

Louisiana Believes

**Superintendents Meeting
February 18, 2016**

Agenda

- Louisiana Student Standards
- 2017 Key Decisions
- Louisiana's 2025 Accountability Plan

Academic Support Plan

The new Louisiana Student Standards call for changes in what teachers teach. In order for the new standards to take effect this fall, school systems, schools, and the Department of Education will work together to implement a plan for these changes.

Instead of a radical overhaul, these changes can be addressed with sensible adjustments to curriculum, training, and testing.

The changes will include a focus on:

- Curriculum and resources
- Teacher training and professional development
- State and local assessments

Academic Support Plan

Area	Support and Timeline
Curriculum and Resources	<ul style="list-style-type: none">• New standards tools: May<ul style="list-style-type: none">• Crosswalk documents• Math addendum, as proposed by the math subcommittee• Self-led trainings on new standards• Updated guidebooks and LDOE website• Parent communication tools: May• Instructional materials reviews: May (guidance); August (reviews)
Professional Development	<ul style="list-style-type: none">• Work with vendors to align training to new standards: Spring• Hundreds of trainings available on new standards: June Teacher Leader Summit• Hundreds of trainings available throughout the school year: Teacher Leader regional collaborations

Academic Support Plan

Area	Support and Timeline
Assessment	<ul style="list-style-type: none">• New math and English RFP calls for:<ul style="list-style-type: none">• Uniquely Louisiana assessment• Tests comparable to other states and previous LA tests• Grade 3–10 system• K–10 diagnostic and formative tools (optional use)• Timeline<ul style="list-style-type: none">• RFP released: As soon as the Department is able• RFP awarded: 2 months from release• Assessment guides released: 1 month from award• Practice tests released: 3 months from award
Alternate Standards and Assessments	<ul style="list-style-type: none">• Standards committees commence: July• Standards submitted to BESE: December• RFP for alternate assessments released: January 2017• New alternate assessments administered: 2017-2018

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2017 Assessment Actions

In preparation for the LEAP 2025 assessments, we must consider the following, beginning in the spring of 2017:

- **Assessment design:** High school updates (See the following slide.)
- **Assessment calendar**
- **Assessment delivery:**
 - Grades 3 and 4 will be available online and on paper.
 - Grades 5 through 8 will be entirely online.

Long-Term Assessment Considerations

Grade Level	RFP Considerations
Pre-K–Grade 2	<ul style="list-style-type: none">• New DSC and DIBELS guidance: Available April 2016• Formative tasks available for use by districts: Fall 2016
Grades 3–8	<ul style="list-style-type: none">• Uniquely Louisiana assessment• Tests will fully align to Louisiana Student Standards and be comparable to other states and previous Louisiana tests• Diagnostics and benchmarks available for local use (as desired)
High School	<ul style="list-style-type: none">• No EXPLORE or PLAN assessments beginning spring of 2017• Spring 2017 math and ELA EOC content align to grades 3–8 <p>QUESTIONS FOR CONSIDERATION:</p> <ul style="list-style-type: none">• Spring 2018 Algebra I and English I measured on 5 achievement levels• English I piloted in the spring of 2017 and required for graduation for students entering as freshmen in the fall of 2017• English III ends as a graduation requirement with freshmen entering in the fall of 2016

Long-Term Assessment Considerations

Continuing to Reduce Testing

This year the Department reduced instructional days impacted by testing by 38% and reduced the 3–8 tests by 26% in math and 38% in ELA.

To continue this, the RFP for long-term testing will reduce high school testing from two assessment series (EPAS and EOC) to one.

To support reduction of district testing, the Department will review local benchmark assessments for alignment to Louisiana's standards and procure high-quality, optional benchmark assessments to reduce system redundancies.

2017 Key Policy Actions

A series of policy decisions related to long-term assessment will need to be made in the coming months:

1. **Student promotion:** After the second baseline year is completed, should fourth-grade promotion requirements be reinstated? If so, at what grade levels and using which criteria?
2. **Evaluation:** Compass works as follows, with plans to continue this policy:
 - Principals set goals based on school-wide improvement (SPS).
 - Principals use multiple measures when measuring teachers. Observation is 50 percent. Principals use both SLTs and available test data, including value-added or transitional student growth data, to determine teachers' overall student growth rating.
 - Test results no longer override a principal's evaluation of his or her employee in any way.
3. **2016-2017 school or program accountability:**
 - **High school:** How will we measure progress for high schools as the ACT series is no longer available?
 - **Early childhood:** Fall 2015 results indicate that "climate" measures significantly outperform "cognitive" measures. How can we build a fair and accurate rating system that (a) establishes high expectations for quality instruction in its first year with stakes and (b) ultimately incepts programs to make progress year after year?

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Purpose of Accountability: ESSA

The **Every Student Succeeds Act (ESSA)** is the federal law that regulates K–12 education across the country. The stated purpose of ESSA is “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

ESSA requires the creation of statewide accountability systems that shall include:

- Long-term goals and annual indicators of proficiency and growth toward those goals
- Annual meaningful differentiation of schools including identification of schools in need of improvement

Purpose of Accountability: State Law

[Louisiana law \(R.S. 17:10.1\)](#) established that the state and district accountability system will

- require and support student achievement in each public school;
- provide assurance to the citizens that the quality of education in each public school is monitored and maintained at levels essential for each student to receive a minimum foundation of education;
- provide clear standards and expectations for schools and school systems so that assessment of their effectiveness will be understood; and
- provide information that will assist schools and school systems in order that energies and resources may be focused on student academic achievement.

[BESE Bulletin 111](#) sets forth the specific regulations guiding the implementation of state and federal accountability requirements.

Longer-Term Accountability Policy

1. Under consideration already

- Pace and path toward 2025 mastery goals
- Best way to measure and incorporate student progress

2. ESSA required considerations

- Subgroup achievement
- Other factors in determining school quality

3. Other issues that could be addressed

- Grading of schools without tested grades

Phases of Our Work Together

	Phase of Work	Timeline
1	Research and brainstorming	spring to summer of 2016
2	Policy development	fall of 2016
3	BESE approval of policies	early 2017
4	Implementation of policy adjustments	2017-2018 school year