Every Student Succeeds Act: Unleashing State Innovation" (October, Washington DC)

2015-16 Before the House of Deputies, and the Education Committee Ways and Means Committee, Maryland State Senate (Annapolis, MD).

2015 Before the Presidential Commission for the Study of Bioethical Issues (November, Washington DC).

2011 Before the Joint Legislative Fiscal and Education Committees, Public Hearing on "2011-2012 Executive Budget Proposal: Topic Elementary and Secondary Education," (February, Albany, NY)

2011 Before the Joint Legislative Fiscal and Higher Education Committees, Public Hearing on "2011-2012 Executive Budget Proposal: Topic Higher Education," (February, Albany, NY)

2010 Before the New York State Senate Higher Education and Education Committees, Public Hearing on "Teacher Preparation," (May, Albany, NY)

2010 Before the Joint Legislative Fiscal and Education Committees, Public Hearing on "2010-2011 Executive Budget Proposal: Topic Elementary and Secondary Education," (February, Albany, NY)

2011 Before the Joint Legislative Fiscal and Higher Education Committees, Public Hearing on "2010-2011 Executive Budget Proposal: Topic Higher Education," (January, Albany, NY)

2008 Before the New York State Board of Regents, Panel Hearing on "Teacher Preparation for Urban Public Schools" (Albany, New York).

2005 Before the New York City Council, Panel Hearing on "Teacher Training" (City Hall, New York City).

Languages

French (fluent), Latin, Greek.

References (by request)

Ashley Rogers Berner, Ph.D.

2800 N. Charles St.
Baltimore, MD 21218
Ashley.Berner@jhu.edu
917-657-2753

EDUCATION

D.Phil. Modern History, Oxford University, 2008. *Metaphysics in Educational Theory: Educational Philosophy and Teacher Training in England (1839-1944).*

M.Litt. Modern History, Oxford University, 1990. *The Social Thought of the Christian Social Union (1889 - 1914).*

A.B. Honors History, Davidson College, 1988.

PROFESSIONAL EXPERIENCE

2015 – Present	Deputy Director, Johns Hopkins Institute for Education Policy and Assistant Professor, School of Education
2013 – 2015	Deputy Director, CUNY Institute for Education Policy
2006 – 2013	Co-Director, Moral Foundations of Education, Institute for Advanced Studies in Culture at the University of Virginia and Associate Director, In Medias Res Foundation
1998 – 2003	Instructor, Comparative Religion and Ethics, Trinity Preparatory School, Winter Park, FL
1994 – 1996	Instructor, Introduction to Western Civilization and Honors Introduction to Western Civilization, Southeastern Louisiana University
1991 – 1994	Research Analyst, Barq's Root Beer, New Orleans
1990 – 1991	Instructor, Jewish Community Center of Central Florida

BOOKS AND BOOK CHAPTERS

Berner, A. (2017). *Pluralism and American Public Education: No One Way to School.* New York, NY: Palgrave MacMillan.

Berner, A., Hunter, J. D. (2014). Educating Citizens: The Paradoxes of Difference and Democracy. In Adam Seligman (Ed.), *Religious Education and the Problem of Pluralism*. NY: Oxford Univ. Press.

Berner, A. (2012). Funding Schools. In Charles Glenn and Tilburg de Groof (Eds.), *Balancing Freedom, Autonomy, and Accountability in Education*. Wolf Legal Publishers.

Berner, A. (2006). Is English Education Secular? in E. Jane Garnett (Ed.), *Redefining Christian Britain: Post 1945 Perspectives* (pp. 222-232). London: SCM.

ARTICLES AND WORKING PAPERS

Berner, A. *Review of the Wiley Handbook on School Choice*. in Robert Maranto (Ed.), (2nd edition, vol. 2018) New York: Taylor and Francis: Journal of School Choice: International Research and Reform.

Berner, A. (January 2018). *Policy Memo: Pluralism in American School Systems*. Johns Hopkins Institute for Education Policy.

Berner, A. (September 2017). *Would School Inspections Work in the United States?* Johns Hopkins Institute for Education Policy.

Berner A. (April 2017). *Expanding Access to Non-Public Schools: A Research and Policy Review*. Johns Hopkins Institute for Education Policy.

Berner, A., with D. Steiner, A. Bjorklund-Young, J. Reilly, S. Ross, G. Morrison, C. Lake, A. Reid. (February 2017). *Do Curricular Choices Matter? A Working Paper for the Knowledge Matters Campaign, a project of StandardsWork, Inc.*

Berner, A. (January 2017). Lead author, *The OECD Test for Schools: How Three School Systems are Improving Student Achievement*. The Alliance for Excellent Education.

Berner, A. (November 2016). *The Promise of Curriculum: Recent Research on Louisiana's Instructional Reforms*. Johns Hopkins Institute for Education Policy.

Berner, A. (July 2016). *Public Funding for Private Schools: Recent Research and Larger Policy Implications*. Johns Hopkins Institute for Education Policy.

Berner, A. (2016). *Review of Using Research Evidence in Education: from the Schoolhouse Door to Capitol Hill* In Robert Maranto (Ed.), (2nd ed., vol. 2016). New York: Taylor and Francis: Journal of School Choice: International Research and Reform.

Berner, A. (2015). *Review of The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving* In Robert Maranto (Ed.), (2nd ed., vol. 2015). New York: Taylor and Francis: Journal of School Choice: International Research and Reform.

Berner, A. (2013). *Persuasion in Education*. Comment.

Berner, A. (2012). *The Case for Educational Pluralism*. *First Things*.

Berner, A. (2012). In Mark Movsesian (Ed.), *Education and Belief*. New York, NY: Center for Law and Religion, St. John's University School of Law.

Berner, A. (2011). *Making Space for Civilization: Educational Pluralism*. Comment.

Berner, A. (2011). *Review of Charles L. Glenn's Contrasting Models of State and School: A Comparative Historical Study of Parental Choice and State Control* (3rd ed., vol. 13). Charlottesville, VA: The Hedgehog Review.

Berner, A. (2010). *English Education and the Church*. University of York: Christianity and Culture Project: The English Parish Church through the Centuries: Daily Life and Spirituality, Art and Architecture.

Berner, A. (2009). *Review of Kids Rule! Nickelodeon and Consumer Citizenship* (1st ed., vol. 11). Charlottesville, VA: The Hedgehog Review.

Berner, A. (2007). *Review of Stefan Collini's Absent Minds: Intellectuals in Britain* (1st ed., vol. 9). Charlottesville, VA: The Hedgehog Review.

SELECTED LECTURES AND PANEL PRESENTATIONS

Discussant with Erica Smith and Neal McCluskey, "Legal and Regulatory Barriers to Reform and Innovation." Institute for Humane Studies Conference. Charleston, SC (February 28-March 1, 2018).

"Pluralism and Culture." Guest lecture at New York University (February 26, 2018).

"No One Way to School: Educational Pluralism and Why it Matters." TEDxWilmington (February 9, 2018).

"Historical Context for Public Education." Presentation at off-the-record round table sponsored by the Aspen Institute Education and Society Program and Edtrust on the fundamental purpose of public education (January 16, 2018).

"Ashley Berner: Pluralism, Policy, and Predictions." Interview with Erik Ellefsen, Center for the Advancement of Christian Education (December 21, 2017).

"Educational Pluralism and the Problem of Culture." Johns Hopkins School of Education Speaker Series. (December 6, 2017).

Discussant with Derrell Bradford, Andy Smarick, and John Katzman, moderated by Martin West, "Diversity and Pluralism: The Future of American Education?" Excellence in Education National Summit. Nashville, TN (November 29, 2017).

"Educational Pluralism and the Problem of Culture." University of Arkansas Department of Education Reform 2017-18 Lecture Series. Fayetteville, AR (October 27, 2017).

"Pluralism and American Education: Book Talk and Signing." Texas Public Policy Foundation. Austin, TX (October 12, 2017).

"Research on School Culture." Center for Transformative Teaching and Learning's Science in Action Day (July 26, 2017).

"Educational Pluralism and American Education," Council on American Private Education's State Leaders Summit. Portland, OR (July 11, 2017).

"Managing Controversial Conversations in American Classrooms," with Jonathan Zimmerman, Neal McCluskey, and Elizabeth Worden. Moderated by Valerie Strauss of the *Washington Post*. The Cato Institute. Washington, DC. (May 15, 2017).

"Change Lens: Pluralism." 50CAN Staff Retreat. Washington, DC. (March 31, 2017).

"Educational Pluralism: Claims and Challenges," *Association of Baltimore Area Grantmakers*. (March 28, 2017).

Discussant with John Campbell and Karen Johnston, "*The OECD Test for Schools: Gwinnett County Public Schools on a Global Stage*." Alliance for Excellent Education. Washington, D.C. (February 28, 2017).

Discussant with Clem Ukoama and Randy Willis, "*The OECD Test for Schools: Global Comparability and School and District Improvement in the United States*." Alliance for Excellent Education. Washington, D.C. (January 31, 2017).

Discussant with Matthew Cregor, Gerard Robinson, and Hilary Shelton. "*Do Charter Schools Advance or Impede Civil Rights*?" Johns Hopkins Institute for Education Policy. Baltimore, MD (January 26, 2017).

"Educational Pluralism and Academic Achievement," Center for the Study of Law and Religion at Emory Law School, Atlanta, GA (April 2014).

"Why Educational Philosophy Matters: Distinctively Christian Schools in the Public Square," Council on Educational Standards and Accountability, Annual Meeting. Chicago, IL (October 2012).

"Revisiting American Education," Institute for Advanced Studies in Culture, Yale Club. New York, NY (May 2011).

"Intentional Schools, Character, and Citizenship," The Mustard Seed School, Trustees Meeting. Hoboken, NJ (March 2009).

"Educational Philosophy at Fulham: 1840-1950," Culham Foundation Board of Trustees Meeting. Oxford, UK (May 2006).

"*Educational Philosophy at Westminster College: 1850-1945,*" The Wesley Center at Oxford Brookes University, Oxford, UK (April 2006).

"*English and American Comparative Education,*" Belmont Abbey College, Belmont Abbey, North Carolina (October 2005).

"*Is English Education Secular?*" University of Birmingham, Birmingham, UK. (October 2005).

"A *Tale of Two Textbooks: John Gill and Percy Nunn Compared,*" Merton College, Oxford University, Oxford, UK (September 2005).

POPULAR PRESS

"Education for the Common Good." *EdNext* (November 30, 2017).

"Could American Educators and Students Benefit from School Inspections?" *The 74 Million* (October 3, 2017).

"Psychological Harm and School Choice." *Thomas B. Fordham Institute* (August 15, 2017).

"To Improve Education in America, Look Beyond the Traditional School Model." *Brookings Institution, Brown Center Chalkboard* (May 8, 2017).

"How School Culture Drives Civic Knowledge and Shapes the Next Generation of Citizens." *The 74 Million* (April 18, 2017).

"America's Muslim Schools and the Common Good." *The 74 Million* (January 23, 2017).

"How Rethinking Classroom Instruction May have Boosted Student Achievement in Louisiana," *The 74 Million* (January 4, 2017).

"Re-Imagining the School Choice Debates," *The 74 Million* (December 15, 2016).

SELECTED INTERVIEWS AND MEDIA MENTIONS

Neem, J. "A time for school choice? If so, let's be sure we ask the right questions." *Brookings' Brown Center Chalkboard*. (March 7, 2018).

Klein, A. "Betsy deVos Links Nation's Stagnant Test Scores to Lack of Parental Choice." *EdWeek* (November 30, 2017).

Herring, J. "Review: No One Way to School." *The Imaginative Conservative* (December 20, 2017).

Pondiscio, R. "Public Schools Don't Have a Monopoly on Creating Good Citizens." *Flypaper,* Thomas B. Fordham Institute (September 20, 2017).

Berner, A., with Martin West. *EdNext Podcast*: *What if the Government Regulated Schools but did not Fund Them?* (September 13, 2017).

Maranto, R. "Review: Pluralism and American Education: No One Way to School." *Journal of School Choice: International Research and Review*. Posted online July 13, 2017.

Magni, F. "Review: *Pluralism and American Education: No One Way to School.*" *Rivista Formazione Lavoro Persona*. July 2017. 7:21.

Pondiscio, R. "Asking the Wrong Questions in the School Choice Debate," *U.S. News & World Report* (March 6, 2017).

Pondiscio, R. "Review: The Pitfalls of Uniform, State-Run Education." *Flypaper*, Thomas B. Fordham Institute (January 4, 2017).

Berner, A. Interview with Professor Mark Movsesian, *The Law and Religion Forum*, St. John's University School of Law (December 20, 2016).

OTHER PROFESSIONAL CONTRIBUTIONS

2017 – Present	Editorial Board, *Journal of School Choice: International Research and Reform*.
2016 – Present	Doctoral Advisor, Johns Hopkins Doctoral Programs (both PhD and EdD).
2016 – Present	School of Education Lead, collaboration with Johns Hopkins's Berman Institute for Bioethics on curriculum development and program implementation.
2016 – Present	School of Education Lead, Masters in Teaching re-design project.
2015 – Present	Johns Hopkins Doctoral Program, Instructor. *Strategic Systems Change and Action Planning.*
2015 – Present	Member (2015 – 2016) and Committee Co-Chair (2016 – present), Student Affairs Committee, Johns Hopkins School of Education.
2009 – Present	Academic Advisor, CARDUS national education surveys and reports.
2016	Committee Member, CAEP/NCATE Preparation Team (Spring 2016).
2014 – 2016	Assistant Book Review Editor, *Journal of School Choice: International Research and Reform*.
2011 – 2014	Academic Advisor, American Center for Education Reform

HONORS AND BOARD MEMBERSHIPS

2017 – Present	Advisory Council, Center for Government Excellence, Johns Hopkins University
2017 – Present	Academic Advisor, 50CAN, Washington, D.C.
2017 – Present	Senior Fellow, Cardus, Canada
2017 – Present	Advisory Board, School Growth Foundation
2013 – Present	Senior Fellow, Center for the Study of Law and Religion, Emory University School of Law
2013 – 2014	Dulles Visiting Scholar, Institute on Religion and Public Life
2005 – 2006	Research Grant Recipient, St Luke's College Foundation, UK

2004 – 2006	Bielby Graduate Scholar, Oxford University
2004 – 2006	Research Grant Recipient, Culham Institute

FOREIGN LANGUAGES

German (near-fluency); French and Spanish (conversational); Latin

☑ **Appendix B.** Letters of Support and LEA Assurances

St. John the Baptist Parish School Board

Making A+ Difference

Accountability Assessment Achievement

Albert A. Burl, III
Board President

Patrick H. Sanders
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Charo Holden
District No. 1
1963 Highway 18
Edgard, LA 70049
985-703-0015

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PO Box 593
Garyville, LA 70051
504-628-0010

Gerald J. Keller, Ph.D.
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PO Box 347
Reserve, LA 70084
985-536-6570

Patrick H. Sanders
District No. 4
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Reserve, LA 780084
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Sherry DeFrancesch
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28 Holly Drive
LaPlace, LA 70068
504-628-2934

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Phillip Johnson
District No. 7
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LaPlace, LA 70068
985-651-4290

Russ Wise
District No. 8
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LaPlace, LA 70068
985-652-7211

Shawn Wallace
District No. 9
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LaPlace, LA 70068
985-212-5360

Nia Mitchell
District No. 10
2105 Greenwood Dr.
LaPlace, LA 70068
985-233-1700

Clarence Triche
District No. 11
1614 Main Street
LaPlace, LA 70068
985-652-6193

March 21, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of St. John the Baptist Parish School Board. The mission of St. John the Baptist Parish School District is to strive to be an exemplary district working "As One" to fulfill the educational needs of our students and community.

In service of that goal, SJBPSB will partner as a pilot school system with the Louisiana Department of Education's in their application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Louisiana Department of Education will build streamlined and integrated English language arts and social studies assessments that truly assess the books students read and the knowledge students build. In doing this, the Department will help teachers focus on knowledge-building as a core part of reading and writing instruction, while not surrendering accountability for outcomes.

English language arts standards are critical to student success and will indeed remain a component of what is measured in Louisiana's assessment system. But those standards, in the innovative assessment design, will be measured through the exploration of previously identified texts and domains of knowledge that students will have read in class. This new and innovative approach has great potential to improve learning in literacy within our district and across Louisiana.

The Department has been and will continue to be a steadfast and collaborative partner with us in service of our goals. We enthusiastically support and pilot this effort in order to build meaningful assessments that lead to deeper learning for all students.

Sincerely,

Kevin R. George
Superintendent

ST. TAMMANY
PARISH PUBLIC SCHOOLS

W. L. "Trey" Folse, III
Superintendent

Pete Jabbia
Associate Superintendent

Michael Cossé
Assistant Superintendent

Regina Sanford, Ph.D.
Assistant Superintendent

District	Board Members
13	Robin P. Mullett, President
3	Michael J. Dirmann, Vice President
1	Neal M. Hennegan
2	Elizabeth B. Heintz
4	Stephen J. "Jack" Loup, III
5	Charles T. Harrell
6	Michael C. Nation
7	Willie B. Jeter
8	Peggy H. Seeley
9	Sharon Lo Drucker
10	Ronald "Ron" Bettencourtt
11	Robert R. "Bob" Womack
12	Richard "Rickey" Hursey, Jr.
14	Dennis S. Cousin
15	Mary K. Bellisario

March 23, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

Serving as Superintendent of St. Tammany Parish Public School System, our mission is to provide a high quality education for all students, resulting in life-long learners who can contribute positively to the society in which they live.

In service of that goal, St. Tammany Public School System will partner as a pilot school system with the Louisiana Department of Education's in their application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Louisiana Department of Education will build streamlined and integrated English language arts and social studies assessments that truly assess the books students read and the knowledge students build. In doing this, the Department will help teachers focus on knowledge-building as a core part of reading and writing instruction, while not surrendering accountability for outcomes.

English language arts standards are critical to student success and will indeed remain a component of what is measured in Louisiana's assessment system. But those standards, in the innovative assessment design, will be measured through the exploration of previously identified texts and domains of knowledge that students will have read in class. This new and innovative approach has great potential to improve learning in literacy within our district and across Louisiana.

The Department has been and will continue to be a steadfast and collaborative partner with us in service of our goals. We enthusiastically support and will pilot this effort to build meaningful, streamlined assessments.

Sincerely,

W. L. "Trey" Folse, III
SUPERINTENDENT

cc: John C. White, Superintendent
Louisiana Department of Education

Learning to Last a Lifetime.®

OUACHITA PARISH SCHOOLS
Building Bridges to the Future

100 Bry Street • Monroe, Louisiana 71201 • Phone: (318) 432-5000 • www.opsb.net

Don Coker, Ed.D.
Superintendent

coker@opsb.net
318-432-5204

March 29, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Ouachita Parish School System. The mission of Ouachita Parish School System is: As a community, Ouachita Parish Schools will connect learning to 21st Century skills needed for college and career ready students who will excel in a global society.

In service of that goal, Ouachita Parish School System will partner as a pilot school system with the Louisiana Department of Education's in their application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Louisiana Department of Education will build streamlined and integrated English language arts and social studies assessments that truly assess the books students read and the knowledge students build. In doing this, the Department will help teachers focus on knowledge-building as a core part of reading and writing instruction, while not surrendering accountability for outcomes.

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The Department has been and will continue to be a steadfast and collaborative partner with us in service of our goals. We enthusiastically support and pilot this effort in order to build meaningful assessments that lead to deeper learning for all students.

Sincerely,

Don Coker

Don Coker, Ed.D.
Superintendent

KIPP: NEW ORLEANS SCHOOLS

Rhonda Kalifey-Aluise
Chief Executive Officer

BOARD OF DIRECTORS
Jodi Aamodt
Donnell K. Bailey
Toya Barnes-Teamer
Sherice Clark
Stanwood R. Duval, Jr.
Robert Hudson
Kelt Kindick
John F. Landrum
Drew Marsh
Florencia Polite, MD
Steve Usdin
Larry Washington

March 27th, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Managing Director of Teaching and Learning of KIPP New Orleans Schools. The mission of KIPP New Orleans is to prepare students for college and beyond.

In service of that goal, KNOS will partner as a pilot school system with the Louisiana Department of Education's in their application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Louisiana Department of Education will build streamlined and integrated English language arts and social studies assessments that truly assess the books students read and the knowledge students build. In doing this, the Department will help teachers focus on knowledge-building as a core part of reading and writing instruction, while not surrendering accountability for outcomes.

English language arts standards are critical to student success and will indeed remain a component of what is measured in Louisiana's assessment system. But those standards, in the innovative assessment design, will be measured through the exploration of previously identified texts and domains of knowledge that students will have read in class. This new and innovative approach has great potential to improve learning in literacy within our district and across Louisiana.

The Department has been and will continue to be a steadfast and collaborative partner with us in service of our goals. We enthusiastically support and pilot this effort in order to build meaningful assessments that lead to deeper learning for all students.

Sincerely,

3/27/18

KIPP New Orleans Schools
1307 Oretha Castle Haley Boulevard
Suite 302
New Orleans, LA 70113

[*March 29, 2018*]

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Chief Academic Officer of Collegiate Academies. The mission of Collegiate Academies is to create world-class schools that prepare all students for college success and lives of unlimited opportunity.

In service of that goal, Collegiate Academies will partner as a pilot school system with the Louisiana Department of Education's in their application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act.

Through this application, the Louisiana Department of Education will build streamlined and integrated English language arts and social studies assessments that truly assess the books students read and the knowledge students build. In doing this, the Department will help teachers focus on knowledge-building as a core part of reading and writing instruction, while not surrendering accountability for outcomes.

English language arts standards are critical to student success and will indeed remain a component of what is measured in Louisiana's assessment system. But those standards, in the innovative assessment design, will be measured through the exploration of previously identified texts and domains of knowledge that students will have read in class. This new and innovative approach has great potential to improve learning in literacy within our district and across Louisiana.

The Department has been and will continue to be a steadfast and collaborative partner with us in service of our goals. We enthusiastically support and pilot this effort in order to build meaningful assessments that lead to deeper learning for all students.

Sincerely,

Mary B. Kraja

March 14, 2018

The Honorable Betsy DeVos, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos:

I am writing to indicate the full support of the National Center for the Improvement of Educational Assessment (Center for Assessment) for Louisiana's application to participate in the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act. Louisiana is proposing an innovative approach to secondary school literacy instruction and assessment. This innovative assessment system supports deeper learning for students and powerful curricular and organizational change for schools and districts.

The Center for Assessment is committed to supporting Louisiana's vision for innovative assessment and will provide expertise, technical capacity, and guidance to the Louisiana Department of Education (LA DOE) related to at least the following activities:

- Overall assessment system design and programmatic data collection,
- Item design, scoring and calibration,
- Creation of summative determinations, establishing comparability, and evaluating reliability and validity, and
- Supporting the LA DOE in creating structures to support professional learning for participating educators and leaders to help schools effectively implement innovative assessments.

The Center for Assessment has a long history of helping states and school districts design and implement a multitude of assessment and accountability reforms, especially assessment systems designed to promote deeper learning on behalf of students. We are excited about Louisiana's efforts to dramatically improve secondary school literacy learning and we stand ready to support the state address the technical requirements of the Innovative Assessment Demonstration Authority.

Sincerely,

Scott F. Marion, Ph.D.
Executive Director

JOHNS HOPKINS SCHOOL of EDUCATION | Institute for Education Policy

March 14, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

The Johns Hopkins Institute for Education Policy very strongly supports the Louisiana Department of Education's commitment to develop new assessments under the Pilot Assessment Authority that was incorporated into the *Every Student Succeeds Act* (2015).

Louisiana, in our judgment, has led the nation in transforming its approach to statewide curriculum use. Specifically, The Louisiana Department of Education's initiatives on instructional materials and professional development have resulted in the great majority of its teachers using the highest-quality instructional materials in ELA and math. This transformation puts Louisiana in a unique position to develop and inaugurate innovative assessments that will enable far more creative, predictive, and demanding instructional experiences for its students. Louisiana's new assessments will both enable and also incentivize teachers to develop new approaches to student learning. Specifically, the new assessments will support teachers in nurturing students' skills, knowledge, creative thinking, research capacity, and teamwork. The new assessment designs will draw upon high-level thinking in the United States and from high-performing international exemplars.

While the benefits of these new assessments will be most immediately realized in Louisiana, this work will in turn generate national impact – even as multiple states are now emulating Louisiana's path-breaking approach to instructional quality.

The Johns Hopkins Institute for Education Policy partners with multiple states across the country. There is no doubt in our mind that the educational leadership in Louisiana is currently among the very most sophisticated, effective, and forward-looking. We have found the state's work to be exemplary: high-quality, timely, responsive, and respectful of all relevant stakeholders.

Sincerely,

Dr. David Steiner
Executive Director,
Johns Hopkins Institute for Education Policy

Initial implementation in a subset of LEAs or schools.

LEA ASSURANCE

This form assures that St. John the Baptist Parish **will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.**

LEA Representative (Printed Name): Kevin R. George	LEA Name: St. John the Baptist Parish
Signature of LEA Representative: 	Date: March 29, 2018

Initial implementation in a subset of LEAs or schools.

LEA ASSURANCE

St. Tammany Parish Public Schools

This form assures that _____ will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

LEA Representative (Printed Name): W. L. "Trey" Folse, III Superintendent	LEA Name: St. Tammany Parish Public Schools
Signature of LEA Representative:	Date: March 27, 2018

Initial implementation in a subset of LEAs or schools.

LEA ASSURANCE

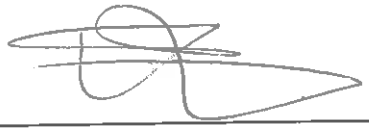
This form assures that Ouachita Parish School System **will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.**

LEA Representative (Printed Name):	LEA Name:
Dr. Don Coker	Ouachita Parish School System
Signature of LEA Representative: Don Coker	Date: 3/29/18

Initial implementation in a subset of LEAs or schools.

LEA ASSURANCE

This form assures that KIPP New Orleans **will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.**

LEA Representative (Printed Name): Freddy Kullman	LEA Name: KIPP New Orleans
Signature of LEA Representative: 	Date: 3/22/18

Initial implementation in a subset of LEAs or schools.

LEA ASSURANCE

This form assures that Collegiate Academies **will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.**

LEA Representative (Printed Name): Margo Bouchie	LEA Name: Collegiate Academies
Signature of LEA Representative: 	Date: 3-29-2018

☑ **Appendix C.** 2016–2017 Report Cards for LEA and Charter School Participants

OUACHITA PARISH

K-12 REPORT CARD GRADE

A **B** C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL SYSTEM'S OVERALL LETTER GRADE

2016-2017 LETTER GRADE

B

HOW IS THIS OVERALL LETTER GRADE CALCULATED?

2016-2017 SCHOOL SYSTEM PERFORMANCE SCORE

99.2

A	B	C	D	F
100-150	85-99.9	70-84.9	50-69.9	0-49.9

The school system performance score communicates how well a school system is preparing all of its students for the next level of study. It is calculated like a school performance score, but includes all students in the school system.

HOW HAS THIS SCHOOL SYSTEM PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	B 99.2
2015-2016 OVERALL PERFORMANCE	A 100.2
2014-2015 OVERALL PERFORMANCE	B 94.9

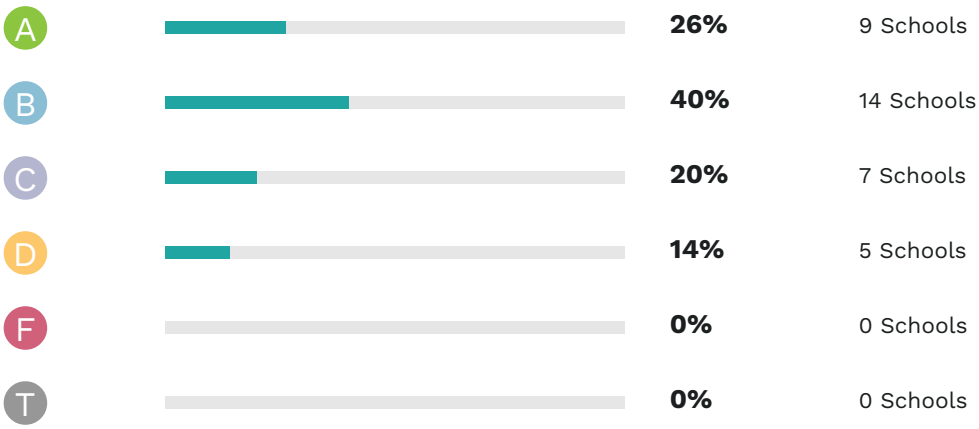
HOW IS THIS SCHOOL SYSTEM PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | **STUDENT PROGRESS**

HOW IS THIS SCHOOL SYSTEM PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

WHAT ARE THE LETTER GRADES FOR ALL SCHOOLS IN THIS SCHOOL SYSTEM?



STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well schools are preparing students for success in college or a career.

IS THIS SCHOOL SYSTEM PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP 37%

STUDENTS ON TRACK AT THE END OF 9TH GRADE 94%

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 66%

IS THIS SCHOOL SYSTEM PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 83%

GRADUATES EARNING CREDENTIALS 34%

COLLEGE ENROLLMENT RATE 63%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 39%

ACT COMPOSITE

19.8

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL SYSTEM?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

92%

TEACHER RETENTION RATE

89%

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL SYSTEM'S TEACHER WORKFORCE?

Native American	0%
Asian	0%
African American	12%
Hispanic	0%
Pacific Islander	0%
White	87%
Multiple Races/Ethnicities	0%

BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school system is serving all of its students, as well as the demographic makeup of the system.

HOW IS THIS SCHOOL SYSTEM PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

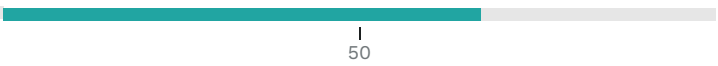
This is how percentiles are calculated

0 (Lowest Performing) 50 (Average Performing) 100 (Highest Performing)

ECONOMICALLY DISADVANTAGED

For this group, the school system performed better than **69%** of all Louisiana school systems.

STUDENTS WITH DISABILITES



For this group, the school system performed better than **67%** of all Louisiana school systems.

WHITE

For this group, the school system performed better than **74%** of all Louisiana school systems.

HOW IS THIS SCHOOL SYSTEM PERFORMING IN PREPARING STUDENTS OF COLOR?

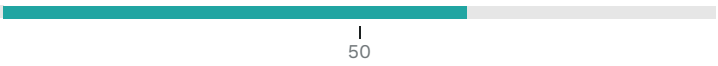
This is how percentiles are calculated

0 (Lowest Performing) 50 (Average Performing) 100 (Highest Performing)

AFRICAN AMERICAN

For this group, the school system performed better than **77%** of all Louisiana school systems.

HISPANIC



For this group, the school system performed better than **65%** of all Louisiana school systems.

WHAT STUDENTS ARE SERVED IN THIS SCHOOL SYSTEM?

NATIVE AMERICAN	0%
ASIAN	1%
AFRICAN AMERICAN	34%
HISPANIC	3%
MULTIPLE RACES (NON-HISPANIC)	1%
PACIFIC ISLANDER	0%
WHITE	61%
ECONOMICALLY DISADVANTAGED	65%
STUDENTS OF COLOR	39%
STUDENTS WITH DISABILITIES	11%
ENGLISH LANGUAGE LEARNERS	1%

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school system is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL SYSTEM ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

ST. JOHN THE BAPTIST PARISH

K-12 REPORT CARD GRADE

A B C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL SYSTEM'S OVERALL LETTER GRADE

2016-2017 LETTER GRADE

C

HOW IS THIS OVERALL LETTER GRADE CALCULATED?

2016-2017 SCHOOL SYSTEM PERFORMANCE SCORE

83.8

A	B	C	D	F
100-150	85-99.9	70-84.9	50-69.9	0-49.9

The school system performance score communicates how well a school system is preparing all of its students for the next level of study. It is calculated like a school performance score, but includes all students in the school system.

HOW HAS THIS SCHOOL SYSTEM PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	C 83.8
2015-2016 OVERALL PERFORMANCE	B 85.2
2014-2015 OVERALL PERFORMANCE	B 85.2

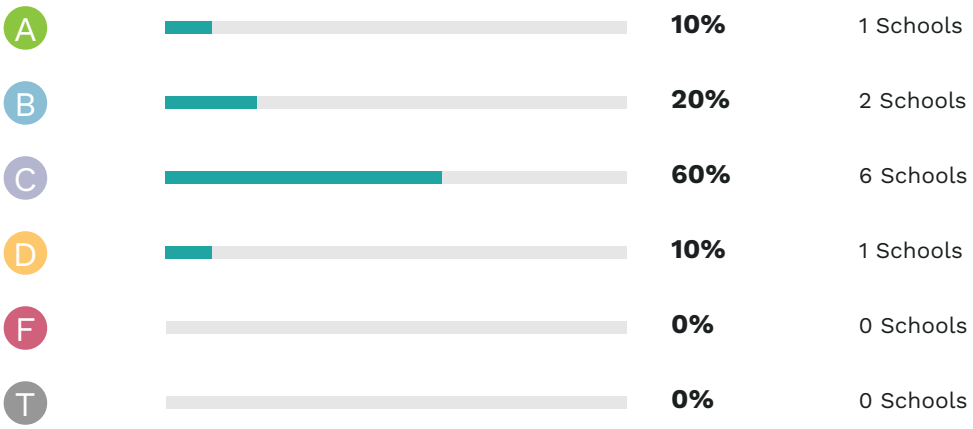
HOW IS THIS SCHOOL SYSTEM PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | **STUDENT PROGRESS**

HOW IS THIS SCHOOL SYSTEM PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

WHAT ARE THE LETTER GRADES FOR ALL SCHOOLS IN THIS SCHOOL SYSTEM?



STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well schools are preparing students for success in college or a career.

IS THIS SCHOOL SYSTEM PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP 24%

STUDENTS ON TRACK AT THE END OF 9TH GRADE 84%

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 54%

IS THIS SCHOOL SYSTEM PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 74%

GRADUATES EARNING CREDENTIALS 47%

COLLEGE ENROLLMENT RATE 56%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 22%

ACT COMPOSITE

17.9

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL SYSTEM?

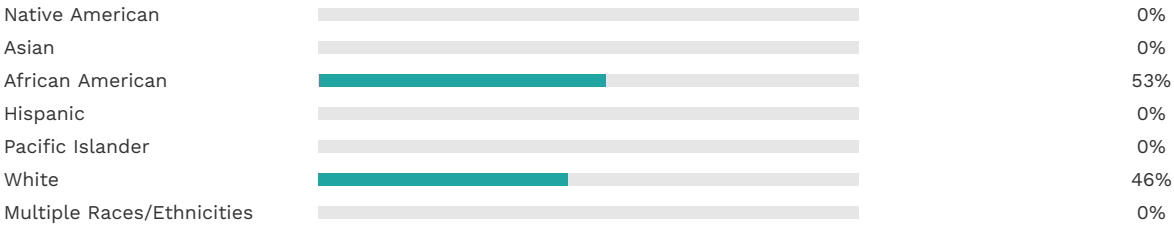
CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

TEACHER RETENTION RATE

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL SYSTEM'S TEACHER WORKFORCE?



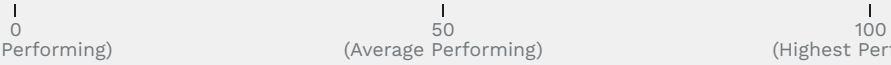
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school system is serving all of its students, as well as the demographic makeup of the system.

HOW IS THIS SCHOOL SYSTEM PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated



ECONOMICALLY DISADVANTAGED

For this group, the school system performed better than **33%** of all Louisiana school systems.

STUDENTS WITH DISABILITES

For this group, the school system performed better than **20%** of all Louisiana school systems.

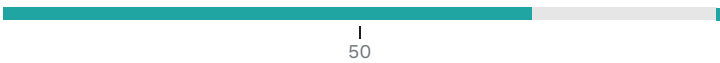
WHITE

For this group, the school system performed better than **15%** of all Louisiana school systems.

HOW IS THIS SCHOOL SYSTEM PERFORMING IN PREPARING STUDENTS OF COLOR?

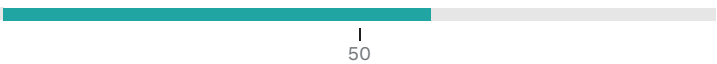
This is how percentiles are calculated

AFRICAN AMERICAN



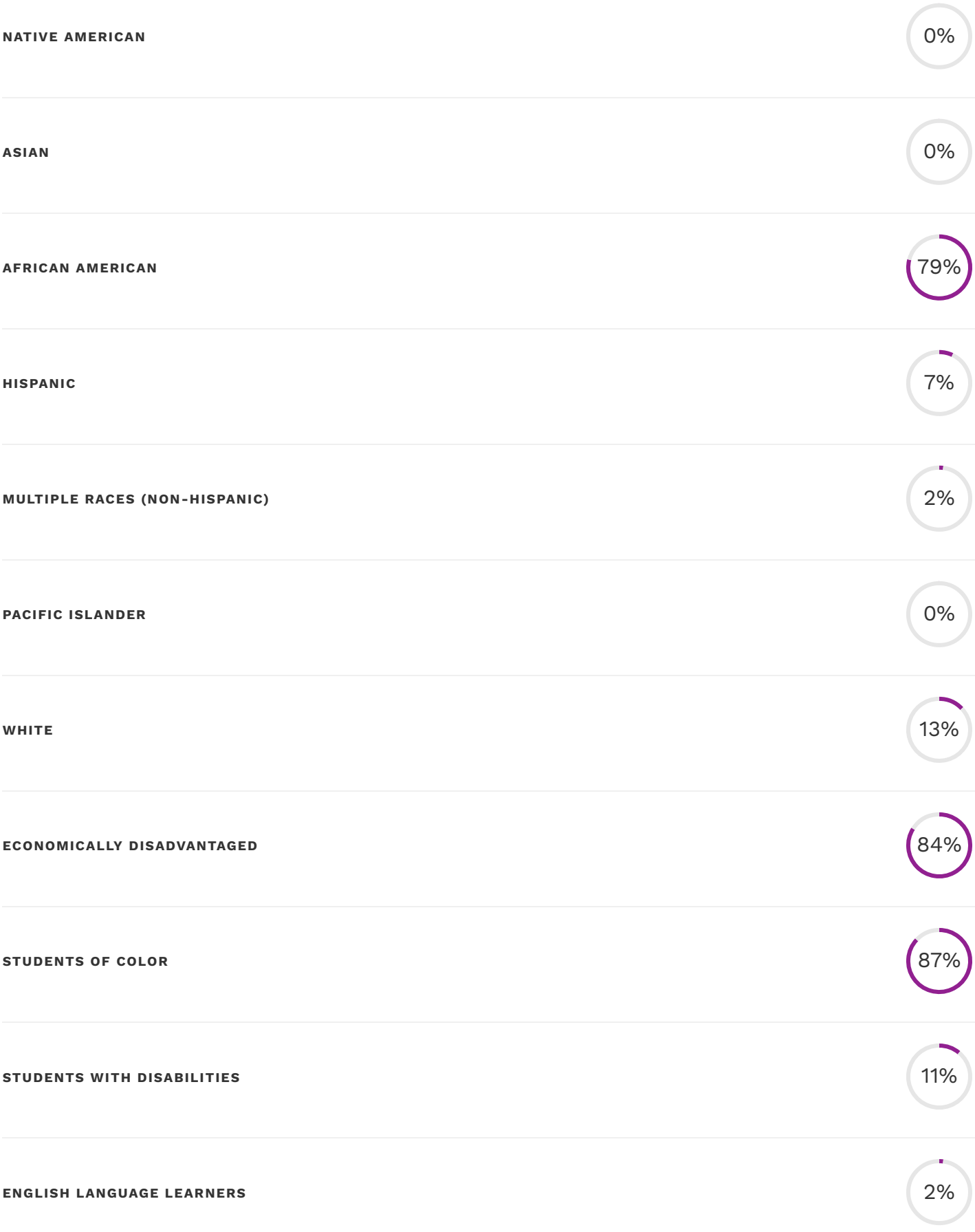
For this group, the school system performed better than **74%** of all Louisiana school systems.

HISPANIC



For this group, the school system performed better than **60%** of all Louisiana school systems.

WHAT STUDENTS ARE SERVED IN THIS SCHOOL SYSTEM?



DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school system is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL SYSTEM ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

ST. TAMMANY PARISH

K-12 REPORT CARD GRADE

A B C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL SYSTEM'S OVERALL LETTER GRADE

2016-2017 LETTER GRADE

A

HOW IS THIS OVERALL LETTER GRADE CALCULATED?

2016-2017 SCHOOL SYSTEM PERFORMANCE SCORE

104.1

A	B	C	D	F
100-150	85-99.9	70-84.9	50-69.9	0-49.9

The school system performance score communicates how well a school system is preparing all of its students for the next level of study. It is calculated like a school performance score, but includes all students in the school system.

HOW HAS THIS SCHOOL SYSTEM PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	A 104.1
2015-2016 OVERALL PERFORMANCE	A 107
2014-2015 OVERALL PERFORMANCE	A 104.1

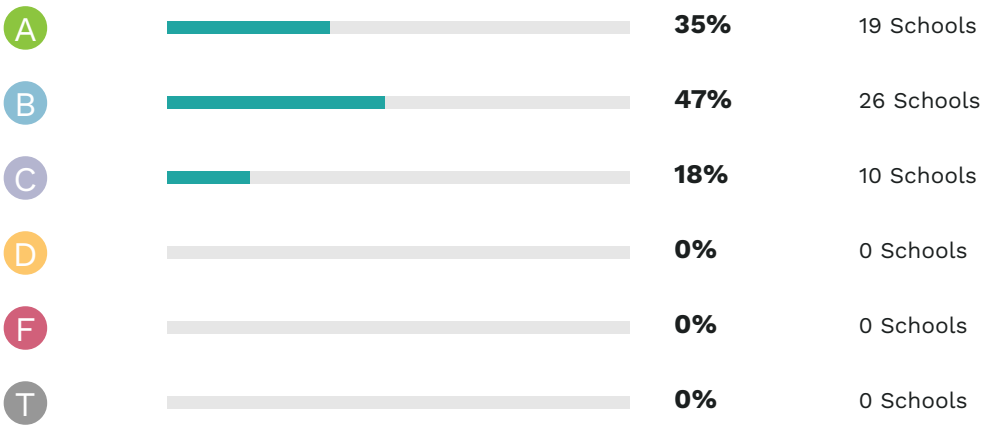
HOW IS THIS SCHOOL SYSTEM PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | **STUDENT PROGRESS**

HOW IS THIS SCHOOL SYSTEM PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

WHAT ARE THE LETTER GRADES FOR ALL SCHOOLS IN THIS SCHOOL SYSTEM?



STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well schools are preparing students for success in college or a career.

IS THIS SCHOOL SYSTEM PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP 42%

STUDENTS ON TRACK AT THE END OF 9TH GRADE 89%

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 72%

IS THIS SCHOOL SYSTEM PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 83%

GRADUATES EARNING CREDENTIALS 52%

COLLEGE ENROLLMENT RATE 67%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 58%

ACT COMPOSITE

21.9

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL SYSTEM?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

TEACHER RETENTION RATE

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL SYSTEM'S TEACHER WORKFORCE?

Native American	0%
Asian	1%
African American	6%
Hispanic	2%
Pacific Islander	0%
White	91%
Multiple Races/Ethnicities	0%

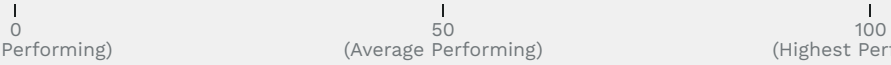
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

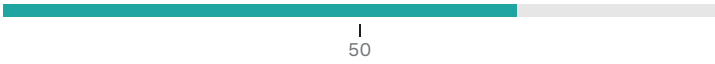
The breakdown by student groups provides information on how well a school system is serving all of its students, as well as the demographic makeup of the system.

HOW IS THIS SCHOOL SYSTEM PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated

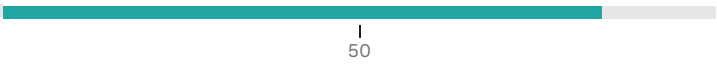


ECONOMICALLY DISADVANTAGED



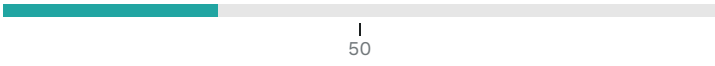
For this group, the school system performed better than **72%** of all Louisiana school systems.

STUDENTS WITH DISABILITES



For this group, the school system performed better than **84%** of all Louisiana school systems.

ENGLISH LANGUAGE LEARNERS



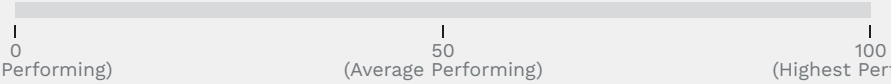
For this group, the school system performed better than **30%** of all Louisiana school systems.

WHITE

For this group, the school system performed better than **72%** of all Louisiana school systems.

HOW IS THIS SCHOOL SYSTEM PERFORMING IN PREPARING STUDENTS OF COLOR?

This is how percentiles are calculated



ASIAN

For this group, the school system performed better than **38%** of all Louisiana school systems.

AFRICAN AMERICAN

For this group, the school system performed better than **62%** of all Louisiana school systems.

HISPANIC

For this group, the school system performed better than **80%** of all Louisiana school systems.

MULTIPLE RACES (NON-HISPANIC)

For this group, the school system performed better than **30%** of all Louisiana school systems.

WHAT STUDENTS ARE SERVED IN THIS SCHOOL SYSTEM?

NATIVE AMERICAN	0%
ASIAN	1%
AFRICAN AMERICAN	19%
HISPANIC	6%
MULTIPLE RACES (NON-HISPANIC)	2%
PACIFIC ISLANDER	0%
WHITE	71%
ECONOMICALLY DISADVANTAGED	53%
STUDENTS OF COLOR	29%
STUDENTS WITH DISABILITIES	15%
ENGLISH LANGUAGE LEARNERS	2%

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school system is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL SYSTEM ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

ABRAMSON SCI ACADEMY

K-12 REPORT CARD GRADE

A B C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

C

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

76.5

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	C 76.5
2015-2016 OVERALL PERFORMANCE	B 85.3
2014-2015 OVERALL PERFORMANCE	B 96.3

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	C 76.5
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	C 70.8

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | STUDENT PROGRESS

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR HIGH SCHOOL
Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 63%

IS THIS SCHOOL PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 69%

GRADUATES EARNING CREDENTIALS 59%

COLLEGE ENROLLMENT RATE 65%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 23%

ACT COMPOSITE
18.1

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

TEACHER RETENTION RATE

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

Native American	0%
Asian	3%
African American	26%
Hispanic	8%
Pacific Islander	0%
White	62%

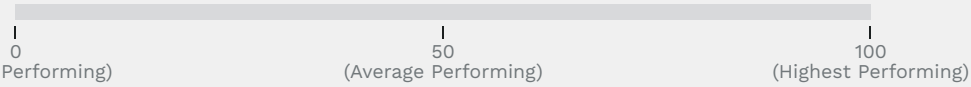
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

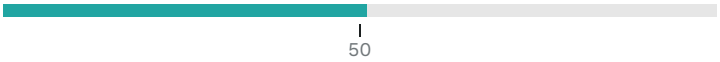
The breakdown by student groups provides information on how well a school is serving all of its students, as well as the demographic makeup of the school.

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated



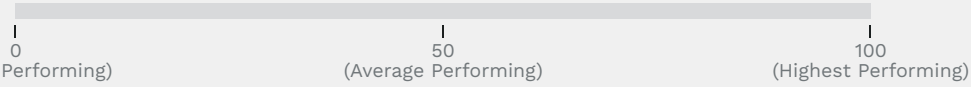
ECONOMICALLY DISADVANTAGED



For this group, the school performed better than **51%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

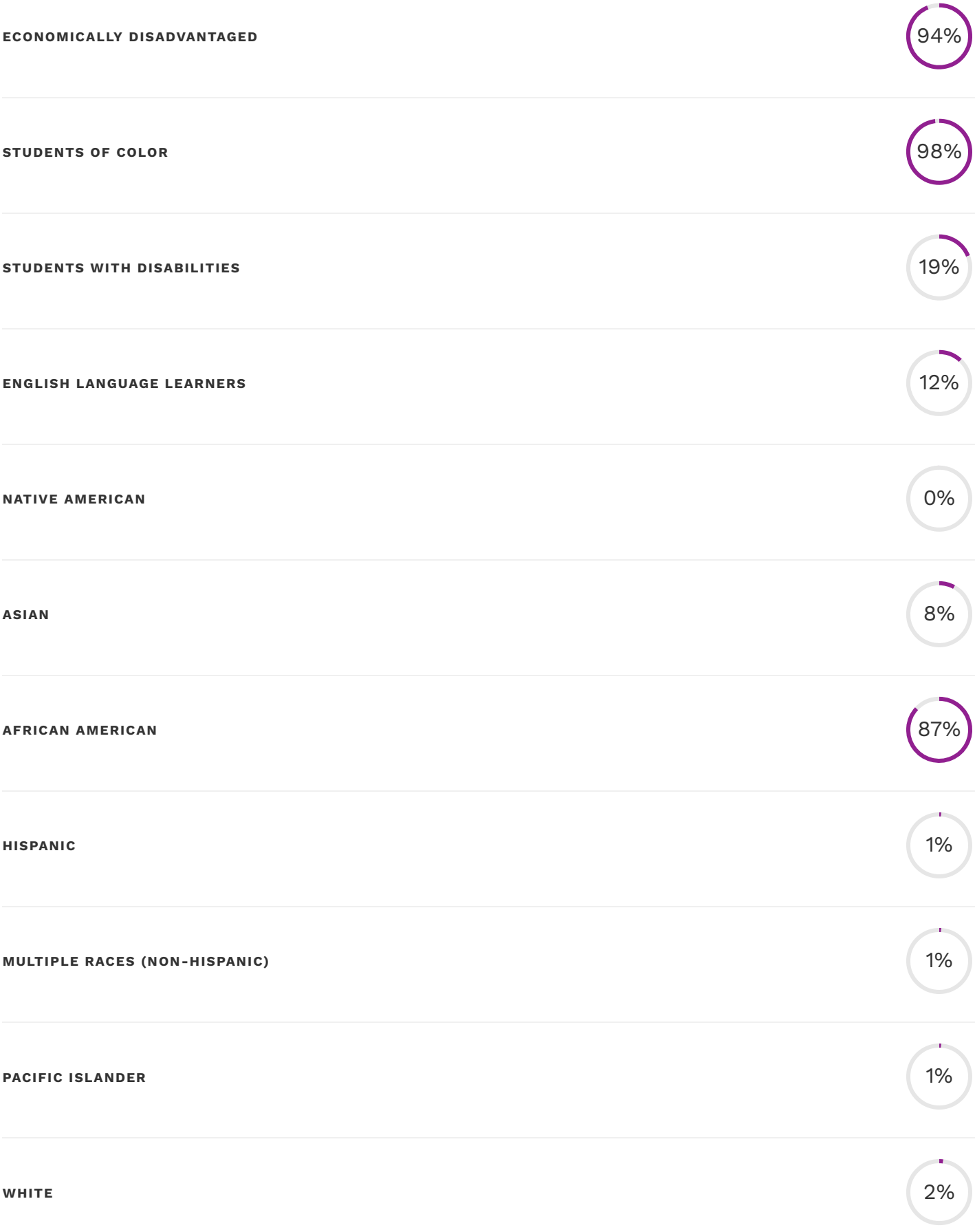
This is how percentiles are calculated



AFRICAN AMERICAN

For this group, the school performed better than **65%** of all Louisiana schools.

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?



DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

G W CARVER HIGH SCHOOL

K-12 REPORT CARD GRADE

A B C **D** F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

D

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

62.4

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	D 62.4
2015-2016 OVERALL PERFORMANCE	D 67.1
2014-2015 OVERALL PERFORMANCE	C 73.6

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	D 62.4
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	C 70.8

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | STUDENT PROGRESS

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR HIGH SCHOOL
Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 48%

IS THIS SCHOOL PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 62%

GRADUATES EARNING CREDENTIALS 57%

COLLEGE ENROLLMENT RATE 47%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 12%

ACT COMPOSITE
16.6

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

TEACHER RETENTION RATE

72%

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

Native American	0%
Asian	6%
African American	24%
Hispanic	2%
Pacific Islander	0%
White	69%

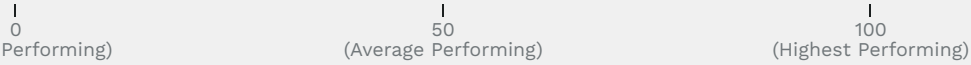
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school is serving all of its students, as well as the demographic makeup of the school.

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated



ECONOMICALLY DISADVANTAGED

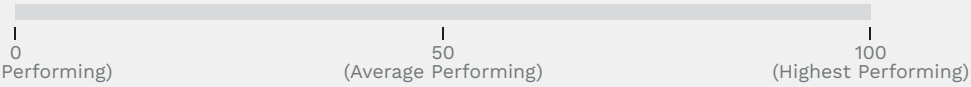
For this group, the school performed better than **37%** of all Louisiana schools.

STUDENTS WITH DISABILITIES

For this group, the school performed better than **37%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

This is how percentiles are calculated



AFRICAN AMERICAN

For this group, the school performed better than **44%** of all Louisiana schools.

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?

ECONOMICALLY DISADVANTAGED	92%
STUDENTS OF COLOR	97%
STUDENTS WITH DISABILITIES	16%
ENGLISH LANGUAGE LEARNERS	10%
NATIVE AMERICAN	0%
ASIAN	2%
AFRICAN AMERICAN	88%
HISPANIC	7%
MULTIPLE RACES (NON-HISPANIC)	0%
PACIFIC ISLANDER	0%
WHITE	3%

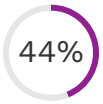
DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL



STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

LIVINGSTON COLLEGIATE ACADEMY

K-12 REPORT CARD GRADE

A B C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

A

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

115.9

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	A 115.9
2015-2016 OVERALL PERFORMANCE	Not Applicable
2014-2015 OVERALL PERFORMANCE	Not Applicable

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	A 115.9
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	C 70.8

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | STUDENT PROGRESS

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR HIGH SCHOOL

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

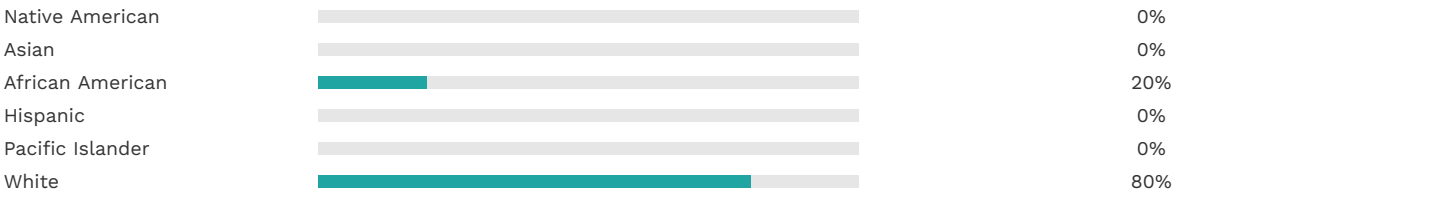
CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?



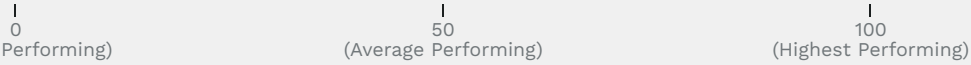
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school is serving all of its students, as well as the demographic makeup of the school.

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated

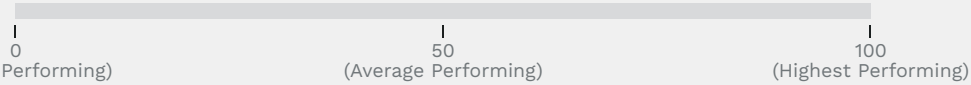


ECONOMICALLY DISADVANTAGED

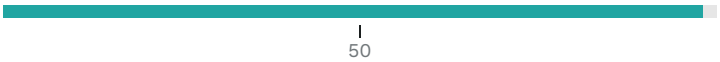
For this group, the school performed better than **98%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

This is how percentiles are calculated



AFRICAN AMERICAN



For this group, the school performed better than **98%** of all Louisiana schools.

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?

ECONOMICALLY DISADVANTAGED	94%
STUDENTS OF COLOR	96%
STUDENTS WITH DISABILITIES	17%
ENGLISH LANGUAGE LEARNERS	3%
NATIVE AMERICAN	0%
ASIAN	0%
AFRICAN AMERICAN	94%
HISPANIC	1%
MULTIPLE RACES (NON-HISPANIC)	1%
PACIFIC ISLANDER	0%
WHITE	4%

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

KIPP BOOKER T WASHINGTON

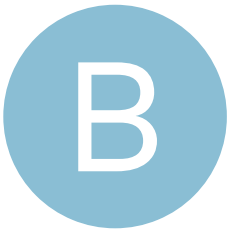
K-12 REPORT CARD GRADE

A **B** C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE



HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

89.3

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	B 89.3
2015-2016 OVERALL PERFORMANCE	Not Applicable
2014-2015 OVERALL PERFORMANCE	Not Applicable

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	B 89.3
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	C 70.8

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | STUDENT PROGRESS

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR HIGH SCHOOL

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

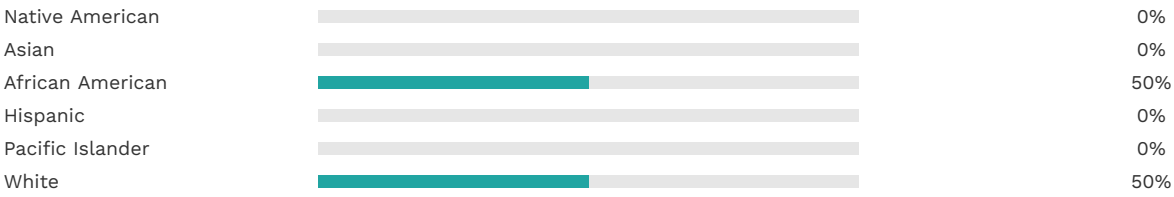
CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?



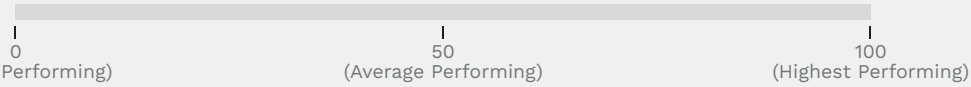
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school is serving all of its students, as well as the demographic makeup of the school.

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated

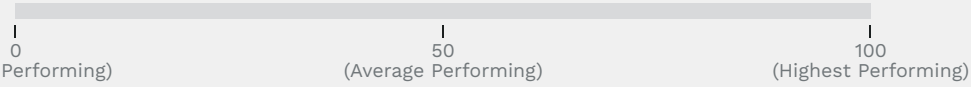


ECONOMICALLY DISADVANTAGED

For this group, the school performed better than **74%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

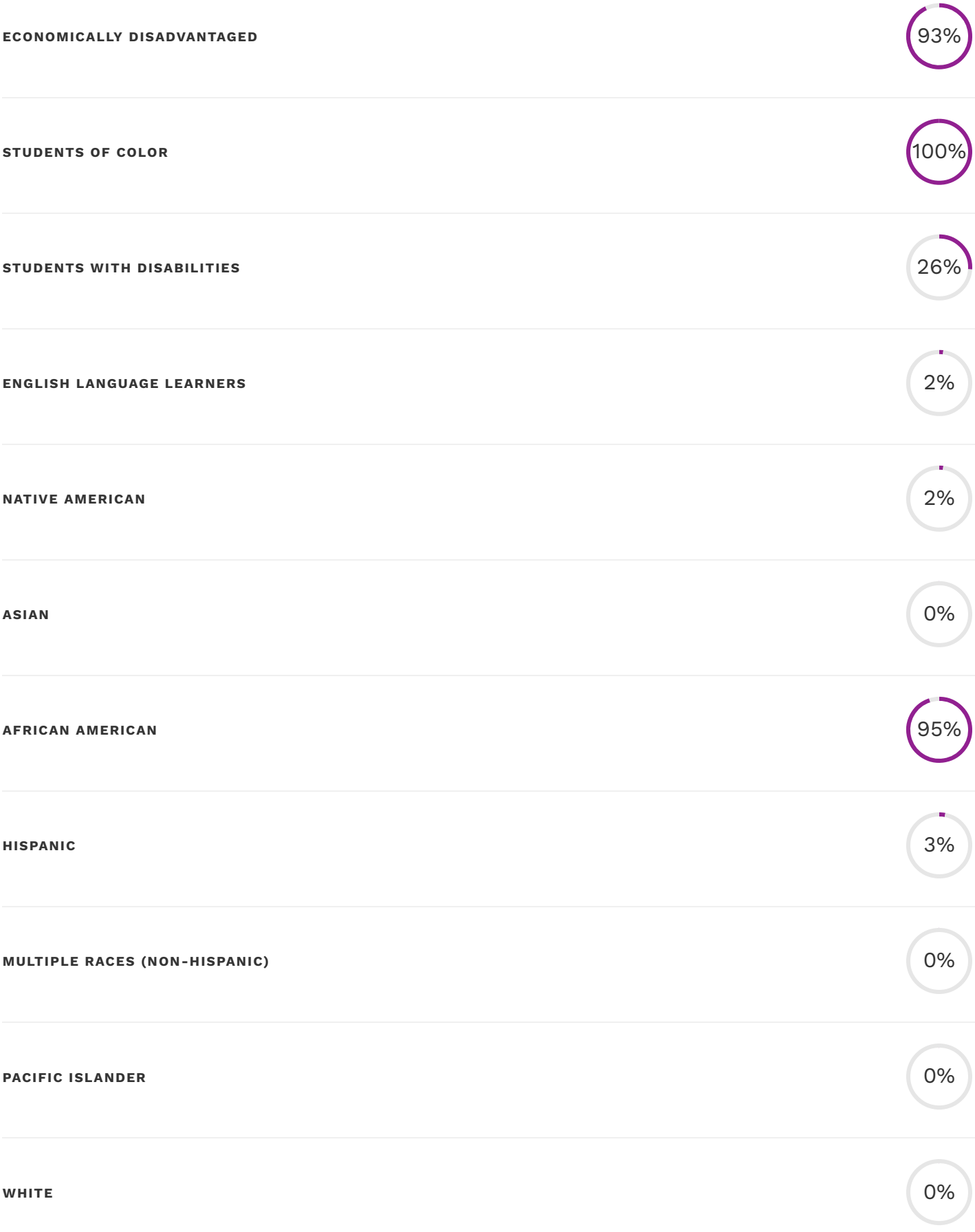
This is how percentiles are calculated



AFRICAN AMERICAN

For this group, the school performed better than **86%** of all Louisiana schools.

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?



DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

KIPP RENAISSANCE

K-12 REPORT CARD GRADE

A **B** C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

B

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

88.5

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	B 88.5
2015-2016 OVERALL PERFORMANCE	A 100
2014-2015 OVERALL PERFORMANCE	B 96.8

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	B 88.5
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	C 70.8

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE | STUDENT PROGRESS

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS | **TEACHER WORKFORCE** | **DISCIPLINE & ATTENDANCE**

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR HIGH SCHOOL
Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS 54%

IS THIS SCHOOL PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE 78%

GRADUATES EARNING CREDENTIALS 41%

COLLEGE ENROLLMENT RATE 70%

PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS 21%

ACT COMPOSITE
18.3

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

TEACHER RETENTION RATE

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

Native American	0%
Asian	3%
African American	49%
Hispanic	3%
Pacific Islander	0%
White	46%

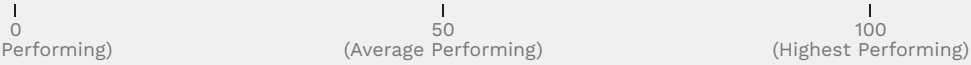
BREAKDOWN BY STUDENT GROUPS

WHAT IS THE BREAKDOWN BY STUDENT GROUPS

The breakdown by student groups provides information on how well a school is serving all of its students, as well as the demographic makeup of the school.

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

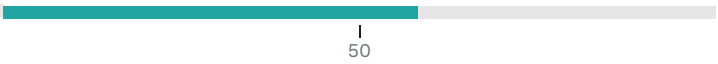
This is how percentiles are calculated



ECONOMICALLY DISADVANTAGED

For this group, the school performed better than **82%** of all Louisiana schools.

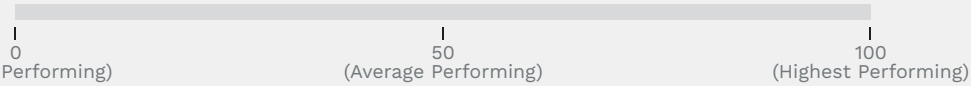
STUDENTS WITH DISABILITIES



For this group, the school performed better than **58%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

This is how percentiles are calculated



AFRICAN AMERICAN

For this group, the school performed better than **87%** of all Louisiana schools.

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?

ECONOMICALLY DISADVANTAGED	90%
STUDENTS OF COLOR	100%
STUDENTS WITH DISABILITIES	18%
ENGLISH LANGUAGE LEARNERS	2%
NATIVE AMERICAN	0%
ASIAN	1%
AFRICAN AMERICAN	97%
HISPANIC	2%
MULTIPLE RACES (NON-HISPANIC)	0%
PACIFIC ISLANDER	0%
WHITE	0%

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

☑ **Appendix D.** Selected References from the Project Narrative

GUIDEBOOKS 2.0 ELA

A Closer Look

ELA Guidebooks 2.0 is a curriculum for whole-class instruction. **Made by teachers for teachers**, the guidebook units ensure all students can read, understand, and express their understanding of complex grade-level texts.

Teachers across the state began work on the guidebooks in the spring of 2013 and have continued to improve them to provide Louisiana teachers with a high-quality, affordable curricular option. 1

ELA Guidebooks 2.0 units are a coherent set of plans focused on **real learning grounded in a collection of texts**. Each text collection has a shared idea, such as the American Revolution, and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

Support is central to the design of ELA Guidebooks 2.0. Student-friendly slides create a consistent structure across all grades and lessons, which help students and teachers stay on track and work toward a series of unit assessments aligned to end-of-year expectations. Student look-fors and example responses set the bar for quality student work. 2

1 Read the Pilot Feedback Report to learn about Louisiana teachers' experiences with ELA Guidebooks 2.0.

2 Watch a video of a Louisiana classroom to learn how guidebooks improve learning.

WHAT ARE PEOPLE SAYING ABOUT THE GUIDEBOOKS?

"I would wholeheartedly endorse the use of guidebooks in schools where administrators want to ensure effective and efficient delivery of standards. Guidebooks have provided the foundation upon which we continue to build a strong curriculum that responds to students' interests/needs. The guidebooks are especially valuable for new and struggling teachers." - Louisiana principal

"Students love the texts; they are engaged and excited, but the best thing about the guidebook is everything builds and connects. I've seen real growth in my students." - Louisiana teacher

"The guidebook helped me expand my writing skills and allowed me to work on them throughout the day." - Louisiana student

"I liked the consistency of knowing what to expect." - Louisiana student

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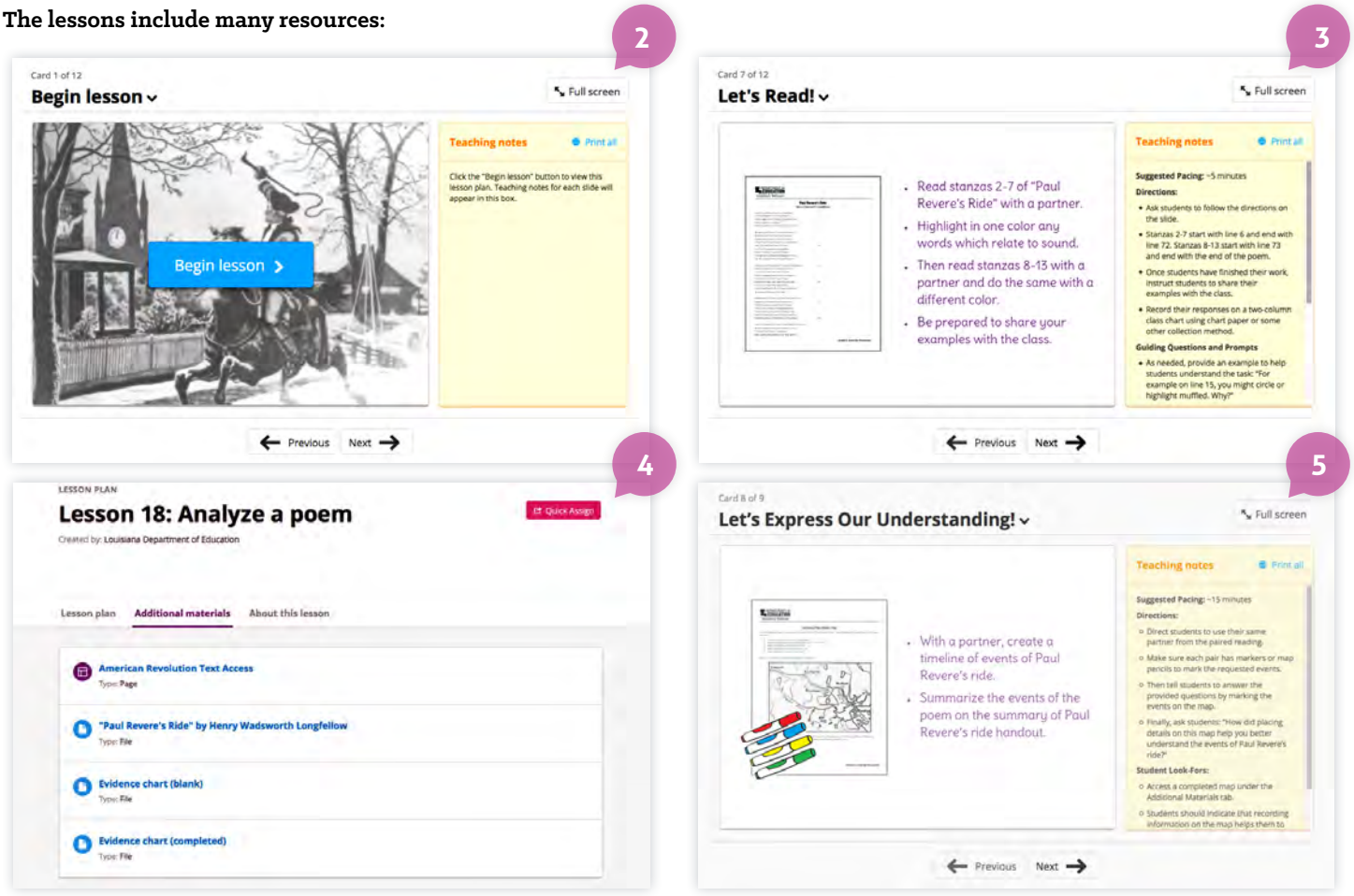
GUIDEBOOKS 2.0 ELA

A Closer Look

WHAT COMES WITH THE GUIDEBOOKS?

Each ELA Guidebooks 2.0 unit comes with three unit assessments and approximately 40 classroom-ready daily lessons on an online platform. Because the lessons include everything a teacher needs to teach, teachers can focus on adjusting the lesson supports so all students meet the lesson and unit assessment goals, instead of spending time finding something to teach.

The lessons include many resources:



2 Student-friendly slides

3 Teaching notes with directions, guiding questions, and student look-fors

4 Blank and completed student handouts

5 Daily formative assessments

HOW DO I ACCESS AND PURCHASE ELA GUIDEBOOKS 2.0?

The guidebooks are easy to access and use. With an open license (CC BY 4.0), the units can be used, adapted, shared, and printed without any permission needed. To implement ELA Guidebooks 2.0, teachers will need access to the units, the books, additional texts, student materials, and training. All decisions about access are local decisions.

Click here for detailed information about how to access guidebook materials and communicate with schools and teachers.

For additional information about ELA Guidebooks 2.0, access the Louisiana Department of Education's ELA Guidebooks 2.0 webpage or contact classroomsupporttoolbox@la.gov.

GUIDEBOOKS 2.0 ELA

Pilot Feedback Report

INTRODUCTION

The goal for students in English language arts (ELA) is to read and understand complex, grade-level texts and express their understanding of those texts through writing and speaking. Students in Louisiana are ready for college or a career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why.

The **ELA Guidebooks**, housed on LearnZillion, are classroom-ready daily lessons made by teachers for teachers to ensure all students meet the ELA goal. This work began in spring 2013 and teachers have continued to revise and improve upon the original foundation to provide teachers across the state with an ELA curriculum for whole-class instruction.

ELA Guidebooks 2.0 resulted from feedback that teachers wanted help with pacing and structuring the content of the units in Guidebooks 1.0. In the interest of continuing to gather feedback, the Louisiana Department of Education (LDOE) engaged in a pilot of the guidebooks with districts from the Striving Readers' Comprehensive Literacy Program.

The purpose of this report is to identify feedback received from the pilot and LDOE next steps so that districts can make informed decisions about high-quality curricular materials and associated professional development.

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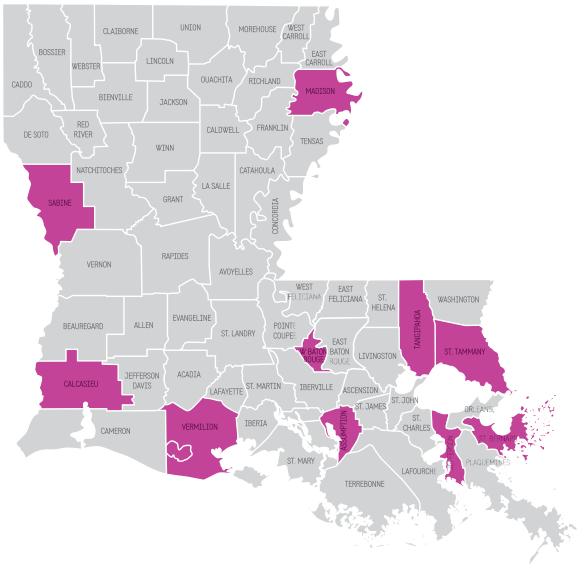
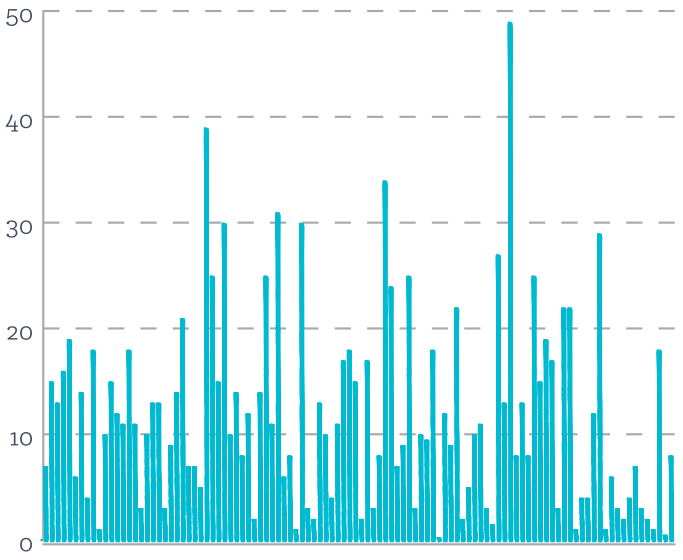
PILOT METHODOLOGY

Ten districts participated in the ELA Guidebooks Pilot:
Assumption, Calcasieu, Jefferson, Madison, Sabine, St. Bernard, St. Tammany, Tangipahoa, Vermilion, and West Baton Rouge.



YEARS OF TEACHING EXPERIENCE



Participating teachers at-a-glance:

THE MEDIAN YEARS OF EXPERIENCE IS **10 YRS**

THE AVERAGE YEARS OF EXPERIENCE IS **11.78 YRS**

UNITS WERE PILOTED IN **147 CLASSROOMS.**

3 MONTHS — RANGE OF TEACHING EXPERIENCE — **49 YEARS**

The pilot consisted of teachers 1) trying out these units and offering ongoing feedback, 2) being observed implementing these units, 3) answering questions in a focus group, and 4) completing a formal feedback survey.

Pilot Unit	Number of Pilot Teachers
Grade 3 - Louisiana Purchase	21
Grade 4 - American Revolution	16
Grade 4 - Lightning Thief	7
Grade 5 - The Lion, the Witch and the Wardrobe	11
Grade 6 - Hatchet	15
Grade 7 - Memoir	7
Grade 8 - Tell-Tale Heart	20
Grade 8 - Flowers for Algernon	4
Grade 9 - Romeo and Juliet	26
Grade 10 - The Metamorphosis	9
Grade 11 - Our Town	5
Grade 12 - Hamlet	6

GUIDEBOOK OVERVIEW

Guidebooks are based on sets or collections of texts. Each text collection has a shared topic or concept, such as the American Revolution, special effects in film, or "the hero's journey." The units use a backwards design model, so that the lessons build toward three unit assessments:

1. **Culminating Writing Task**: Students synthesize the topics, themes, and ideas of the unit into a written essay.
2. **Cold-Read Task**: Students read a new text or two related to the unit topic and answer multiple-choice questions as well as write an essay.
3. **Extension Task**: Students extend what they have learned in the unit to make connections between their learning and their lives through a narrative or personal essay or between their learning and the world through research about a related topic.

The guidebooks contain up to five units for whole-class instruction in grades 3-12. Each unit contains approximately 40 classroom-ready daily lessons on an online platform. The lessons include student-facing slides, teaching notes with questions and student look-fors, handouts, example student writing, and tasks that integrate knowledge and skills for reading, writing, speaking and listening, and language grounded in complex texts.

PILOT LESSONS LEARNED

1. **Guidebooks are a useful guide for whole-class instruction**. The guidebooks help teachers identify quality texts at their grade level, guide students to make meaning of those texts through questions and prompts, and know through the rubrics, exemplars, and student look-fors what it looks and sounds like when a student understands a text.
2. **Guidebooks help teachers teach kids, not programs**. The guidebooks support teachers by allowing them to focus their planning time on customizing the lessons and scaffolding instruction for all students, rather than on developing materials from scratch.
3. **As the guidebooks are revised, they need to continue to account for diverse learners**.

Based on these takeaways and the following feedback, the LDOE plans to engage in these next steps to ensure the guidebooks remain a high-quality curricular option for districts:

1. Continue to **build out units** and revise pilot units according to feedback
2. Create plans for developing guidebook support for diverse learners, such as students who struggle with reading and students classified as English Language Learners
3. Work with vendors to provide high-quality **professional development packages** to support teachers as they implement the ELA Guidebooks

FEEDBACK SUMMARY

The following is a summary of feedback we received from all pilot engagement opportunities. In addition to the feedback opportunities listed below, the Department hosted office hours for teachers and districts to call in for instructional support with the guidebook units. Access the forms used and raw data from these engagement opportunities in the appendices.

- **Immediate feedback**
- **Classroom observations**
- **Focus groups**
- **Formal feedback survey**
- **Student feedback**
- **National expert review**

PACING: Most classrooms found the pacing to be ambitious, especially for students reading below grade level. Teachers of students performing at or above grade level (e.g., honors or AP) indicated the content was not as rigorous as their own plans. Pacing was an issue depending on the configuration of the class time, such as a 100 minute block, a 90 minute block, or a 4 X4 schedule.

"I did slow down. I am not following the pace. I find that the deeper we are going the better they are doing. I am seeing progress."

"I have two resource classes and a high level class. I can get through with the high level, with the resource class it is taking over twice the time."

"We worked together to help with pacing."

"What the Guidebooks are asking of the students is so rich, it will take more time."

"Sometimes they need more time and sometimes less."

"Pacing is ambitious. We made center activities so kids could catch up."

"As long as we have the autonomy to adjust, we will use them."

"I adjusted something almost daily. Time was an issue with block. Some days we accomplished things quickly and some days were more difficult, more dense lessons, and I was grateful for more time and the block."

SUPPORT FOR DIVERSE LEARNERS: The participants in the pilot indicated the guiding questions and prompts and student look-fors in the teaching notes were useful. They also indicated they felt comfortable making adjustments to fit the needs of their students, such as developing mini-lessons to fill gaps in student skills or modeling how to complete a task. Most participants asked for more support options for students who struggle and who perform above grade level.

"My inclusion groups needed more scaffolding like the independent reading and writing. I had to break that up, especially in the beginning."

"I broke the lessons down some and they are spot on. Because it is exactly what they need. It is integrated with everything they need to do a good job of filling the gaps for the struggling students."

"Loved the Student Look Fors. The Student Look Fors let me know what students were working toward. Those and the guided questions were amazing."

"We even printed a lot of the charts on poster size paper to do as a class and hang in the room."

"For my ESL kids, it was concrete. They were able to break it down and get it."

"It forces them to work with the texts. It made a difference for me because I have a lot of old fashioned ways. It helped me have structure. I used to just go on and now I realize they weren't getting it. This forces me to come back."

"We have a lot of hearing impaired students and it was hard for the interpreters to keep up."

"In general, the things that the students were expected to know and do was at a higher level than my students were. I had to add a lot more modeling than were even in the examples."

"In the teaching notes, it said to read and ask the question. I knew some kids wouldn't answer. I added a 'show me board.'"

"Hatchet is mostly independent read and partner read, but with struggling readers there needs to be more whole-class reading. Wish we had more read aloud."

"There is a lot of preparation going in and especially looking to see where you will need to differentiate."

"The very first lesson had to read most of the text, so we had to chunk it. The guidebooks make assumptions about the level of students. There is not a lot of differentiation for the low students."

"I have classes with SPED, 504, and GT all in one class. Different strategies or links to other strategies would be helpful."

"I saw the most progress with my remedial students."

"I only gave the sentence frames to higher students who I knew could handle it."

MATERIALS EASE OF USE: Teachers like the platform for the English Language Arts Guidebooks 2.0 with LearnZillion. Many participants indicated the design of the lessons supported students. They also stated there are a few tweaks they want made to the functionality of the platform or the use of the handouts to make it easier to use. Seventy-seven percent (77%) of the responses from the pilot teachers indicated in the final survey that the teacher's notes were useful.

"It is really accessible and user-friendly."

"When you are trying to support all teachers...experienced and new. It has a lot more direction that the original guidebooks. It allows experienced teachers flexibility but new teachers structure."

"You have to plan ahead."

"It is nice to have something that shows you step by step what it should look like."

"[Students] figured out the structure of the lesson. They know if they do the work, when they get to the last page they will have to write something. They figured out that if they do the work the writing will be easy."

"That's the best thing about the guidebook, everything builds and connects."

"You have so many different skills in one lesson, reading, vocabulary, compare/contrast, and writing."

"Reduce the number of graphic organizers; some they can just do in their journals."

"I like how it gives a framework to go by. Before it was just guidance. It gives me a little more confidence."

"A lot of the worksheets have wasted space around in and enough space to write. Had to remake and revise so that students would have enough room to write."

"If there could be a number on the notes that matches the slides. That would help."

"It would also be nice to be able to print the Teaching Notes with the slide."

"A workbook would be nice."

"It would be good to be able to print the teaching notes and the additional materials all at one time."

"Downloads could be in Word, not PDF, so we can adjust them."

"I liked it. It was stressful to work against a timeline, but I think it really prepares students for LEAP formatting and testing. It was also difficult to change routine on the kids mid-year. I think if it would have been used since the beginning of the year and the kids were used to the formatting, we would have seen more results."

TEXTS: Most participants saw how the texts fit together in the units. They indicated that the students for the most part enjoyed the texts. They did cite a few texts that didn't work for the students due to the difficulty level of the text. Sixty-six percent (66%) of the responding pilot teachers indicated that the students were interested in the selected texts.

"They love the texts; they are engaged and excited."

"The text were great, they align up so well."

"The Secret Garden was too long and not worth the fight with the students. Maybe an excerpt to get to the robin part. We did like not having to find the passage."

"The language in Bowling Alone was very difficult."

"One of the best things about the pilot is including nonfiction, connecting it to the nonfiction really speaks to getting ready for college and career. Maybe adding more nonfiction."

"The pilot helped them to discuss. When they have the teenage brain nonfiction, it helped to scaffold their thinking."

"We can see the overall sense of the unit, but the students don't see it as much, so they don't want to leave the anchor text."

"My kids love The Lion, the Witch, and the Wardrobe."

"The independent reading of Romeo and Juliet should be moved to later in the unit."

"The texts were very useful in getting the unit focus across. The students were very interested in the texts and I appreciated how the texts gave different perspectives of the sides of the American Revolution."

"Students enjoyed the stories. The close reading process always begins to lose their attention toward the end because students are looking at the text so closely. Although, students may not have wanted to write all assignments, I believe that it did a good job of preparing them for testing."

"One student purchased the book on her own because she wanted to read it at home too."

"The students did not like all the starting and stopping during reading."

"It was interesting for some. The text was too complex for others. It was so broken down that spaced out that I don't think the students could grasp the whole picture. "

"The students enjoyed the variety of texts that were used."

GRADING AND ASSESSMENTS: Generally, there were two concerns. First, participants indicated their district's grading policy as well as administrator and parent expectations of the type of assessments used to calculate a student's grade seemed to contradict the approach taken in the guidebooks. Some districts helped teachers develop rubrics to grade the Express Understanding tasks in the guidebooks, which helped teachers meet the grading policy requirements. Those districts did not have grading concerns. Second, participants asked for more short, weekly quizzes and Part A/Part B multiple-choice questions.

"I have seen children doing things and talking about text in ways I have never seen. Even a student who used to never speak, but now he is talking about text as an adult would. It is amazing."

"It ensures that students think at a critical level. Some of the questions require more thinking. It hits to the depth and rigor of the standards that might not be met in the classroom otherwise."

"Almost everything we made a rubric for...writing, charts, notebooks, etc. I give it to them so they know what I am looking for when I grade."

"I've seen real growth in my students."

"More PARCC aligned questions Part A and Part B. There is not enough of it. They need more repetitive practice with it. "

"For the assessments, more rubrics and exemplars for the assessments."

"Practice with multiple choice on formative assessments in addition to the writing."

"We are required to do 9 comprehension assessments, so we had to add them. And 4 writing."

"We have to have 18 grades...and it has to be so many major assessments. If they do not do the graphic organizers independently, we don't want to take that up."

"I like the idea of assessing in that format and having them apply it to another text."

"Assumed teachers would use daily tasks for a grade, but when you have 60 students, you can't grade all of these along the way."

"I have them put it in their notebook. They leave them out for PE and I check them for understanding."

"I would like to see more multiple choice because of the EOC and ACT."

"It doesn't give enough time for student self assessment. They don't have enough time to peer edit, either."

"Need student-facing rubrics."

"Weekly assessments that would cover what we went over that week."

Appendix A

As they taught the units, pilot teachers had the opportunity to provide immediate feedback on the form below. They could provide general feedback (i.e. typo, grammatical error) or feedback on a certain lesson within the unit (i.e. another text suggestion, another activity suggestion). They could use the form multiple times. Ninety-seven responses were submitted during the pilot. The Romeo and Juliet unit (9th grade) had the most submissions, followed by the Hamlet unit (12th grade) and the American Revolution unit (4th grade). Any errors submitted were corrected quickly during the pilot since the units are in digital format. Suggested content edits will be considered as the pilot units are updated.

Guidebooks 2.0 Pilot Feedback Form

Your feedback is important so that we develop units that lead students to understand, talk, and write about complex texts.

Capture your thoughts on this form as you pilot the unit. You do not have to answer all the questions. You can use this form multiple times.

*Required

Give feedback on a specific lesson.

Be sure to indicate the lesson number.

Provide general observations.

Check the ELA Guidebook unit you are piloting. *

- ☐ Grade 3 – Louisiana Purchase
- ☐ Grade 4 – American Revolution
- ☐ Grade 4 – Lightning Thief
- ☐ Grade 5 – The Lion, the Witch, and the Wardrobe
- ☐ Grade 6 – Hatchet
- ☐ Grade 7 – Memoir
- ☐ Grade 8 – Tell-Tale Heart
- ☐ Grade 8 – Flower for Algernon
- ☐ Grade 9 – Romeo and Juliet
- ☐ Grade 10 – Metamorphosis
- ☐ Grade 11 – Our Town
- ☐ Grade 12 – Hamlet

Other:

Submit

Never submit passwords through Google Forms.

Appendix B

Sixty-two teachers were observed during the pilot. The purpose of the classroom observations was to gather information on the effectiveness of the materials, teaching notes, and lessons found in the ELA Guidebooks 2.0. The observation was not used for teacher evaluation.

Observation Sheet

ELA Guidebook 2.0 Unit _____

Observer's Comments

Lesson Logistics • Did the materials seem adequate for the classroom? Consider the quantities and quality (e.g., suggested number texts, way text is delivered, etc.) • Were the materials easily/smoothly facilitated? Consider logistics (e.g., transitions, locating and distributing materials, etc.)	
Lesson Content • Does the lesson "flow" an make sense to teachers, students, observers? • How adaptable was the lesson content (e.g., directions, questions, prompts, handouts) when necessary? • Was the pacing right and were adjustments made when necessary? • What evidence of student learning is demonstrated in the lesson? Does it meet intended expectations of the lesson content?	
Note any adjustments made, if any.	

Appendix C

72% of pilot teachers participated in a focus group to provide feedback on what worked and what didn't work during the pilot. Assumption Parish was scheduled to participate, but was unable to participate due to inclement weather. Direct quotations from the focus groups are included in the feedback summary of this report.

Focus Group Questions

1. Describe the overall process you used to implement the pilot unit you are teaching.
    a. After first getting access, what did you do to prepare?
    b. Once you were implementing the lessons, what process did you follow the week before/the night before?
2. At what points in the unit did you find yourself adjusting/adding/filling in gaps because something didn't work for the students or your context?
    a. What evidence did you use to determine the need to adjust/add/fill in gaps?
    b. Is that something you'd like to see added to the guidebooks? Anything else you want added?
    c. Did anything not "work" for the students? Did anything not "work" for you? How would that best be fixed? Is there anything you would have deleted? Why?
3. Were the sections of the teacher notes useful?
    a. Were the directions clear?
    b. Did Guiding Questions and Prompts help you meet the specific needs of your students?
    c. Did Student Look-Fors support your daily assessment of student learning?
    d. Is there any other type of information or support you would like to see in Additional Notes?
4. Would you recommend the guidebook to a colleague? Why or why not?
5. What was your overall experience with the guidebooks? What was your students' overall experience with the guidebooks?

Focus Group Process

Pilot districts selected teachers to participate in the Focus Group Discussion. A staff member from the Department asked the questions while another staff member transcribed the conversation. Due to the number of pilot teachers, some districts had two focus groups.

Appendix D

Pilot teachers were asked to complete a final survey at the end of the pilot. While the original intent was for teachers to complete the survey after they were done teaching the unit, many teachers were still not done teaching the pilot unit by the time they were expected to complete the survey.

In the end, 58.5% of the pilot teachers responded to the survey (86 responses out of 147 pilot teachers). Results from the survey were generally positive. For example:

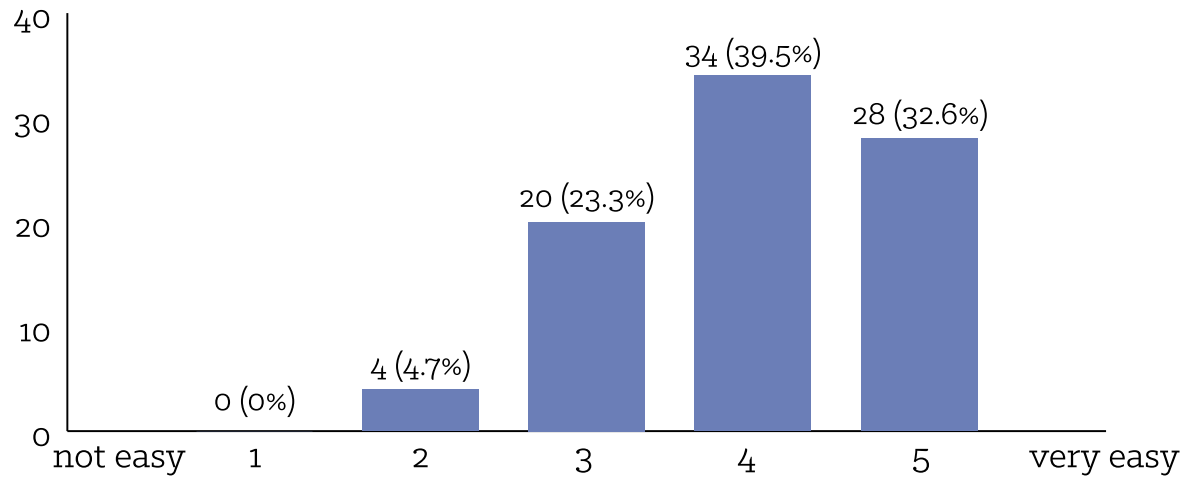
- 72% of the teachers found the platform easy or very easy to use.
- 70% of the pilot participants would recommend the guidebook to a colleague.
- Results from the open-ended questions are incorporated into the feedback summary of this report.

Survey Questions

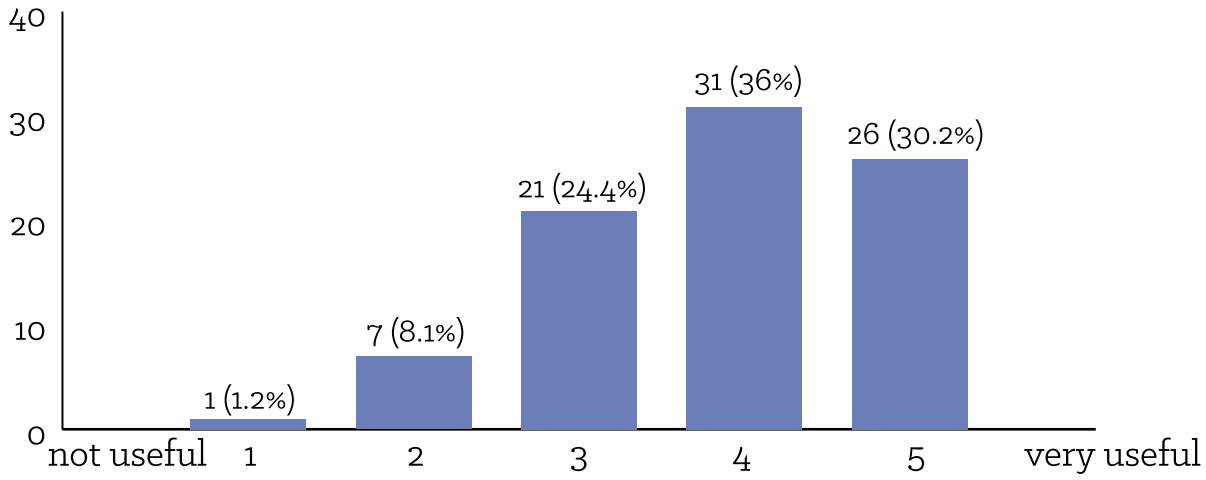
1. In which SRCL Pilot district do you teach? *(Open ended)*
2. Check the ELA Guidebook unit you piloted.
3. How easy was the platform to use? *(1, not easy and 5, very easy)*
4. How useful were the teaching notes for classroom instruction? *(1, not useful and 5, very useful)*
5. How useful were the handouts and graphic organizers in this unit? *(1, not useful and 5, very useful)*
6. Tell us more about the handouts and graphic organizers. *(Open ended)*
7. How well did the assessments measure students' understanding? *(1, did not measure and 5, measured accurately)*
8. Tell us more about the unit assessments. *(Open ended)*
9. How engaged were students with the presentation of the lessons? *(1, not engaged and 5, very engaged)*
10. How interested were students in the selected unit texts? *(1, not interested and 5, very interested)*
11. Tell us more about the unit texts. *(Open ended)*
12. How well did the unit lessons help your students understand the unit texts? *(1, did not understand and 5, completely understand)*
13. How well did the handouts/graphic organizers help students build knowledge and skill? *(1, not helpful and 5, very helpful)*
14. Would you recommend the ELA Guidebooks 2.0 to a colleague? *(1, wouldn't recommend and 5, highly recommend)*
15. The pacing for the unit was _____. *(Fill-in-the-blank)*
16. In this unit, I wanted more _____. *(Fill-in-the-blank)*
17. In this unit, I wanted less _____. *(Fill-in-the-blank)*
18. My greatest success using this unit was _____. *(Fill-in-the-blank)*
19. My biggest concern using this unit was _____. *(Fill-in-the-blank)*

Survey Results

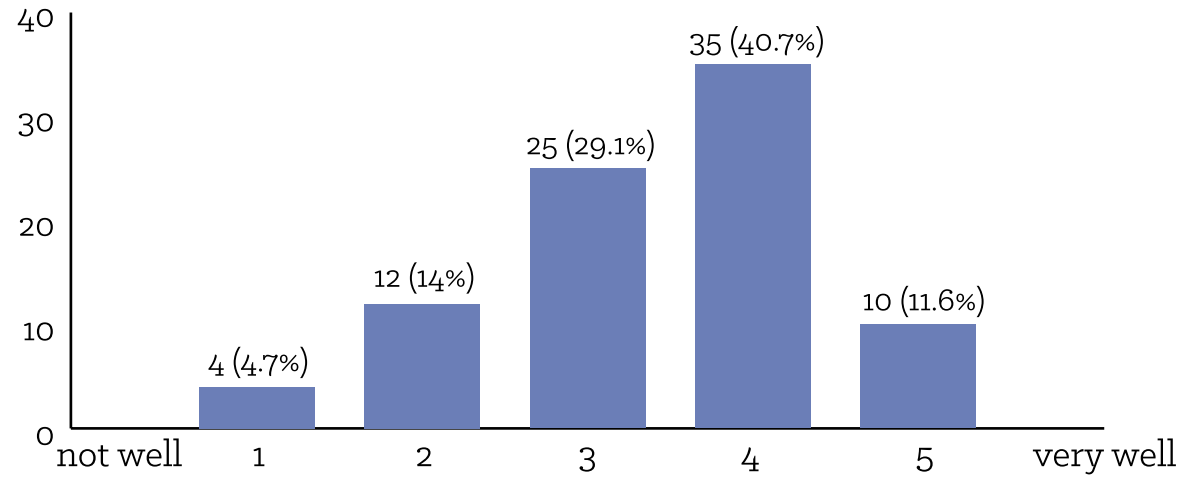
How easy was the platform to use? (86 responses)



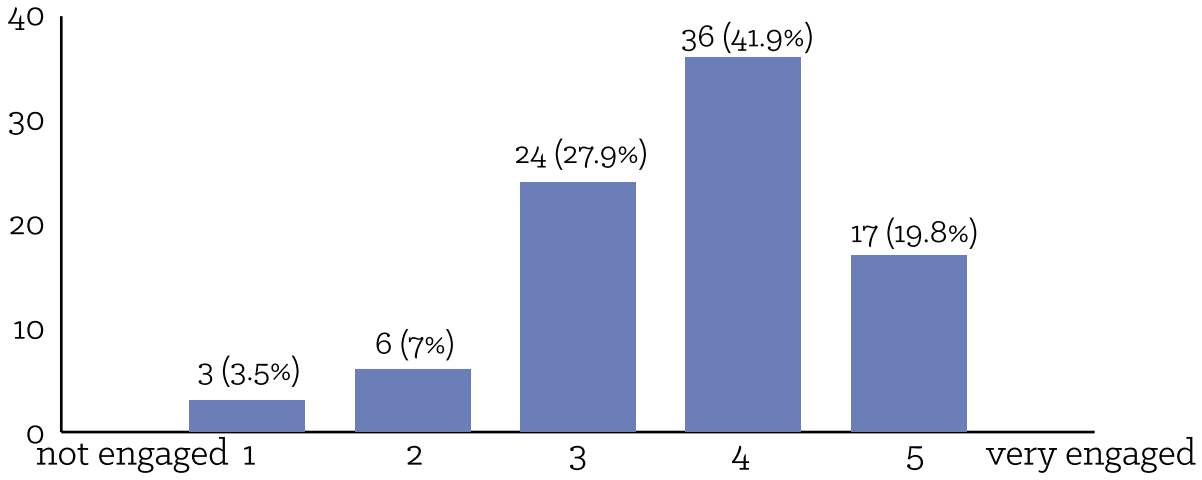
How useful were the handouts and graphic organizers in this unit? (86 responses)



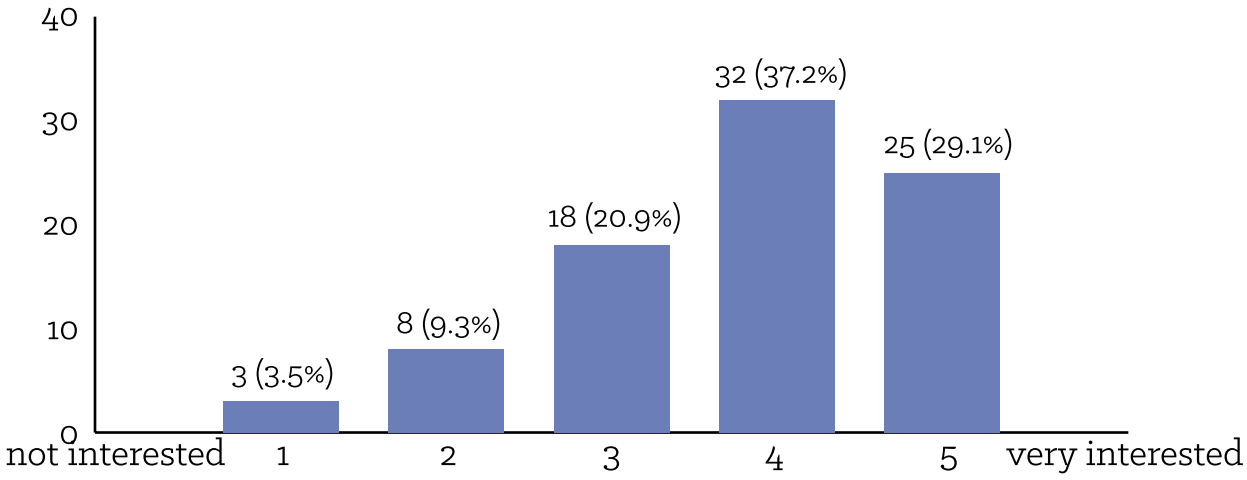
How well did the assessments measure students' understanding? (86 responses)



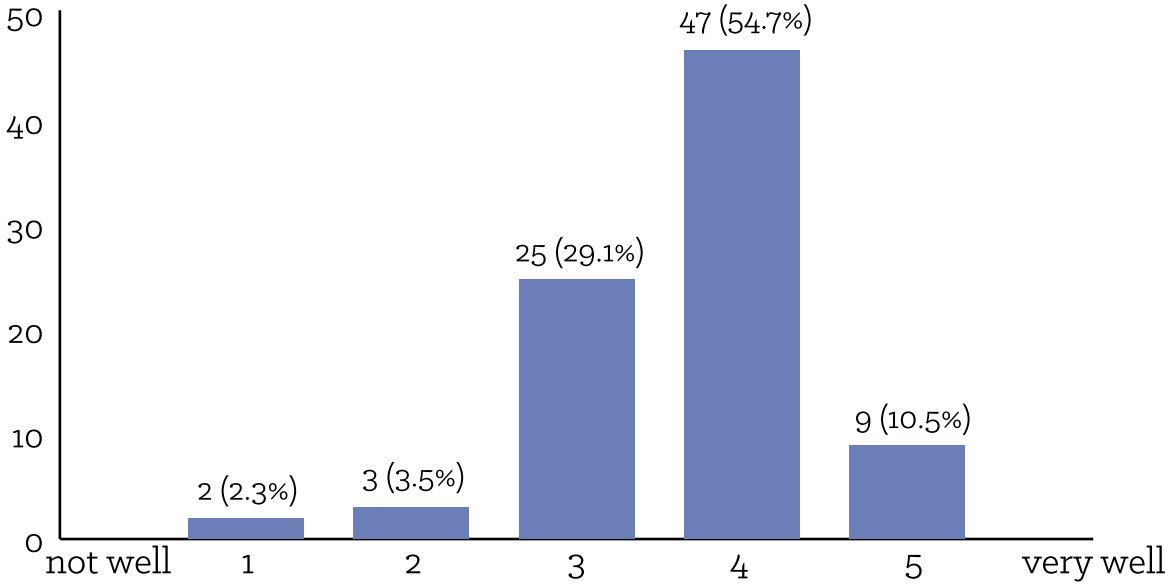
How engaged were the students with the presentation of the lessons? (86 responses)



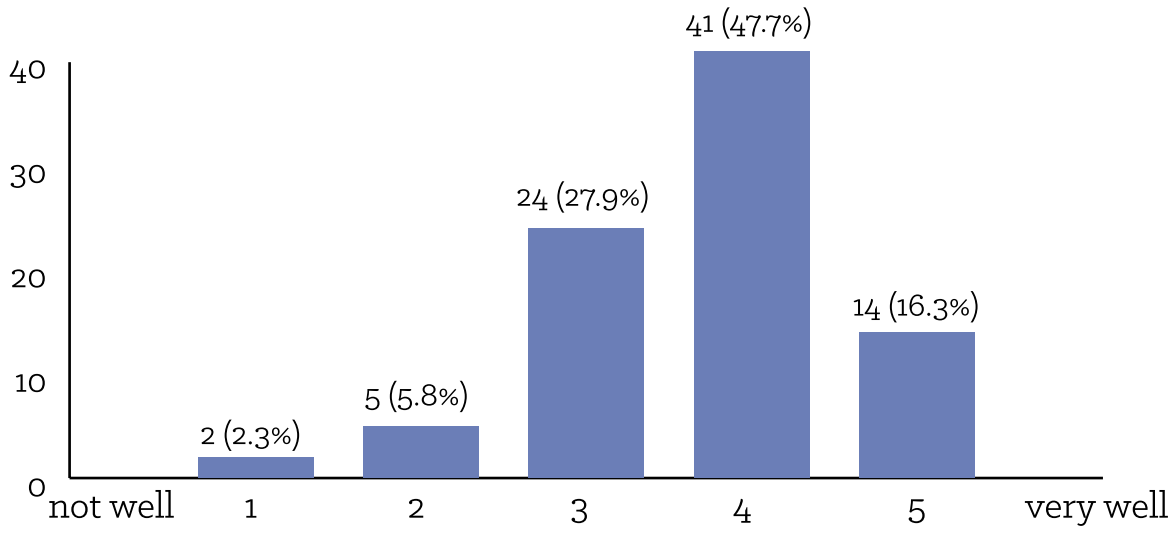
How interested were students in the selected unit texts? (86 responses)



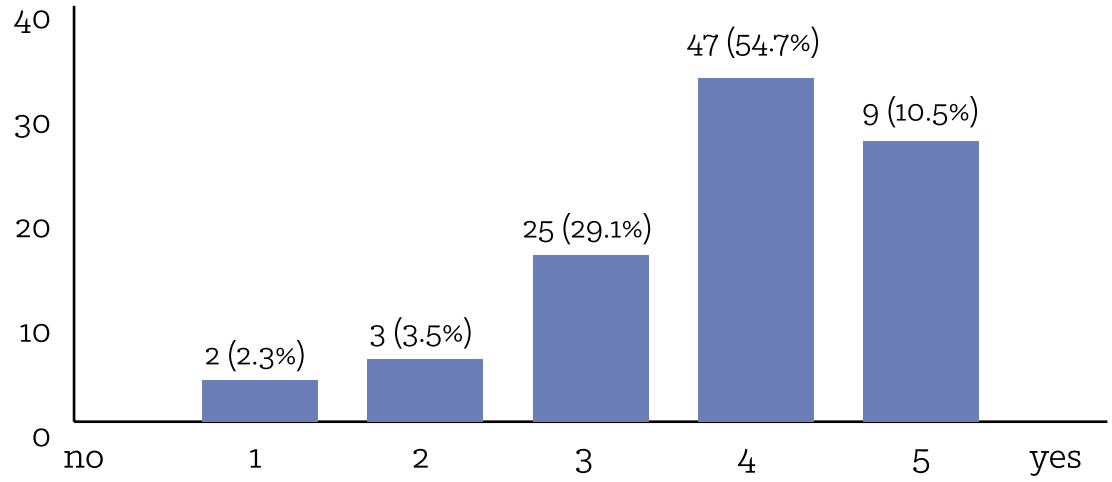
How well did the unit lessons help your students understand the unit texts? (86 responses)



How well did the handouts/graphic organizers help students build knowledge and skill? (86 responses)



Would you recommend the ELA Guidebooks 2.0 to a colleague? (86 responses)



Appendix E

The Department received anonymous feedback from students who participated in the pilot. Examples of student feedback are provided below.

Like	Didn't Like
"I like all the group work and interactive assignments."	"The format is somewhat confusing."
"Much easier to read and understand; do the same things so we can understand it."	"I don't like that all we do is read and write because it doesn't feel like we are learning anything."
"I became used to the routine, and I wasn't feeling as anxious when I was on my way to English class."	"I didn't like having to write all the summaries. I'd rather just talk together as a class about it."
"It increased my vocabulary."	"Too much writing."
"I wasn't hard to understand the dialogue like other books."	"I did not understand the overall theme/lesson of the stories we read."
"It helped me expand my writing skills and allowed me to work on it throughout the day."	"I don't like this unit because no one can work at their own pace and it's like we can't put in our own opinion."
"We wrote quite a bit, and wrote down vocab words we didn't know. Improving our writing skills, vocab, and reading."	"Most parts of the unit seemed unnecessary. The teacher is not involved enough with the lesson. I felt like PowerPoint was 'taking over'."
"The approach to how the concept will be taught (miniature activities, evaluation sessions) were good ways of creating better understanding."	"I don't like how we do the same thing every single day. I don't feel like we were learning anything new, or learning anything that will help us on the EOC."
"Reading one book and doing lessons on it I feel is better than reading multiple short stories."	"This lesson was kind of hard to understand, and I didn't understand the lesson learned from it."
"Every lesson connects back to one main objective. Each lesson is specific about what will be done that day."	"We would talk about what today would consist of, and then the rest of the day was quiet and independent. I believe lesson should be interactive; not just for the students, but for the teacher as well."
"I liked the consistency of knowing what to expect."	"It's frustrating because we have to keep stopping and reading other things which leads to forgetting what has happened."
"We go into detail and can relate to other pieces of literature. We change a lot of tasks daily to keep it interesting."	"It's very difficult. We don't have near enough time that we need to finish the assignments with the little bit of time assigned."

Appendix F

The Department also solicited feedback from national curriculum and English language arts experts. The group participated in an overview webinar to learn about the design and approach of the ELA Guidebooks. They then reviewed a sample of the guidebook units and offered feedback in writing and via a conference call.

Sample Feedback

Content

- There seems to be ample opportunity to build writing and vocabulary, and the grammar guide is useful as well. As noted in the general feedback below, it may be useful to frame the unit with some introductory front matter, which calls attention to how these are integrated in the unit (a feature of aligned instruction and materials).
- There are opportunities for close reading; however, I'm not sure if anything is made explicit to students about what they're doing, why, etc. It's all very guided. This guidance is good; however, when students get to the cold read, they may not be set up for success. As students gained content knowledge, they're likely more able to independently navigate the complexity in the cold read, which may be okay. That said, it could be helpful to build investment and rationale.
- There is close reading of "Flowers for Algernon," which is positive, but some of the other texts for close reading are so much higher on the lexile range that I wonder if they were the best choices for the activities.
- In the Our Town unit, the Cornell Notes structure offered solid sequences of questions to build students understanding of text. One thing to watch is how the questions build to the Summary question for the day. Would it be more effective to have students write to more nuanced prompts in place of or addition to the summary that better reflect the sequence of the class discussion questions? Though all of the questions are great, I don't really have an opportunity to write to the most essential elements of the text that set me up to write my essay. So, for example, "According to Putnam, what is the value of the community?"

Teacher Guidance

- The design is excellent.
- Consider a one-pager of the reading log entries for ease of use. These are really strong and important to look at cumulatively.
- A unit overview would be useful to outline the through lines in content as well as the "high value" instructional items. Working through the American Revolution unit, everything seemed to have equal value, but an overview could provide guidance for where to spend more time, or what texts may prove more challenging versus inserting to build knowledge/for a volume of reading.
- Key piece of feedback from my perspective is around vocabulary – I'd love to see the units call out specific vocab, terms, and language that is introduced so that students are encouraged to practice with that vocab regularly and ultimately "own" those words (e.g. irony in "Flowers for Algernon")
- There is excellent teacher guidance in each of the units we reviewed. The units are very easy to pick up and follow. Fleshing out the front matter for the units could be very helpful in helping teachers embark on instruction with a clear view of the essential understandings they want students to get from each text. It is possible (and maybe even tempting) to just start clicking through lessons without that appropriate preparation. Perhaps making the sample student culminating task in the Our Town unit more prominent, for example, would help teachers start with a clearer end-game in mind.
- There are a ton of charts and trackers. At what point do we expect students to take notes and determine the format for note taking that best fits the assignment/information they are gathering?
- The Grammar Guide's inclusion of anchor papers for each grade level is very helpful! Additionally, the annotations focused on grammar are helpful. It would be awesome to have similar annotations for writing, but it might be a nice-to-have in this resource.

ESSA LISTENING TOUR REPORT

LOUISIANA'S EDUCATION PLAN AND THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA)

PURPOSE OF THIS DOCUMENT

This document informs parents, educators, and other education stakeholders about Louisiana's plan for elementary and secondary education, outlines the requirements and opportunities afforded by the new federal ESSA, documents input received thus far in public meetings held throughout the state, and identifies ways in which readers can offer input into the development of Louisiana's long-term education plan.

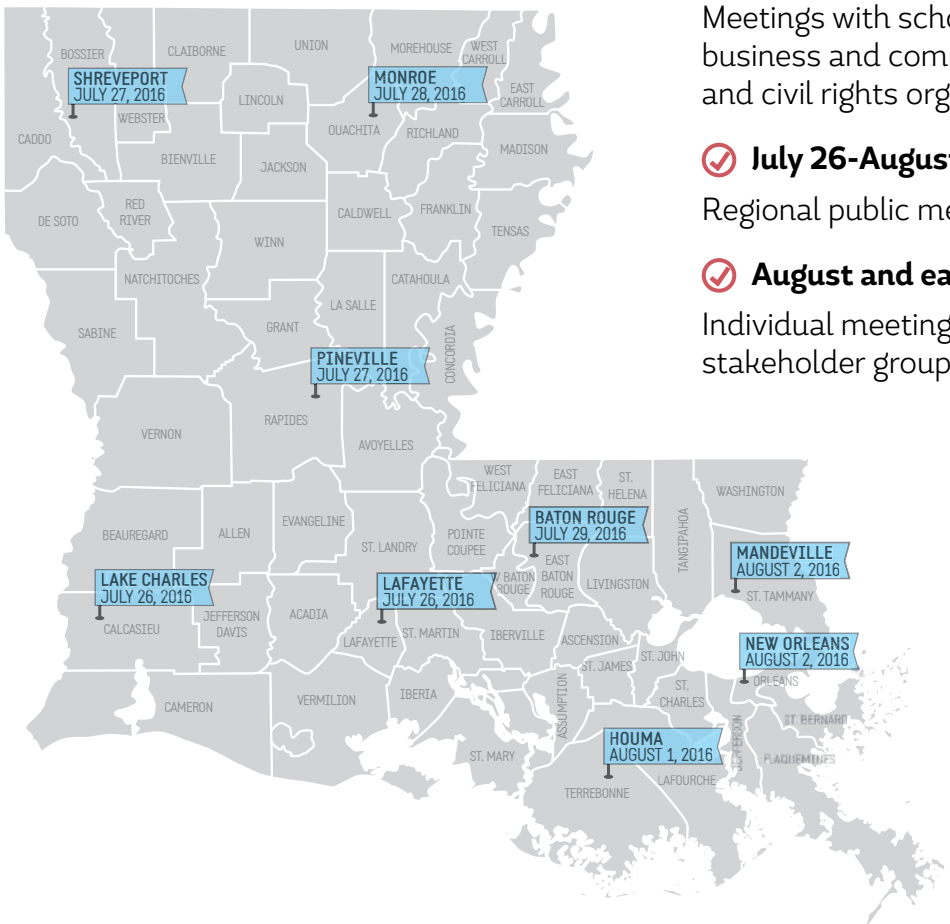
WHAT IS ESSA, AND HOW DOES IT RELATE TO LOUISIANA'S PLAN FOR EDUCATION?

The federal ESSA was signed into law December 10, 2015, reauthorizing the 50-year-old Elementary and Secondary Education Act (ESEA) and revising many provisions of what was known as No Child Left Behind (NCLB). It is the United States' national education law that exists to ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education. **Learn more about ESSA and Louisiana's education plan**.

HOW IS LOUISIANA'S UPDATED EDUCATION PLAN BEING DEVELOPED?

Louisiana is consulting with parents, educators, and other stakeholders to update its education plan. The Department of Education has hosted a number of stakeholder and public meetings in which ESSA and Louisiana's state education plan have been discussed. **View the information presented during these meetings**.

REGIONAL PUBLIC MEETINGS



June 14-20, 2016:

Meetings with school leaders, education associations, business and community leaders, and civil rights organizations

July 26-August 2, 2017:

Regional public meetings around the state

August and early September 2016:

Individual meetings with organizations and stakeholder groups

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Educators and representatives from the following school systems and organizations participated in these conversations:

- Acadia Parish School System
- Acadiana Center for the Arts
- Achievement Network
- AdvanceEd
- Aetna Better Health Louisiana
- Allen Parish School System
- Alliance for a Healthier Generation/Healthier Schools Program
- American Federation for Children
- American Reading Company
- AMIKids
- Ascension Parish School System
- Associated Professional Educators of Louisiana
- Assumption Parish School System
- Audubon Behavioral Health
- Auntie B Preschool & Daycare
- Baton Rouge Area Chamber
- Bayou Land Families Helping Families
- Beauregard Parish School System
- Better Boys Initiative
- Black Alliance for Educational Options
- Blue Cross Blue Shield of Louisiana
- Bossier Parish School System
- Caddo Association of Educators
- Calcasieu Parish School System
- Caldwell Parish School System
- Central Community School System
- Central Louisiana Economic Development Alliance
- CenturyLink
- Charter Schools USA
- City of Baker School System
- City of Bogalusa School System
- City of Monroe School System
- City of Zachary School System
- Claiborne Parish School System
- Committee of 100
- Communities in Schools
- Community School for Apprenticeship Learning
- Community United to Reform Education
- Concordia Parish School System
- Council for a Better Louisiana
- Democracy Prep Public Schools
- Democrats for Education Reform
- DeSoto Parish School System
- Dillard University
- Dyslexia Society of South Louisiana
- East Baton Rouge Parish School System
- Education's Next Horizon
- Einstein Charter School
- Entergy
- Epiphany Day School
- Evangeline Parish School System
- ExxonMobil
- Families Helping Families of Acadiana
- Families Helping Families of Greater Baton Rouge
- Families Helping Families of Jefferson
- Families Helping Families Region 7
- Fletcher Technical Community College
- Franklin Parish School System
- Graduation Alliance
- Grant Parish School System
- Greater Shreveport Chamber of Commerce
- Hammonds, Sills, Adkins & Guice, LLP
- Health and Education Alliance of Louisiana
- Houma-Terrebonne Chamber of Commerce
- Iberia Parish School System
- Iberville Parish School System
- International High School
- Jackson Parish School System
- Jefferson Chamber of Commerce
- Jefferson Parish School System
- Jefferson Davis Parish School System
- Kidz View
- Lafayette Parish Public Education Stakeholders Council
- Lafayette Parish School System
- Lafourche Parish School System
- LaSalle Parish School System
- Lincoln Parish School System
- Live Oak Children's Center
- Louisiana Office of the Governor
- Livingston Parish School System
- Louisiana Assistive Technology Initiative
- Louisiana Association for Health, Physical Education, Recreation and Dance
- Louisiana Association of Business and Industry
- Louisiana Association of Educators
- Louisiana Association of Independent Colleges and Universities
- Louisiana Association of Principals
- Louisiana Association of Public Charter Schools
- Louisiana Association of School Administrators of Federally Assisted Programs
- Louisiana Association of School Business Officials
- Louisiana Association of School Librarians
- Louisiana Association of School Superintendents
- Louisiana Autism Spectrum and Related Disabilities
- Louisiana Board of Elementary and Secondary Education
- Louisiana Board of Regents
- Louisiana Center for Children's Rights
- Louisiana College
- Louisiana Community and Technical College System
- Louisiana Department of Children and Family Services
- Louisiana Department of Economic Development
- Louisiana Department of Health
- Louisiana Developmental Disabilities Council
- Louisiana Federation of Teachers
- Louisiana Healthy Communities Coalition
- Louisiana House of Representatives
- Louisiana Hands and Voices
- Louisiana Key Academy
- Louisiana Legislative Fiscal Office
- Louisiana Office of Juvenile Justice
- Louisiana Parent Teacher Association
- Louisiana Policy Institute for Children
- Louisiana Public Health Institute
- Louisiana Resource Center for Educators
- Louisiana School Boards Association
- Louisiana Special Education Center
- Louisiana State Senate
- Louisiana State University and A&M College
- Louisiana State University at Alexandria
- Louisiana State University Laboratory School
- Louisiana State University at Shreveport
- Louisiana Tech University
- Louisiana Together Educating All Children
- Louisiana Workforce Commission
- Lycée Français de la Nouvelle-Orléans
- Madison Parish School System
- McNeese State University
- Monroe Chamber of Commerce
- Morehouse Parish School System
- National Association for the Advancement of Colored People
- National Heritage Academies
- New Leaders
- New Schools Baton Rouge
- Northshore Families Helping Families
- Northshore Technical Community College
- Northwestern State University
- Office of Congressman Garret Graves
- One Acadiana
- One Community One School District
- Orleans Parish School System
- Ouachita Parish School System
- Our Lady of Lourdes Wellness Works
- Parents Empowered
- Plaquemines Parish School System
- Pointe-au-Chien Indian Tribe
- Pointe Coupee Parish School System
- Power of Public Education
- Prevailing Faith Christian Academy
- Public Affairs Research Council
- Pyramid Community Parent Resource Center
- Rapides Parish School System
- Redemptorist St. Gerard School
- Red River Parish School System
- ReNew Schools
- Responsive Education Solutions
- Richland Parish School System
- Roedel Parsons Koch Blache Balhoff & McCollister
- Sabine Parish School System
- Saint Bernard Parish School System
- Saint Charles Parish School System
- Saint Helena Parish School System
- Saint James Parish School System
- Saint John the Baptist Parish School System
- Saint Landry Parish School System
- Saint Martin Parish School System
- Saint Mary Parish School System
- Saint Tammany Federation of Teachers
- Saint Tammany Parish School System
- Save the Children Head Start
- SMILE Community Action Agency
- Southeastern Louisiana University
- Southern Poverty Law Center
- Southern University and A&M College
- Southern University System
- Special Education Advisory Panel
- Special Olympics Louisiana
- Special School District
- SSA Consultants
- Stand for Children
- Step Forward
- Strengthening Outcomes with Autism Resources
- Tangipahoa Parish School System
- Teach for America
- Tensas Parish School System
- Terrebonne Parish District Attorney's Office
- Terrebonne Parish Government
- Terrebonne Parish School System
- The MAX Charter School
- The Micah Project
- The Orchard Foundation
- Tulane University
- United Healthcare Community
- United Way of Acadiana
- University of Louisiana at Lafayette
- University of Louisiana at Monroe
- University of Louisiana System
- University of New Orleans
- Urban League
- Urban Support
- Vermilion Parish School System
- Vernon Parish School System
- Volunteers of America
- Washington Parish School System
- Webster Parish School System
- West Baton Rouge Parish School System
- West Carroll Parish School Board
- West Feliciana Parish School System
- West Monroe Chamber of Commerce
- Women's Philanthropy Network
- Workforce Investment Council
- Winn Parish School System
- Xavier University of Louisiana

WHAT INPUT HAS THE STATE RECEIVED TO DATE FROM CITIZENS AND STAKEHOLDERS?

Throughout these meetings, participants communicated priorities, offered recommendations, and expressed diverse perspectives covering a wide range of issues. The Department specifically requested input related to the five main pillars of Louisiana's plan, but participants offered other comments and expressed other priorities as well.

Below is a representative sample of input received during these meetings, demonstrative of wide-ranging themes that have emerged. This is not a comprehensive list of all comments received, nor an endorsement of any particular ideas. To access the complete record of regional public meetings, visit Louisiana's ESSA webpage.

ALIGNING EXPECTATIONS TO HIGHER EDUCATION AND WORKFORCE

- Louisiana's education system should align expectations for high school graduates with the knowledge and skills that students need to be successful in their freshman year of college and as they enter the workplace.
- Louisiana should incentivize and reward schools for having students who earn industry credentials and transition into good jobs, not just those who are prepared to enter universities.
- The accountability system should recognize school performance as well as progress/growth, and should do so in a way that keeps school performance scores and ratings generally stable over time.
- The accountability system should include multiple measures, not just student test scores.
- As Louisiana raises standards and measures student learning using new tests, the state should pay closer attention to students' ability to write and use technology.

"As a former classroom teacher and a parent, I expect that an 'A' means excellence. But too many 'A' schools in our accountability system are only average or just above average when compared to schools in other states. We need to raise our standards."

~ Kelli Bottger, American Federation for Children

"Students on a career path for industry based certification may not take college prep courses thus preparing them to score at the mastery level on standardized tests. We need to have a discussion on the movement from basic to mastery test scores for students who are on a career path in high school."

~ Brian LeJeune, Superintendent,
Jefferson Davis Parish School System

"The school report cards have been improved in recent years to give parents a lot of great information, but I'm not sure parents are getting them. We should look for more ways to have open, honest conversations with parents about the successes and challenges of their child's school."

~ Stephanie Desselle, Council for a Better Louisiana

SERVING STRUGGLING STUDENTS

- Educators need increased training in meeting the needs of students who are struggling.
- Louisiana's plan should move students with special needs to the forefront among school administrators.
- Schools should institute early identification and universal screening for disabilities and for giftedness in order to meet all students' unique needs.
- Louisiana needs more supports for students with disabilities to enable them to transition to the work place.
- Schools should be motivated to focus on the improvement of all students to achieve at their full potential.
- Louisiana needs a better way of evaluating alternative schools to determine if they are effectively serving students' needs and to address their unique missions in school accountability.
- Schools should do more to identify the multiple individual needs that students have instead of addressing them simply as "at risk."
- Higher education cannot continue to remediate students who do not learn essential skills in the K-12 school system. Schools must to more to address students' remedial needs in high school.
- Louisiana should carefully consider the requirements of IDEA when developing its ESSA plan.

"I'm wondering about supports for students with disabilities when it comes to postsecondary opportunities, whether it's college or the world of work. I would certainly want to see a way to help such students....there is a gap in services for supports for young college students with disabilities and there's a gap in services for young people with disabilities who are not pursuing college but need to continue to pursue work opportunities."

~ Karran Harper Royal,
Pyramid Community Parent Resource Center

TRANSFORMING STRUGGLING SCHOOLS

- Parents of students attending low-performing schools should retain the ability to enroll their child in another school as the low-performing school works to improve.
- Low-performing schools that are experiencing growth should be recognized for that growth in the school accountability system.
- The state needs another way of addressing low-performing schools before the Recovery School District takes them over.
- Louisiana should consider options to intervene in low-performing schools prior to four consecutive years.

"Would the department consider putting a dual school letter grade on the report card? One grade can be based performance and the other letter grade can be based on improved performance. That would tell that the school is making progress but there is room to grow."

~ Brian Adams, Teach for America

ENSURING ACCESS TO ENRICHING EXPERIENCES FOR ALL STUDENTS

- All students should be given greater access to the arts, world languages, and physical activity while in school, not as add-ons or optional activities, but as a integrated strategy to increase student achievement and support whole child development.
- All students in all schools should have access to suitable instructional materials and technology to support their learning.
- Schools should partner more with business and industry to find teachers who can teach career training and give more students access to courses and training aligned with workforce needs.
- Schools should prioritize positive behavior supports and individualized interventions instead of suspending or expelling kids home, in order to more effectively address students' needs and support their continued academic progress in school.
- Academically gifted students need to be challenged and prioritized too, just as students who are below proficient.
- Schools should do more to support diversity, cultural understanding, and positive conflict resolution among students.

"I would like see universal screening of students for gifted and talented. This would provide equity of access to these programs. Students need access to arts, music and foreign language. These are enrichment courses that used to be offered. All students in our schools should have access to these enrichment programs."

~ Ann Burruss, parent and member of Power of Public Education Lafayette

"There is a challenge in equity of access to enriching experiences. It's not that children can't learn, they just may not have access to the resources that other children have."

~ Sandra Franklin, Rapides Parish School Board member

CELEBRATING AND STRENGTHENING THE TEACHING PROFESSION

- New teacher candidates should be given extended practical experience in order to be fully prepared for the classroom.
- New teacher candidates should be expected to demonstrate critical skills for teaching students, not just required to take courses.
- A consistent accountability system should exist for all types of educator preparation providers, including universities and private/alternative providers.
- Educators should have access to actionable information about student performance throughout the year that helps them support students in mastering the state academic content standards.
- Educators should be evaluated fairly based on the use of consistent classroom observations, individualized, achievable growth targets, and multiple measures of student achievement.
- The state should identify ways to make teaching a more attractive profession by addressing compensation, support, and placement.
- Teachers should have incentives and rewards for teaching large numbers of struggling students and teaching at low-performing schools.
- Too many great teachers are lost to administrative positions because of limited career ladder opportunities.
- Teachers need help in addressing individual needs of students within their classrooms and dealing with behavior-related issues. Class sizes should be kept as low as possible.
- Educators need professional development to ensure that they are teaching required content at acceptable levels of rigor.
- K-12 and higher education need to be able to share student achievement information that will enable colleges and universities to improve educator preparation programs.

"There is an outcry for certified special education teachers...It is critical for the outlying parishes to know about opportunities such as our online teacher certification program, supported through the Louisiana's Believe and Prepare initiative, which can help them meet these needs."

~ Dr. Patsy Jenkins, Department Chair, Louisiana State University at Alexandria Department of Education

"The chambers of commerce need to work with industry to help provide more career path teachers. We need to bridge the gap and pool resources to hire teachers."

~ Senator Mike Walsworth, District 33, West Monroe, Louisiana

"My concern is public perception of the teaching profession.... We need to address the perception that teaching isn't a professional career. We don't reward the commitment of those who teach."

~ Dr. Dorothy Schween,
School of Education, University of Louisiana at Monroe

OTHER FEEDBACK RECEIVED

- School report cards should include more detailed information in order to equip parents and educators with the information they need.
- School ratings based entirely on test scores don't provide all of the necessary information about a school. The accountability system should include other indicators of school quality.
- The state should consider reducing testing time.
- Louisiana should carefully consider test participation in its state accountability system and ensure that school performance isn't "masked" by non-participation.
- Schools need to increase students' access to technology, and there are several organizations that are available and willing to partner with school systems on that.
- The state needs to carefully track high school student exits to distinguish between legitimate exits and those where students may have been counseled out of school.
- The state should consider the unique needs of rural districts when developing this plan. Giving all students access to teachers, specialized courses, etc., is very challenging in these districts.
- Louisiana should address the "wasted senior year" and require students to use unscheduled time during the school day to address remedial needs or to enroll in post-secondary education or training.
- The plan developed in response to ESSA should do more to help schools increase parent involvement.
- Indicators of school quality should be chosen carefully in order to reconcile valid, reliable data on student outcomes with what could be less valid and reliable data derived from surveys. Louisiana's strong accountability system must be preserved.

"It's great that ESSA includes health and wellness and physical education as part of a well-rounded education. Louisiana has the highest childhood obesity rate and more and more research is showing that healthy children do learn better, have an increase in their academic achievement and have higher test scores."

~ Erica Gilliam, Alliance for a Healthier Generation

"Please continue assessments for science and social studies. Our minutes are already limited by state law. We are left to our own devices and left to do what we think is best. These scores are important for us to measure what our students are learning."

~ Loren Klein, science and social studies teacher,
Iberia Parish School System

"What we see right now is that the disproportionality in exclusionary discipline based on race and disability, not just IEPs but also 504 plans, to me speaks entirely to issues of implicit bias and treating the same student behavior in different ways based on characteristics that I don't think are at all appropriate. So what I would love to see is within ESSA we do have multiple references to funding for MTSS, which we know is an evidence-based program. So if there's a way to link up promoting using those dollars to do the things that we know in the end will reduce exclusionary discipline, I think it's a tremendous opportunity for the state."

~ Jennifer Coco, Southern Poverty Law Center

"We need to look at the way we report our accountability system....We need to offer indicators to our schools that are not academic (only) based. The whole child is nurtured by other indicators in addition to academics."

~ Debbie Meaux, Louisiana Association of Educators

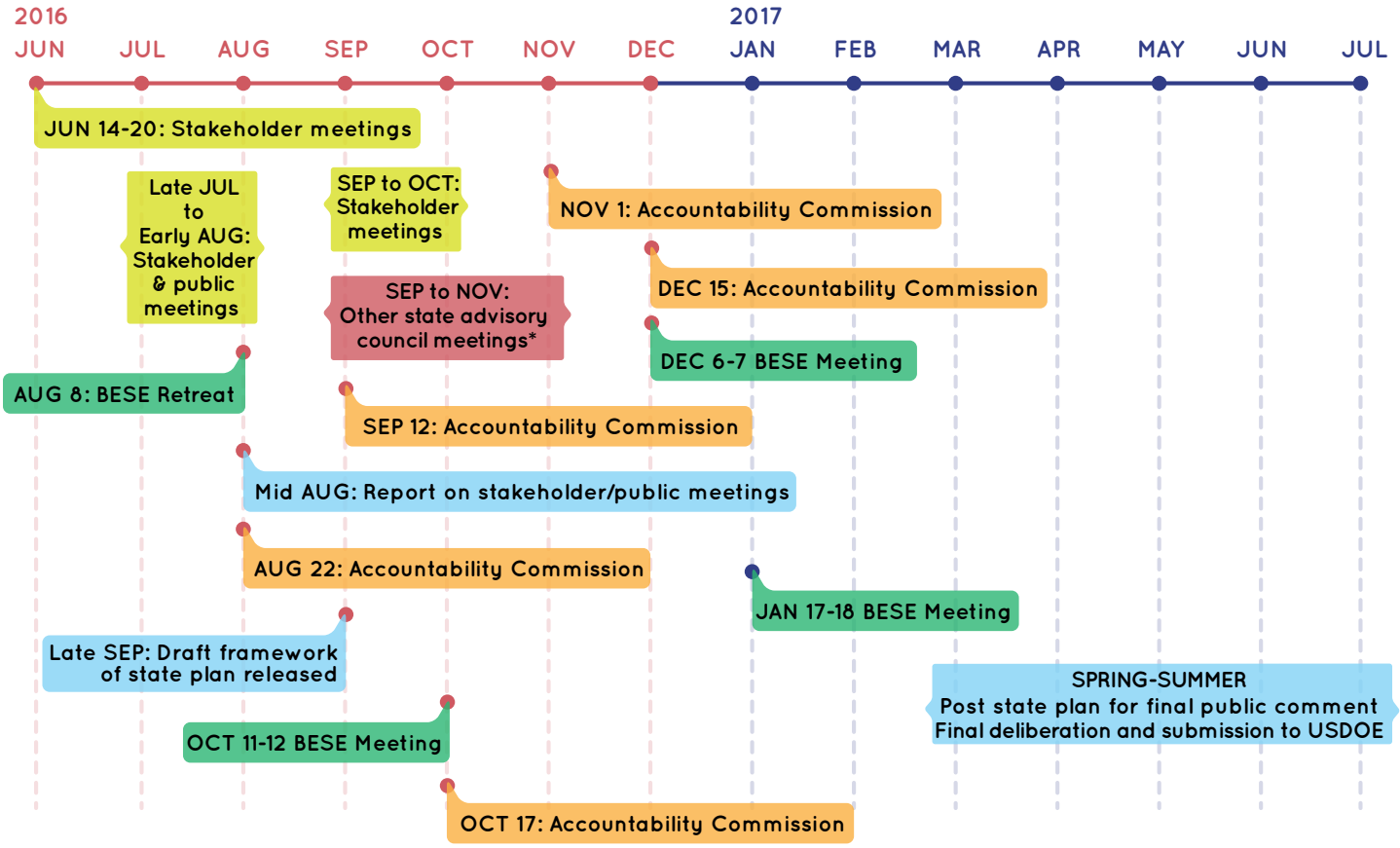
"We must stay the course. Over the past several years, we stood for high standards. We stood for parent choice. Now it's time to stand for accountability."

~ Dr. Phillip Rozeman, Greater Shreveport Chamber of Commerce

HOW CAN CITIZENS AND STAKEHOLDERS OFFER ADDITIONAL INPUT IN CREATING LOUISIANA'S LONG-TERM EDUCATION PLAN UNDER ESSA?

- Visit our website at **www.louisianabelieves.com/essa**
- Email **ESSALouisiana@la.gov**
- Attend an upcoming **Accountability Commission meeting** in which ESSA will be discussed:
  - September 12, 2016
  - October 17, 2016
  - November 1, 2016
  - December 5, 2016
  - Contact **Jessica.Baghian@la.gov** for more information.

ESSA STATE PLAN DEVELOPMENT TIMELINE



*Special Education Advisory Panel, Superintendents Advisory Council, Early Childhood Care, and Education Advisory Council, Workforce Investment Council, and more.

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THE EVERY STUDENT SUCCEEDS ACT (ESSA)

Passed by Congress in 2015, ESSA is a federal law that requires states to have a plan for spending federal funds, for measuring the skills students learn, and for supporting students in making academic progress. ESSA, which replaces the No Child Left Behind Act (NCLB), is largely focused on the needs of historically disadvantaged students, including students from low-income homes, students whose home language is not English, and students with disabilities. The law is not a federal plan; it is a federal law requiring states to develop their own plans.

THE PURPOSE OF THIS DOCUMENT

This draft framework is an outline for public consideration and comment. It continues a statewide dialogue about Louisiana's ESSA plan and is intended to surface questions and new ideas. A final plan will be submitted to the U.S. Department of Education in 2017 with the hope that it will be approved prior to the start of the 2017-2018 school year.

Readers can find a timeline for the process of developing Louisiana's plan here. Video testimony on the plan and a summary of public comment received so far are available here.

LOUISIANA'S PLAN TODAY

While every parish and every school is unique, all schools and school systems in Louisiana have been working for years on a shared set of priorities:

- Unify child care, Head Start, and preK to prepare children for kindergarten.
- Align standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- Prepare every aspiring educator under a mentor, in the classroom, on the job.
- Create opportunity for every graduate through Jump Start career education and college-level Advanced Placement (AP) or dual enrollment coursework.
- Focus on students in persistently struggling schools by transforming those schools and creating new options for their families.

Students and teachers have made impressive progress in Louisiana classrooms:

- Louisiana fourth-grade students achieved the highest growth among students in all states on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- Since 2014, Louisiana students have made more progress on the ACT than has been made in any other state using the ACT as its high school assessment.
- Louisiana's 2015 high school graduation rate is an all-time high of 77.5 percent.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts.

THE HEART OF ESSA: SET GOALS, PLAN, AND MEASURE RESULTS

The fundamental activity in this framework is a cycle of setting goals, planning for the use of federal funds, and measuring outcomes. Every element in this document is attached to this cycle.

Goal Setting and Measurement

The first step in the cycle calls on all schools and school systems to set goals based on a shared system of measurement and accountability. Every school and district will be rated based on its performance within this shared framework.

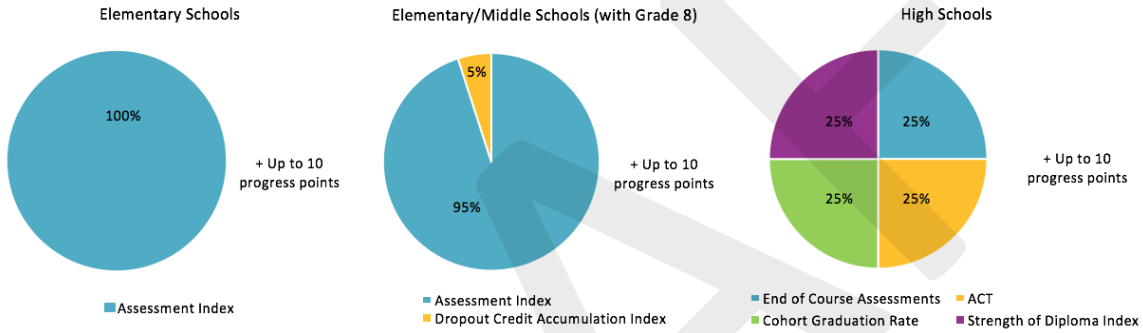
Readers will note within the document critical shifts in the design of the accountability system that reports and evaluates results statewide. As detailed later in this document, schools and systems, for example, will be rated based in large part – 25 percent of the score – on the rate of annual progress all individual students make in their fundamental academic skills, no matter how high or low their ultimate performance. This element replaces the "progress points" that today are added to schools' scores but are not a core performance score index.

DRAFT

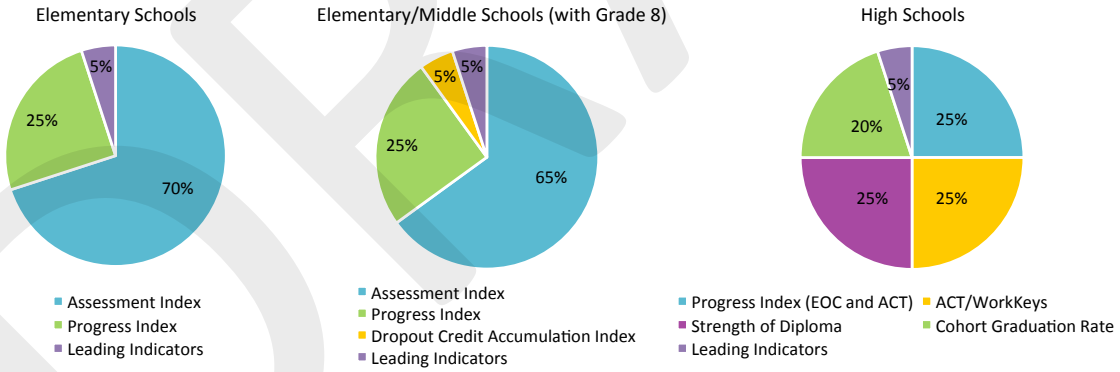
As also depicted later in this document, schools and districts can earn smaller amounts of credit – up to 5 percent of a school's score – for demonstrating evidence of "leading indicators" of success. These indicators constitute research-based practices likely to produce positive long-term results, as measured by nationally recognized instruments. Their function in the accountability system is to provide early, predictive information for schools as to their performance and to focus diverse schools on needs that inevitably vary from school to school.

Under this element of the accountability system, schools and school systems would analyze past results to determine one key area requiring significant improvement, from a list of four potential options statewide (a proposed set of options is listed throughout this document). The school or district would establish quantitative and qualitative "leading indicators" of progress that would be evaluated throughout the year by local officials using nationally recognized instruments, audited by the state, and validated by independent boards of content experts.[1] These independent boards of experts would also study statewide leading indicator results and would annually propose refinements in the indicators allowed or required.

2016-2017 AND BEFORE SCHOOL AND DISTRICT PERFORMANCE SCORE FORMULAS



2017-2018 AND BEYOND SCHOOL AND DISTRICT PERFORMANCE SCORE FORMULAS



Plan to Implement and Use Federal Funds

In order to achieve strong results in this shared, statewide framework, schools and districts will not only set goals but also annually submit plans for spending federal funds on academic strategies. Click here to view a summary of these funding policies.

Most federal dollars flow directly through the state to schools and school systems. Throughout this document, therefore, sections related to district plans call on school systems to use funds from Title I, Title II, Title III, and Title IV in order to achieve both leading and long-term indicators of success.

1 Schools statewide would pilot the metrics, measurement instruments, and goal setting process in 2016-2017, participate in a "learning year" statewide in 2017-2018, and fully implement these measures in 2018-2019.

A small amount of federal funding must be or can be "set aside" by the state. Throughout this document, you will also review actions the state will take to support local school systems. These state activities will largely be funded by "set-aside dollars." Thus the success of Louisiana's plan is largely based not only on the ambition of its goals, but also on the extent to which the spending plans created by the state, schools, and school districts represent a true attempt at systemic change.

HOW THIS DOCUMENT WORKS

This document outlines five "challenges" that analysis indicates Louisiana students experience in significant numbers. The document then shows how each challenge will be addressed through this draft framework, focusing on these categories of information within each challenge:

- ***Leading indicators*** are qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues. As discussed above, schools and school systems will annually conduct a needs assessment and will select from a statewide list of leading indicators, measured by nationally recognized instruments, on which they will focus. The state will audit outcomes and independent review panels will validate the results.
- ***Long-term indicators*** are quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials.
- ***State support*** depicts specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans.
- ***School system plans and school plans*** include actions school and district leaders can take in developing and implementing their plans for improvement and spending federal funds. These plans will be submitted for state approval through one consolidated application per district instead of several distinct plans for each priority. The allocation of all federal funds tied to each priority will be contingent on state approval of this single district plan.
- ***Families in ESSA*** depicts information, guidance, and decisions in which parents should partake in order to assist in each child's growth.

CHALLENGE ONE: FUNDAMENTAL EXPECTATIONS FOR STUDENTS AND GRADUATES

Evidence of the challenge: LEAP and NAEP results indicate that only 30 to 40 percent of Louisiana elementary and middle school students demonstrate reading and mathematics skills that put them on track to succeed in the next level of education or workforce training. Furthermore, nearly one in four students does not graduate from high school, and of those who graduate and go on to college nearly one third need to repeat high school coursework. In fact, among those who attend college, only 40 percent complete a degree in the expected time period. Louisiana has the highest percentage of young adults of any state in the nation who are neither employed nor enrolled in school or college.

Current efforts: Louisiana has established new, challenging expectations for students, called the Louisiana Student Standards, in reading and writing, mathematics, and social studies. Students demonstrate skills on LEAP and ACT assessments that indicate their true preparedness for the next level of education and their ability to compete with peers across the country. Schools can choose from curricula that teach students to think critically and independently. Parents can review their child's progress as well as the results achieved by their school and school district through a series of annual reports.

Leading indicators: Higher expectations require occasional, accurate diagnoses of student skills, measured against ambitious benchmarks. Results should inform a constant cycle of learning for students and teachers. Schools or school districts may, therefore, identify these elements for consideration as leading indicators of long-term outcomes:

- Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels.
- Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.

DRAFT

Long-term indicators: In response to the challenge of students exiting high school with limited skills, Louisiana will raise the ambition of its long-term goals for students to levels exceeding the national average in every measure. Today a school's students must only average "basic" literacy and math skills, have a high school graduation rate of 75 percent, or average an ACT score of 18 in order for the school to earn an "A" in the state's rating system's indexes. More ambitious goals, aligned with the demands of education and work after high school, are necessary for more Louisiana students to complete college and workplace credentials and, ultimately, to succeed in the workforce of tomorrow.

Throughout elementary, middle, and early high school, students will demonstrate "mastery" of core academic content in order to ultimately achieve:

- A statewide high school graduation rate of 90 percent by 2025;
- An average ACT score of 21 by 2025; and
- Postsecondary success as indicated by completion of university or technical credentials.[2]

In each of these areas, the state's system of rating schools would adopt these goals as new benchmarks for achieving a score of 100. In other words, earning a score of 100 or higher in the accountability system's achievement indexes would immediately require:

- student demonstration of "mastery" of skills rather than simply "basic" skills;
- a 90 percent graduation rate; and
- an average ACT score of 21, rather than an average of 18.

See Appendix A for more details.

These are ambitious goals and will not be achieved immediately in most schools. Therefore, in order to ensure a fair representation of school improvements, the state will continue to require that the distribution of school letter grades – A, B, C, D, F – be no lower than it was in 2013, when the transition to higher standards began. Therefore, even if they fall far short of numeric targets initially, schools will not lose ground in the letter grade system proportionately. This "hold harmless" provision protects school ratings, even as expectations for students increase.

State support: The ambition of goals for students necessitates that teachers spend as much time as possible teaching and evaluating student learning to inform further instruction, rather than assessing for measurement purposes only. The state and school districts must take steps to reduce and streamline testing time. This draft framework involves the following steps at the state level to streamline and reduce state and local testing activities.

- Confining end-of-year state testing to no more than one week per student and never allowing testing to exceed two percent of all instructional minutes in a year.
- Eliminating the duplication in high schools between the ACT series of tests and end-of-course tests. This draft framework proposes one test of math and English per year in grades 9, 10, and 11, with all duplication between ACT and end-of-course tests removed. Full details on changes to high school assessment are available **here**.
- Making available to schools and school districts a series of optional, efficient "check up" tests that align with state standards in grades K-10 so that districts can eliminate time-consuming, antiquated, costly, and unhelpful tests administered throughout the year.

School system and school plans: Under this draft framework, the state would produce detailed reports for school system leaders and principals, providing them with a comprehensive view into student achievement in their districts and schools. Using these annual reports, superintendents and principals would set annual goals that align with each element of the accountability system for their schools and school systems including:

- student skills on assessments in grades 3-11, including the ACT;
- high school graduation rates; or
- advanced coursework, such as AP, dual enrollment, and Jump Start.

2 College enrollment and persistence is not currently an accountability metric. Of the graduating class of 2014, 59 percent of graduates enrolled in college the following fall. Of students enrolled in college in Louisiana, only 40 percent complete a degree within the expected time. Beginning in 2017-2018, Louisiana will report on these metrics for all high schools.

Similarly, the state will make available to teachers and schools optional check-up assessments that can be used to measure student progress throughout the course of the year and that align to state standards and state measures at the end of the year, in grades K-10. This means that principals can not only set annual goals for their schools, but also will have instruments to assist teachers in setting goals for their students every year and monitoring academic progress along the way.

Families in ESSA: As part of this draft framework, the state would provide to every school district a report for every student based on state assessments. The report would detail specific reading, writing, mathematics, and critical thinking skills in which students excelled or struggled. For teachers and parents, these reports will come with guides on how to use and interpret the reports, as well as video tutorials on how to have conversations about the reports and sample presentations that can be used for back-to-school events.

Louisiana's plan will also enhance the tools parents can use to find information about area schools, through a new section on the Department's homepage at louisianabelieves.com that will provide a search portal for every school in the state as well as a map showing critical information and ratings for all schools in a given geography.

CHALLENGE TWO: DEEP STRUGGLES FOR HISTORICALLY DISADVANTAGED STUDENTS

Evidence of the challenge: The challenges of meeting the needs of diverse learners begin early in their education. When Louisiana improved the LEAP assessment, higher achieving students were able to achieve at higher levels than ever before. But the gap among racial groups of students, the gap between low-income and middle-income students, and the gap between students with disabilities and their peers all was shown to be larger than previously understood. Similar gaps exist on ACT assessments, high school graduation rates, and Advanced Placement assessments. The gap in identifying and addressing student needs even plays out for the gifted: low-income students are less than half as likely as their middle-income peers to be identified as gifted.

Current efforts: Schools and school systems across the state have unified and expanded child care, Head Start, and prekindergarten into one system of quality options more capable of preparing low-income students for kindergarten, so that students do not start school behind the curve. Similarly, schools now identify struggling students early and are rewarded when their performance exceeds annual progress targets through the progress point system. Students that continue to struggle in 8th grade now move into transitional 9th grade to spend a year focused on remediating their challenges while still accumulating high school credits toward graduation. Finally, for those students struggling still in the high school grades, especially those with disabilities, the Louisiana Legislature created a path to graduation, college, and the workplace that allows for alternate means to demonstrate skills and student progress.

Leading indicators: Research indicates that early and accurate identification of disabilities, giftedness, dyslexia, and other learning needs leads to more successful intervention than is the case when the condition is left unaddressed. Strong schools have a systemic approach to early grade screening, diagnosis, and intervention, starting with the connection of Early Steps and pre-kindergarten, and continuing through high school. Schools or schools districts may, therefore, identify these elements for consideration as leading indicators of long-term outcomes:

- Qualitative: A plan for appropriate and high quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited.
- Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.

Long-term indicators: Currently schools in Louisiana are often rewarded more for the absolute performance of their students in a given year, than for the progress their students make over the course of the year. Under this draft framework, the state will redefine what it means to be a "good school" by making annual student progress, rather than just the average level of performance, a critical feature of that definition.

First, the rating system for schools and school districts will include a calculation of individual student growth over the course of the year, for all students, as a significant factor in the rating formula itself, rather than as "progress point" add-on. This factor will make up 25 percent of a school's rating thereby recognizing and incentivizing growth with all children.

Second, ESSA calls on states to calculate and report not just the progress of schools but also the progress of individual groups of students within schools, particularly historically disadvantaged groups of students, such as those still learning English or students with disabilities. While previously a struggling school might never be rewarded for strong gains by a

given subgroup, under this draft Louisiana framework, each subgroup of students in a given school will receive its own performance score and rating so that achievement gaps are addressed with urgency, and schools exemplifying growth with Louisiana's most underserved student are commended for their work.

State support: Schools struggling to make progress with subgroups of students or achieving low marks in subgroup performance on an absolute scale will be identified as schools in need of "targeted support." Targeted support schools will develop plans for improvement as part of their school system's application for Title I federal funding. To assist with these local Title I plans for targeted support:

- The state will make available to schools and school districts a series of optional, efficient check-up tests that align with state standards in grades K-10 so that districts can eliminate time-consuming, antiquated, costly, and unhelpful tests administered throughout the year.
- The state will develop and identify an appropriate series of screening instruments and guidance for use in early grades and will train teachers statewide to use these instruments to identify dyslexia, giftedness, and other learning needs, including disabilities. Over the course of the 2016-2017 school year, the state will work with school systems to pilot screening assessments in the early grades. Those instruments demonstrating the greatest utility will replace the state's reliance on DIBELS or other fluency tests in future years and will provide a more holistic view of student needs for educators and parents alike. Over time, the state will also provide recommendations and tools for monitoring the progress of EL monitoring and for identifying gifted students.
- The state will develop curricular supplements for teachers across the state – adding to the literacy, mathematics, social studies, and science curricula already developed – to address the needs of English Learners and struggling students in mathematics and English language arts.
- The state will also develop a series of intensive mathematics "short courses," and where appropriate, full courses that support students throughout the K-12 system who are struggling. This will include full courses to support students in their sometimes difficult transition to high school through Algebra I.
- As with curriculum, the state will conduct an open and thorough review process for outside providers of interventions and support with which districts may contract in implementing plans for struggling students.
- The state will work with a group of lead districts to explore the daily and school structures for intervening and supporting all unique students. Learning from this work will inform the additional guidance and tools the state will provide others throughout the system.
- Through the nationally recognized **Believe and Prepare** program, aspiring educators will attend colleges or alternative certification programs using curricula that teach and require competency in identifying and addressing acute student needs and that provide a full-year of residency in the classroom that allows prospective teachers to work directly with students.
- The state will recommend a set of external partners with expertise in serving specific subgroups of students with which districts can partner in developing their plans for these students.

School system and school plans: While the state can develop reports, tools, and training to be used by schools and educators, it is ultimately school systems and schools that must create plans to support struggling students. This is true in all schools, but it is especially true for schools with groups of students struggling year after year. These schools, referred to within ESSA as being in need of "targeted support," would benefit from an external partner with expertise in improving the achievement of each subgroup. The districts in which these "targeted support" schools exist will submit plans to the state that include performance goals for subgroups of struggling students in every school. The plans will identify district- and school-level approaches to identifying struggling students, diagnosing the needs of specific students, teaching students unlearned learning, and identifying approved outside partners to support the process. Grants for "targeted support" will be provided to schools in amounts of up to $50,000 annually.

Families in ESSA: Too often, parents are told that their child is developing and acquiring skills at an acceptable pace, only to learn later that the child's skills do not fully make them ready for the next level of education. Parents need accurate evidence their children are growing and making progress. Under this draft framework, the state will provide parents accurate and instructive reports on individual student skills throughout a child's public education process to support parents' role as their child's greatest coach and advocate.

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Providing scores and ratings not just for the overall school, but also for historically disadvantaged students (e.g., students with disabilities), will provide parents with a more comprehensive and specific view into the successes and struggles of a given school.

CHALLENGE THREE: FAIR ACCESS TO EXPERIENCES ESSENTIAL FOR LIFE AFTER HIGH SCHOOL

Evidence of the challenge: A voluminous set of rankings and reports indicates that Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important to productive and healthy life after high school. For example:

- A recent study revealed that Louisiana has the nation's highest rate of adult obesity and the fourth highest rate of childhood obesity.
- A task force of Louisiana music educators and statewide arts organizations reported earlier this year vast differences in music education and performing arts offerings to elementary school students across and within school districts in our state.
- Elementary and middle school students in half of Louisiana's school districts are not being exposed to or provided instruction in a foreign language.
- Louisiana school systems reported that more than 61,000 students, as young as prekindergarten, spent time outside of school for disciplinary reasons last year. Of these students, low-income students, African-American students, and students with disabilities were disproportionately impacted.
- Though Louisiana ranks near the bottom among states in annual household income, less than half of all Louisiana high school graduates complete forms making them eligible for financial aid for higher education or workforce training.

Each of these challenges illuminates a larger issue: schools can have a significant influence over a wide range of interests, habits, and skills important to living a productive and healthy life, but student access to enriching experiences and best practices varies widely.

Current efforts: Louisiana supports local school systems in the use of positive behavior and intervention supports (PBIS), evidence-based, proactive approaches for developing positive behavior and a positive climate where all students in a school can achieve social, emotional and academic success. In addition to student behavior, Louisiana has focused on equipping students with lifelong interests and skills through its career education initiative, Jump Start, and on providing diverse courses through the state's Course Choice program. Schools are also helping future graduates navigate the transition to college and career through supporting their completion of financial aid processes, now requisite for graduating from high school in Louisiana.

Leading indicators: Through concerted, comprehensive efforts, schools and school systems can make measurable progress providing access to critical experiences for all students as is seen in strong schools around the world. Schools or schools districts may, therefore, identify these elements for consideration as leading indicators of long-term outcomes:

- Elementary and Middle Schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of-school discipline, reduction in chronic absenteeism, and access to daily, high quality nutritional options.
- High Schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of-school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.

Long-term indicators: To foster a better understanding of how skills taught in schools translate to life after high school, Louisiana will provide to schools and school systems an annual series of reports on the postsecondary success and economic productivity of their graduates as a group. These reports will provide local communities and educators with aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment, and education attainment information. These reports will be purely informative and not part of the school or school district rating system.

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The state will make modifications to its rating system's long-term indicators, however, to better reward actions schools take that promote students' successful transition to college and the workplace. Specifically, in high schools, the average graduate in an "A" high school should earn not just a diploma, but also meaningful credentials (AP, IB, Dual Enrollment, Jump Start). The attainment of a HiSET credential (formerly known as a GED) and a valuable industry credential may be the most appropriate option for some significantly over-age students. Similarly, attainment of a full associate degree while in high school is an exceptional achievement with significant implications for the student. It too will be rewarded more prominently in the state's accountability system.

State support: The Board of Elementary and Secondary Education (BESE) and the Louisiana Legislature have taken steps to bolster state support of schools and districts pursuing increased access to critical, non-traditional coursework and experiences.

- ***Arts***: BESE convened a task force to study elementary student exposure and access to music coursework, the findings from which are being implemented statewide. The study revealed vast differences in music education offerings across and within local school systems.
- ***World languages***: The Legislature recently earmarked funds to support the expansion of dual language programs across the state. The Legislature also called on BESE to study the feasibility of establishing two-way dual language immersion programs and to provide greater incentives for local school systems to offer quality language immersion education to students.
- ***Nutrition and physical activity***: Over the past several years, the legislature has enacted several laws, supported pilot programs and other supports, and elevated public attention to the availability of healthy and fresh foods and beverages at public schools and providing regular, vigorous physical activity for students during the school day.
- ***Out-of-school discipline***: The Legislature established a 24-member advisory council to provide advice and guidance as to the use of appropriate, effective behavioral interventions and expansion of best practices. The council will meet at least three times per year to review school discipline data, study best practices, and make recommendations on more effectively addressing students' behavioral needs.
- ***Jump Start pathway access***: Using funds won through the New Skills for Youth grant, Louisiana conducted an inventory of every pathway offered in every high school in the state. Further grant funding, if awarded, will in part go toward bolstering the Jump Start Regional Team connection among employers, higher education, and high schools.
- ***Early college coursework***: House Concurrent Resolution 141 and Senate Resolution 182 of the 2016 Regular Session call for BESE and the Board of Regents to design statewide systems of expanded early college access for eligible students and to report back to the legislature by February 2017.
- ***Increased science, technology, engineering, and mathematics (STEM) access***: The state is developing curricula in partnership with local and national experts to build freely available instructional resources for educators supporting struggling students in math through Algebra I. The state is also developing STEM pathways that prepare older students for job opportunities and college majors. These pathways will include agritechnology, robotics computer science and coding, pre-engineering, and cyber security.

School system and school plans: Under ESSA, school districts will be able to use federal funds to support plans to expand access to critical courses and experiences. The Title IV Student Support and Academic Enrichment Grants, for example, provides funds specifically for health, behavior, and enrichment services; this will be part of school systems' consolidated plans. Similarly, many of these services can be funded through Title I, which now has fewer programmatic requirements and more closely resembles a bloc grant for eligible schools and school systems. Finally, Louisiana will set aside statewide Title I funds so that schools can provide families with choices of expansive courses and experiences through a new Direct Student Services (DSS) program established within ESSA and depicted below. DSS is a new opportunity available to states that allows for three percent of Title I funding -- just over $8 million in Louisiana -- to be reserved for innovative courses, services, and experiences that offer value and service to educators, families, students, and taxpayers. Examples include, but are not limited to, access to courses not offered at the school students attend, support for students taking exams for post-secondary credit and industry certifications, credit recovery programs for at-risk students, school choice, and personalized student learning.

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Families in ESSA: Aimed at providing all students equal access to a high-quality education, ESSA not only assures families that their children will have access to quality instruction in core academic areas, but also challenges states and local school systems to expand access to coursework and experiences that will support and enrich students' educational journey and their personal development. These offerings should not be limited to a small number of schools. Nor should they be restricted by school attendance zones.

Local school systems, particularly those with schools identified as being in need of comprehensive and targeted support (criteria are described in greater detail below), will be able to plan not just for transforming academic outcomes but also for expanding access to critical courses, individual academic opportunities, AP test fee reimbursements, tutoring services, and student planning services through the DSS funding stream available to such districts and schools. Through their existing consolidated application for Title I funds, schools choosing this DSS option will be able to apply for additional funds for courses and experiences that align with the specific goals they are working to achieve, that parents seek for their students, and that might not typically be offered by the school. High schools, for example, could dramatically expand access to Jump Start internships, postsecondary counseling, and financial aid planning support. Elementary and middle schools could make significant strides in offering music and dual language curricula and accessing tutorial services.

CHALLENGE FOUR: PERSISTENTLY STRUGGLING SCHOOLS

Evidence of the challenge: There are 100 non-alternative schools in Louisiana in which either no more than 12 percent of students have demonstrated mastery levels of proficiency, or no more than 66 percent of students have graduated within the last three years. African-Americans are disproportionately assigned to these schools. While African-American students make up slightly more than 40 percent of students statewide, in these schools they make up three quarters of the population.

Current efforts: Interventions in persistently struggling schools range in nature, from the incremental to the dramatic. Research indicates that both can be done well. In Louisiana, federal School Improvement Grant (SIG) funding has fueled the creation of "transformation zones" in Ascension Parish, Caddo Parish, Jefferson Parish, and Rapides Parish, for example. Districts such as Ascension, Caddo, Desoto, Iberville, Lafourche, and Rapides have adopted the Teacher Advancement Program (TAP) whole-school model; which has shown positive effects, especially in districts implementing some form of the model at scale. The Recovery School District created charter schools that will soon be authorized by the Orleans Parish School Board, as well as a cluster of charter schools called the Baton Rouge Achievement Zone. Research has attributed positive effects to the New Orleans charter school and school transformation strategies.

Long-term indicators: Under ESSA, states must identify no fewer than five percent of all schools as being in need of "comprehensive support." This status requires a plan for urgent intervention and improvement, funded through seven percent of statewide Title I funds. States maintain discretion over the criteria for inclusion on the list and states create a general framework for what local plans may entail and how long they may persist before significant progress must be shown.

In Louisiana, persistently struggling schools will experience a ladder of escalating interventions, starting with comprehensive support. Schools unable to make progress in this stage will be eligible for significant state monitoring. If these strategies do not work, schools can become eligible for inclusion in the Recovery School District.

Louisiana's proposed criteria are below:

- In need of comprehensive support: Any school rated 'F' based on results in either of the two preceding school years
- Eligible for significant state monitoring: Schools unable to improve results and ratings significantly after comprehensive support has commenced
- Eligible for inclusion in the Recovery School District: Any school rated 'F' for four consecutive years

State support: Radically underperforming schools need outside help. Research indicates that nearly every effective model of school transformation includes some external support.

The organizations providing this type of support run the gamut. Some models, such as community schools, involve a coordinated series of entities providing a suite of wrap-around services for students including but not limited to social services, tutoring, employment support for families. Some, such as the Teacher Advancement Program (TAP) provide an intensive academic framework and training model for teachers. Others call on teams of administrators and teachers from within and without the school to make significant changes; this model was used to great effect in Charlotte-Mecklenburg

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Public Schools. Some, such as **IBM's P-tech model**, call for outside design partners. Others, such as **Empower Schools**, assume the management and operations of the school. Some place the school under a new governing board; this model has often been used in New Orleans.

Yet there is no statewide or nationwide catalogue of such supports or organizations, which presents a problem for approaching this issue in Louisiana's ESSA plan. A second challenge is that states and school systems have often approached this particular stream of work as adversaries.

Neither of these conditions will serve Louisiana or its children well. Louisiana must identify best-in-class supports to assist its schools, and plans for these schools must be co-designed among partners, local school systems, and the state.

To that end, rather than prescribing school turnaround models in this document, Louisiana will write its approach for comprehensive support in partnership with school systems and external organizations throughout the fall and winter of 2016-2017. In other words, the plan Louisiana will submit to the federal government in 2017 will be co-authored by the state and local school systems, supported by outside partners. To do this, the state will take the following steps:

- Issue a Request for Information (RFI) from school improvement providers across the nation, attempting to identify and catalogue those with a strong track record of school improvement and soliciting their best thinking on how to approach the issue in urban, suburban, and rural communities within Louisiana.
- Based on responses, invite qualified groups from across the state and nation to meet with Louisiana school systems likely to have schools on the comprehensive support list.
- After matching organizations and districts for brainstorming, solicit from school system leaders thoughts on the models and organizations they believe are most promising for persistently struggling schools; draft the state's ESSA comprehensive support plan to include these lines of thinking.

School system and school plans: School systems and schools in need of comprehensive support will build a plan for school turnaround in partnership with one or more of the organizations that have demonstrated a track record of success in supporting school improvement. Districts will use that plan to apply for Title I School Improvement funds as part of their consolidated application for all federal funds. Quality applications will receive a four year grant and may continue if the school demonstrates improvements that lift their ratings.

It is important to note that the plans school systems submit for struggling schools should be a part of one broad Title I plan. Districts should not have separate plans for every school or every program; each element of the plan should connect with the others, and plans for school improvement in a single struggling school should be supported by all spending decisions a district makes.

Families in ESSA: Parents should understand clearly the school options that exist for their students. Louisiana's annual reporting should help parents to determine whether a school is academically high-achieving and whether students in the school typically make significant academic progress. Similarly, parents should be able to determine whether the school provides diverse course offerings and extracurricular activities.

Per the laws and regulations of the state, families of students attending schools that have been rated 'F' and are thus in need of comprehensive support maintain a right to access alternative options through public and nonpublic school choice programs. More information on those options is available **here**.

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CHALLENGE FIVE: A STRONG EDUCATOR PROFESSION

Evidence of the challenge: The teaching profession is under significant strain. While more positions are available following recession-related reductions in the late 2000's, qualified educators are hard to find. Studies also show that while compensation for most workers with bachelor's degrees continues to grow, compensation for educators remains stagnant. These challenges are evident in Louisiana, as they are across the nation. Two thirds of Louisiana school system leaders reported that they cannot hire enough teachers to meet staffing needs in certain certification areas and schools. In 2015-2016, for example, 20 percent of secondary math and science classes and 23.5 percent of special education classes in Louisiana public schools were taught by out-of-field or uncertified teachers[3]. These issues are more acute in school systems with high percentages of economically disadvantaged students. For example, in Louisiana school systems with the highest concentrations of economically disadvantaged students, 15.8 percent of teachers are teaching outside of their certification area as compared to 10.4 percent statewide.[4]

Current efforts: Efforts to strengthen the educator profession in Louisiana start with teacher candidates in the state's colleges. Using evaluations of classroom effectiveness, Louisiana school systems identify Believe and Prepare mentor educators, who host teacher candidates for a full-year, classroom-based residency while still in college. In these partnerships, preparation programs work with districts to ensure that what is taught to aspiring teachers is based on current expectations for students and teachers. Mentors develop leadership and coaching skills. Through the use of Title I funds, Louisiana has incentivized placement of residents and identification of mentor teachers in high-need schools, which are more likely to experience challenges with talent identification and cultivation. The state also has identified more than 5,000 Teacher Leaders, who lead teaching and learning improvements in their schools and who meet on a quarterly basis through regional and statewide collaborative sessions. Strong Teacher Leaders and mentors can choose to pursue administrative pathways through the Louisiana Principal Fellowship. Similarly, school and district administrators wishing to pursue district leadership can join the recently created Louisiana Superintendents Academy.

Leading indicators: Strong schools and school systems create a "talent pipeline" at every level of the system. They proactively identify promising talent and create challenging growth experiences, cultivating future leaders for the next challenge based on their ability to ensure learning and growth for teachers and students. Schools or schools districts may, therefore, identify these elements for consideration as leading indicators of long-term outcomes:

- Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. These plans will draw on the data reported in the annual Educator Workforce Report, including the report's portrayal of talent in schools with high percentages of economically disadvantaged students and students of color. Their results may involve local use of statewide structures, such as Believe and Prepare Resident Teachers, Teacher Leaders, Mentor Teachers, and Principal Fellows in all schools or in schools that have historically struggled to build a robust talent pipeline.
- Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.

Long-term indicators: Unlike the other four challenge areas, the state will not include the strength of a school's teacher and leader corps as a long-term indicator in the accountability rating system. However, it is important that school and school system leadership be able to make strategic decisions about professional educators using data, much of which must be gleaned over periods of years. To that end, under this draft framework, the Department will continue providing districts and schools with an annual Educator Workforce Report, providing detailed information on the distribution of effective educators, their tenure status, their compensation, and the opportunities for advancement that await them. The state will continue to provide this report to superintendents and principals directly in the winter of every year as part of the annual reporting cycle.

3 2015-2016 workforce data from Profile of Educational Personnel, Teacher Certification Management System, Compass Information System

4 Louisiana's Plan for Ensuring Equitable Access to Excellent Teachers. Retrieved at http://www2.ed.gov/programs/titleiparta/equitable/laequityplan12315.pdf.

State support: While educator professional pathways must be a local endeavor, the state can provide training, support, and funding at statewide scale. This approach, allowing local schools and school systems to build and connect statewide job titles and systems of professional development into their local plans, will include the following enhancements to the state's plans:

- Through Teacher and Leader Preparation Academies, as defined in Title II of ESSA, the state will continue to financially support the growth and sustainability of teacher residencies, and support the development of residency-based leader academies. Support for these academies will incentivize the placement of residents and identification of mentors in schools and districts where students who are economically disadvantaged and students of color have more limited access to excellent educators.
- The Teacher Residency role will become a certification in state regulations. Teacher candidates in a full-year residency will be granted a stipend of $2,000 minimally per year in order to cover lost part-time wages and travel expenses.
- The state will also create a Teacher Mentor certificate, granting mentors a stipend of $1,000 per year and adjusting the accountability framework for such professionals through a Compass rubric and goal-setting framework specific to mentors. The state will invest $100,000 annually in mentor-specific training.
- The state will consider the creation of a content leader certification, designating expertise in and the ability to lead professional learning in particular academic content areas.
- Louisiana will grow its Teacher Leader initiative, doubling it in size, creating a vast pool of teachers with leadership experience. In addition the state will provide a training tack for Teacher Leaders that prepares them for the mentor and content leader roles.
- The state will similarly continue to support cohort-based principal and superintendent leadership development fellowships.

With this framework of job titles and basic trainings in place, Louisiana will use the Believe and Prepare "pilot" approach to study adjustments to school leadership preparation akin to adjustments currently in development regarding teacher preparation. As with Believe and Prepare for teacher candidates, the state will invest in a small series of pilot residencies under mentor principals to determine the feasibility and nature of changes to the actual criteria and curriculum necessary to become a qualified school leader in Louisiana.

School system and school plans: Title II plans will provide a means for school systems to report on their approach to strengthening their educator pipeline and identify evidence that will be used to gauge success. Using Title II funds, schools and school systems will develop plans that meet the terms of leading indicators depicted above.

Families in ESSA: Families deserve to know if their children have access to excellent educators. That is why Louisiana will continue to report on teacher results at the school and district level. Parents and community members will also have access to information about the extent to which students in schools with high percentages of economically disadvantaged students or students of color are taught by qualified, effective teachers.

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PUBLIC INPUT

This document outlines a draft framework intended to continue a statewide discussion. All interested individuals, including parents, educators, business and industry representatives, and community advocates, are encouraged to email reactions to the framework directly to the Department at essalouisiana@la.gov, or attend one of the fall **public meetings** listed below.

DATE	MEETING	LOCATION
October 5	Special Education Advisory Panel	Baton Rouge
October 12	BESE Full Board Meeting	Baton Rouge
October 17	Accountability Commission	Baton Rouge
November 1	Accountability Commission	Baton Rouge
November 1	Public Feedback Meeting	Bossier City
November 2	Superintendents' Advisory Council	Baton Rouge
November 4	Public Feedback Meeting	New Orleans
November 7	Public Feedback Meeting	Opelousas
November 16	Special Education Advisory Panel	Baton Rouge

***Details on these meetings will be available at essalouisiana@la.gov as they are finalized.**

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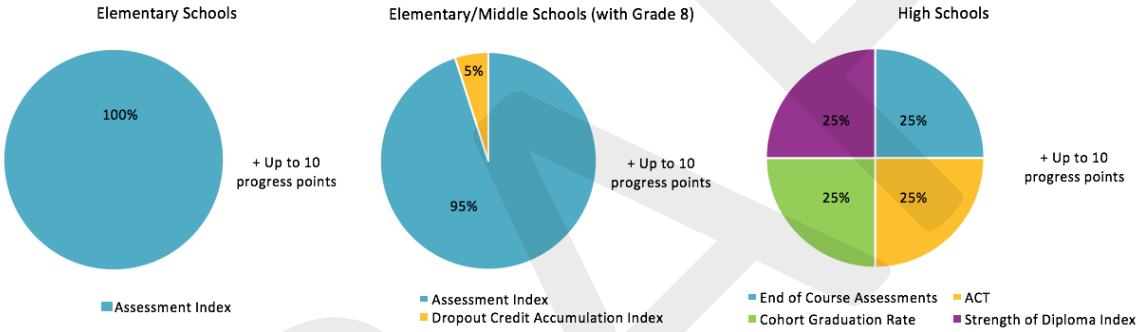
APPENDIX A - OVERVIEW OF ACCOUNTABILITY SHIFTS

SCHOOL PERFORMANCE SCORE FORMULAE

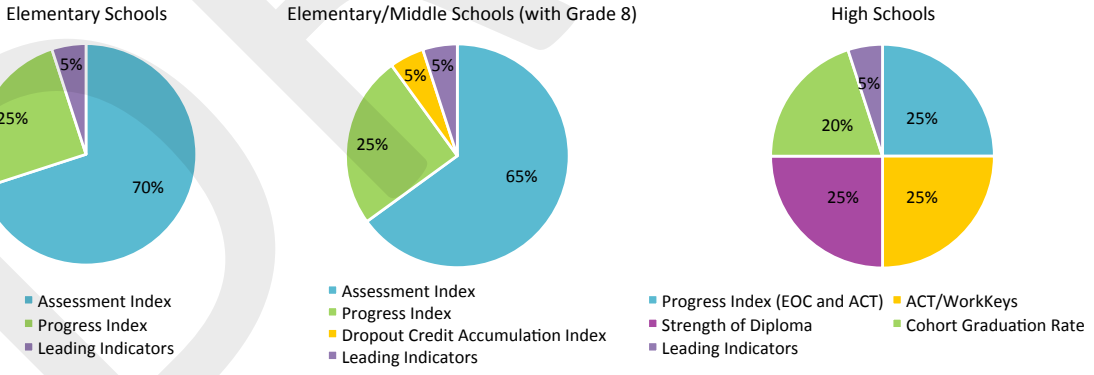
Louisiana's ESSA draft framework proposes a few critical shifts in the design of the accountability system. Schools and systems, for example, will be rated based in large part – 25 percent of the score in this draft – on the rate of annual progress all individual students make in their fundamental academic skills, no matter how high or low their ultimate performance. This element will replace the "progress points" frequently added to scores.

Additionally, schools and districts will be able to earn smaller amounts of credit – up to 5 percent of a school's score -- for demonstrating "leading indicators" of research-based practices likely to produce positive long-term results but not, themselves, measured through summative testing.

Therefore, the formula will shift from today:



To the following beginning in 2017-2018:



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MASTERY OF FUNDAMENTAL SKILLS: LONG-TERM INDICATORS

To ensure Louisiana students are prepared for postsecondary studies and high wage, high growth employment opportunities, Louisiana will raise the ambition of its long-term student achievement goals.

SPS INDEX	CURRENT 'A' BENCHMARK	PROPOSED 'A' BENCHMARK
Grade 3-8 Assessments	Basic	Mastery
Dropout Credit Accumulation Index (DCAI)	5 or more credits	5 or more TOPS-aligned course credits
End-of-Course (EOC)	Good	Mastery on 5-level scale test, as Louisiana will utilize aligned, comparable measurement of student learning from grades 3 to 10
ACT	18	21
Strength of Diploma	Four-year graduate with a diploma	Diploma plus (a) a basic Jump Start credential or (b) at least one TOPS core curriculum credit in AP, college credit, dual enrollment, IB (current 110 level)
Cohort Graduation Rate	75% of cohort graduates in four years	90% of cohort graduates in four years

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LEADING INDICATORS

CORE CHALLENGES	POSSIBLE METRICS
Mastery of Fundamental Skills	• Standards-aligned formative assessments and curricula • Standards-aligned professional development • Test reduction
Serving Historically Disadvantaged Students	• Early grade identification and intervention process, as indicated accuracy rates of referrals, exit rates, and follow up success • Gifted access rates • On time, on level rates • Inclusion rates • Transitional 9th grade use and success
Fair and Equitable Access to Enriching Experiences	• Discipline reduction • Chronic absenteeism rates • Access to arts, music, foreign language • Daily nutritional options and physical education • Broad portfolio of high school pathway options for college and career • Gifted access • Direct student service access • Student access to counseling
Celebrating and Strengthening the Teaching Profession	Plans and quantitative evidence that show a system of talent cultivation, including means of induction, evaluation, depiction of regular learning, and a system of identifying next system of leaders, such as: • Residency participation • Reductions in uncertified and out-of-field placements • Teacher retention rates for teachers rated Effective • Teacher survey • Strong professional development implementation, including TAP

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APPENDIX B - HIGH SCHOOL ASSESSMENTS

HIGH SCHOOL ASSESSMENT OVERVIEW

SUBJECT	2015-2016 ASSESSMENTS	2016-2017 ASSESSMENTS
All subjects	ACT (Grade 11), PLAN (Grade 10), EXPLORE (Optional Grade 8 & 9) WorkKeys, Advanced Placement & CLEP	ACT, WorkKeys, Advanced Placement & CLEP
ELA	English II EOC English III EOC	ELA EOC and Math EOC tests reviewed to ensure alignment to new LA Student Standards Updated ELA and Math EOC Assessment Guides and Sample Items/Student Work documents (mid-September)
Math	Algebra I EOC Geometry EOC	
Science	Biology EOC	Biology EOC
Social Studies	US History EOC	US History EOC

END-OF-COURSE UPDATES FOR 2016-2017

COMPONENT	2015-2016	2016-2017
Content	• The structure and content of the EOC tests in ELA and Math will look and feel much the same as previous years. • Practice test for English I will be provided in place of a field test to prepare teachers and students for 2017-2018 test	
Online Platform	• Pacific Metrics Testing System	• Insight, DRC's system • Spanish forms available for Algebra I and Geometry
Test Design	• ELA: 3 sessions (Writing, Reading and Research, Reading and Language) • Mathematics: 3 sessions (No Calculator Multiple-Choice, Constructed-Response, Calculator Multiple-Choice) • Embedded field-testing to develop items aligned to new standards	
Alignment	• 2015-2016 Louisiana Standards for ELA and Mathematics	• Current Louisiana Student Standards for ELA and Mathematics • Items not aligned have been removed.
Timing	• Untimed, suggested timing information available in the updated ELA (English II and English III) and Mathematics (Algebra I and Geometry) Assessment Guides	

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COMPARABILITY OPTIONS FOR STATES APPLYING FOR THE INNOVATIVE ASSESSMENT AND ACCOUNTABILITY DEMONSTRATION AUTHORITY: COMMENTS SUBMITTED TO THE UNITED STATES DEPARTMENT OF EDUCATION REGARDING PROPOSED ESSA REGULATIONS[1]

National Center for the Improvement of Educational Assessment

September 7, 2016

Executive Summary and Key Policy Recommendations

John King, Secretary of Education, proposed new regulations under title I, part B of the Elementary and Secondary Education Act of 1965 (ESEA) to implement changes made to the ESEA by the Every Student Succeeds Act (ESSA) enacted on December 10, 2015, including the ability of the Secretary to provide demonstration authority to a State educational agency (SEA) to pilot an innovative assessment and use it for accountability and reporting purposes under title I, part A of the ESEA before scaling such an assessment statewide. This document is focused on the comparability requirements spelled out in §200.77 of the draft regulations in large part because this is one of the trickier issues for states to wrestle with and it was such a prominent feature of the proposed regulations.

As spelled out in the full document that follows, the recommendations contained herein are based on insightful contributions from some of the most prominent measurement, accountability, and innovation experts in the United States. The document provides a robust conceptualization of comparability and discusses how such a conceptualization should be applied to states proposing an innovative assessment and accountability system. We then provide a framework for designing options to evaluate comparability that considers the types of measures (items) and student sample used. As called for in §200.77, we offer more than a dozen potential approaches for evaluating comparability beyond the three proposed by ED in §200.77. We do not mean for this to be an exhaustive list, rather it should be considered a set of illustrative exemplars to highlight key aspects of the proposed framework.

[1] To be cited as: Lyons, S. & Marion, S. F. (2016). Comparability options for state applying for the Innovative Assessment and Accountability Demonstration Authority: Comments submitted to the United States Department of Education regarding proposed ESSA regulations. Retrieved from www.nciea.org.

Key Policy Recommendations

We offer several recommendations, highlighted in bold text, in the full document that follows. We summarize them briefly here, but urge the reader to review the context and associated explanation for the recommendations found in the full document.

1. The U.S. Department of Education (ED) should not focus too narrowly on establishing strict comparability between the old and new assessment systems, because by doing so, ED will end up constraining innovation.
2. States' evidence of comparability of assessment results should focus at the level of the proficiency (achievement level) classifications across the two assessment systems.
3. States must propose, as part of innovative pilot applications, how they intend to document and evaluate comparability within and among the pilot districts when the innovative assessment system affords some degree of local flexibility. ED should NOT require specific methods for evaluating comparability because such evaluations will be context dependent, but such information should be included in pilot applications and reviewed by peers.
4. States should submit evidence that the innovative assessment system is aligned to the state standards and has performance expectations that are consistent with the state assessment and can therefore be employed to support the same uses in the statewide accountability system. In other words, in addition to evidence of consistency in proficiency classifications, states should be expected to provide evidence of alignment to the content standards so that the state can document the extent to which all students are being provided an opportunity to learn the required content standards at the expected level of cognitive complexity.
5. The most compelling evidence of alignment for the two assessment systems will be based on the alignment of each system to the *content standards* rather than alignment of one assessment system to the other.
6. Pilot to non-pilot comparability analyses must begin with establishing a common set of achievement level descriptors that is shared across the two assessment systems. If a state wishes to use different achievement level descriptors for the innovative assessment system, a rationale for that decision and a discussion of how those differences impact the planned comparability analyses should be provided.
7. States must propose a specific approach or approaches for evaluating comparability tied to the context of the state and the proposed innovative learning system that includes a comprehensive approach to comparability evaluations including within-pilot comparability analyses as well as pilot to non-pilot comparability studies.
8. Any comparability proposal should be evaluated according to the inferences that the design or designs can defend. If ED maintains the three options for comparability proposed in the draft regulations, we strongly recommend AGAINST having a higher bar for options that differ from the three proposed by ED.
9. When feasible or where evidence may be lacking strength, states should consider multiple approaches to comparability evaluations to provide a more complete picture of the degree of comparability in the achievement levels across the two assessment systems.
10. We strongly recommend AGAINST setting a standard criterion, or "comparability bar," for determining how comparable is comparable enough because the intended uses and the contextual factors surrounding the evaluation of comparability are critical. We offer

suggestions in the full document for considering reasonable expectations for the amount of variability that can be expected across the two assessment programs such as contextualizing the differences in results across the two systems in terms of the variability observed in the state system either within a given year or from year-to-year.

11. As the innovation reaches critical mass and spreads across the state, comparability between the two assessment systems becomes less important than the comparability of results among districts *within* the innovative system of assessments.
12. If the evidence for comparability across the two systems of assessment is strong, comparability need not be re-evaluated every year. Once it has been established, the state should provide evidence that the processes and procedures in place are sufficient for replicating the program across years and then perhaps auditing the comparability after two or three years to confirm these results.

Specific Regulatory Recommendations

In order to be as constructive as possible, we provide specific potential changes to the proposed §200.77 regulations that are coherent with the general recommendations offered above. The proposed §200.77 regulations are copied below and we use ~~strikethrough~~ and underlined text to indicate recommended deletions and additions, respectively.

(4) Provide for comparability to the State academic assessments under section 1111(b)(2) of the Act, including by generating results that are valid, reliable, and comparable for all students and for each subgroup of students under section 1111(b)(2)(B)(xi) of the Act, as compared to the results for such students on the State assessments and to other districts participating in the pilot. Consistent with the SEA's or consortium's evaluation plan under §200.78(e), the SEA must plan to annually determine comparability during each year of its demonstration authority until the state can demonstrate that the evidence for comparability across the two assessment systems is strong and the processes and procedures in place are sufficient for replicating the results. ~~period in one of the following ways:~~ States must provide evidence regarding the comparability of the inferences associated with the achievement level determinations tied to the specific state context and to the nature of the proposed innovation that are:

- Comparable between participating pilot districts and non-pilot districts; and
- Comparable among participating pilot districts (when the innovative system allows participating districts opportunities to select and administer different assessments as part of the overall assessment system)

[**NOTE TO ED: We recommend deleting the three options below and incorporating these options as well as the recommendations in our document into a non-regulatory guidance**.]

(i) ~~Administering full assessments from both the innovative and statewide assessment system to all students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this demonstration, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.~~

(ii) Administering full assessments from both the innovative and statewide assessment system to a demographically representative sample of students and subgroups of students under section 1111(c)(2) of the Act, from among those students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.

(iii) Including, as a significant portion of the innovative and statewide assessment systems in each required grade and subject in which both assessments are administered, common items that, at a minimum, have been previously pilot tested or field tested for use in either the statewide or innovative assessment system.

(iv) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the existing statewide assessment, including for each subgroup of students under section 1111(b)(2)(B)(xi) of the Act.

Introduction

The Every Student Succeeds Act (ESSA) provides states with a significant opportunity to develop an innovative assessment system that supports the state's vision for student-centered, personalized learning or other systems designed to promote deeper and more engaged learning. While there are a number of provisions in ESSA that states can leverage to build these systems, the Innovative Assessment and Accountability Demonstration Authority (hereafter known as the "innovative pilot" or the "Demonstration Authority") authorized under Section 1204 provides states with an unprecedented opportunity to develop next generation approaches to assessment that transcend the standardized tests commonly used to evaluate student and school performance.

This document is focused on the comparability requirements spelled out in §200.77 of the draft regulations in large part because this is one of the trickier issues for states to wrestle with and it is such a prominent feature of the proposed regulations. The recommendations contained in this document were drafted by Susan Lyons, Ph.D. and Scott Marion, Ph.D., Associate and Executive Director, respectively at the National Center for the Improvement of Educational Assessment (Center for Assessment) but initial and subsequent drafts of the recommendations were vetted and endorsed by the following leading measurement specialists with expertise in comparability:

- Randy Bennett, Ph.D., Norman O. Frederiksen Chair in Assessment Innovation in the Research & Development Division at Educational Testing Service
- Henry Braun, Ph.D., Boisi Professor of Education and Public Policy and Director, Center for the Study of Testing, Evaluation, and Education Policy
- Robert Brennan, Ph.D., E. F. Lindquist Chair of Measurement and Testing in the College of Education at The University of Iowa and Founding Director of the Center for Advanced Studies in Measurement and Assessment (CASMA)
- Derek Briggs, Ph.D., Professor and Chair of the Research and Evaluation Methodology Program at the University of Colorado, Boulder
- Linda Cook, Ed.D. Former director of the Center for Validity Research, Educational Testing Service
- Joan Herman, Ed.D. Director Emerita of the Center for Research on Student Standards and Testing (CRESST) at UCLA
- Stuart Kahl, Ph.D., Founder and former president of Measured Progress
- Richard Luecht, Ph.D., Professor of Educational Research, Measurement and Evaluation at University of North Carolina at Greensboro
- Lauress Wise, Ph.D., Principal Scientist and former president at Human Resources Research Organization (HumRRO)

Additionally, the following professionals from the Center for Assessment, all experts in comparability, contributed to and endorse these recommendations:

- Juan D'Brot, Ph.D., Senior Associate
- Nathan Dadey, Ph.D., Post-doctoral fellow

- Chris Domaleski, Ph.D., Associate Director
- Erika Hall, Ph.D., Senior Associate
- Joseph Martineau, Ph.D., Senior Associate
- Thanos Patelis, Ph.D., Senior Associate

Finally, we received important and useful feedback from the following leaders in innovative assessment and accountability systems:

- Linda Darling-Hammond, Ed.D., President of the Learning Policy Institute and Charles E. Ducommun Professor of Education Emeritus at Stanford University
- Paul Leather, Deputy Commissioner, New Hampshire Department of Education
- Lillian Pace, Senior Director of National Policy at KnowledgeWorks
- Maria Worthen, Vice President for Federal and State Policy at iNACOL

Focusing on Comparability

The draft federal regulations would require that states "provide for comparability to the State academic assessments under section 1111(b)(2)." The comparability requirement is only necessary when a state is proposing to use the innovative assessment system with a subset of school districts. In spite of the challenges of implementing and evaluating the comparability of two assessment systems operating within the state at once, we strongly support starting the innovative pilot with a subset of districts because truly innovative assessment systems are likely to require considerable support and commitment for successful implementation and to build the body of validity evidence and program processes are strong enough to responsibly scale statewide.

The issue of comparability across the two systems is of primary concern for two reasons. First, because states must incorporate assessment results from the pilot districts into the state accountability system alongside the results generated from the non-pilot districts, the assessment systems must produce results that are comparable enough to support their simultaneous use in the single statewide accountability system. Secondly, requiring that the assessment systems produce comparable results ensures that states will not view the innovative assessment and accountability demonstration authority as a way to relax the rigorous expectations for student achievement established under the current state assessment systems. The innovative assessment systems designed under the demonstration authority must be aligned to the intended content standards and produce annual summative determinations that are consistent across the two assessment programs. This does not require scale score comparability, but does require the ability to meaningfully compare the achievement level classifications for use in the accountability system.

To address these two major concerns, states will be asked to provide evidence of comparability of assessment results, which we **recommend should focus at the level of the proficiency classifications** across the two assessment systems. Evidence of comparability would support the notion that in general, schools that are participating in the innovative assessment system could be expected to have similar distributions of students into performance classifications had the school instead participated in the statewide standardized assessment system. This is not to say that we

would expect all districts that participate in the innovative pilot to exhibit similar levels of achievement as the non-pilot districts. Pilot districts will be most certainly a non-random sample and the innovative learning model associated with the assessment system should influence achievement, the performance of students in each group of schools may well differ. However, it should remain the case that the performance standards in both pilot and non-pilot settings support the same interpretations.

Though the two primary concerns mentioned above, comparability for school accountability and comparability of expectations for student achievement, are defensible, a narrow focus on pilot to non-pilot comparability misses the bigger picture in two important ways: 1) by potentially inhibiting innovation, and 2) by failing to address additional, and potentially more important, comparability questions. **First, if the U.S. Department of Education (ED) focuses too narrowly on establishing strict comparability between the old and new assessment systems, it is likely that the assessment systems designed under this new option for flexibility—which is intended to drive innovation—will not be innovative**. There are a variety of reasons why there may be legitimate differences in the results produced by the two or more assessment systems. States likely would take advantage of the innovative assessment and accountability demonstration authority for one of four reasons: 1) to measure the state-defined learning targets more efficiently (e.g., reduced testing time), 2) to measure the learning targets more flexibly (e.g., when students are ready to demonstrate "mastery"), 3) to measure the learning targets more completely and/or deeply, or 4) to measure targets from the standards that are not measured in the general statewide assessment (e.g., listening, speaking, extended research, scientific investigations). Therefore, requiring the results produced across the old and new systems to tell the exact same story about student achievement has the very real potential to prevent meaningful innovation. **To quote one of the leading experts on score comparability, Dr. Robert Brennan, when asked about comparability between the innovative and standardized assessment systems, "perfect agreement would be an indication of failure."**

The emphasis on pilot to non-pilot comparability misses an important set of potential threats to equity due to local flexibility under the demonstration authority. Because local assessment information can now be used to inform accountability determinations, the comparability of assessment system scores within and across pilot districts will be an important comparability challenge faced under the Demonstration Authority. Allowing for local flexibility in the assessment results used for accountability determinations is new territory for states. This type of innovation will call for new, close relationships between LEAs and SEAs in order to arrive at common understandings about the content, content alignment, assessment quality, quality control, ownership, and data sharing. Ensuring that the innovative assessment system is producing results that are comparable within and among innovative districts will require new ways to conceptualize the gathering of comparability evidence as discussed in detail in Lyons, Evans, & Marion, 2016 and Lyons, Marion, Pace & Williams, 2016. Comparability within and among pilot districts is necessary but not sufficient for pilot to non-pilot comparability. To provide evidence of comparability across the innovative and current assessment systems, states first will need to demonstrate how they are going to evaluate comparability within and among pilot districts. **Therefore, we recommend that as part of innovative pilot applications, states propose how they intend to document and evaluate comparability within and among the pilot districts. We do NOT recommend that ED require specific methods for evaluating**

these levels of comparability because such evaluations will be context dependent, but information on approaches to evaluating comparability among pilot districts should be included in pilot applications and reviewed by peers.

Defining Comparability

Comparability is a judgment based on an accumulation of evidence to support claims about the meaning of test scores and whether scores from two or more tests or assessment conditions can be used to support the same interpretations and uses. In this way, assessments are not dichotomously determined to be comparable or not, but like validity, comparability is a judgment about the strength of the theory and evidence to support the comparability of score interpretations for a given time and use. This means that evidence used to support claims of comparability will differ depending on the nature (or grain-size) of the reported scores. For example, supporting claims of raw score (number correct) interchangeability—the strongest form of comparability—would likely require the administration of a single assessment form with measurement properties that are the same across all respondents (i.e., measurement invariance). Most state assessment systems with multiple assessment forms fail to meet this level of score interchangeability. Instead, the design of most state assessment systems aims to be "comparable enough" to support scale score interchangeability. This level of comparability typically requires that the multiple test forms are designed to the same blueprint, administered under almost identical conditions, and scored using the same rules and procedures. Still, many states are currently struggling to meet this level of comparability due to challenges with multiple modes of administration—paper, computer, and devices (see DePascale, Dadey & Lyons, 2016). In this way, comparability is an evidence-based argument, and the strength of evidence needed will necessarily depend on the type and use of the score being supported. As shown in Figure 1, comparability lies on a continuum and rests on two major critical dimensions: the comparability of content and the comparability of scores, and that each of these may exists at different degrees of granularity.

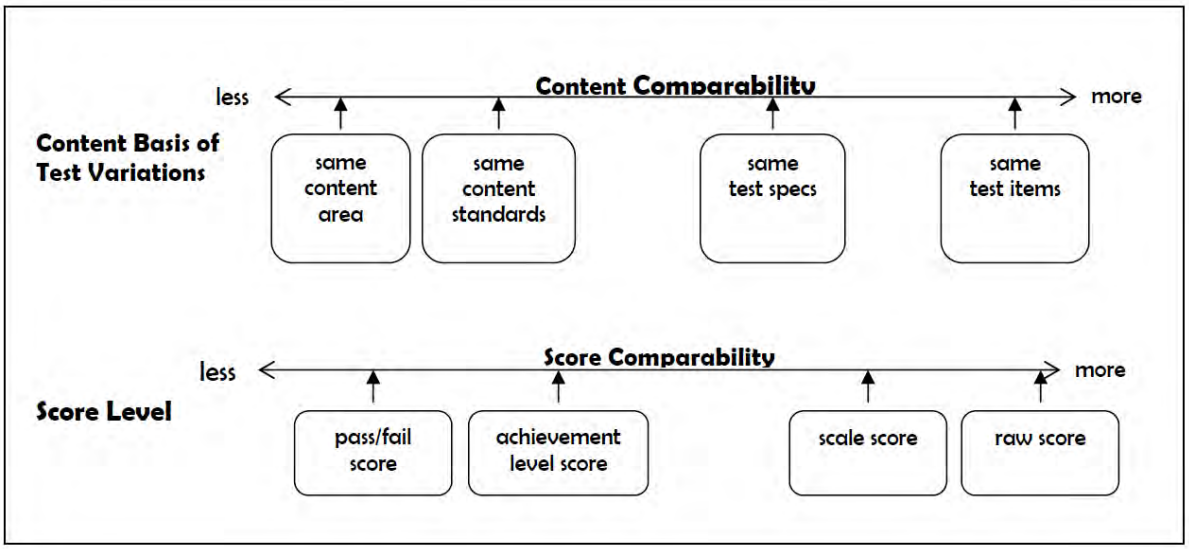

Figure 1. Comparability Continuum (Winter, 2010, p. 5)

Reiterating our earlier recommendation, comparability must be required at the level of the annual determinations. This means that evidence is provided to support the notion that the distribution of student achievement classifications in one district would be similar, all things equal, if that schools' students had participated in another district's assessment system (either pilot or non-pilot).

Evidence to Support Claims of Comparability across the Innovative and Standardized Assessment Systems

As noted above, the proposed regulations (§200.77) are focused primarily on the comparability between the pilot and non-pilot districts focused only on score comparability and not on content similarity at all. The methods for gathering evidence to support a comparability claim are not a series of analyses after the fact, but rather begin with the design of the innovative assessment and accountability pilot itself. In traditional standardized assessment programs, comparability is generally established by planning for it in the assessment system design (e.g., embedding items), evaluating the degree of comparability achieved (e.g., analyses of differential item functioning), and then, if necessary, adjusting the measurement scales to account for differences (e.g., equating). Providing evidence of comparability for the innovative assessment system will require discussion related to each of these steps, even if the methods related to each step are different. Three key questions below can guide the process of designing a pilot to produce comparability results:

1. How does the design of the innovative assessment system yield evidence to support comparability claims? Innovation and comparability appear at odds, which is why comparability must be explicitly designed for in the innovative assessment model.
2. How will the state evaluate the degree of comparability achieved across differing assessment systems (pilot/non-pilot)? What criteria will the state use to judge the results as comparable enough to support their intended purposes?

This paper does not offer additional guidance to support states in responding to question 1 above. Instead, the purpose of the current paper is to propose methods by which states could gather evidence of comparability across the innovative and standardized assessment systems. **As called for in the Notice of Proposed Rulemaking (NPRM), this document offers a broader conceptualization of comparability than what is found in the NPRM and proposes a framework along with exemplar options for evaluating comparability beyond the three options listed in the NPRM**. Additionally, the final section of this paper includes a discussion of criteria for establishing the degree of comparability necessary for supporting the intended uses.

Two Major Categories of Evidence

To evaluate the comparability of the achievement levels across an innovative assessment pilot and the statewide standardized assessment system, states should provide evidence related to each of two categories:

1. the alignment of each assessment system to the content standards, and
2. the consistency of achievement classifications across the two systems.

We recommend that states submit evidence that the innovative assessment system is aligned to the state standards and have performance expectations that are consistent with the state assessment and can therefore be employed to support the same uses in the statewide accountability system.

Evidence of Alignment

The innovative assessment system will be drawing from the same content standards as the traditional assessment system, but the way in which the standards are selected, prioritized or measured may lead to different or improved inferences about what students know and can do. Current statewide standardized assessment systems assess a non-random sample of the grade-level content standards. An innovative assessment system may have a different content sampling procedure, predicated on different curricular priorities, which could result in a different—and perhaps more valid—picture of what students know and can do. Additionally, the innovative assessment system may prioritize and measure the standards that are covered by the innovative system of assessments differently than the state standardized assessment system. This also means that the innovative assessment system may measure the state standards that are prioritized (if that is part of the design) more deeply and more thoroughly and therefore better embody the intent of the content standards than the standardized assessment system. **Therefore, we strongly recommend that evidence of alignment for the two assessment systems should come from alignment to the *content standards* rather than alignment to one another.**

There are a number of widely-used methodologies to evaluate the alignment of an assessment or assessment system to the content and depth of knowledge of the state standards (e.g., Web Alignment Tool, NCIEA's methodology for evaluating test content relative to CCSSO's Criteria for High Quality Assessments). **We recommend that the innovative assessment system, like the statewide assessment system, should be expected to provide evidence of alignment to the content standards so that the state can document the extent to which all students have learned the required content standards at the expected level of cognitive complexity.**

Evidence of Consistency in Classifications across Assessment Systems

In addition to evidence of content alignment, states participating in the demonstration authority should also be expected to provide evidence that the rigor of the performance expectations for the innovative assessment system are similar or more rigorous than those of the statewide standardized assessment system. This evidence supports the claim that not only do the assessment systems measure the same set of content standards (albeit with potentially different prioritizations), but the annual determinations reflect the same levels of achievement on those content standards as the state assessment. It is important to note that the options presented for gathering this evidence will not generally allow for equating or linking the scores scales of the two assessment systems. In other words, the goal of these analyses is to evaluate the relative rigor of the performance standards of both assessment systems, not to put the assessment results on the same score scale. To

this end, there are a number of design options available to states, each of which can be used with a variety of analytic techniques. **We recommend that each of these methods should first begin with establishing a common set of achievement level descriptors that is shared across the two assessment systems. If a state wishes to use different achievement level descriptors for the innovative assessment system, a rationale for that decision and a discussion of how those differences impact the planned comparability analyses should be provided.**

ED outlined three possible approaches for evaluating comparability between pilot and non-pilot school districts. The draft regulations invite commenters to offer additional approaches for evaluating pilot to non-pilot comparability. To summarize, the options offered in the draft regulations include:

1. Administering both assessment systems (or just the standardized assessment) to all students enrolled in pilot schools at least once per grade span,
2. Administering both assessment systems to a representative sample of students enrolled in pilot schools at least once per grade span, and
3. Embedding a set of anchor items that are the same within each grade and subject area across the pilot and non-pilot assessment systems.

The purpose of this section of the paper is to propose additional, alternative options that should be viable for evaluating comparability across pilot and non-pilot assessment systems.

In Table 1 we provide a framework to assist ED and interested states in thinking through the factors that might be considered in designing options for evaluating the consistency of the achievement classifications across assessment programs. **These factors include the sample of students included, the measures administered, and the time of administration (i.e., concurrent or non-concurrent)**. The combinations of these factors result in different design options for evaluating comparability. The design options provided in Table 1 do not represent an exhaustive list of the possibilities, but rather, they are included to demonstrate the reality that there are multiple viable ways to generate evidence of comparability of the annual determinations produced from different assessment programs. **We recommend that states be required to propose a specific approach or approaches for evaluating comparability that are tied to the specific context of the state and the proposed innovative learning system. Further, we recommend having the state-proposed approaches evaluated as part of the initial peer review process where there should NOT be a higher bar for options that differ from the three proposed by ED. Rather, any comparability proposal should be evaluated according to the inferences that the design or designs can defend.** While some designs will produce evidence of comparability that is more compelling than others, **we recommend, where feasible or where evidence may be lacking strength, that states consider multiple approaches to comparability evaluations to provide a more complete picture of the degree of comparability in the achievement levels across the two assessment systems.**

Table 1. *Design Options for Evaluating the Comparability in Rigor of Performance Standards across Innovative and Standardized Assessment Systems* (Note: The numbers in the table are tied to the multiple options listed in Appendix A).

	All Students	Some Students	No Students in Common
Both Measures	Concurrent (in past): 4. "Pre-equating"	Concurrent: 1. a) *Both assessment systems to all students in the <u>same</u> select grade levels* 2. Both assessment systems to a sample of students in select grade levels 8. Both assessment systems to a sample of students in every grade level Not Concurrent: 1. b) *Statewide assessment once per grade span in lieu of innovative assessment (i.e., state and innovative assessment in different grades)* 9. Conditioning on past performance 10. Leveraging the Student Longitudinal Data System (SLDS) for mobile students	Concurrent: 5. Random assignment of assessment system to classrooms
Some Measures	Concurrent: *3. Embedded common items across both systems* 6. Common innovative tasks 11. Common writing task 12. Short form of the state assessment		
Third Measure in Common	Concurrent: 13. Common independent assessment 14. Relationship to desired external outcome variables		Concurrent: 7. Propensity score matching
Other			Concurrent: 15. Judgmental ratings relative to Achievement Level Descriptors 16. Standard setting design

In Appendix A, we provide brief descriptions and key use considerations for each of the 16 comparability designs shown in Table 1. However, we highlight several design options below to better illustrate the qualitative differences in methods offered by framework proposed here. Further, we offer commentary regarding the feasibility and viability of each of the options presented.

1. **Both assessment systems to all students in select grade levels**[2]
   Some students, both measures, concurrent or not concurrent
   1a) Administering full assessments from both the innovative and statewide assessment system to all students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. While any method that assesses the same students on both measures is the gold standard design, there may be significant challenges associated with double-testing students. To increase feasibility, states can consider alternating the grade levels in which each content area is assessed.

   1b) All students within the pilot districts would participate in the statewide standardized assessment in lieu of the innovative assessment system once per grade span. This would allow for a direct comparison of achievement across years for the same students taking each of the assessment systems once the pilot is in its second year.

   Commentary: We and the expert panelists recognized that option 1 would offer evidence useful for evaluating comparability, but it should be noted that the two conditions—testing the same students with both assessment systems or testing students in different grades with one of the assessment systems—can support different inferences. Testing the same students with both assessment systems in the same year can support direct comparability inferences, while assessing students in different grades with the different assessment systems would provide less compelling evidence of comparability. However, the alternate grades approach is likely more feasible because it does not require double-testing.

2. **Both assessment systems to a sample of students in select grade levels**[3]
   Some students, both measures, concurrent
   Administering full assessments from both the innovative and statewide assessment system to a demographically representative sample of students and subgroups of students under section 1111(c)(2) of the Act, from among those students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.

   Commentary: Option 2 offers considerable potential for generating strong comparability evidence, but suffers from feasibility problems because of the practical challenges of assessing only a portion of the students in the pilot districts. Further, creating an adequate sample that appropriately represents the subgroup proportions in the state can be

very challenging. In order to increase feasibility, states may consider sampling at the school-level, or alternating the grade levels in which each subject test is administered (e.g., ELA in 3rd grade and math in 4th grade).

3. **Embedded common items across both systems**[4]
   All students, some common measures, concurrent
   Including, as a significant portion of the innovative and statewide assessment systems in each required grade and subject in which both assessments are administered, common items that, at a minimum, have been previously pilot tested or field tested for use in either the statewide or innovative assessment system. This option may be limited in its feasibility if the innovative assessments are substantially different from the standardized assessment system.

   Commentary: Our expert panel was critical of any option that relied on the use of embedded items to evaluate comparability unless the two sets of assessments were designed to measure the same content in the same or very similar ways. In that case, it would be hard to see how the innovative pilot could be very innovative. In most cases, the innovative assessments will be different enough from the state assessment so that any embedded items would be so novel to the students from the "different" system that the results across conditions cannot be validly compared. For example, if the innovative system relies on extended performance tasks, but students participating in the state assessment had not experienced such tasks, not only will it be obvious that the innovative tasks are from an assessment that does not count for them, but they will likely be very disadvantaged in demonstrating their knowledge and skills if they had not experienced such formats previously.

4. **"Pre-equating"**
   Some students, both measures, concurrently administered ***in the past***
   This option would be available to those states where the innovative and traditional assessment systems existed simultaneously within the state prior to approval for a demonstration authority. For example, a state that is moving to an interim assessment option that already has a long history of use within the state. Evaluating the degree of comparability across the systems for prior years would be suitable for sustaining a comparability argument for the first one to three years of the innovative pilot. A state that takes advantage of this option would need to provide evidence that the current implementation and scoring processes of the innovative assessment system has not changed over the years, and is therefore likely to continue to produce comparable results.

   Commentary: The advantage of this option is that it does not require any sort of double-testing, so it is a very feasible option. Assuming the pilot and state assessment systems were administered together prior to the beginning of the pilot, the state could rely on the evidence gathered during the pre-pilot period to establish the comparability of the two systems. However, it is unlikely that the relationship among the two assessments will

persist more than a couple of years, especially if the innovative pilot uses a different approach to instruction and learning than the state system. That said, this model could be combined with one of the other methods after a few years to reestablish the comparability evidence.

5. **Random assignment of assessment system to classrooms**

No students in common, both measures, concurrent

This option would involve creating experimental design conditions where a sample of students is randomly assigned to either the innovative or standardized assessment conditions. This could be statewide across pilot and non-pilot districts, or states could do the random assignment either within pilot or within non-pilot districts. This would avoid double testing and establish randomly equivalent groups on which to compare performance. However, due to the potential novelty of the innovative assessment system, or perhaps its intentional integration with instruction (e.g., curriculum-embedded performance tasks), the feasibility of this method will be low for many innovative assessment models.

Commentary: Random assignment, as a design principle is typically regarded as the gold standard of causal inference. The quality of these inferences, however, depends on the quality of the sampling design. While the potential of such a design for yielding strong comparability evidence is high, the practicality of such a design may be low. Being able to select an appropriate sample will be the first obstacle, and an additional challenge for this application in particular, is being able to verify that administering novel assessments to students can yield valid information regarding comparability across assessment systems. We suspect this will be very hard to accomplish, so the results from this method will face considerable validity threats. This is especially challenging if the innovative assessment is a full system that is administered throughout the school year. To overcome these obstacles, this option would be most feasible when the two assessment systems are quite similar.

6. **Common innovative tasks**

All students, some common measures, concurrent

Instead of administering a combination of items drawn from the innovative and statewide assessments to all students (option 3), another option is to administer items from just the innovative assessment. While this option is similar to option 3 provided by ED, this option provides a distinct opportunity to involve all students in the state in the innovative assessment system in some way. For example, the innovative assessment could take the form of a common performance-based assessment that deeply measures a subset of standards and is administered to all students. Another example would be to draw from a randomized performance task bank (Way et al., 2012), which would take advantage of matrix sampling.

Commentary: While technically an embedded item approach, this approach places the innovative system at the center of the comparability inferences. This approach would work if the types of tasks found in the innovative assessment system are at least somewhat familiar to students participating in the state assessment. Further, this

approach could have the advantage of providing information and some practice regarding the innovative assessment for non-participating districts assuming the state is motivated to have the pilot system spread to new districts. Finally, like ED's third option, this option is subject to the same serious threats to comparability inferences as any other common item approach.

7. **Propensity score matching**
   No students in common, some common measures, concurrent
   Districts included in the innovative pilot are required to be demographically similar to the state as a whole. This means it should be feasible to match the pilot schools or students with non-pilot schools or students that are similar in a number of important characteristics (e.g., past performance, demographics, size, geography, etc.). The performance of the matched schools or students could be compared for the first few years of the pilot to evaluate the degree of comparability in results. However, if the innovation is intended to impact the way instruction and learning occurs in the classroom, we would expect to see this type of comparability break down after the first few years of implementation.

   Commentary: There are several approaches that do not rely on common students or perhaps not even common items. As discussed previously, randomly assigning students to an assessment approach has the potential of supporting causal inferences, but requires overcoming some significant hurdles. There are multiple approaches that try to overcome the lack of random assignment that rely on establishing groups matched on key variables such as prior scores and important demographic characteristics of students. Propensity score matching describes a class of methods that uses sophisticated statistical procedures to create the groups so that performance of the two "pseudo-equivalent" groups can be compared on the same or even different assessments. Other than the statistical sophistication needed, these approaches are highly feasible because they do not rely on any double-testing. However, the quality of inferences is dependent on the quality of the matching variables available to use. Further, since common prior scores is a key matching variable, the use of this approach will become less useful within a few years of the beginning of the pilot because the common prior scores would not be viable once the innovation can be presumed to begin to affect the key outcome variable, achievement.

Criteria for Comparability Evidence: How Comparable is Comparable Enough?

How comparable is comparable enough? **We recommend AGAINST setting a standard criterion, or comparability "bar", because the intended uses and the contextual factors surrounding the evaluation of comparability are critical**. However, it is worthwhile to consider what might be reasonable to expect for the amount of variability in proficiency classifications across the two assessment programs. We argue that a reasonable upper bound for comparability across pilot and non-pilot systems is the degree to which comparability is achieved across forms, modes, and years of administration for the statewide, standardized assessment system. This is akin to the axiom that a test cannot correlate any more with another test than it

does with itself (i.e., its reliability). The literature is clear that there are significant effects associated with mode of administration (including paper/computer and across devices), accommodations, and forms across years. Due to the precedence for this type of variation within our current assessment systems, it may be reasonable to expect that the variability across the innovative assessment pilot and non-pilot would be at least as large as levels we see with current state testing programs. Again, when we refer to variability across assessment programs, we are not expecting that pilot and non-pilot districts exhibit the same levels of achievement—because districts are not randomly assigned to the pilot, the systems have potentially different emphases in measuring learning targets, and we hope that the innovation itself will improve achievement—but that the systematic effects of the assessment system on the achievement estimates likely will be larger than the effects of form, mode, device, and year that we see in our current assessment systems.

The unit of analysis for evaluating comparability must be at the school and subgroup levels, given the school accountability purposes of the assessment results. However, because the subgroups may involve small sample sizes, the tolerance for comparability needs to be greater for the subgroup analyses compared to the school level analyses. If school or subgroup differences across systems are detected, the state should evaluate the practical implications of those differences for decision making within the accountability system. Figure 2 presents a series of questions that could determine whether or not the levels of comparability seen are appropriate for the intended purposes:

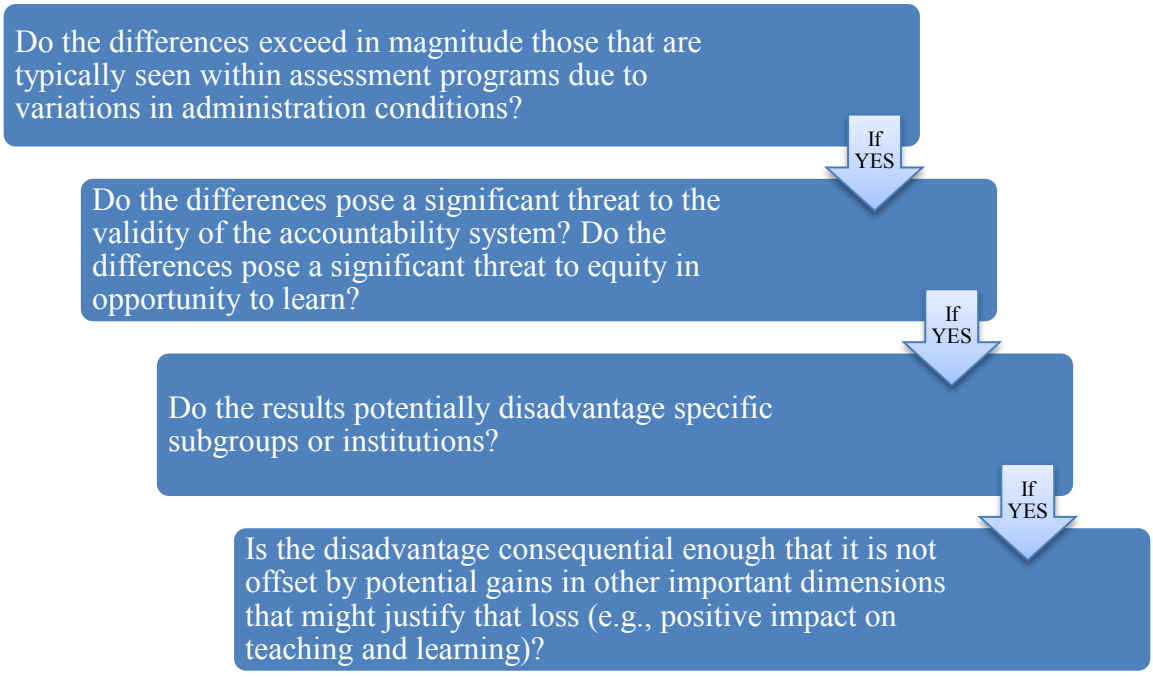

Figure 2. Decision Tree for Determining Degree of Comparability Achieved

If the answer to any of these questions is no, the assessment systems can be considered comparable enough to support their intended uses for the duration of the pilot. However, in the case where all of the answers above are "yes," additional steps will need to be taken to improve the comparability of the achievement classifications to support their use

in the statewide accountability system. To do so, the performance standards on either one of the assessment systems can be shifted or adjusted (such as equipercentile linking) to produce useable results for the duration of the demonstration authority, after which, standards can be re-set. It is worth noting that, if states are using a model that is not qualitatively different from the current state assessment system, scale score equating may be possible in some cases. If this is the case, both the scores and the proficiency classifications resulting from the two assessment systems will be comparable, and there is no need for criteria.

The first few years of the pilot are arguably the most important for demonstrating that results across pilot and non-pilot districts are comparable enough. **As the innovation reaches critical mass and spreads across the state, comparability across the two assessment systems becomes less important than the comparability of results among districts within the innovative system of assessments. Additionally, if the evidence for comparability across the two systems of assessment is strong, comparability need not be re-evaluated every year. Once it has been established, the state should provide evidence that the processes and procedures in place are sufficient for replicating the program across years.**

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Appendix A: List of Additional Comparability Design Options

1. **Both assessment systems to all students in select grade levels**[5]
   Some students, both measures, concurrent or not concurrent
   1a) Administering full assessments from both the innovative and statewide assessment system to all students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. The methodology to support this design would involve looking at the differences in distributions of performance levels across the two assessment systems for a cohort of students at a single point in time. While any method that assesses the same students on both measures is the gold standard design, there may be significant challenges associated with double-testing students. To increase feasibility, states can consider alternating the grade levels in which each contest area is assessed.

   1b) All students within the pilot districts would participate in the statewide standardized assessment in lieu of the innovative assessment system once per grade span. This would allow for a direct comparison of achievement across years for the same students across taking each of the assessment systems once the pilot is in its second year. This method of gathering comparability evidence would be sustainable throughout the entirety of the innovative pilot.

2. **Both assessment systems to a sample of students in select grade levels**[6]
   Some students, both measures, concurrent
   Administering full assessments from both the innovative and statewide assessment system to a demographically representative sample of students and subgroups of students under section 1111(c)(2) of the Act, from among those students enrolled in schools participating in the demonstration authority, such that at least once in any grade span (e.g., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample. The strength of the evidence generated from this design is strong, but may not be feasible due to the requirement of double-testing. In order to increase feasibility, states may consider sampling at the school-level, or alternating the grade levels in which each subject test is administered (e.g., ELA in grade and math in 4th grade).

[5] Option 1 offered by ED

[6] Option 2 offered by ED

3. **Embedded common items across both systems**[7]
   All students, some common measures, concurrent
   Including, as a significant portion of the innovative and statewide assessment systems in each required grade and subject in which both assessments are administered, common items that, at a minimum, have been previously pilot tested or field tested for use in either the statewide or innovative assessment system. This option may be limited in its feasibility if the innovative assessments are substantially different from the standardized assessment system. Our expert panel was very critical of any option that relied on the use of embedded items to evaluate comparability unless the two sets of assessments were designed to measure the same content in the same or very similar ways. In that case, it would be hard to see how the innovative pilot could be very innovative. In most cases, the innovative assessments will be different enough from the state assessment so that any embedded items would be so novel to the students from the "different" system that the results across conditions cannot be validly compared.

4. **"Pre-equating"**
   *Some students, both measures, concurrently administered **in the past***
   This option would be available to those states where the innovative and traditional assessment systems exist simultaneously within the state prior to approval for a demonstration authority. For example, a state that is moving to an interim assessment option that already has a long history of use within the state. Evaluating the degree of comparability across the systems for prior years would be suitable for sustaining a comparability argument for the first one to three years of the innovative pilot. A state that takes advantage of this option would need to provide evidence that the current implementation and scoring processes of the innovative assessment system has not changed over the years, and is therefore likely to continue to produce comparable results.

5. **Random assignment of assessment system to classrooms**
   No students in common, both measures, concurrent
   This option would involve creating experimental design conditions where a sample of students is randomly assigned to either the innovative or standardized assessment conditions. This could be statewide across pilot and non-pilot districts, or states could do the random assignment either within pilot or within non-pilot districts. This would avoid double testing and establish randomly equivalent groups on which to compare performance. However, due to the potential novelty of the innovative assessment system, or perhaps its intentional integration with instruction (e.g., curriculum-embedded performance tasks), the feasibility of this method will be low for many innovative assessment models. Additionally, because there are no students in common, the evidence of comparability is not as strong as the common-student designs.

[7] Option 3 offered by ED

6. **Common innovative tasks**
   All students, some common measures, concurrent
   Instead of administering a combination of items drawn from the innovative and statewide assessments to all students (option 3), another option is to administer items from just the innovative assessment. While this option is similar to option 3 provided by ED, this option provides a distinct opportunity to involve all students in the state in the innovative assessment system in some way. For example, the innovative assessment could take the form of a common performance-based assessment that deeply measures a subset of standards and is administered to all students. Another example would be to draw from a randomized performance task bank (Way et al., 2012), which would take advantage of matrix sampling.

7. **Propensity score matching**
   No students in common, some common measures, concurrent
   Districts included in the innovative pilot are required to be demographically similar to the state as a whole. This means it should be feasible to match the pilot schools or students with non-pilot schools or students that are similar in a number of important characteristics (e.g., past performance, demographics, size, geography, etc.). The performance of the matched schools or students could be compared for the first few years of the pilot to evaluate the degree of comparability in results. However, if the innovation is intended to impact the way instruction and learning occurs in the classroom, we would expect to see this type of comparability break down after the first few years of implementation.

8. **Both assessment systems to a sample of students in every grade level**
   Some students, both measures, concurrent
   Representative or random sample of intact classrooms participate in both assessment systems. The administration would be the same for all of the students within that class. To improve the strength of the evidence, schools could counterbalance the timing of the administration of those assessments within the intact classrooms. Additionally, the sampling could be done by content area so that the double testing is controlled (i.e., you are not taking the whole battery of assessments in any given elementary classroom).

9. **Conditioning on past performance**
   Some students, both measures, not concurrent
   All public schools have over a decade of data on past performance that can be leveraged to provide an indication of the degree of comparability in assessment system results for the first 1 to 2 years of the innovative assessment pilot. This option takes advantage of the notion that true organizational change will likely require more than just one year of pilot implementation. Therefore, past performance for schools can provide a reasonable expectation of current performance for the first couple years of the innovative assessment system. There are a number of analytic methods that could support this design including creating matched groups and running a regression discontinuity analysis.

10. **Leveraging the SLDS for transient/mobile students**

Some students, both measures, not concurrent

Once the pilot grows to assess students in the thousands, it can be expected that there would be enough students moving in and out of the pilot districts each year to provide one source of evidence of comparability in assessment system results. Examining the performance of these students across the two assessment systems across adjacent years will provide substantial insight into the degree of comparability of the results throughout the duration of the innovative assessment system pilot. Though students who are mobile are not likely to be representative of the population in terms of performance and other demographic factors, running these analysis requires relatively little burden because the design is naturally occurring and does not require double testing. While stronger methods for evaluating comparability may be necessary for the first year or two of the pilot, this method may be a sustainable option once comparability has already been established and the number of districts participating in the pilot increases.

11. Common writing task

All students, some common measures, concurrent

Similar to the common innovative task approach discussed above, the common writing task approach will be a relatively non-intrusive approach for evaluating comparability of pilot and non-pilot districts. This approach should be applied only to states that included a stand-alone or essentially stand-alone writing task as part of the statewide assessment. In this case, students in pilot districts would complete one of the major writing tasks included on the statewide, standardized assessment in each grade or in a sample of grades so that the writing performance of the two sets of students could be directly compared. This approach is essentially the inverse of the "common innovative task" approach discussed above and is also limited to writing alone, but could provide another point of comparability.

12. Short form of the state assessment

All students, some common measures, concurrent

This method is distinct from option 3 in that all students participating in the innovative pilot take a short-form version of the state assessment that is intended to contribute to their achievement score. Because all students in the state are administered at least some common items, comparability across the two programs can be evaluated. Additionally, because the short-form assessment is contributing to the scores generated from the innovative assessment system, the annual determinations across the two assessment systems will likely be more consistent than had these items not been counted.

13. Common independent assessment

All or some students, some common measures, concurrent

If all or a large sample students in the both the pilot and non-pilot districts are already taking a third test (e.g., large-scale interim or high school assessment), the scores from that third test can be used to provide evidence on comparability – an "indirect link." This design would allow for the comparison of the distributions of achievement using a number of analytic techniques (e.g., equipercentile, regression, matching, etc.). This option would produce strong evidence of comparability in rigor if the third test is also demonstrated to be aligned to the same learning targets as both the innovative and

standardized assessment system. Additionally, this option would be highly feasible in a state that already has a large number of students participating in an additional assessment program.

14. Relationship to desired external outcome variables

All or some students, some common measures, concurrent

This design involves using a third measure or indicator to show that student performance on the innovative assessment is comparable or better than the state test when it comes to predicting desired outcomes (grades in the following year, performance in college courses, performance on the ACT, etc.). This evidence would support the claim that the assessments are comparable enough to support the intended uses and goals in that to be deemed proficient by the innovative assessment system is consistent with—or even better than—the state test when it comes to predicting the intended outcomes.

15. Judgmental ratings relative to ALDs

Some students in common, no common measures, concurrent

This design would involve having content experts evaluate bodies of work produced by the two assessment systems in order to make judgments about the achievement level to which each body of work best matches. The goal would be to recover the achievement classifications from the assessment. This method rests on the notion of common achievement level descriptors across the two assessment systems. For multiple choice assessments, the bodies of work can include qualitative descriptions of the tasks and information about how the student responded. A key design feature would be to use the same panels of participants to evaluate the two sets of work. This method provides evidence that both assessments can provide for accurate interpretations about what students know and can do using the same achievement level descriptors. An added benefit of this method is that it adds little additional burden to students or schools.

16. Standard setting design

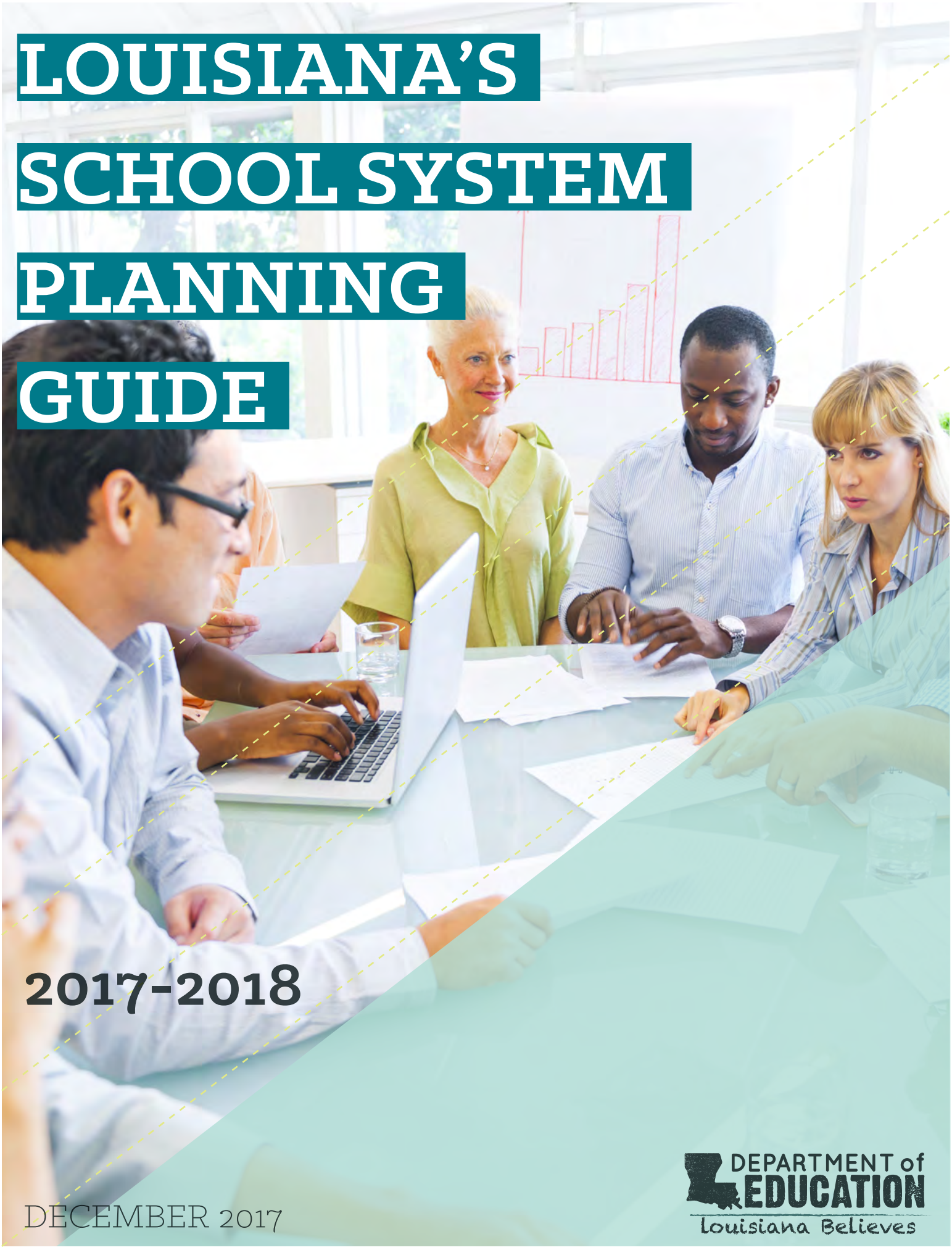
No students in common, no common measures, concurrent

This method would ask that states provide evidence that the standard setting process was developed and implemented specifically to ensure comparability in the performance designations assigned across the two assessments. This could be achieved by:

- Using the same panels of participants
- Using the same performance level descriptors and/or threshold descriptors as were used for the state assessment.
- Incorporating exemplars of student performance at each level based on the state test within the standard setting process (using an item mapping approach).

As with the judgmental ratings design option, this option additionally does not add an additional burden to students or schools.

LOUISIANA'S SCHOOL SYSTEM PLANNING GUIDE



2017-2018

DECEMBER 2017

DEPARTMENT of EDUCATION
Louisiana Believes

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VISION FOR SCHOOLS IN LOUISIANA

To enable Louisiana's students to thrive in tomorrow's competitive job market and global economy, it is incumbent upon each Louisiana educator – at every level of the system – to ensure every Louisiana student is on track to a college degree or a professional career.

Louisiana's plan for student achievement, *Louisiana Believes*, is built on the premise that Louisiana students are just as capable as any students in America, and that those closest to children – parents and teachers – are best positioned to help students achieve those expectations. This plan focuses on raising expectations and educational outcomes for students in five major focus areas:

Unification of the State's Early Childhood System

Alignment of Academic Standards, Curriculum, Assessments, and Professional Development

Quality Preparation for Educators and Leaders in Every School

Pathway to College or a Career for Every Graduate

Relentless Focus on Struggling Schools and Students

Talented leaders– supervisors, school leaders, and classroom teachers – have worked tirelessly to improve teaching and learning in classrooms across the state. As a result, Louisiana students have achieved record gains on national and local indicators, proving that they are just as capable as their peers across the country.

- Louisiana 4th grade students achieved the highest growth on the 2015 NAEP reading test
- The number of students scoring "mastery" and above on LEAP has increased 13% since 2013
- More students graduated in 2016 than ever before
- 25,704 high school seniors in the class of 2017 earned a college-going ACT score
- Since 2012, the number of students earning AP credit each year has increased by 137%

Even with these important gains, Louisiana will continue to raise the bar for students so that by 2025 an A-rated school is one where the average student has

fully mastered content

is ready for the next level of study

has access to the same opportunities as his or her peers across the country

STRUGGLING SCHOOLS AND ESSA

In recent years, Louisiana's efforts to reduce the number of students concentrated in struggling schools are yielding results. In 2017, more than 15,800 fewer students attended D and F schools than did in 2013. However, a sizable number of schools continue to struggle to provide an excellent education to *all* students.

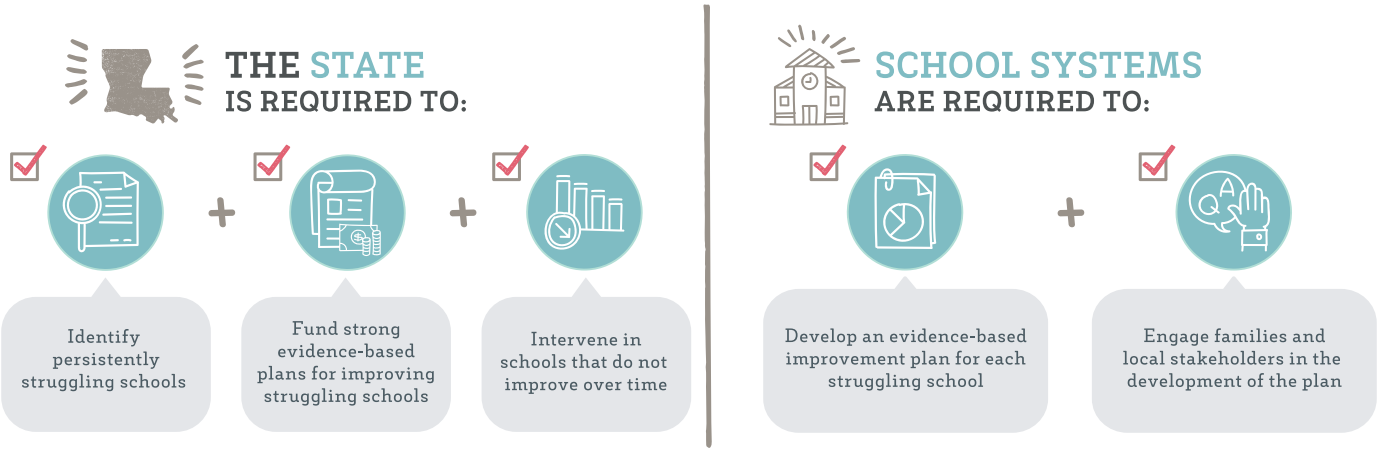
272 schools (21%), earned a letter grade of **D or F** for **three consecutive years** and/or had a 2016 cohort **graduation rate below 67%**

115,000 Louisiana students (16%), attend these persistently struggling schools. These students are more likely to be **low income (90%, compared to 71% state average)** and **minority (85%, compared to 55% state average)**

The **academic performance and growth** of historically disadvantaged students **remain lower** than their peers – revealing a persistent and widening gap in Louisiana. For example, while **35 percent of students without disabilities** scored **mastery and above** on the 2017 LEAP assessment, only **11 percent of students with disabilities** scored at that level.

The federal **Every Student Succeeds Act (ESSA)**, signed into law in 2015, reinforces Louisiana's school system planning process and reflects the nation's and Louisiana's commitment to equal opportunity for *all* students. This law reauthorized the 50-year-old Elementary and Secondary Education Act and revised many provisions of No Child Left Behind (NCLB). Among the law's requirements is the requirement that school systems build and the state approves plans to improve chronically underperforming schools.

TO IMPROVE STRUGGLING SCHOOLS



Persistently struggling schools meet one or more of the following criteria:

- consistently low **subgroup performance**[1] → **urgent intervention *needed* or *required***
- chronic issues with **student behavior** → **urgent intervention *required***
- consistently low **overall performance** or **graduation rate** → **comprehensive intervention *required***

Comprehensive Intervention Required (CIR) labels will appear in **School Finder** beginning in November 2017. Urgent Intervention Needed (UIN) and Urgent Intervention Required (UIR) labels will appear in **School Finder** beginning in 2018-2019.

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled UIR in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled UIR. School systems do not need to submit a plan for their schools labeled Urgent Intervention Needed.

Refer to **Appendix C** for additional information about these labels.

1 A subgroup is defined as a minimum of 10 students in any of the following groups: major racial and ethnic groups, economically-disadvantaged, students with disabilities, and English learners. Beginning in 2018, military-affiliated, foster, and homeless subgroups will be added.

SCHOOL SYSTEM PLANNING PROCESS

Each year, school systems engage in the following process to create a strong plan for the upcoming school year:

Strong plans align to systems' needs assessments and address the following key components, which are reflected in the School Redesign rubric:

Core Academics: To see improvement, struggling schools must have a strong and coherent academic foundation including a plan for curriculum, assessment and teacher professional development across all grade levels and core content areas, including for birth to 4 year olds. This should include a plan for ensuring students have access to advanced coursework, career education and strong academic counselling.

Educator Workforce: Many school systems face the challenge of recruiting, hiring, supporting and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent – especially in high need schools.

LEA Structures: School systems need to organize themselves in a manner that helps struggling schools to improve. School systems with five or more struggling schools should consider creating an improvement zone, and increasing choice for families by establishing a unified enrollment system and/or shifting attendance zones and establishing new programs and charter schools.

Direct Student Services (DSS): DSS programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools, with a particular emphasis on students attending struggling schools. All school systems must create a cohesive plan for how they will use DSS funds alongside the competitive School Redesign Grant to support these schools.

Subgroups of Diverse Learners: Schools must address the unique needs of English language learners (ELL), students with disabilities, and other struggling student groups. This should include plans for early and accurate identification, aligned intervention and instruction, and protocols for program exits as appropriate. Schools must also focus on reducing rates of out-of-school suspensions, which are often applied disproportionately to students of color and students with disabilities.

Strong plans leverage evidence-based strategies and interventions that have been proven to significantly improve outcomes for students.

Refer to **Appendix A** for a list of resources to help school systems create strong plans. Refer to **Appendix B** for evidence-based categories as defined by ESSA.

Strong plans make strategic use of all existing funds and direct additional resources and support to struggling schools.

- state and local funds;
- federal grants including Every Student Succeeds Act (ESSA) and IDEA consolidated funds and SRCL; and
- other funds to support Comprehensive and Urgent Intervention Required schools.
  - » Planning grant to help school systems partner with vendors to create a strong plan
  - » Title I School Redesign Grant to fund additional support for schools requiring comprehensive and urgent intervention
  - » Title I Direct Student Services (DSS) funds awarded to all school systems

SCHOOL REDESIGN GRANT AND DIRECT STUDENT SERVICES

The LDOE is committed to directing additional resources to help school systems build and execute plans to improve their struggling schools. There are two sources of Title I funding set aside to improve outcomes for students in CIR and UIR schools:

1. The competitive **School Redesign Grant** will be awarded to school systems who create strong, **evidence-based** plans to address the needs of their struggling schools.

2. **Direct student services (DSS)**, automatically available to *all* school systems, must be spent on programs to support students in gaining access to academic courses, credentials, and services that are not currently available at their schools. All school systems are required to describe their plan for using DSS funds. School systems must prioritize CIR and UIR schools when planning for DSS and must ensure their DSS plan aligns to their School Redesign plan. DSS is 3% of school systems' Title I Part A allocations.

The **application** for these grants will serve as school systems' plan for their CIR and UIR schools. See **Appendix D** for additional information about required and optional components of the 2017-2018 School Redesign application.

School Redesign Grant Application Timeline

	Application Released	Application Due	Interviews	Funds Awarded
Round 1 CLOSED	August 2017	September 29, 2017	November 28-29, 2017	January 23, 2018
Round 2	November 2017	March 1, 2018	April 2018	Summer 2018

STEPS TO COMPLETE THE SCHOOL REDESIGN APPLICATION

To create a strong plan for the upcoming school year, school systems should analyze their results and prioritize their needs, plan for their struggling schools, and apply for funds and align their budget. These are also the steps to apply for the School Redesign Grant and DSS.

As required by ESSA, the LDOE has identified persistently struggling schools – Urgent Intervention Needed, Urgent Intervention Required, and Comprehensive Intervention Required. This information can be found in the principal and superintendent profiles.

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled Urgent Intervention Required in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled Urgent Intervention Required. School systems are not required to submit a plan for their schools labeled Urgent Intervention Needed.

School systems applying for the School Redesign Grant are only required to submit a single plan. School systems with more than one CIR and/or UIR school should submit one plan for all schools in which it is clear how the plan addresses the need of each school. The **application** provides a space for school systems who intend to differentiate their approach for each school to detail this approach in their plan.

See **Appendix D** for additional information about required and optional components of the 2017-2018 School Redesign application.

STEP 1: CONDUCT A NEEDS ASSESSMENT (**TAB 2**) (REQUIRED)

School systems must create a plan that is tailored to the specific needs of the students in their schools and communities. To this end, all school systems must conduct a needs assessment as part of their grant **application**. The application asks school systems to provide:

- *The list of relevant data used to analyze progress and gaps:* student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, student discipline and truancy data, access to critical courses not otherwise available, and early childhood performance profiles.
- *Important trends – progress and needs – in the data*
- *School System- and school-level improvement goals for the areas of greatest need and interim goals that indicate progress*

To help school systems conduct a thorough needs analysis, the LDOE will provide key data in a single user-friendly, comprehensive **principal and superintendent secure reporting system**. This system allows users to navigate their academic results under Louisiana's new accountability formula, including disaggregating results by subject, grade, subgroup, and more.

With early childhood, K-12, postsecondary, and workforce data all in one place, school systems can more readily draw connections between and across their data. Charts and insight statements help illuminate school and school system trends, and exportable data tables allow users to dive deeper into school, teacher, and student-level data.

School systems should refer to the **rubric** as they conduct their needs assessment to ensure they are completing each step of the needs assessment.

STEP 2: BUILD A PLAN TO ADDRESS YOUR BIGGEST NEEDS (TABS 3-7)

After conducting a thorough needs assessment, school systems should build a plan that reflects the evidence-based strategies and will lead to the most significant positive changes in student achievement.

The federal **ESSA legislation** requires that states use designated school improvement funds to support interventions that have a strong evidence base. The law further defines evidence-based strategies as falling within one of four categories. For more information on each of these categories, refer to **Appendix B**.

School systems should develop their plans with the involvement of parents, principals, teachers and other stakeholders.

PLAN FOR CORE ACADEMICS (tab 3)

To see improvement, struggling schools must have a strong and coherent academic foundation including a plan for curriculum, assessment and teacher professional development across all grade levels and core content areas, including for birth to 4 year olds. This should include a plan for ensuring students have access to advanced coursework, career education, and strong academic counselling.

Required Rubric Rows School systems must describe how they will address the following rubric rows	**Optional Rubric Rows** School systems should address these rubric rows to the extent that they align to the needs assessment
• High-quality curricula • High-quality teacher professional development • High-quality assessments	• Post-graduation preparation (courses and funding) • High-quality principal professional development • Extended learning time • Academic counseling

School systems should refer to the LDOE's **instructional material reviews** for a list of standards-aligned curricula and assessments and the **PD vendor guide** for partners who specialize in providing curriculum-specific professional development. Additional resources related to core academics can be found in **Appendix A**.

PLAN FOR EDUCATOR WORKFORCE (tab 4)

Years of research on teacher quality validate that the teacher is the most important factor affecting student learning. Unfortunately, many school systems face the challenge of recruiting, hiring, supporting and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent – especially in high need schools.

Required Rubric Rows School systems must describe how they will address the following rubric rows	**Optional Rubric Rows** School systems should address these rubric rows to the extent that they align to the needs assessment
• Teacher pipeline	• Educator evaluation and support • Educator advancement

See **Appendix A** for resources to support planning for educator workforce.

PLAN FOR LEA STRUCTURES (tab 5)

School systems need to organize themselves in a manner that helps struggling schools to improve. School systems with five or more struggling schools should consider creating an improvement zone, and increasing choice for families by establishing a unified enrollment system and/or shifting attendance zones and establishing new programs and charter schools.

Required Rubric Rows School systems must describe how they will address the following rubric rows	**Optional Rubric Rows** School systems should address these rubric rows to the extent that they align to the needs assessment
• None	• Concentrate resources in a zone of low-performing schools • Access to existing high-quality options • Increasing number of high-quality seats

See **Appendix A** for resources to support planning for LEA structures.

PLAN FOR DSS (tab 6)

Direct Student Services (DSS) programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools, with a particular emphasis on students attending schools labeled Comprehensive and/or Urgent Intervention Required. **All school systems automatically receive DSS funds (3% of Title 1 Part A allocation), therefore all school systems must submit a plan for how they will use these funds to support students.** School systems who are also applying for School Redesign funds to support their CIR and/or UIR schools must ensure their plans for these two funding sources are aligned and cohesive.

Although DSS plan approval will occur through the School Redesign application process, budget submission will occur through eGMS in spring 2018.

DSS Funding prioritization:

1. Low-achieving[2] students who are enrolled in Title I schools identified as a **Comprehensive Intervention Required**
2. Low-achieving students who are enrolled in schools identified as **Urgent Intervention Required**
3. Low-achieving students who are enrolled in schools identified as **Urgent Intervention Needed**
4. Low-achieving students in other Title I schools
5. Low-achieving students in non-Title I schools

DSS student expenditures can include, but are not limited to, the following:

- Critical courses not otherwise offered at the school (elementary enrichment or TOPS and Jump Start aligned)
- Advanced STEM academic courses
- Jump Start internship opportunities
- College Credit course offerings not otherwise available (TOPS and Jump Start aligned)
- Advanced Placement, International Baccalaureate, and CLEP test fee reimbursements
- Opportunities to earn industry-based certifications (IBCs) in high-wage career sections
- Credit Recovery programs for at-risk students
- Tutoring services as approved by the State (elementary , middle, and high school)
- Student post-secondary transition planning services

The Direct Student Services that school systems propose must be aligned with their broader school redesign plan and include a description of how the school system will:

Family outreach - provide adequate outreach to ensure that families can exercise a meaningful choice of DSS for their child's education including outreach to parents through multiple mechanisms (e.g., local parent-teacher associations, parent advisory councils, etc.).

Public reporting - publicly report the results of relevant student outcomes in a manner that is accessible to parents.

Sufficiently available choice seats - ensure the sufficient availability of seats in public schools if it allows students enrolled in CSI schools with the opportunity to enroll in a different public school within the school system.

Monitoring - monitor the provision and implementation within the school system, including data collection and reporting.

See **Appendix A** for resources to support planning for DSS.

2 Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.

PLAN FOR SUPPORTING SUBGROUPS OF DIVERSE LEARNERS (tab 7)

Schools must address the unique needs of English language learners (ELL), students with disabilities, and other struggling student groups. This should include plans for early and accurate identification, aligned intervention and instruction, and protocols for program exits as appropriate. Schools and school systems must also focus on reducing their rate of out-of-school suspensions, which are often applied disproportionately to students of color and students with disabilities.

Required Rubric Rows School systems must describe how they will address the following rubric rows	**Optional Rubric Rows** School systems should address these rubric rows to the extent that they align to the needs assessment
• None	• English Learners: high quality instruction • English Learners: full school models • Special education: early and accurate identification • Special education: high quality instruction and IEPs • Special education: specialized supports and other services • Special education: transition planning • Discipline

ASSURANCES (tab 8)

School systems must place an "X" next to each assurance on tab 8 of the **application** acknowledging that they agree to comply with each statement. Beyond placing an "X" in each assurance row, no additional steps are required for this tab (e.g. printing, hand-signing, scanning).

STEP 3: ALIGN BUDGET TO FUND PRIORITIZED PROJECTS AND INITIATIVES (BUDGET TEMPLATE) (REQUIRED)

As part of their School Redesign application, school systems must submit one **budget template** that describes the cost associated with the interventions described in their plans. If the budget draws upon other state or federal funds to support related work at the school site or school system, indicate that within the budget file on the braided funds tab.

APPLICATION SCORING

External reviewers and LDOE staff will score school systems' plans on a **rubric** aligned to the key planning categories:

- Core Academics
- Educator Workforce
- LEA structures
- DSS
- Subgroups of Diverse Learners

School systems should refer to the round 2 School Redesign **rubric** as they create their plans. School systems' plans are only scored on the required indicators and any additional indicators that have been selected based on their unique needs assessments.

The strength of a school system's plan will be based on information gathered from the written **application** and an interview with the school system's senior leadership team. Specifically, submissions will be scored on the alignment to the need assessment, quality of the plan, and the strength of the evidence base. Refer to **Appendix E** for additional information about how applications will be scored.

PLAN APPROVAL AND GRANTING OF FUNDS

The quality of each school system's plan will determine whether it is *approved* or *not approved* and whether it is *fully funded*, *partially funded,* or *not funded*.

To be approved, a plan must address all of the required **rubric** components, align to the need assessment, include interventions that are evidence-based, and outline a clear plan to implement those interventions. School systems whose plans are not approved in round 2 will be required to make revisions based on feedback and resubmit their plan during the 2018-2019 school year.

Approval of a plan does not ensure that a plan will be funded. Funding decisions will be made using a combination of factors including the total amount of funds available, the number of plans approved for funding, the amount allocated to each approved plan, and considerations required by Title I.

Round 2 School Redesign Grants will be announced in June 2018. Although DSS plan approval will occur through the School Redesign application process, budget submission will occur through eGMS in spring 2018.

TECHNICAL ASSISTANCE & SUPPORT

Throughout the planning and implementation process, each school system will receive support from their Regional Turnaround Support Managers (RTSMs) and Network Teams.

Network	Network Contact	RTSM
A	Dana.Talley@la.gov	Shavonne.Price@la.gov
B	Francis.Touchet@la.gov	Delaina.Larocque@la.gov
C	Melissa.Stilley@la.gov	Kelly.DiMarco@la.gov

For other questions related to the School Redesign process, contact DistrictSupport@la.gov.

APPENDIX A: RESOURCES

School systems should the table below for resources to support them in creating and implementing their plan.

For each step in building a School Redesign plan, school systems are encouraged to engage high quality partners. Refer to the **partner profiles** for a list of these vendors.

NEEDS ASSESSMENT:

Priority	Action	Resources
Review all data	• Analyze progress and gaps in all datasets: student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, student discipline and truancy data, and early childhood performance profiles.	• Principal and superintendent profiles • School Finder • Educational Resource Strategies
Identify areas of greatest need	• Across all the data sets, establish areas of greatest need and the reasons these needs exist.	
Goals and metrics	• Set school system-level improvement goals for the areas of greatest need across all datasets and interim goals that indicate progress. • Partner with principals to set school-level improvement goals that are aligned to the school system goals. • Create metrics that accurately measure progress against all goals.	

CORE ACADEMICS

Priority	Action	Resources
High-quality curricula	• Choose and purchase high-quality curricula (Tier 1 or meets the criteria for Tier 1) for grades and subjects currently identified by the LDOE. • Eliminate all low-quality curricular resources	• Louisiana Student Standards • Instructional Materials Reviews • Guide to Early Childhood Curriculum, Assessments, and Professional Development • Connecting CLASS™ and Tier I Curriculum • Linking Tier I Curriculum to GOLD®Instructional Materials Reviews
High-quality teacher professional development	• Implement content-focused, job-embedded professional development linked to high-quality curricula for early childhood through grade 12, in all core subjects	• PD Planning Guide • PD Vendor Guide • Guide to Early Childhood Curriculum, Assessments, and Professional Development • School systems Support Calendar • Teacher Leaders • Mentor Teacher Training • Content Leader Training

CORE ACADEMICS

Priority	Action	Resources
High-quality assessments	• Choose and purchase a high-quality (Tier 1 or LEAP 360) local assessment system that limits testing time and aligns to high-quality curricula (Tier 1)	• LEAP 360 • LEAP 2025 • Instructional Materials Reviews • K-3 Assessment Guidance • Guide to Early Childhood Curriculum, Assessments, and Professional Development
Post-graduation preparation (courses and funding)	• Provide all students access to advanced coursework that prepares them for college (e.g. AP courses, dual enrollment) and/or a career (JumpStart pathways and industry-based credentials) • Ensure each student's post-graduation pathway is funded (e.g. FAFSA completion)	• High School Student Planning Guidebook: A Path to Prosperity for Every Student • Graduation Requirements • All Things Jump Start web portal • Course Choice Program • Career Compass - Counseling and Student Planning Support • Transitional 9th Grade • Financial Aid Planning
High-quality principal professional development	• Identify principal instructional needs (e.g. content focused expertise, early childhood expertise, special education expertise) and provide aligned training and coaching.	• Principal Guidebook • Principal Fellowship • TAP program • Compass Training Materials
Extended learning time	• Increase student learning time by extending the school day and/or school year and ensure that time is spent on meeting the individual needs of students.	
Academic counseling	• Provide student counseling support (time and number of staff) so that every student has an individual plan for course selection, remediation/enrichments and post-secondary pathways.	

EDUCATOR WORKFORCE

Priority	Action	Resources
Teacher pipeline	• Establish formal teacher preparation partnerships to place teacher residents that will meet the specific workforce needs of the identified schools	• Believe and Prepare Implementation Guide • Teacher Preparation Transition Guide
Educator evaluation and support	• Set meaningful goals with teachers and principals, choose high-quality observation tools, and implement a system of observation, feedback, and support that helps educators improve based on student performance and professional development needs	• Compass Library • Principal Goal Setting Support
Educator advancement	• Establish leadership roles (e.g., teacher leader, mentor, content expert) that ensure teachers have access to high-quality preparation and learning • Identify and train (e.g. time and money) high-performing educators for these roles through a structured process	• Principal Fellowship • Mentor Teacher Training • Content Leader Training

LEA STRUCTURES

Priority	Action	Resources
Concentrate resources for low-performing schools	• Focus school-system resources on an identified zone of low-performing schools and designate a single leader who is responsible for managing and improving the schools in this network.	• Educational Resource Strategies • Empower Schools
Increase access to high-quality schools	• Increase access to high-performing schools across the school system for students currently zoned to low-performing schools.	
Increase number of high-quality seats	• Increase the number of students who access high-quality seats by increasing the number of available seats in high-performing schools, merging low-performing schools into high-performing schools, closing low-performing schools, adding additional PK classrooms, and/or authorizing high-quality charter schools.	

SUPPORTING SUBGROUPS OF DIVERSE LEARNERS

Priority	Action	Resources
English Language Learners (ELL) - High-Quality Instruction	• Establish a plan for every English language learner to access on-grade-level instruction alongside their peers using a top tier curriculum that embeds supports for new language learners. Individualized instruction outside of the classroom occurs only as needed and not during core content instruction.	• ELL Guidebook
English Language Learners (ELL) - Full-School Models	• Schools with large populations of English learners adopt a system-wide school model to support outpaced growth (e.g. dual immersion, etc.).	
Special education early and accurate identification	• Use high-quality screens for all students that identify students with potential special needs (SPED and ELL) as early as possible and coordinates with partners (e.g. early steps, medical professionals) to facilitate early identification. • Educators are trained on the tools and identification practices.	• Special Education Guidebook
Special education high quality instruction and IEPs	• Ensure the IEP for each student with special needs includes goals aligned to his/her individual needs. • Ensure the IEP for each student with special needs includes instructional supports that provide access to grade-level learning using top tier curricula and instructional strategies tailored to his/her individual needs	
Special education specialized supports and other services	• Maintain consistent, systematic monitoring of students' progress in order to support the IEP teams to make appropriate adjustments in intensity, location, and frequency of supports and services for students according to their needs.	
Special education transition planning	• Monitor student progress on IEP goals using key transition points (grade 3, 5, and 8) as opportunities for increasing general education participation and transition out of special education services when appropriate. • For graduating students, high school offers opportunities that prepare students with the skills needed for success in college and/or the workplace.	
Discipline	• Develop a school-wide tiered model of interventions and supports to prevent and address behavior problems and, if applicable, to provide coordinated early intervening services for students.	

APPENDIX B: ESSA'S EVIDENCE CATEGORIES

The federal **ESSA legislation** requires that states use designated school improvement funds to support interventions that have a strong evidence base. The law further defines evidence-based strategies as falling within one of four categories:

- Demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:
  - » ***Category 1****: strong evidence* from at least 1 well-designed and well-implemented experimental study;
  - » ***Category 2:*** *moderate evidence* from at least 1 well-designed and well-implemented quasi-experimental study; *or*
  - » ***Category 3:*** *promising evidence* from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; *or*
- Demonstrate a rationale based on:
  - » **Category 4:** high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; *and*
  - » includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

School Redesign Grant funds must be used for interventions meeting only the top three tiers of evidence.[3]

3 https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

APPENDIX C: STRUGGLING SCHOOLS LABELS

URGENT INTERVENTION SCHOOLS

Schools earn the label "Urgent Intervention" in 2017-2018 if they have low subgroup performance and/or chronic issues with student behavior.

Subgroups include all race/ethnicity groups, economically disadvantaged, students with disabilities, and English language learners. Per federal law, foster care, military affiliated, and homeless subgroups will be added in 2018-2019 based on 2017-2018 performance. In order to receive a subgroup performance score, a school must have in the subgroup a minimum of 10 students included in each graduation, dropout credit, and ACT index and 40 units in each assessment and progress index included in the school's overall school performance score calculation.

Urgent Intervention Needed:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score equivalent to "D" or "F" for one year (2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)	Subgroup score is "C" or better	• No immediate consequence • Schools whose subgroup score(s) remain an "F" for two years will qualify for "Urgent Intervention Required"

Urgent Intervention Required:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score of one or more subgroups is "F" equivalent in the same subgroup for two consecutive years (2015-2016, 2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)	Subgroup score is "D" or better for two consecutive years	• School systems must submit plan for improvement beginning in 2018-2019 (optional in 2017-2018) • Schools are not eligible for Top Gains distinction (beginning in 2018) • Schools labeled "Urgent Intervention Required" for the same subgroup, or for an excessive OSS rate for three consecutive years, earn "Comprehensive Intervention" label (beginning in 2020) • *Subgroup performance only:* Schools cannot earn an "A" overall (beginning in 2018)
Out of school suspension (OSS) rate more than 2x national average for three consecutive years	Suspension rate less than 2x national average for two consecutive years	

In response to feedback from the field, the Department conducted further investigation and determined that the comparable national **data** on suspension rates groups schools as elementary (grades K-4) and secondary (grades 5-12). Therefore, a revised list of schools will be shared with school systems in early December 2017 based on the following definition.

- Elementary schools (grades PK-4): reported an out-of-school suspension rate above 5.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)
- Middle and high schools (grades 5-12): reported an out-of-school suspension rate above 20.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)
- Elementary/middle schools and combination schools (grades PK-12): reported an out-of-school suspension rate for grades PK-4 above 5.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017) and/or reported an out-of-school suspension rate for grades 5-12 above 20.2% for three consecutive years (2014-2015, 2015-2016, and 2016-2017)

Annual out-of-school suspension rates by school and district can be found in the LDE Data Center under **Safe and Healthy School Data Reports**.

URGENT INTERVENTION AND SCHOOL FINDER

In 2017-2018, Urgent Intervention labels will only appear in the **secure principal and superintendent reporting system**. Urgent intervention Needed and Urgent Intervention Required will appear in **School Finder** beginning in the 2018-2019 school year based on 2016-2017 and 2017-2018 results.

In 2017-2018, for each subgroup that received a score, the "breakdown by student groups" tab of School Finder reports a school's percentile rank relative to all other schools for that subgroup. Beginning in 2018-2019, urgent intervention needed or required labels will also appear under the percentile rank, where applicable.

In 2017-2018, the Discipline and Attendance section of School Finder reports the percent of students with zero out-of-school suspensions compared to the district and state, including a breakdown by subgroups and three-year trend. Beginning in 2018-2019, urgent intervention required labels will also appear under the overall percent of students with zero out-of-school suspensions where applicable.

COMPREHENSIVE INTERVENTION SCHOOLS

Schools will earn the label of "**Comprehensive Intervention Required**" in 2017-2018 if they meet any of the following criteria:

How is it earned?	How is it removed?	What are the implications?
Low SPS D, F, or T-rating[4] for each of the past 3 consecutive school years (2014-2015, 2015-2016, and 2016-2017 under the current formula and based on simulations under the new accountability formula that goes into effect in 2018)	• School earns an A, B or C letter grade for two consecutive years	• School systems must submit plan for improvement • After two consecutive years earning an "F," school system presents plan to BESE • Schools are eligible for the Recovery School District (RSD) after four years of an "F" score
Low SPS - New Schools D, F or T-rating (where the "T" SPS score was equivalent to a D or F SPS score) for each of the first 2 years of operation (2015-2016 and 2016-2017)		
Low Graduation Rate Graduation rate less than 67 percent in the most recent school year (class of 2016)	• School earns an A, B or C letter grade for two consecutive years, *and* • Graduation rate of 67 percent or above[5]	• School system must submit plan for improvement
Urgent Intervention Required for the same subgroup or for excessive out of school suspensions for 3 consecutive years (2017-2018, 2018-2019, 2019-2020)	• Subgroup score is A, B, C or D for two consecutive years • Suspension rate less than 2x national average for two consecutive years	• School system must submit plan for improvement • Not eligible for Top Gains • *Subgroup performance only:* Cannot earn an "A" overall

COMPREHENSIVE INTERVENTION REQUIRED AND SCHOOL FINDER

Comprehensive Intervention Required will appear in **School Finder** beginning in November 2017. Schools on the August 2017 redesign list based on their 2013-2014, 2014-2015, and 2015-2016 letter grade and/or 2016 graduation rate are labeled Comprehensive Intervention Required until they meet the exit criteria defined above.

4 Where the "T" SPS score was equivalent to a D or F SPS score

5 In the first year that a school earns a "C" or better letter grade and has a graduation rate of 67 percent or above (if applicable) but has not yet exited comprehensive intervention required status, the "comprehensive intervention required" label will not appear in School Finder. However, the school will still appear on the comprehensive intervention required list until the school earn an "A," "B," or "C" letter grade for two consecutive years.

APPENDIX D: REQUIRED AND OPTIONAL COMPONENTS OF THE SCHOOL REDESIGN APPLICATION

Beginning in 2017-2018, all school systems must submit a plan. At a minimum, this plan must describe how the school system will spend its Direct Student Services (DSS) grant and address the needs of any schools labeled Comprehensive Intervention Required, if applicable. School systems may choose to submit a plan for schools labeled UIR in 2017-2018. Beginning in 2018-2019, school systems will be required to submit a plan for any schools labeled UIR.

School systems applying for the School Redesign Grant are only required to submit a single plan. School systems with more than one CIR and/or UIR school should submit one plan for all schools in which it is clear how the plan addresses the need of each school. The **application** provides a space for school systems who intend to differentiate their approach for each school to detail this approach in their plan.

The tables below details which elements of the **application** are required for schools systems with each type of struggling school.

		Fall 2017	Fall 2018
Comprehensive Intervention Required (CIR)	Data available to school systems	**Yes**	**Yes**
	Label appears in **School Finder**	Yes	Yes
	School systems submit a plan	**Required** (spring 2018)	**Required** (spring 2019)
Urgent Intervention Needed (UIN)	Data available to school systems	**Yes**	**Yes**
	Label appears in **School Finder**	No	Yes
	School systems submit a plan	No	No
Urgent Intervention Required (UIR)	Data available to school systems	**Yes**	**Yes**
	Label appears in **School Finder**	No	Yes
	School systems submit a plan	**Optional** (spring 2018)	**Required** (spring 2019)

Round 1 Status	Struggling Schools	Round 2 Action
Submitted a School Redesign application for CIR schools in round 1; application was **approved**	No additional CIR or UIR schools based on 2016-2017 letter grades	**REQUIRED:** Submit one School Redesign **application** (DSS only)
	Additional CIR schools based on 2016-2017 letter grades	**REQUIRED:** Submit one School Redesign **application** for *all additional* CIR schools or a letter indicating that the same interventions will be used in the additional CIR schools as were approved in round 1
	Additional UIR schools based on 2016-2017 letter grades	OPTIONAL: Submit one School Redesign **application** for UIR schools
	Additional CIR *and* UIR schools based on 2016-2017 letter grades	Submit one School Redesign **application** for *all additional* CIR schools **(required)** and UIR schools (optional)
Submitted a School Redesign application for CIR schools in round 1; application was ***not* approved**	No additional CIR or UIR schools based on 2016-2017 letter grades	**REQUIRED:** Submit one School Redesign **application** for *all* CIR schools
	Additional CIR schools based on 2016-2017 letter grades	**REQUIRED:** Submit one School Redesign **application** for *all* CIR schools
	Additional UIR schools based on 2016-2017 letter grades	Submit one School Redesign **application** for *all* CIR schools **(required)** and UIR schools (optional)
Did *not* submit a School Redesign application in round 1	No CIR or UIR schools	**REQUIRED:** Submit one School Redesign **application** (DSS only)
	CIR schools only	**REQUIRED:** Submit one School Redesign **application** for *all* CIR schools
	UIR schools only	OPTIONAL: Submit one School Redesign **application** for UIR schools
	CIR and UIR schools	Submit one School Redesign **application** for *all* CIR schools **(required)** and UIR schools (optional)

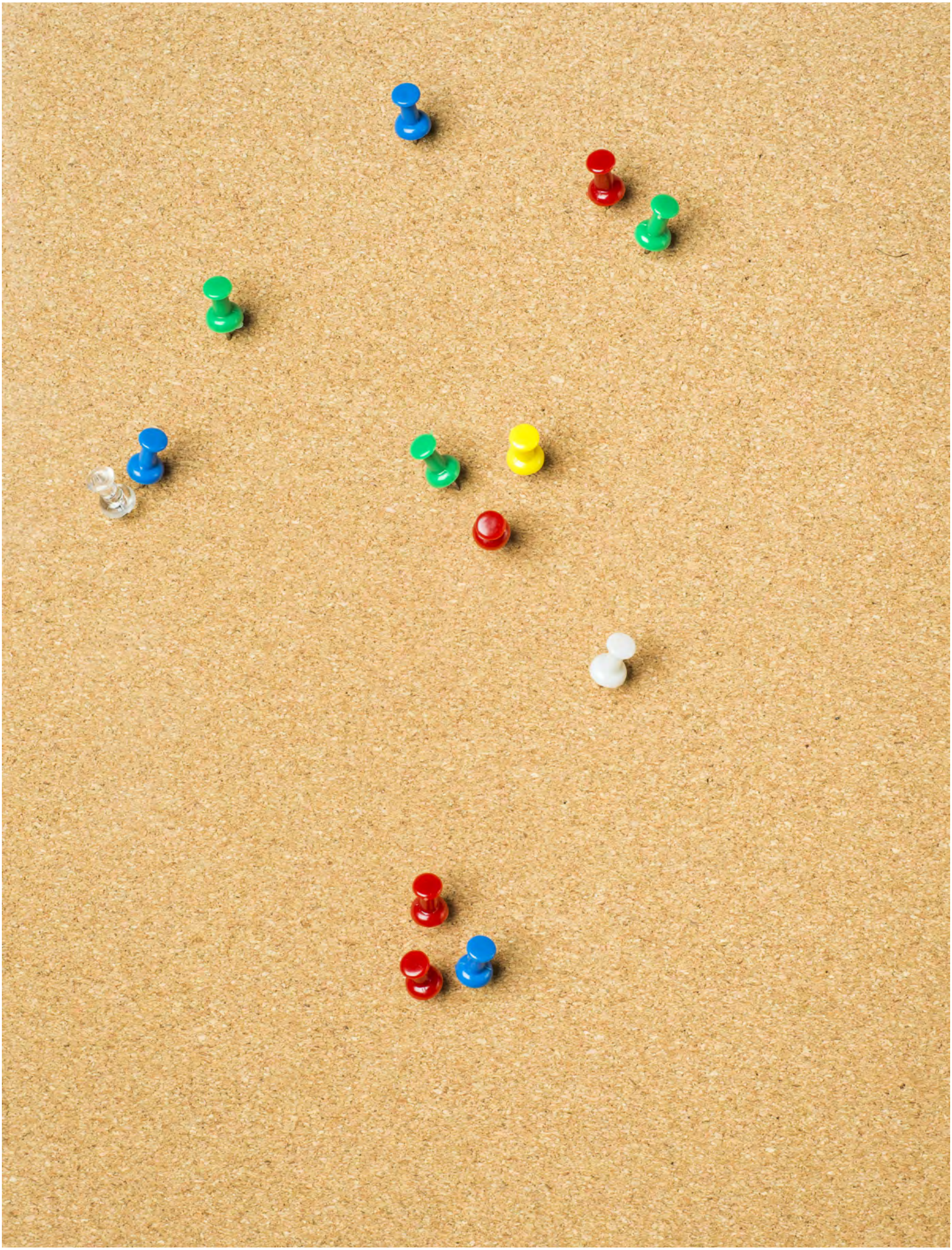
APPENDIX E: APPLICATION SCORING

The strength of a school system's plan will be based on information gathered from the written **application** and an interview with the school system's senior leadership team. Specifically, submissions will be scored on the alignment to the need assessment, quality of the plan, and the strength of the evidence base.

Score	Needs Assessment and Budget[6]	Plan for Core Academics, Educator Workforce, LEA Structures, and Subgroups of Diverse Learners
3	Needs assessment uses all relevant data sources to: • Accurately identify the area(s) of greatest need and their causes • Effectively prioritize the area(s) of need most likely to lead to significant improvement in school performance • Set clear, ambitious, measurable, and achievable 3-year goals for areas of greatest need and describe how progress will be measured over time School system's redesign financial plan: • Maximizes all district funds available to support school redesign • Fully aligns grant funds requested to interventions in the redesign plan • Includes a budget that fully implements all interventions in the redesign plan	Plan includes: • One or more evidence-based interventions that align to **evidence categories** 1, 2, or 3 and are aligned to the needs assessment • A strong plan for implementation such as: » The role of central office the role of schools in implementing the intervention » Building principal and teacher investment in the plan » Training for principals and teachers around the intervention » Technology or other resources necessary to implement the intervention » Monitoring of the success of the intervention
2	Needs assessment uses some relevant data sources to: • Accurately identify some of the greatest area(s) of need and some of their causes • Effectively prioritize some area(s) of need likely to lead to significant improvement in school performance • Set somewhat clear, ambitious, measurable, and achievable 3-year goals and describe how progress will be measured over time School systems' redesign financial plan: • Does not maximize all district funds available to support school redesign • Mostly aligns grant funds requested to interventions in the redesign plan • Includes a budget that fully implements all interventions in the redesign plan and includes funds beyond just School Redesign Grant funds	Plan includes: • One or more evidence-based interventions that align to **evidence categories** 1, 2, or 3 and are aligned to the needs assessment • A solid plan for implementation such as: » The role of central office the role of schools in implementing the intervention » Building principal and teacher investment in the plan » Training for principals and teachers around the intervention » Technology or other resources necessary to implement the intervention » Monitoring of the success of the intervention

6 Scores in the budget section of the **rubric** will be used to determine funding amounts that school systems selected for funding receive.

Score	Needs Assessment and Budget[6]	Plan for Core Academics, Educator Workforce, LEA Structures, and Subgroups of Diverse Learners
1	Needs assessment uses some relevant data sources to: • Identify area(s) of need and their causes with some inaccuracies • Prioritize area(s) of need that may not lead to significant improved school performance • Set some 3-year goals and describe how progress will be measured over time School systems' redesign financial plan: • Does not maximize all district funds available to support school redesign • Somewhat aligns grant funds requested to interventions in the redesign plan • Includes a budget that relies only on School Redesign Grant funds to execute the plan	Plan includes: • One or more interventions that align to **evidence categories** 4 and/or are misaligned to the needs assessment • An unclear plan for implementation
0	Needs assessment is absent • Financial plan does not support interventions included in the redesign plan.	Plan includes: • Interventions that have no-evidence base or a weak evidence base



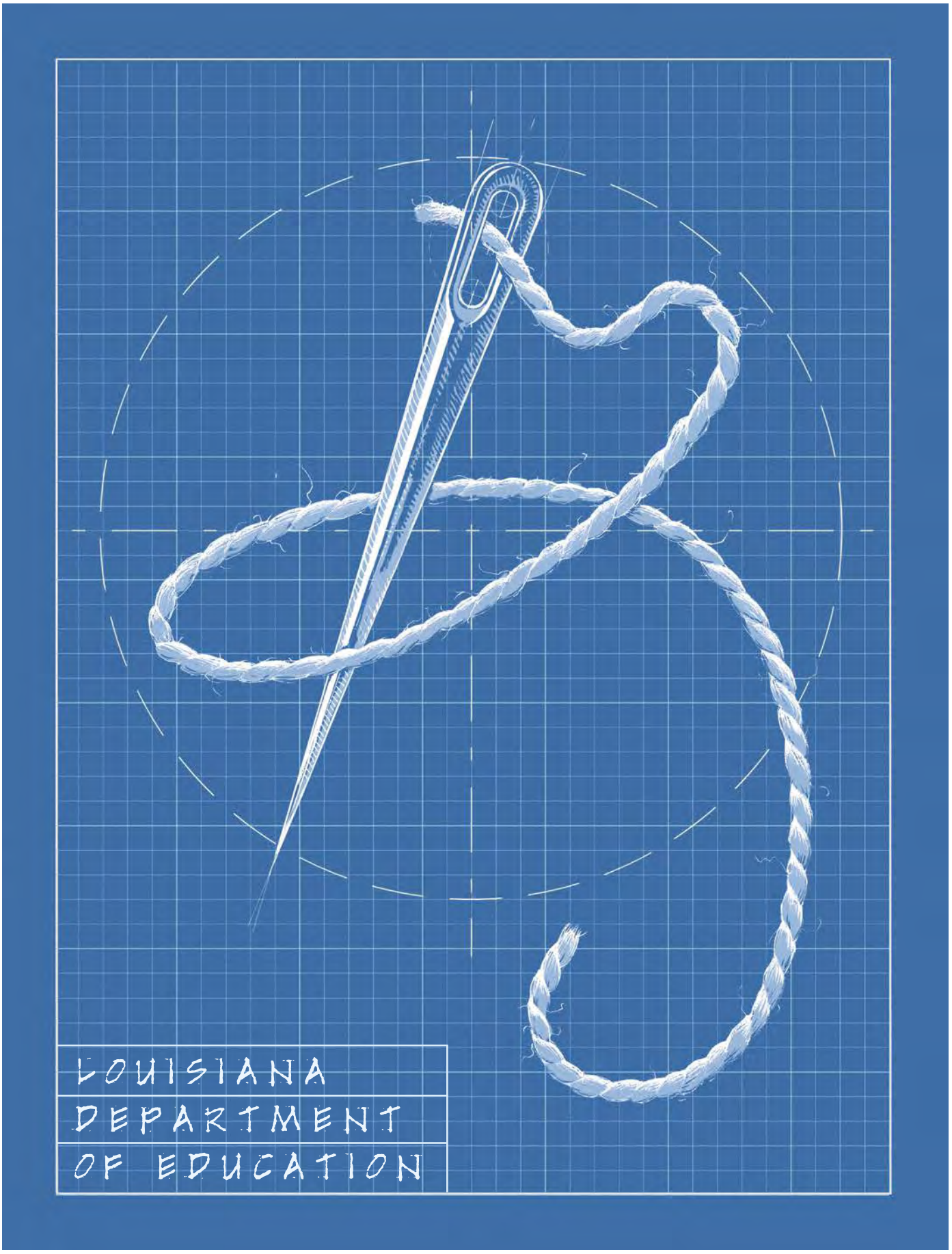


ILLUSTRATION / ERICK INGRAHAM

LOUISIANA THREADS THE NEEDLE ON ED REFORM

Launching a coherent curriculum in a local-control state

"IT WAS ONE OF THE MOST POWERFUL VISITS I've ever taken," says Sheila Briggs, an assistant state superintendent with the Wisconsin Department of Public Instruction. She is describing a visit last fall to Lake Pontchartrain Elementary School, a low-income school in St. John the Baptist Parish, Louisiana, about 30 miles northwest of New Orleans. "The ability to hear what the state education agency was doing and then go into classrooms and see direct evidence was phenomenal," Briggs gushes. "I've never seen anything like it anywhere else."

Officials of state education agencies are not known for hyperbole. Maintaining data systems, drafting rules and regulations, and monitoring compliance are not the stuff of breathless raves—especially in Louisiana, whose education system ranks near the bottom nationwide on measures of student achievement and high-school graduation rates. Yet in the last year, education leaders from across the country have beaten a path here to see what they might learn from state education superintendent John White; his assistant superintendent of academics, Rebecca Kockler; and their colleagues. Together, this team has quietly engineered a system of curriculum-driven reforms that have prompted Louisiana's public school teachers to change the quality of their instruction in measurable and observable ways. These advances are unmatched in other states that, like Louisiana, have adopted Common Core or similar standards.

The linchpin of the state's work has been providing incentives for districts and schools statewide to adopt and implement a high-quality and coherent curriculum, particularly in English language arts (ELA) and mathematics, and to use that curriculum as the hook on which everything else hangs: assessment, professional development, and teacher training. Most notably, White and Kockler have pulled off these reforms in the face of strident political resistance to Common Core and without running afoul of districts and teachers in this staunch local-control state. The state has also posted tantalizing gains in student outcomes: Louisiana 4th graders showed the highest growth among all states on the 2015 National Assessment of Educational Progress (NAEP) reading test,

by ROBERT PONDISCIO

and the second-highest in math (see Figure 1). However, in both Louisiana and the nation as a whole, 8th grade scores in reading and math declined slightly that year. It's too early to call Louisiana the new Massachusetts—2017 NAEP scores could indicate whether the needle is continuing to move in the right direction—but other states are taking notice and may be following Louisiana's lead.

"Large and Intriguing Differences"

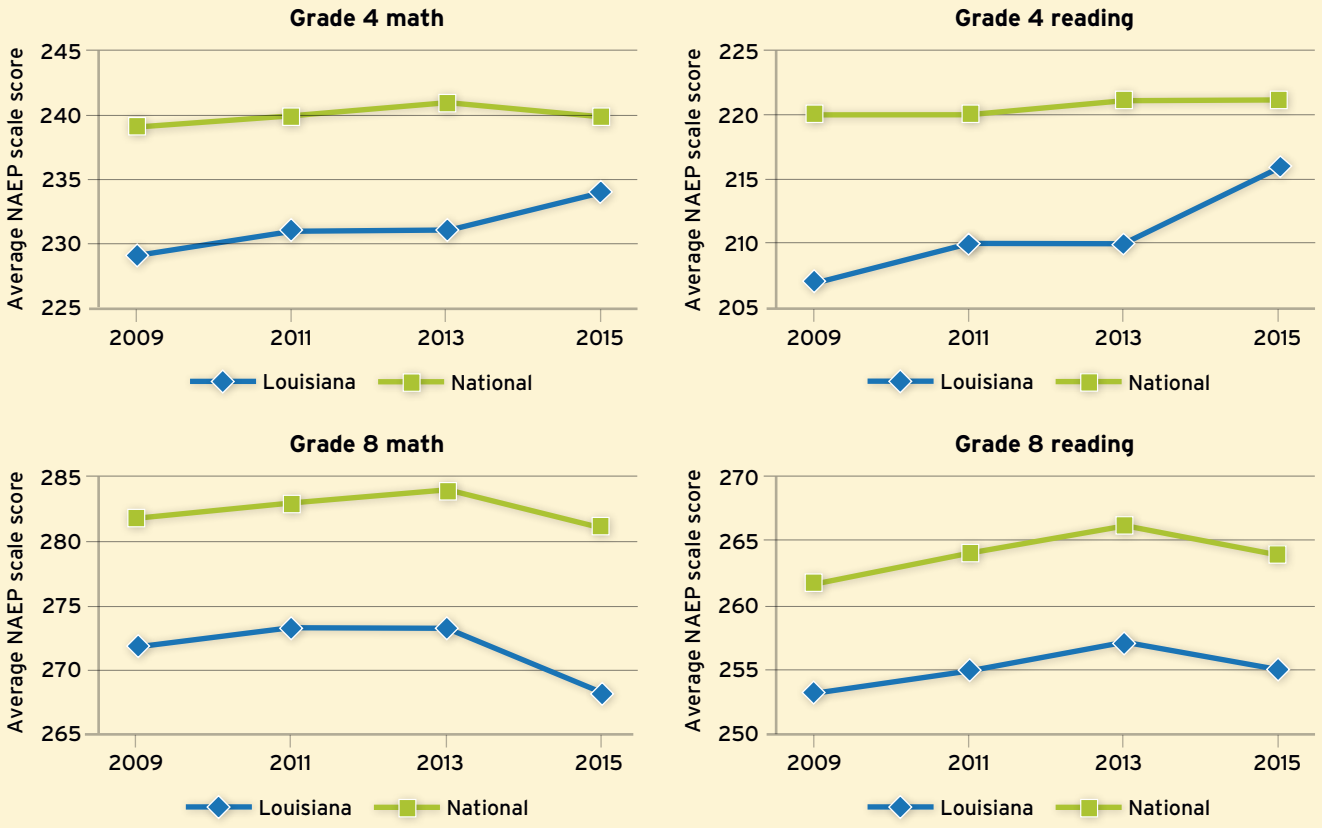
Adopting new standards accomplishes nothing unless it gets teachers to change classroom practice. In 2016, when researchers at the RAND Corporation set out to study Common Core implementation at the state level, they found something unexpected. Using data from the organization's American Teacher Panel, a standing nationwide sample of about 2,700 teachers, the researchers noticed "large and intriguing differences" between Louisiana teachers and those in other states. Louisiana's educators were far more likely to be using instructional materials aligned with Common Core standards. They also demonstrated a better understanding of the standards and taught their students in ways the standards were meant to encourage.

"We saw consistently higher results in Louisiana," says Julia Kaufman, a RAND policy researcher. "There were occasional high points in other states, but we kept seeing this difference between Louisiana [teachers] and other teachers, which is why we decided to write the report. We just thought there was a story there."

There is a story, and it's about curriculum—perhaps the

Mixed News from NAEP (Figure 1)

From 2013 to 2015, the performance of Louisiana's 4th graders on the National Assessment of Educational Progress improved, closing some of the gap with the nation's public schools. Meanwhile, 8th grade scores fell both in Louisiana and nationwide, leaving the gap between them largely unchanged.



SOURCE: U.S. Department of Education, National Center for Education Statistics

last, best, and almost entirely un-pulled education-reform lever. Despite persuasive evidence suggesting that a high-quality curriculum is a more cost-effective means of improving student outcomes than many more-popular ed-reform measures, such as merit pay for teachers or reducing class size, states have largely ignored curriculum reform.

"People underestimate the power of curriculum. It's like buying a new water heater. It's not like getting a new kitchen," says Litsy Witkowski, chief of staff for academic content at the Louisiana Department of Education. "It's just not sexy."

Despite persuasive evidence suggesting that a high-quality curriculum is a more cost-effective means of improving student outcomes than many more-popular ed-reform measures, states have

LARGELY IGNORED CURRICULUM REFORM.

"We believe that states have a role in . . . helping teachers deliver constantly improving instruction for students," says her colleague Kockler. Louisiana's articles of faith included "a commitment to coherence and quality" and a belief that if curriculum, professional development, and assessment were not tightly connected, "it would confuse and frustrate teachers," she adds. Louisiana adopted Common Core in 2010. Two years later, when White arrived and hired Kockler, the state launched a quality review of the curriculum and the instructional materials being used by the districts. Only 1 out of 60 programs passed muster, prompting the state to develop its own ELA curriculum. As White recently told *Education Week*, commercial publishers had been "relentless about an unwillingness to change and a desire for maximizing profits on old materials that [were] not helping students."

States often recommend or require the use of various textbooks or curricula. The Louisiana Department of Education (LDOE) was determined to do neither. "We're a local-control state, so we cannot force anyone to do anything," says Kockler. "Districts are going to do what they believe is best, and we want to help them be positioned to do so." The key was offering incentives for districts to make good decisions, a process Kockler describes as "making the best choice the easy choice." Louisiana began publishing free, annotated reviews of K–12 textbooks and curriculum programs in ELA and math, sorting the materials into three "tiers." If a curriculum was judged to "exemplify quality," it earned the Tier 1 designation; programs judged to be "approaching quality" were labeled Tier 2; and those seen as "not representing quality" went into Tier 3. Notably, the quality reviews were not conducted by bureaucrats in New Orleans and Baton Rouge, but by the state's network of "teacher leaders," two from each school, chosen by the LDOE. "We basically created the Yelp of curriculum," quips Witkowski.

The tiering process was rigorous, and few programs earned the Tier 1 designation. Eureka Math, Zearn Math (grades 1–5), and a pair of products from the Math Learning Center made the cut for elementary-school math. In ELA, the Core Knowledge Language Arts program in grades K–3 and the Great Minds Wit & Wisdom curriculum in grades 3–5 and 6–8, among other programs, received the Tier 1 label. The list of Tier 2 curricula is longer, and Tier 3 is longer still. The results of Louisiana's tiering process are broadly in line with reviews conducted by independent evaluators, such as the nonprofit edreports.org, whose analyses are evidence-based.

The LDOE emphasizes that each of the state's 131 local school districts should determine if a given curriculum is "appropriate to meet the educational needs of their students." However, the state sweetened the adoption pot by giving all Tier 1 vendors statewide contracts. Typically, this enabled districts to use these vendors at discounted prices and without having to undergo their own procurement process. "There are a lot of barriers in the system that make it hard for districts and teachers to get their hands on the best stuff," Kockler observes. "We want the best to be the easiest to access."

Persuading districts to adopt a top-notch curriculum was just the beginning. "If teachers do not deeply understand their standards—or the instructional practices that are aligned with them—their instruction may fall short of helping students meet those standards," observes the RAND Corporation's Kaufman, who, along with Lindsey Thompson and V. Darleen Opfer, found that Louisiana teachers demonstrated a stronger grasp of the Common Core standards and adopted more classroom practices that reflect them than did teachers elsewhere. The trio found that higher percentages of Louisiana ELA teachers were able to correctly identify practices and approaches aligned with Common Core than educators in other states that have adopted the Common Core or similar standards. For example, less than half (47 percent) of Louisiana teachers thought that "selecting texts for individual students based on their reading levels" was an instructional approach aligned with standards (it's not) compared to 70 percent of teachers in other states. Most teachers in Louisiana perceive—correctly—that their standards instead encourage them to

teach particular grade-level texts and organize reading skills instruction around those texts rather than teaching reading skills and allowing students to apply them to any text. This approach represents a watershed instructional change that is still unusual—except in Louisiana.

The teachers didn't acquire their instructional savvy by accident. State officials, having identified a small number of Tier 1 curricula, applied a similar winnowing process to professional-development providers, recommending only vendors such as Achievement Network (ANet), American Reading Company, Generation Ready, LearnZillion, and others that could offer training geared specifically to Louisiana's Tier 1 curricula instead of general pedagogical strategies or techniques. This too is an unusual practice. Most states provide professional development, but the RAND researchers did not find other clear examples of state departments of education working to make explicit connections between professional-development providers and specific curricula.

The state's curriculum reviews were not conducted by bureaucrats in New Orleans and Baton Rouge, but by the state's network of "teacher leaders," two from each school, HANDPICKED FOR DEMONSTRATED TEACHING AND LEADERSHIP ABILITY.

The combined power of persuasion, purse, and professional development has reaped results: nearly 90 percent of teachers in Louisiana who responded to the RAND survey report using Eureka Math, a Tier 1 program.

Significantly, all of this work was done *with* teachers, not *to* them. The LDOE created a network of teacher leaders who were handpicked for demonstrated teaching and leadership ability, drawn from every region of the state and different grade levels. While the state created the rubrics for the curriculum, it was the teachers who did the evaluations—a feature that draws praise from the state's largest teachers union.

"We had lots of buy-in," says Larry Carter, president of the Louisiana Federation of Teachers. "There's some sense of stability to how education is being delivered to students."

This teacher-friendly approach to reform has also altered the relationship between the Louisiana DOE and school districts. Previously, LDOE visits were "very compliance-driven," says Dana Talley, a veteran teacher and state network leader in northeast Louisiana. "Now it feels like support, not compliance," she adds.

Carter agrees with Talley's take. Although the union doesn't "see eye to eye with the superintendent on testing," they generally agree on "issues that relate to curriculum and standards."

Joanne Weiss, the former chief of staff at the U.S. Department of Education under Secretary Arne Duncan, has brought education officials from more than a dozen states to Louisiana in her capacity as a consultant to the Council of Chief State School Officers (CCSSO). Weiss gives White and Kockler high marks for their clear-eyed view of their state's education system. "I think people have a tendency to develop strategies that are completely absent the context of the moment in time or the place. Rebecca and John are doing the opposite," she observes. "They're saying, 'Our work needs to sit at the nexus of good content, good professional learning for teachers, and good measurement tools and assessments. We need to get those three things right.'"

Curriculum in Action

On a Monday morning in January, Yasmin Haley, a 6th grader at Lake Pontchartrain Elementary School, is working with two other girls on changing the point of view in a story from third-person-limited to first person. The girls are studying a picture of two characters named Gerry and Perry who, according to a brief narrative written by another group of students, have been fighting. "It has to be the same concept, but a different perspective," Haley tells me, explaining the assignment. She turns to her two classmates: "It might say what Gerry's thinking," she says. "We have to use the voice of the person." Across the room, their teacher, Michel Delatte, circulates among the students. At one point she calls out to the class, "Be mindful of your grammar!"

Louisiana created "Guidebooks 2.0," a homegrown language-arts curriculum, in response to lackluster reviews its teachers gave to commercial programs. It features lengthy units on the novels *Hatchet, The Witch of Blackbird Pond,* and *Out of the Dust;* and a nonfiction unit on Apple founder Steve Jobs. It is the primary ELA curriculum resource for grades 6–8 at Lake Pontchartrain, a Title I school where 100 percent of the students are eligible for free or reduced-price lunch. But this lesson was created by Delatte herself. "I supplement the state guidebooks because I know point of view is on the test," she tells me. "A lot of times they ask [students] to change the point of view of a story. So this is a great way for them to do that. They like working in groups,

and it's fun for them to get out of their seats, move around, see what others wrote, and improve their own writing."

In the next classroom I visit, accompanied by principal Jason Beber, 4th graders are working on a reading comprehension exercise on geology, part of "The Changing Earth" unit of the Core Knowledge Language Arts program, which the district has adopted in grades K–5. Lake Pontchartrain Elementary was badly damaged by 2012's Hurricane Isaac; now, most of the classes meet in temporary trailers while construction of a new building gets underway nearby. In the next trailer, another 4th-grade teacher, Jennifer Brock, leads an equivalent-fractions lesson from Eureka Math, which St. John uses end to end, from K to 12. "Teachers have a clear picture of what they're supposed to be doing in the classroom," says Beber, who is in his third year running the school, which has gone from a D to a C on state-issued school performance reports, despite the disruption wrought by the storm.

"Soon to be a B," he cheerfully insists as we move on to the next classroom. In nearly every room hangs an identical poster, a knockoff of the iconic World War II–era poster aimed at reassuring an anxious British public: "Keep Calm and Score Basic or Above."

The decision to go with Core Knowledge, the state's Guidebooks, and Eureka Math were district-level calls, and Beber sees no reason to second-guess the decision. At the school level, curriculum is not negotiable, he says. "This is our religion. This is what we do. But we need great teaching to deliver it and to make it happen for everybody." As we saw in Delatte's room, teachers have the freedom to supplement the curriculum to meet the needs of their students or to respond to the demands of state tests.

PHOTOGRAPH / BRETT DUKE, NOLA.COM, THE *TIMES-PICAYUNE ARCHIVES*

Now in his sixth year on the job, John White is one of the longest-serving state supes—a job where the average tenure is less than two and a half years.

Policy and Politics

"American policymakers seldom view curriculum as a serious lever for change," observes Ashley Berner, deputy director of the Institute for Education Policy at Johns Hopkins School of Education. Requiring children to learn *anything* in particular, she notes, is considered "pedagogically suspect."

Pitched and passionate battles over course content have made curriculum a third rail in many states. But the failure of states to exert influence or offer expertise on curriculum leaves these decisions to districts, schools, and even individual teachers, which risks robbing students of coherence and consistency. Local control is a central feature of American public education, but Louisiana's reforms offer a glimpse of how to thread the needle, honoring community control while encouraging high-quality curriculum statewide.

"You can't just tinker around the edges with high-level things," says Kim Benton, chief academic officer (CAO) in Mississippi's Department of Education. "You've got to reach deeper into the classroom to really make sure instructional quality is improving." Benton was one of more than a dozen state CAOs who visited Louisiana with Joanne Weiss last fall, a trip funded by the Council of Chief State School Officers. CCSSO is developing a network of states interested in supporting their schools in identifying and adopting high-quality curricula aligned to standards.

"The brilliance of what happened in Louisiana is they didn't make a single choice for any school district in the state.

It's no secret that curriculum choices can be a significant factor in raising academic success, as Massachusetts has demonstrated for nearly 25 years. The state's landmark 1993 Education Reform Act introduced not only high academic standards, accountability, and enhanced school choice, but curriculum frameworks with a subject-by-subject outline of the material intended to form the basis of local curricula statewide. Massachusetts has led the nation in student achievement ever since. And a small but rigorous body of evidence confirms that curricular choices matter. A 2009 federal study of four elementary school math curricula, for example, found that students in schools assigned to use the most effective program performed 12 percentile ranks higher after one year than students in schools assigned to the least effective program.

However, districts may find it challenging to choose textbooks and instructional programs based on demonstrated efficacy, because the research base on specific programs remains thin. A March 2017 paper by David Steiner, director of the Johns Hopkins Institute for Education Policy, notes that while changing curriculum is mainly "cost-neutral" (teachers are going to teach *something* and there's little price difference between good and bad textbooks), we still don't know exactly what makes a curriculum effective. This gap exasperates Steiner, himself the former state education commissioner of New York, where he championed the creation of the EngageNY curriculum website with funding from the state's $700 million Race to the Top grant.

"*What* we teach isn't some sidebar issue in American education. It is American education," Steiner observes. "The track record of top-performing countries, early evidence of positive effects from faithful implementation of high-quality curricula here in the United States, and the persistent evidence that our classrooms are under-challenging our students at every level compel us to put materials that we use to teach at the core of serious education reform."

Louisiana offers a kind of proving ground for Steiner's view. The open question is how much of Louisiana's apparent gains can be attributed to standards, curriculum, and talent development driven by changes at the state level—and how many other states will follow the path White and Kockler have blazed. The states that do so, Weiss cautions, "need to understand their [own] particular strengths and deficits, and work from that reality. What Louisiana has done may not export exactly as is, but there are still a lot of lessons to learn."

Weiss is working with the CCSSO on a two-year effort to encourage states to adopt a standards-aligned, high-quality curriculum, to support them in its implementation, and to ensure that teachers have access to relevant professional development. CCSSO executive director Chris Minnich admires Louisiana's model but stresses that one key to its success was the state's diplomatic approach. "The brilliance of what happened in Louisiana is they didn't make a single choice for any school district in the state. They simply provided good information, training, and incentives." While not every state will choose to follow Louisiana's lead, "we want as many willing and able states to go there as possible," he says, adding that not all states have the structures in place to fully support local school districts in making better curriculum choices.

THEY SIMPLY PROVIDED GOOD INFORMATION, TRAINING, AND INCENTIVES."

And the operative word is "support." "States thought they only had one tool in their toolbox, which was to mandate curriculum or leave it entirely up to local districts," Minnich notes. "Bottom line is, they shouldn't be making these decisions for their districts. There's no buy-in that way."

John White crossed swords with Bobby Jindal* (above), *the governor who supported his appointment, over Common Core. Jindal's successor, John Bel Edwards* (right), *had no intention of allowing John White to remain superintendent, but White's still there.

A small number of states will be selected to participate in the two-year CCSSO project, funded by the Charles and Lynn Schusterman Family Foundation and the Bill & Melinda Gates Foundation. CCSSO's effort aims to "significantly increase" the percentage of school districts in targeted states in which curriculum and materials adoptions are of high quality and aligned to state standards; and to increase the percentage of professional-development and teacher-prep programs that include training on those curricula. In sum, it seems quite possible that the moment is at hand for curriculum and instructional material to be taken seriously as a reform lever.

Making It Stick

State education leadership can flip as often as baseball managers change their lineups. Or their socks. This instability only compounds the difficulty of making reforms stick. Now in his sixth year on the job, John White is one of the longest-serving state supes—a job where the average tenure is less than two and a half years. He has proven to be a skilled political infighter, surviving bruising battles with the state's two teachers unions, Tea Party members, and Common Core opponents. He crossed swords with Bobby Jindal, the governor who supported his appointment, over Common Core. Once an avid supporter, Jindal turned against the standards prior to his failed bid for the White House. Jindal's successor, John Bel Edwards, announced during his campaign for governor, "I have no intention of allowing John White, who isn't qualified to be a middle school principal, to remain as superintendent." White's still there. Louisiana's curriculum-based reforms may well outlast even him, though he has said he hopes to continue to serve "until BESE [Louisiana's Board of Elementary and Secondary Education] tells me to stop." Once districts have affordable, sustainable, and successful practices in place, they are "less apt to remove them and replace them than they were to add them in the first place," he says. It's true that a single school-board member with an agenda or strong political views can jeopardize an entire curriculum, but the teacher-leader network that White and Kockler have constructed in Louisiana seems likely to insulate students from the passions and politics of the moment. If teachers' response to uncertainty is to close their doors and teach what they know, most of what they now know is Louisiana's set of Tier 1 curricula, which has grown to encompass materials for early childhood, social studies, and science programs, along with math and ELA interim and benchmark assessment systems.

For now at least, Louisiana remains a laboratory from which other states can learn as they evaluate their own efforts to make more rigorous standards stick.

"There was definitely a higher level of instruction going on in the Louisiana classrooms we visited as compared with what many other states' CAOs were seeing at home. That was very compelling to people," notes Weiss. Some of them, she adds, "resolved to go home and make curriculum reform a priority in their own states, saying, 'We need to do this. This is really important, and we need to do this.'"

Robert Pondiscio is a senior fellow at the Thomas B. Fordham Institute.

PHOTOGRAPHS / MELINDA DESLATTE (*TOP*); MOLLY RILEY, BOTH ASSOCIATED PRESS

ELA Guidebooks 2.0: Diverse Learners

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. To ensure that all students, including those who struggle, are able to reach this goal, a teacher must support students throughout the instructional process.

Support is central to the design of English Language Arts Guidebooks 2.0. Student-friendly slides create a consistent structure across all grades and lessons, which help students stay on track and work toward a series of unit assessments aligned to end-of-year expectations. Student look-fors and example responses set the bar for quality student work. Possible supports during the lesson break down the ideas and concepts on the slide and give suggestions for how to help students who need more support within the lesson to meet the lesson outcomes.

THE GUIDEBOOK APPROACH TO SUPPORT

This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts.

Guiding Principles for Diverse Learners[1]

1. All students should regularly engage with rich, authentic grade-appropriate complex texts.
2. All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language.
3. Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
4. Instructional supports should not supplant or compromise rigor or content.
5. Specialized instruction should build on and enhance what occurs during regular instruction.
6. The instructional design and language should not get in students' way of accessing lesson content.
7. Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.
8. Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

[1] From Pimentel, S. (2016, July 13). Keynote Address: Realizing Opportunities for English Language Learners. In *Standards Institute*. Retrieved August 28, 2016, from http://www.standardsinstitutes.org/sites/default/files/realizing_opportunites_for_ells.7.14.16.pptx

READING APPROACH FOR DIVERSE LEARNERS

Louisiana Student Standards for English Language Arts require all students to read and comprehend increasingly complex texts to build knowledge across the content areas. Diverse learners should be challenged to process complicated language and cultural features accurately while also trying to understand new content.

Supports are included in the guidebook units.

1. Texts are purposefully selected.
2. The organization of the guidebooks supports vocabulary development, in that students read a series of texts on the same topic using common vocabulary.
3. Let's Set the Context! videos (example) build quick background knowledge on topics and ideas needed to understand the unit texts but not built in the unit. These 3-5 minute videos are available for teachers to assign to individual or a small group of students to watch in advance of either the unit or reading a specific unit text.
4. Teachers are directed to read aloud complex texts on the first readings to model fluent reading and engage students in choral reading and echo reading to build fluency, self-confidence, and motivation.
5. Students engage in multiple readings of complex texts with teacher support for different purposes.
6. Reading lessons are organized to make explicit the thinking process strong readers engage in to determine the meaning or purpose of a text.
7. Students are prompted to discuss the language of complex texts through word work and the language tasks.
8. Teachers are directed to check for understanding throughout each lesson via questioning and the use of graphic organizers, exit tickets, etc.

WRITING AND LANGUAGE APPROACH FOR DIVERSE LEARNERS

Louisiana Student Standards for English Language Arts require all students to create different types of evidence-based, written responses for varied audiences/purposes, analyze information, and present knowledge gained through research. Diverse learners should be challenged to develop, choose, and use language and conventions skillfully to clearly express their ideas and cite specific evidence when writing arguments and informational reports.

Supports are included in the guidebook units.

1. Writing is used both as a learning tool and as a formal way to express understanding of texts.
2. Units are organized so that the writing process begins with development of understanding to ensure students have something meaningful to write about.
3. Units are divided into sections and sections are divided into lessons; the tasks in each (e.g., discussions, note taking, completing graphic organizers and smaller writing assignments) build toward the end-of-unit assessments in which students express their understanding of complex texts. This structure supports students as they generate and organize their ideas for writing and research.
4. Visuals and graphic organizers included throughout the unit help students make sense of content; often, the same graphic organizer is used across the unit.
5. Many writing tasks start with a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before creating a written product.
6. Lessons prompt teachers to share the qualities of strong student work, including analyzing models of strong and weak oral and written responses.

7. Student look-fors and exemplars illustrate grade-level language use and organization.
8. Sentence stems and answer frames included throughout the unit support students in organizing their thoughts.
9. Language tasks with mentor sentences engage students in exploring sentence-level meaning and the structures of the English language in the context of the unit texts.

SPEAKING AND LISTENING APPROACH FOR DIVERSE LEARNERS

Louisiana Student Standards for English Language Arts require all students to articulate their own ideas through formal presentations and conversations and build on others' ideas through informal interactions to demonstrate understanding of texts and ideas. Diverse learners must employ a range of listening comprehension and speech production strategies.

Supports are included in the guidebook units.

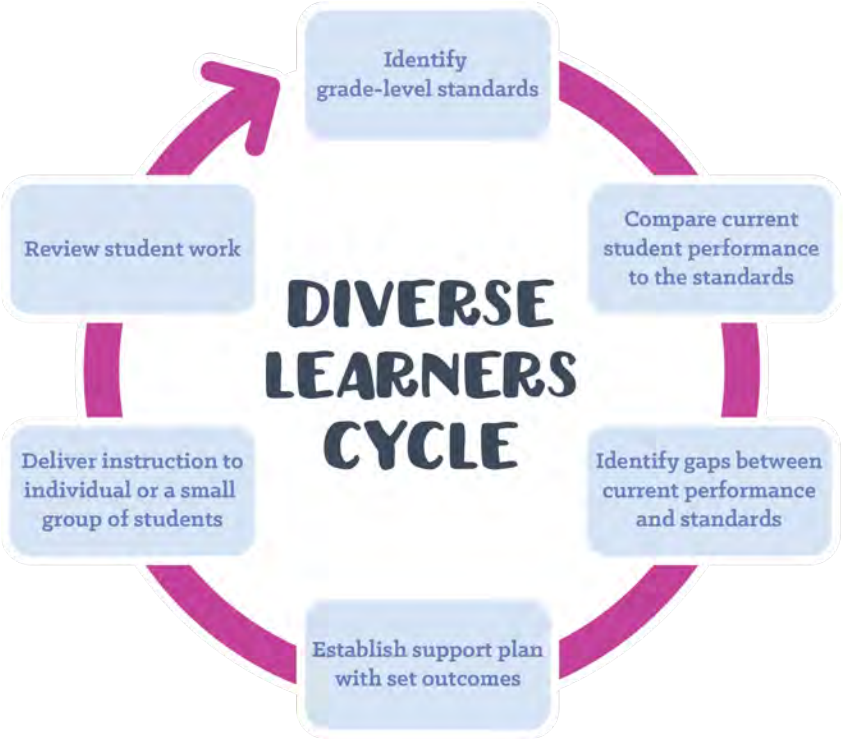
1. Multiple formats of texts are included, such as songs, videos, and other non-print texts, so students practice their listening skills.
2. Various types of discussions (e.g., pairs, small groups, whole class) are included in each unit.
3. Teachers are prompted to purposefully pair students in various groupings (e.g., homogenous and heterogenous) based on the task outcomes and possible supports. When students are learning English as a new language and they are paired in a homogenous pairing, they should be encouraged to collaborate in their home language as they work on completing products in English.
4. Many conversations begin as a pair, move to small group, and then whole class to give students the opportunity to practice before sharing their ideas in front of the whole class.
5. Conversation stems and teacher talk moves probe student thinking by asking students to restate their ideas and/or say more and prompt students to engage in more thoughtful oral exchanges.
6. Answer and conversation frames included through the unit help students express their thinking in conversations.

ADDITIONAL SUPPORTS FOR DIVERSE LEARNERS

Despite the myriad supports built into the guidebook units, diverse learners will likely need additional support either as individuals or in small groups throughout each guidebook unit to be able to read, understand, and express their understanding of complex, grade-level texts.

The Supports Process

In general, the diagram to the right describes a decision-making process for providing supports for diverse learners. Selecting the best supports (step four) depends on an understanding of the grade-level standards (step one) and students' current ability (steps two and three).



Sometimes supports are built into the guidebook lessons and sometimes multiple additional supports will be needed, including more targeted intervention. The following additional supports are provided with the guidebook units.

- **Additional supports for diverse learners:** These documents are included in the Additional Materials for each section of a guidebook unit. Teachers can use these supports with individual or a small group of students during regular classroom instruction.
- **Supports flow chart:** This document provides links to information, guidance, and supports that teachers can use with individual or a small group of students during regular classroom instruction or for more intense intervention outside of regular classroom instruction.

The cycle for providing supports for diverse learners is complicated and dynamic, so while the diagram above provides a process teachers can generally follow, there will always be situations where teachers may need to deviate. As such, students' work should be reviewed often to determine where support is working or not working and where more support is needed.

The following example illustrates how the diverse learners cycle of supports could work for a grade 4 teacher.

1. **Step One:** The teacher identifies that when grade 4 students write an opinion essay they must create an organization structure in which related ideas are grouped to support their purpose.
2. **Step Two:** While teaching a grade 4 guidebook unit, the teacher compares multiple samples of students' work to the student look-fors and exemplar responses to identify which students have met the standard and which students have not.

3. **Step Three:** The teacher identifies which students have not met the writing organization standard and the knowledge and skills those students are missing. For example, the teacher concludes that some students do not understand the concept of a paragraph, others do not have an organizing idea, and others have all the pieces but they are in a random order.
4. **Step Four:** Next, the teacher establishes an instructional plan with set outcomes for each group of students who need more support. For example, for students writing in a random order, the teacher establishes the desired outcome: Students will describe how to organize body paragraphs based on an organizing idea. The teacher then selects a few supports to use with those students to reach the desired outcome, using the additional supports for diverse learners and the supports flow chart as a starting point for selecting the right supports.[2]
5. **Step Five:** While other students are writing independently during regular classroom instruction, the teacher pulls together the students who are writing in a random order and presents an organizing idea for the task. The teacher prompts students to describe the focus of each body paragraph based on the organizing idea. Then, during another lesson, the teacher provides students who are writing in a random order with an organizing idea and an answer frame, such as the "Painted Essay™." The teacher directs students to use the frame as they write body paragraphs to support the organizing idea.
6. **Step Six:** The teacher reviews those students' newly completed writing to determine how well the supports helped the students meet the grade-level standard. If some of those students still have not met the desired outcome of the support, the teacher continues to provide supports using the same or different supports. If other students have met the grade-level standard, the teacher reduces the supports but continues to check the students' work to ensure they continue to meet the expectations of the grade-level standard.

[2] The additional supports for diverse learners and the supports flow chart provide a starting place for supporting students. However, neither document is exclusive or inclusive of all possible supports to help students read, understand, and express their understanding of complex, grade-level texts.

Resources

A Framework for Raising Expectations and Instructional Rigor for English Language Learners (Publication). (2014, August). Retrieved May 10, 2017, from Council of Great City Schools website: https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf

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Pimentel, S. (2016, July 13). Keynote Address: Realizing Opportunities for English Language Learners. In *Standards Institute*. Retrieved August 28, 2016, from http://www.standardsinstitutes.org/sites/default/files/realizing_opportunites_for_ells.7.14.16.pptx

¡Colorín colorado!: A Bilingual Site for Educators and Families of English Language Learners: http://www.colorincolorado.org/

Understanding Language Project: http://ell.stanford.edu/

DEPARTMENT of EDUCATION
Louisiana Believes

2017–2018 EDUCATOR RESOURCE GUIDE

The Louisiana Department of Education is excited to embark on another year with educators across the state as we collectively continue to raise expectations for students and schools. Our students are just as capable as any in the country and deserve the opportunity to succeed at the highest level.

Through the Every Student Succeeds Act, Louisiana has a unique opportunity to create a birth to 12 education system that recognizes student progress and achievement, with a focus on:

HIGH-QUALITY EARLY CHILDHOOD ACCESS

HIGH-QUALITY STANDARDS

STANDARDS ALIGNED CURRICULUM & STREAMLINED ASSESSMENTS

EXPERT TRAINING OF VETERAN AND NEW TEACHERS AND PRINCIPALS

UNIQUE OPPORTUNITIES FOR STUDENTS TO GRADUATE READY FOR COLLEGE AND CAREERS

During the 2017-2018 school year, the Department will continue to provide educators with tools and resources to support the above priorities, and a few new initiatives mentioned below:

LEAP 360: An optional, free system to help reduce local testing and provide high quality, standards-based questions and tasks to students and teachers.

Mentor training: This fall, over 500 mentor teachers will begin training to support Louisiana's next generation of educators.

STEM Pathways: For the first time, students will have the opportunity to begin an engineering pathway which is available for the college and Jump Start diplomas.

▶ TEACHER RESOURCES AND SUPPORT ◀

▶ PRINCIPAL RESOURCES AND SUPPORT ◀

▶ SCHOOL SYSTEM RESOURCES AND SUPPORT ◀

Revised 10/1/17

TEACHER RESOURCES AND SUPPORT

MEETINGS AND EVENTS	COMMUNICATION STREAMS
• 2017-2018 School System Support Calendar • Annual Teacher Leader Summit • 2017 Teacher Leader Collaborations	• Teacher Leader Newsletter • Counselor Connection Newsletter • Early Childhood Connection Newsletter

GENERAL RESOURCES: What are the key online resources I need to be successful this year?

- Instructional Resources by Age or Grade
- Instructional Resources by Subject
- Teacher Support Toolbox
- Counselor Support Toolbox
- Teacher Leaders
- Students with Disabilities Library
- All Things Jump Start Portal

PLANNING & INSTRUCTION RESOURCES: What should my students know and be able to do?

SPECIAL POPULATIONS	• Louisiana Connectors for Students with Significant Disabilities	• LA Connectors for English Language Learners
EARLY CHILDHOOD	• Louisiana Birth to Five Early Learning and Development Standards	• Linking Tier I Curriculum to GOLD • Connecting CLASS and Tier I Curriculum
ELA	• Louisiana Student Standards for ELA	• ELA Guidebooks 2.0
MATH	• Louisiana Student Standards for Math	• Louisiana Guides to Implementing Eureka • Eureka Remediation Tools
SCIENCE	• Louisiana Student Standards for Science • Science Webinar Recordings	• Middle School Science Transition Plan • Science Scope and Sequence Documents
SOCIAL STUDIES	• Social Studies Scope and Sequence Documents	• Social Studies Grade Level Expectations
HIGH SCHOOL	• Jump Start Graduation Pathways • Financial Aid Resources	• Guidance for Special Education High School Students

GOAL–SETTING & ASSESSMENT RESOURCES: How do I set learning goals and measure student progress against those goals?

- 2017-2018 Assessment Calendar
- 2017-2018 Assessment Guides
- Practice Tests
- Goal-Setting Templates and Sample Goals (updates available Summer 2017)
- Teacher Guide to LEAP Student Reports
- Teacher's Guide to LEAP 360
- LEAP 360: Diagnostics, Interims, and EAGLE, K-2 Tasks
- LEAP 360 Spotlight on SLTs

FAMILY ENGAGEMENT RESOURCES: How do I engage families in student learning?

- Family Support Toolbox
- Parent Back-to-School Guide, available in Spanish, Vietnamese and Arabic (coming soon)
- Back-to-School Night Presentation
- Parent Guide to LEAP Student Reports available in Spanish, Vietnamese, and Arabic
- LEAP Student Report Text, available in Spanish, Vietnamese, and Arabic
- Jump Start Brochure

PRINCIPAL RESOURCES AND SUPPORT

MEETINGS AND EVENTS	COMMUNICATION STREAMS
• 2017-2018 School System Support Calendar • Louisiana Principal's Fellowship • Principal Collaborations	• Weekly Superintendent Newsletter • Counselor Connection Newsletter • Early Childhood Connection Newsletter

GENERAL RESOURCES: What are the key online resources I need to be successful this year?

- Principal Support Toolbox
- Teacher Support Toolbox
- Counselor Support Toolbox
- Students with Disabilities Library
- All Things Jump Start Portal

PLANNING & INSTRUCTION RESOURCES: What should my students know and be able to do?

- Principal Guidebook
- High School Guidebook
- Compass Library
- Compass System 2017-2018
- PD Vendor Guide
- Supplemental Course Academy
- Course Choice Provider Scheduling Tool
- TAP and NIET Best Practice Guidance
- * **PreK-3 Guidebook for Sites and System Leaders**

GOAL–SETTING & ASSESSMENT RESOURCES: How does my school set learning goals and monitor student progress against those goals through out the year?

- 2017-2018 Assessment Calendar
- 2017-2018 Month-by-Month Checklist (coming soon)
- 2017-2018 Assessment Guides
- Practice Tests
- Goal-Setting Templates and Recommended Targets
- Teacher Guide to LEAP Student Reports
- LEAP 360: Diagnostics, Interims, and EAGLE, K-2 Tasks
- LEAP 360 Spotlight on SLTs

FAMILY ENGAGEMENT RESOURCES: How can my school engage families in student learning?

- Family Support Toolbox
- Parent Back-to-School Guide, available in Spanish, Vietnamese and Arabic (coming soon)
- Back-to-School Night Presentation
- Parent Guide to LEAP Student Reports available in Spanish, Vietnamese, and Arabic
- LEAP Student Report Text, available in Spanish, Vietnamese, and Arabic
- Jump Start Brochure

SCHOOL SYSTEM RESOURCES AND SUPPORT

MEETINGS AND EVENTS	COMMUNICATION STREAMS
• 2017-2018 School System Support Calendar • Quarterly Supervisor and Principal Collaboration Events • Louisiana Principal's Fellowship • Teacher Leader Collaborations and Annual Summit	• Weekly Superintendent Newsletter • Weekly Charter School Newsletter • Weekly Scholarship Newsletter • Early Childhood Connection Newsletter • Monthly Superintendent Call • Monthly School System Planning Call • Assessment & Accountability Monthly Call • Monthly Data Manager Webinar * **Monthly Special Education Leader Webinar**

GENERAL RESOURCES: What are the key online resources we need to be successful this year?

- School System Support Toolbox
- Teacher Support Toolbox
- Principal Support Toolbox
- Counselor Support Toolbox
- INSIGHT Coordinator's Portal
- Students with Disabilities Library
- All Things Jump Start Portal
- 2017-2018 Network Map
- Early Childhood Resources

PLANNING & INSTRUCTION RESOURCES: What tools are available to help us make effective planning decisions in 2017-2018?

- 2017-2018 School System Planning Guide
- Principal Guidebook
- High School Guidebook
- Guide to Success for Early Childhood Community Network Lead Agencies
- Believe and Prepare Transition Guide
- Instructional Materials Reviews
- PD Vendor Guide
- Data Sharing Guidance
- TAP and NIET Best Practice Guidance
- Guide to Early Childhood Curriculum, Assessments, and Professional Development
- Guidance on Using CLASS for COMPASS
- Compass System 2017-2018
- * **PreK-3 Guidebook for Sites and System Leaders**

GOAL–SETTING & ASSESSMENT RESOURCES: How do we set student learning goals for schools and measure student progress against those goals?

- 2017-2018 Assessment Calendar
- 2017-2018 Month-by-Month Checklist (coming soon)
- 2017-2018 Assessment Guides
- K-3 Literacy Assessment Guide
- Early Childhood Abbreviated Gold Assessment Pilot
- Goal-Setting Templates and Recommended Targets
- LEAP 360: Diagnostics, Interims, and EAGLE, K-2 Tasks
- Teacher Guide to LEAP Student Reports

FAMILY ENGAGEMENT RESOURCES: How do we engage families in student learning?

- Family Support Toolbox
- Parent Back-to-School Guide, available in Spanish, Vietnamese and Arabic (coming soon)
- Back-to-School Night Presentation
- Parent Guide to LEAP Student Reports available in Spanish, Vietnamese, and Arabic
- LEAP Student Report Text, available in Spanish, Vietnamese, and Arabic
- Jump Start Brochure

CURRICULUM SUPPORT: LOUISIANA'S APPROACH

HOW DOES LOUISIANA SUPPORT CURRICULUM IN SCHOOLS?

Selecting and implementing a high-quality curriculum has the biggest impact on student learning. The curriculum must also be connected to standards-aligned assessments and professional development. When these three pieces work together, students are more likely to reach the expectations of the academic standards.

The Louisiana Department of Education assists local school systems in selecting high-quality curriculum and aligning that curriculum with assessments and professional development by:

- **Reviewing curriculum** for quality and supporting districts in accessing the best materials
- Providing **ongoing training** and **instructional resources** around high-quality curricula
- Building high-quality tools to fill in the gaps where needed such as **ELA Guidebooks 2.0**

WHAT SUCCESS HAS LOUISIANA'S APPROACH TO CURRICULUM HAD IN LOUISIANA & NATIONALLY?

IN THE NEWS

"Louisiana Threads the Needle on Ed Reform: Education Next"
http://educationnext.org/louisiana-threads-the-needle-ed-reform-launching-coherent-curriculum-local-control/

"Conducting a State-Centered Curriculum Review: SAP"
http://achievethecore.org/aligned/conducting-a-state-centered-curriculum-review/

"The Promise of Curriculum: Recent Research on Louisiana's Instructional Reforms: Johns Hopkins"
http://edpolicy.education.jhu.edu/wordpress/?p=404

"Case Study: LDOE creates and publishes dynamic, homegrown ELA curricula using LearnZillion"
https://blog.learnzillion.com/blog/louisiana-department-of-education-creates-and-publishes-dynamic-homegrown-ela-curricula-using-learnzillion

Over the past four years, Louisiana has reviewed more than 200 curricular programs to determine their alignment to the Louisiana Student Standards. As a result, 47 number of curricula have been deemed "Tier 1", or fully aligned, which have been adopted by over 80 percent of schools systems in the state.

The adoption of "Tier 1" curricula, coupled with aligned assessments and professional development, has resulted in a steady increase in student achievement in grades 3 through 12. Additionally, numerous state Departments of Education, national education advocacy groups, and reporters have visited Louisiana over the past two years to observe how curriculum is being leveraged to significantly impact student learning.

WHAT'S NEXT FOR CURRICULUM IN LOUISIANA?

As schools and educators become more and more familiar with using Tier 1 curricula, Louisiana's focus will shift to strategically supporting struggling students. The Department will continue to ensure that all tools, resources and training provided to schools systems is aligned to high-quality curricula, and that students continue to access grade-level content in their daily instruction. However, the Department will also ensure that teachers and students have access to targeted supports to meet the individual needs of all students in math and English language arts.

WHO TO CONTACT?
CLASSROOMSUPPORTTOOLBOX@LA.GOV
OR VISIT OUR
WEBSITE*

**https://www.louisianabelieves.com/academics/curriculum*

WHAT IS ELA GUIDEBOOKS 2.0?

ELA Guidebooks 2.0 is an English language arts curriculum for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts, ensuring their readiness for college or a career.

Each text collection has a shared idea, such as the American Revolution, and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

2013 — ELA Guidebooks framework and text sets developed

2014 — ELA Guidebooks 1.0 released

2015 — ELA Guidebooks 2.0 piloted with 10 districts

2016 — ELA Guidebooks 2.0 released statewide

WHAT SUCCESS HAS ELA GUIDEBOOKS 2.0 HAD IN LOUISIANA & NATIONALLY?

IN THE NEWS

Louisiana Offers Its Homegrown Standards-Based Lessons to Teachers Nationwide: EdWeek
http://www.edweek.org/ew/articles/2016/07/01/louisiana-offers-its-homegrown-common-core-lessons-to.html

Case Study: LDOE creates and publishes dynamic, homegrown ELA curricula using LearnZillion
https://blog.learnzillion.com/blog/louisiana-department-of-education-creates-and-publishes-dynamic-homegrown-ela-curricula-using-learnzillion

"My students are reading, discussing, and writing about texts in ways I never saw when we were using a textbook. The connections are deeper, the conversations are more meaningful, and the writing is more expressive." - ***Meredith Starks, Bellaire Elementary, Bossier, Parish***

"Teaching the Guidebooks has changed the way my students learn to read. Not only has it improved their thinking and discussing, but I have seen more students develop a love for reading as a result." - ***Jamiee Mercer, Stockwell Elementary, Bossier Parish***

WHAT'S NEXT FOR ELA GUIDEBOOKS 2.0?

The Department will continue to develop additional resources and provide instructional support for ELA Guidebooks 2.0. Working with teachers and experts, the Department will develop resources for diverse learners such as the Let's Set the Context! videos and the language tasks. The Department will also offer professional development for teachers around ELA Guidebooks 2.0 through the Content Leader initiative. In addition, approach guides, learning tools, and instructional strategies provide a deeper understanding of the ELA Guidebooks for teachers.

WHO TO CONTACT?
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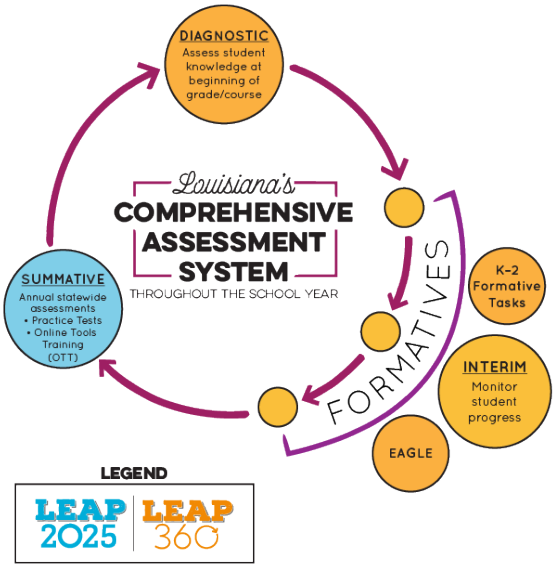
*http://www.louisianabelieves.com/academics/ela-guidebooks

LEAP 360

WHAT IS LEAP 360?

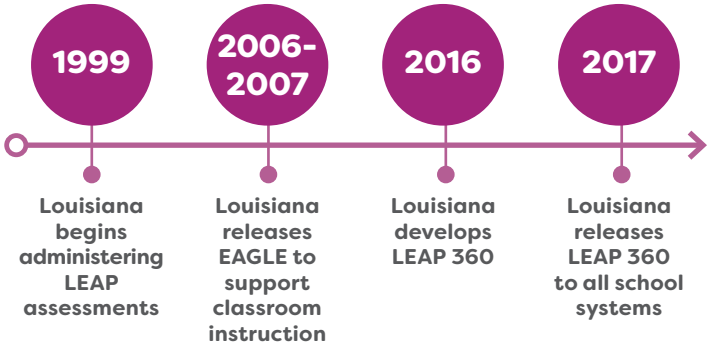
LEAP 360 is an optional assessment system aligned to the Louisiana Student Standards and LEAP 2025 assessments that provides educators with a complete picture of student learning throughout the school year. LEAP 360 also supports school systems and schools in significantly reducing time spent on assessments and should be used to replace previous school system benchmark assessments.

- **Diagnostic assessments:** determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals
- **Interim assessments:** evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction throughout the year
- **K-2 formative assessments:** provide quality tasks focused on critical student skills in ELA and math
- **EAGLE:** allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula



WHAT IMPACT HAS LEAP 360 HAD IN LOUISIANA?

Each year, the results from LEAP 2025 summative assessments provide Louisiana educators, students, and parents with important information about what students did and did not learn during the year. However, the results have limited instructional implications. High quality diagnostic and interim assessments are more useful tools for educators to appropriately plan for and adjust instruction to meet all students' needs.



The positive impacts of LEAP 360 include:

- Teachers have a more complete picture of student performance, and therefore able to adjust instruction as needed to meet the needs of every student.
- Principals identify areas of strengths and weaknesses in order to make smart instructional decisions to improve student learning.
- School systems will reduce overall local testing while helping to monitor progress toward school system goals.

"LEAP 360 is a powerful tool our district is leveraging to achieve our ultimate goal of creating and sustaining a cohesive system between assessments, professional learning and curricula implementation that prepares our students for college and career success." - ***Rebecca Freeland, Richland Parish Talent Pipeline Lead***

WHAT'S NEXT FOR LEAP 360?

Over the coming months, LEAP 360 will continue to improve based on feedback from educators and students from around the state. Additional Interim forms will be available for administration, and new summary reports will be available. Also, additional items will be added to EAGLE to provide teachers with additional high-quality items that can be woven into day-to-day classroom instruction.

WHO TO CONTACT?
ASSESSMENT@LA.GOV
OR VISIT OUR
WEBSITE*

*www.louisianabelieves.com/assessment/leap-360

Review of Comparability Claims for the 2017 LEAP Assessments

A Memorandum to the Louisiana Department of Education

National Center for the Improvement of Educational Assessment

Charles A. DePascale
SENIOR ASSOCIATE
AUTHOR

June 2017

Executive Summary

In spring 2017, the Louisiana Department of Education administered the LEAP 2025 English language arts (ELA) and mathematics assessments to students in grades 3 through 8. As was the case with the spring 2015 and spring 2016 administrations of its state assessment, Louisiana remained committed to providing tests that a) were consistent with the rigor and type of questions on the tests administered by Louisiana in spring 2015, b) produced results comparable to the results of the spring 2015 and 2016 Louisiana state assessments, and c) allowed for the comparison of Louisiana student performance with the performance of students in PARCC states.

Louisiana and its contractor, Data Recognition Corporation (DRC), established procedures and implemented processes throughout the design, administration, scoring, psychometric analysis, and reporting phases of spring 2017 LEAP testing to meet those comparability goals.

As an additional step to produce comparable results, Louisiana contracted with the Center for Assessment to review, monitor, and evaluate the implementation of the established policies and procedures. Specifically, Louisiana asked the Center for Assessment to determine whether there was sufficient evidence to support the following comparability claims:

1. *Results from the 2017 LEAP assessments can be compared to results from states taking the spring 2017 PARCC tests.*
2. *Results from the 2017 LEAP assessments can be compared to results from the 2015 and 2016 Louisiana state assessments.*

To determine whether there was sufficient evidence to support the comparability claims, the Center for Assessment examined four aspects of the 2017 LEAP assessments most likely to impact comparability: Test Design, Test Administration, Scoring & Reporting, and Psychometric Analyses.

As was the case with the 2016 LEAP assessments, it must be understood up front that the answers to comparability questions regarding the 2017 LEAP assessments cannot be as simple and straightforward as they were in 2015, when a) Louisiana administered a single, intact PARCC test form, b) all students took the test in paper-and-pencil form, and c) it was the first year of the assessment program. Introducing factors such as different assessments, different modes of administration, and comparing results across years shifts the discussion from the simple comparability question asked in 2015, "*If a Louisiana student took the PARCC tests in another state, would he or she have received the same scores?*" to a discussion of whether the degree of comparability is sufficient to support the desired comparisons. The added complexity of the context of the 2017 LEAP assessments cannot be avoided.

Based on our review we conclude that there is sufficient evidence to support each of the comparability claims listed above, particularly for the intended uses of the results by Louisiana. As is the case with assessment results in general, all comparisons require a level of understanding of the assessments themselves, the manner in which the results were produced, and the ways that the results of the assessments will be used. Specific caveats regarding each of the comparability claims are discussed in the memorandum.

Summary of Findings

Claim 1: Results from the 2017 LEAP assessments can be compared to results from states taking the spring 2017 PARCC tests.

It is reasonable to conclude that the results of the 2017 LEAP assessments can be compared to results from states taking the 2017 PARCC tests.

- Efforts to match the 2017 LEAP assessments to the 2017 PARCC test design, administration conditions, and scoring procedures laid the groundwork for linking the 2017 LEAP assessments to the PARCC reporting scale.
- The increase in the percentage of PARCC items on each LEAP test from 2016 to 2017 created a strong anchor set on which to link each LEAP test to the scale and performance standards for each corresponding PARCC test (e.g., LEAP Grade 3 Mathematics to the PARCC Grade 3 Mathematics). The inclusion of PARCC items on the spring 2016 LEAP tests was limited to up to 49.9% of the items on each LEAP test. Each of the spring 2017 LEAP tests was composed of a much greater percentage of items common entirely or almost entirely of PARCC items.
- The design and execution of the linking analyses support the conclusion that the results of the 2017 LEAP assessments are comparable to those of states taking the 2017 PARCC tests.
- When comparing results across states from the LEAP and PARCC assessments, one must be mindful of the mode of administration. Across the PARCC states, the vast majority of tests are administered online. In spring 2017 for the first time, this was also the case for LEAP tests at grades 5 through 8. The alignment of mode of administration between Louisiana and other PARCC states strengthens the already strong comparability claim on those tests in comparison to previous years.
- At grades 3 and 4, the spring 2017 LEAP assessments were administered in paper-and-pencil format to all students at grade 3 and approximately 96% of students in grade 4. PARCC has not made any adjustments to scores based on mode of administration. There is some evidence from PARCC states to suggest that on some PARCC assessments scores may be somewhat higher on paper-and-pencil than online assessments due to mode of administration.

Claim 2: Results from the 2017 LEAP assessments can be compared to results from the 2015 and 2016 Louisiana state assessments

The link between LEAP and PARCC in each year was sufficient to support comparisons among 2015, 2016, and 2017 results within Louisiana.

- Comparability of results on the 2017 LEAP assessments and the 2015 and 2016 Louisiana state assessments was accomplished through the reporting of results from each assessment on the PARCC reporting scale and applying PARCC achievement standards.
- A caveat to the interpretation of such comparisons, however, is consideration of Louisiana's transition from paper-and-pencil testing to online testing, particularly at grades 5 through 8. In spring 2015, all tests at grades 5 through 8 were administered on paper. By spring 2017, all tests at those grades were administered online. During such a transition there might be a slight and temporary negative impact on student performance as students and schools become familiar with taking tests on computer. This is a general caveat that applies not only to Louisiana, but to all states comparing transitioning from paper-and-pencil to online testing.

Introduction

In spring 2017, the Louisiana Department of Education, with the assistance of its assessment contractor Data Recognition Corporation (DRC), administered the 2017 LEAP assessments in English Language Arts (ELA) and mathematics to students in grades 3 through 8. As was the case with the 2015 and 2016 administration of the Louisiana state assessments, a primary purpose of administering the LEAP assessments is to support the state's mandated goals of raising expectations and maintaining comparability with other states. A key to meeting those goals is to ensure that all stakeholders from parents and students to local educators to state policymakers and the general public can monitor progress over time and make meaningful comparisons of assessment results from one year to the next. To ensure consistency and comparability with other states, the spring 2017 LEAP assessments were designed to support comparisons with results from the spring 2015 and 2016 Louisiana assessments as well as comparisons with student performance in other states, particularly those states administering the PARCC tests.

As part of the state's effort to ensure comparability, the Louisiana Department of Education contracted with the Center for Assessment[1] to review, monitor, and evaluate aspects of the spring 2017 LEAP assessments and administration most likely to impact comparability. In this role, the Center for Assessment was asked:

a) to review decisions related to the design of the spring 2017 LEAP ELA and mathematics assessments,
b) to review processes and procedures established for the administration and scoring of the spring 2017 assessments,
c) to review, monitor, and evaluate the results of psychometric procedures developed to link results from the 2017 LEAP assessments to the PARCC reporting scale and performance standards, and
d) to review, monitor, and evaluate the results of psychometric procedures developed to examine the comparability of results from the computer-based and paper-and-pencil forms of the spring 2016 LEAP assessments.

In total, the Center for Assessment was asked to draw conclusions about the strength of the evidence to support two comparability claims.

1. *Results from the 2017 LEAP assessments can be compared to results from states taking the 2017 PARCC tests.*
2. *Results from the 2017 LEAP assessments can be compared to results from the 2015 and 2016 Louisiana state assessments.*

The purpose of this memorandum is to provide the findings of the Center for Assessment regarding the comparability of spring 2017 LEAP assessments and to present a summary of the activities conducted and evidence reviewed to arrive at those findings.

[1] Center for Assessment refers to The National Center for the Improvement of Educational Assessment based in Dover, New Hampshire.

Overview of the Spring 2017 LEAP Assessments

As described in LEAP assessment guidance, the 2017 LEAP ELA and mathematics assessments were designed to offer the following:

- Consistency with the rigor and types of questions used in the spring 2015 Louisiana assessments,
- Measurement of the full range of Louisiana content standards in ELA and mathematics,
- Ability to measure the full range of student performance, including the performance of high- and low-performing students,
- Information for educators and parents about student readiness in ELA and mathematics and whether students are "on track" for college and careers, and
- Comparison of Louisiana student performance with the performance of students in other states.

Building from the administration of the PARCC tests in Louisiana in spring 2015, the spring 2016 and 2017 administrations of the LEAP ELA and mathematics assessments reflect the state's continuing effort to administer assessments that support the goals of raising expectations and allowing comparisons with other states. As part of the ongoing process to develop assessments that are both aligned strongly to the state's content standards, the Louisiana Student Standards for English Language Arts and Mathematics, and allow comparisons of performance across states, there were two important differences between the 2017 LEAP assessments and the LEAP assessments administered in spring 2016:

- In accordance with state law, the 2016 LEAP ELA and mathematics tests contained a combination of PARCC items (not more than 49.9%) and items drawn from the College and Career Readiness Item Bank developed by Data Recognition Corporation (DRC), Louisiana's assessment contractor in both spring 2015 and 2016. In spring 2017, a much greater percentage of items included on the LEAP tests were licensed from PARCC. All PARCC items selected for inclusion on the LEAP tests were reviewed for alignment to Louisiana's Student Standards by content experts from the Louisiana Department of Education, DRC, and teacher committees prior to their use on the spring 2017 LEAP tests.
- Although a large percentage of items on the LEAP 2017 tests were licensed from PARCC, unlike the spring 2015 administration, the Louisiana tests were not identical to the test forms administered in PARCC states. Items included on the LEAP test were drawn from a representative pool of items made available by PARCC to non-PARCC member states for licensing. Although only a portion of the entire PARCC item bank, the items made available for licensing are representative in terms of the content standards assessed, item types, rigor, and complexity.
- In spring 2017, Louisiana completed the transition from paper-and-pencil testing to online testing at grades 5 through 8. At grade 3, the LEAP assessments continue to be administered in paper-and-pencil format. At grade 4, a choice between paper-and-pencil and online testing was available to school districts. In spring 2017, approximately 96% of grade 4 students participated in LEAP testing with paper-and-pencil test forms.

The primary scores reported on the LEAP assessments are student scale scores and achievement levels in English language arts and mathematics. Consistent with the spring 2015 and 2016 state assessments, both the scale scores and achievement levels are reported on the PARCC reporting scale. PARCC achievement level cut scores were established following the initial administration of the PARCC tests in spring 2015. Individual student-level scale scores and achievement level results are aggregated to produce the school-, district-, and state-level results. In addition to the overall content area scale scores and achievement levels, additional subscores are reported on both the ELA and mathematics assessments. Those subscores were not a focus of this review.

Overview of Comparability Issues and the Comparability Review

If allowing for comparisons with other PARCC states were its only goal, Louisiana may have been best served by choosing to administer complete PARCC test forms, identical to those administered in other PARCC states, as was done in spring 2015. However, alignment to Louisiana state content standards and efficiency of test administration are also important considerations in the design of the LEAP tests. Meeting multiple goals requires careful planning to ensure that sufficient comparability of results can be attained while necessary changes are being made to the assessment program.

Focus and Scope of the Comparability Review

When evaluating the comparability of results from two administrations of an assessment, a primary concern is always on standardization in three key areas: content, administration, and scoring. When evaluating the comparability of results from two or more different assessments administered across years (e.g., LEAP 2016 and LEAP 2017) or within the same year (e.g., LEAP 2017 and PARCC 2017), an additional concern is the psychometric procedures that are applied to establish the links between the assessments. Based on those areas of concern and the goals and decisions of Louisiana describe above, the Center for Assessment focused its review on the following four areas:

1. *Content*: Comparing two different tests, the primary focus of the content review was on the extent of alignment between the test blueprints for the 2017 LEAP assessments and the 2017 PARCC tests. Key features of the test blueprint include the design features such as the number and type of test items, number of test sessions and total number of points, as well as content features such as the balance of content standards and depth of knowledge covered by those test items.
2. *Test Administration*: This portion of the review focused on the extent to which test administration procedures are standardized across the state and are consistent with 2017 PARCC test administration procedures. The completion of the transition from paper-and-pencil testing to online testing at grades 5 through 8 within Louisiana is acknowledged as a key difference in test administration within Louisiana schools from 2016 to 2017, but a difference that brought Louisiana more in line with the test administration practices in PARCC states.
3. *Scoring & Reporting*: The scoring review is concerned with scoring of individual test items as well as the manner in which individual item scores are aggregated and processed to produce reported scale scores and achievement levels. The review of scoring of individual

items focuses on a) the accuracy and reliability of the scoring of machine-scored and hand-scored items on the LEAP 2017 assessments, b) the consistency of scoring across years within the Louisiana assessment program, and c) the consistency between Louisiana and PARCC scoring of PARCC test items included on the 2017 LEAP assessments. The primary focus of the review of reporting is on the processes used to create a composite raw score for an individual student, and the processes used to convert a student's raw score to a scale score and achievement level.

4. *Psychometric Analyses*: The review of psychometric analyses focused on the processes and procedures applied to accomplish three key tasks:
    a. The data preparation and IRT procedures applied to calibrate items from the 2017 LEAP assessments and place them on an IRT scale.
    b. The IRT procedures applied to link the 2017 LEAP assessments to the PARCC scale (and consequently link the 2017 LEAP assessments to the 2015 and 2016 Louisiana assessments).
    c. The processes and procedures used to evaluate the comparability of results from the computer-based and paper-and-pencil forms of the 2017 LEAP assessments at grade 4. Overall, mode comparability within Louisiana was much less of a concern in 2017 than in 2016 because at most grades there was a single mode of administration. Although approximately 96% of grade 4 students completed the assessment on paper, analyses were conducted to evaluate the comparability of results for the small percentage of schools that administered online tests at grade 4.

Given the goals and scope of this project, the Center for Assessment developed a project plan that focused project resources on areas that a) posed the greatest threat to comparability and b) contained the most unknowns and/or greatest changes from the 2016 state assessments. Overall, this project is best described as a process review. The focus of the project was on examining evidence to determine the extent to which processes and procedures were in place to support the desired levels of comparability.

The areas of Test Administration and Scoring & Reporting were the subject of extensive review during the comparability review of the 2015 Louisiana state assessments. In those areas, this project focused on ensuring that policies and procedures established in 2015 to enhance comparability were still in place. Test content and psychometric analyses were not a threat to comparability in 2015 because Louisiana administered a PARCC test form and applied the results of psychometric analyses conducted by PARCC and its contractors.

With the 2016 tests containing a combination of PARCC and DRC items and the need for psychometric analyses to be conducted for the LEAP tests, in 2016, greater focus was placed on the review of Test Content and Psychometric analyses. The review of Test Content focused on an evaluation of the processes that were used to select DRC items and evaluate their alignment and rigor as well as on the resulting test blueprints and the processes that went into developing those blueprints. The most extensive portion of the 2016 comparability review focused on the Psychometric Analyses. The Center for Assessment evaluated the planned psychometric processes and procedures, monitored the implementation of those processes and procedures, and reviewed the results.

In 2017, the greatest change from 2016 to 2017 was the shift from paper-and-pencil to online testing at grades 5 through 8. The psychometric processes to link Louisiana assessments through the use of items licensed from PARCC, although not new, remains an area to be evaluated closely each year. Therefore, the primary focus of the 2017 comparability review was on Test Administration and Psychometric Analyses. The review of Test Administration focused on the extent to which administration procedures established and implemented for online testing in Louisiana were consistent with corresponding procedures established by PARCC. The review of Psychometric Analyses focused on the procedures used to link each of the link tests to the PARCC scale. Test Content and Scoring & Reporting, although not a focus of the 2017 review, were also examined.

Summary of the Review and Findings from each of the Four Focus Areas

In this section of the memorandum, we identify the evidence reviewed; provide a brief summary of the comparability review, and present conclusions drawn from each of the four areas reviewed. The summary includes the identification of areas of strength as well as potential challenges to comparability identified during the review.

Test Content

The review of test content focused on a review of the processes used to construct the 2017 LEAP assessments and a comparison of the 2017 LEAP assessment blueprints and test characteristics to PARCC and previous Louisiana assessments.

Areas of Strength:

- With the intentional exceptions noted below, Louisiana and DRC designed the 2017 LEAP assessments that closely matched the blueprints of the 2017 PARCC tests.
- The significant and increasing number of test items and points drawn directly from PARCC items creates a strong link in content and rigor between the 2017 LEAP tests and PARCC.
- The strong link to the content and rigor of the PARCC assessments through the use of PARCC items also created a strong link between the 2017 LEAP assessments and previous Louisiana state assessments.
- The use of fewer items drawn from the DRC College and Career Readiness Item bank eliminated a potential threat to comparability and a level of review and that was necessary in 2016.

Potential Challenges to Comparability:

- Since 2016, in an effort to reduce testing time while maintaining validity, reliability, and comparability, Louisiana made the decision to administer only two of three PARCC performance tasks to each student. The LEAP assessments include the Research Simulation Task and either the Literary Analysis Task or Narrative Writing Task[2].

[2] Session 1 consisted of **either** the Literary Analysis Task and an additional passage set with one text **or** the Research Simulation Task, administered by itself. Session 2 consisted of **either** the Research Simulation Task, administered by itself, **or** the Narrative Writing Task and an additional passage set with a pair of related texts.

- Due primarily to the performance task decision noted above, as was the case in 2016, the 2017 LEAP assessments have fewer total points than the PARCC tests.

Conclusion – Test Content

Overall, there is a sufficient match in content and test design to support claims of comparability of content between the 2017 LEAP tests and PARCC. The use of a greater percentage of PARCC items in 2017 than in 2016 strengthens comparability claims related to the rigor and match of test content. The impact of the shortened ELA test due to the elimination of one of three performance tasks can be evaluated following each test administration.

Test Administration

The review of test administration included a review of policies and procedures established for the administration of the 2017 LEAP assessments. Assessment guidance and manuals provided by the department as well as department policies were reviewed. The review focused on the extent to which the administration procedures promoted and ensured standardized test administration practices within Louisiana as well as the extent to which those administration practices were consistent with PARCC test administration practices.

Areas of Strength:

- Louisiana implemented PARCC test administration policies and procedures; consistent with Louisiana's testing in 2015 and 2016.
- Louisiana had policies and procedures in place to ensure ample communication with districts and schools regarding the spring 2017 test administration, particularly regarding the transition to online testing. This included the availability of online practice tests and related training materials for schools.
- Louisiana had policies and procedures in place to ensure test security, including procedures for monitoring test administration and reporting test irregularities.
- To the extent possible, Louisiana test administration practices for the 2017 LEAP assessments were consistent with those in place for the 2016 state assessment.
- With the advice of their Technical Advisory Committee, Louisiana and its contractor developed and executed plans for psychometric analyses designed to monitor and minimize the impact of mode of administration on psychometric analyses and student results.

Potential Challenges to Comparability:

- Given all of the test administration policies and procedures in place to ensure comparability, the completion of the transition to online testing at grades 5 through 8 was likely the only significant <u>potential</u> threat to the comparability of results between the 2016 and 2017 LEAP assessments within Louisiana related to test administration. A transition from paper-and-pencil to online testing might have a slight and temporary impact on performance in any state. Comparability challenges related to online testing were

anticipated and mitigated, however, by the guidance, materials, and supports noted above. It should also be noted that the completing the transition to online testing at grades 5 through 8 will strengthen the comparability of LEAP results with those from other PARCC states.

Conclusion – Test Administration

Louisiana has established and implemented sufficient Test Administration policies, procedures, and practices to support the comparability of results from the 2017 LEAP tests and PARCC. In addition, to the extent possible, the 2017 test administration policies and procedures are consistent with those in place for the previous Louisiana state assessments.

Scoring & Reporting

This portion of the review focused primarily on examining whether Louisiana and DRC maintained the extensive set of policies and procedures established in 2015 and 2016 to ensure the accuracy of scoring of individual hand-scored and machine-score items, to ensure that PARCC items are scored consistently, and to ensure that composite and aggregate scores are computed and reported correctly. For the scoring of individual items and the computation of student raw scores, the evidence included a review of scoring plans and procedures with staff from the Louisiana Department of Education and DRC. For the production of scale scores and achievement levels, the evidence included a review of results from psychometric analyses and raw score-to-scale score conversion tables.

Areas of Strength:

- Louisiana and DRC established and maintained strong plans for the scoring of hand-scored and machine-scored items, including establishing quality control and assurance procedures, monitoring the scoring of hand-scored items throughout the scoring process, and conducting item analyses to analyze the scoring of all items.
- Louisiana and DRC established and maintained strong plans for monitoring and ensuring the consistency of scoring of LEAP and PARCC scoring of PARCC test items included on the 2017 LEAP.
- Louisiana and DRC established and implemented plans to review and evaluate the conversion of raw scores to scale scores and achievement levels.
- Louisiana maintained consistent rules and procedures for aggregating individual student-level scale scores and achievement levels to produce school-, district-, and state-level scores.

Potential Challenges to Comparability:

- Unanticipated year-to-year changes in the rigor of PARCC scoring of hand-scored items. The potential impact of year-to-year changes in scoring is not unique to the 2017 LEAP assessments or to the scoring of PARCC items by Louisiana's assessment contractor; and is routinely monitored within assessment programs, including PARCC.

Conclusion – Scoring & Reporting

Louisiana and DRC maintained the rigorous procedures established in 2015 to ensure accurate and reliable scoring of individual items, the computation of student raw scores, the conversion of raw scores to scale scores and achievement levels, and the aggregation of student-level scores to school-, district- , and state-level scores. Scoring does not pose a significant threat to the comparability of scores on the 2017 LEAP tests and PARCC.

Psychometric Analyses

This portion of the review focused primarily on DRC's development and implementation of processes and procedures to conduct psychometric analyses needed to a) place items from the 2017 LEAP assessments on an IRT scale, b) link the 2017 LEAP assessments to the PARCC reporting scale. A minor portion of the review included an examination of the procedures used to evaluate the comparability of results from the computer-based and paper-and-pencil administrations of the 2017 LEAP assessments at grade 4.

Beginning with the March 2017 TAC meeting, the Center for Assessment participated with the Louisiana Department of Education and DRC psychometricians in the review and monitoring of the psychometric plans and procedures. Throughout the month of June 2017, the comparability review focused on the review and evaluation of results and relevant output from all psychometric analyses.

Areas of Strength:

- The design of the 2017 LEAP tests ensured that each of the assessments included a significant number of PARCC items covering a range of difficulty and providing broad content representation, which could be used to create a strong link between the 2017 LEAP tests and PARCC.
- DRC developed a strong psychometric plan which was reviewed by and included input from the Louisiana Technical Advisory Committee, the Louisiana Department of Education, and the Center for Assessment to place all items from the 2017 LEAP assessments on an IRT scale and to link the 2017 LEAP tests to the PARCC reporting scale.
- DRC designed its psychometric procedures to be consistent with procedures implemented by Pearson for the PARCC tests through a review of available PARCC technical documentation and direct communication with Pearson.
- DRC developed a strong psychometric plan which was reviewed by and included input from the Louisiana Technical Advisory Committee, the Louisiana Department of Education, and the Center for Assessment to investigate and evaluate the comparability of results from the computer-based and paper-and-pencil administrations of the 2017 LEAP assessments at grade 4.
- DRC established a chain of communication with Pearson to establish and monitor a plan for the delivery of psychometric information regarding PARCC items and scales.
- DRC executed the proposed psychometric analyses as planned.

Potential Challenges to Comparability:

- Whenever psychometric analyses are conducted independently by two or more parties, the design and execution of those analyses could lead to different results. In this case, however, DRC took all steps possible to minimize the likelihood that the comparability of LEAP and PARCC results would be reduced due to differences in psychometric procedures. Those steps included applying the same psychometric models to analyze the test data, using the same psychometric software to implement those models, applying the same procedures and decision rules for processing the data, and using item parameters for PARCC items provided directly by Pearson. That being said, psychometric analyses to link and produce results from complex assessments sometimes require real-time decisions based on professional judgment. In this case, given all of the steps taken to mirror the psychometric procedures used on the PARCC tests, the impact of such differences in such real-time decisions would likely be negligible.
- The linking of annual LEAP tests through the PARCC scale leaves Louisiana somewhat dependent upon the ability of PARCC to successfully link its tests across years. As PARCC nears the end of its initial test administration and management contracts, and transitions between its contractors, developing plans to reduce Louisiana's dependency on PARCC's psychometric analyses in future years will help reduce a potential threat to comparability.
- As the PARCC model of licensing PARCC items to non-PARCC member states continues to evolve, the task of defining and establishing comparability to PARCC and other states through psychometric analyses becomes more complex. Over time, the psychometric tasks needed to be completed by non-PARCC states to link to the PARCC scale will continue to diverge from the psychometric tasks needed to be completed by PARCC on an annual basis. PARCC is to ensure that states licensing PARCC items support claims of comparability to PARCC.

Conclusion – Psychometric Analyses

The psychometric analyses designed and successfully conducted by DRC were sufficient to create a link between the 2017 LEAP tests and PARCC.

Summary of Overall Comparability Findings

In this section of the memorandum, we present our overall findings on each of the three comparability claims related to the 2017 LEAP results.

Claim 1: Results from the 2017 LEAP assessments can be compared to results from states taking the PARCC tests.

Concerted efforts to match the 2017 LEAP assessments to the PARCC test design, rigor, administration conditions, and scoring procedures laid the groundwork for linking the 2017 LEAP assessments to the PARCC reporting scale. The increase in the use of PARCC items from 2016 to 2017 helped to ensure that the LEAP tests assessed the English language arts and mathematics standards in a manner that is as rigorous as PARCC. Constructing the LEAP tests from PARCC items also made it possible to create an even stronger anchor set of items on which to link each LEAP tests to the corresponding PARCC reporting scale. Psychometric analyses performed by DRC using item parameters and other information provided by PARCC made it possible to conduct and evaluate the linking analyses.

The link between the 2017 LEAP tests and PARCC can never be as strong as it was in 2015 when Louisiana administered a 2015 PARCC form that was administered that year in other PARCC states. That being said, given the design and execution of the linking analyses, it is reasonable to conclude that the results of the 2017 LEAP tests are comparable to the results of states taking the 2017 PARCC tests.

One caveat to comparing results from the LEAP assessments to the results from PARCC states is to be mindful of the mode of administration. In Louisiana, in previous years the vast majority of tests were administered in paper-and-pencil format. Across the PARCC states, however, the vast majority of tests are administered online. In 2017, LEAP tests at grades 5 through 8 were administered online, eliminating mode of administration as a possible threat to comparability at those grades.

PARCC has not made any adjustments to scores based on mode of administration and reports results of online and paper-and-pencil tests on the same reporting scale. There is some evidence from PARCC states, however, to suggest that on some PARCC assessments scores may be somewhat higher on paper-and-pencil than online assessments solely due to mode of administration. In general, this impact appears to be more prevalent on ELA assessments than mathematics assessments. Results from the analysis of online testing in Louisiana suggest that this impact is generally small and consistent with results found by PARCC, supporting Louisiana's decision to follow the PARCC practice not to adjust scores based on mode of administration.

A second caveat to comparing results from the LEAP assessments to the results from PARCC states is related to the design of the LEAP ELA assessments. Although, the LEAP tests are based on the PARCC blueprint, Louisiana has made some changes to the design in the interest of reducing testing time while ensuring alignment to the Louisiana state standards. The potential impact of administering two rather than three performance tasks should be considered when comparing ELA results across states. In constructing the 2017 LEAP tests, as in 2016, the impact of shortening the test is minimized by maintaining consistency with PARCC in terms of the distribution of points

within the ELA reporting areas of Reading and Writing and with regard to the distribution of literary and informational passages at each grade level.

Claim 2: Results from the 2017 LEAP assessments can be compared to results from the 2015 and 2016 Louisiana state assessments

Comparability of results on the 2015, 2016, and 2017 LEAP tests was accomplished through the linking of each of the Louisiana assessment to the PARCC reporting scale. The use of the common PARCC common reporting scale and achievement standards across years is sufficient to support the comparison of results across years within Louisiana.

One caveat to the interpretation of such comparisons, however, is the completion of the transition to online testing in grades 5 through 8. During such a transition there might be a slight and temporary negative impact on student performance as students and schools become familiar with taking tests on computer. This is a general caveat that applies not only to Louisiana, but to all states comparing transitioning from paper-and-pencil to online testing.