

## Introduction

### *Background*

House Resolution 166—passed during the 2017 Regular Session of the Louisiana Legislature—established the Commission on Assessment Review and Use in Public Schools to study and make recommendations relative to student assessments (See Appendix A). HR 166 called for a review of the use and administration of state and local assessments in Louisiana to better understand opportunities for potential improvements. As requested by statute, the work of the commission embodied and exemplified the following principles:

- Assessments are necessary to provide useful information about student achievement levels and how students perform relative to their peers across the state and nationally.
- Assessments should be of high quality and not duplicated across local, state, and national contexts.
- Access to a quality education is a civil right for students of all racial, socioeconomic, geographic, ability, and language backgrounds and assessments provide objective evidence of student learning in upholding that right.
- Assessments should have instructional value and enhance the teaching and learning process.

Further, local and state assessments should be fully aligned to state standards so that educators know what to teach and it is clear what students are expected to learn.

Therefore, the charge of the commission is to determine, assess, review, and analyze the current use and administration of assessments across Louisiana; and to make recommendations on the following:

1. How local school systems and the state can improve the administration of assessments and how such assessments are used to inform instruction;
2. Identification of methods to ensure adequate time is allotted for administering assessments and instruction; and
3. The developmentally appropriate elements, if any, that should be included in an assessment administered to kindergarten students.

## Overview

### *Membership*

As required by HR 166, the commission comprises 25 members appointed in summer 2017 and represent the following organizations and/or institutions:

- The Louisiana Association of Educators
- The Louisiana Federation of Teachers
- The Association of Professional Educators of Louisiana
- The Louisiana Association of School Principals
- The Louisiana School Boards Association
- The Louisiana Association of Public Charter Schools
- The Louisiana chapter of Education Reform Now
- The Nonpublic School commission
- A National Board Certified Teacher selected by the Louisiana National Board Certified Teachers Network
- The chairman of the Accountability commission
- A representative of the Special Education Advisory Panel selected by the chairman of the panel.
- A parent representative selected by the Urban League of Louisiana
- A parent representative selected by the Louisiana Parent Teacher Association

- The Louisiana Association of Business and Industry
- The Council for a Better Louisiana
- The Louisiana Federation for Children
- Stand for Children Louisiana
- Two local school superintendents, at least one from a local school system with more than twenty thousand students, one selected by the governor and one selected by the president of the State Board of Elementary and Secondary Education
- Two nationally recognized education experts on student assessment, one selected by the governor and one selected by the president of the State Board of Elementary and Secondary Education
- A local school district test coordinator selected by the president of the State Board of Elementary and Secondary Education

The commission members are as follows:

Member	Appointing Authority	Member	Appointing Authority
Kevin George	Commission Chairman and Local School Superintendent appointed by the BESE President	Scott Richard	Louisiana School Boards Association Representative
Dr. Gary Jones	BESE President or Designee	Sandra Douglas	Louisiana Association of Public Charter Schools Representative
Donald Songy	Governor or Designee	Eva Kemp	Louisiana Chapter of Education Reform Now Representative
Deborah Meaux	Louisiana Association of Educators Representative	Ingrid Fields	Nonpublic School Commission Representative
Larry Carter	Louisiana Federation of Teachers Representative	Randy Hayden	Louisiana Association of Business and Industry Representative
Dr. Keith Courville	Association of Professional Educators of Louisiana Representative	Rep. Polly Thomas	Council for a Better Louisiana Representative
Dr. Ragan Lorraine	Louisiana Association of Principals Representative	Ronnie Briggs	Louisiana Federation for Children Representative
Dr. Keith Leger	Stand for Children Representative	Dr. Joyce Polk	A Parent Representative selected by the Urban League of Louisiana
David Alexander	Local School Superintendent appointed by the Governor	Peggy Seeley	A Parent Representative selected by the Louisiana Parent Teacher Association
Rebecca Kockler	State Superintendent or Designee	Wade Smith	Nationally Recognized Education Expert on Student Assessments selected by the Governor
Dr. Dolores Cormier-Zenon	National Board Certified Teacher selected by the Louisiana National Board Certified Teachers Network	Dr. Chris Domaleski	Nationally Recognized Education Expert on Student Assessments selected by the BESE President

Kathy Noel	The Chairman of the Accountability Commission	Robbi Gouaux	A Local School District Test Coordinator selected by the BESE President
Patsy White	A Representative of SEAP selected by the chairman of the panel		

### *Activities*

The commission met three times in the fall of 2017 on September 21, October 19, and December 7 (Please see Appendices B and C):

- On September 21, 24 commission members attended a three hour meeting at the Claiborne Building in Baton Rouge during which the commission: elected a chairperson; received a detailed overview of the state of assessment in Louisiana as presented by the Louisiana Department of Education (LDOE); reviewed, discussed, and voted on the language to be included in the surveys; and confirmed timelines and next steps for future meetings and discussion.
- On October 19, 23 commission members attended a two and one half hour meeting at the Claiborne Building in Baton Rouge during which the commission: received the surveys results and engaged in discussion in how the results would inform the commission's recommendations; heard from assessment experts on local school system assessment activities and progress; established the subcommittee to write the commission report; and confirmed timelines and next steps for future meetings and discussion.
- On December 7, XX commission members attended XX hour meeting at the Claiborne Building in Baton Rouge during which the commission: PLACEHOLDER. TO BE UPDATED FOLLOWING THE DEC 7 MEETING.

To develop its recommendations for this report, the commission's duties included discussion on and consideration of these topics as required by HR 166: review and purpose of assessments both summative and non-summative; amount of time spent on assessments in local school systems; amount of time from when assessment is administered to when school-level personnel receive results to inform instruction and local decision-making; duplication of assessments or assessment efforts, if any; school system and LDOE approach to requiring assessments and development of a statewide approach; testing window effects on instruction, materials, equipment use, and school calendars; and types of state testing data provided to teachers to inform instruction.

### *Surveys*

HR 166 requested the commission develop a survey on assessment use and administration (Please see Appendix D). The purpose of the survey was to provide crucial data in assisting the commission to best understand the current state of assessment as reported by school systems, school leaders, and teachers; and to inform the commission's recommendations. LDOE distributed two surveys to gather quantitative and qualitative data from Louisiana public school system staff on the following:

- State/summative assessments
- Local/non-summative assessments
- General questions on assessment reduction and local policies

The surveys were distributed online via SurveyMonkey between October 1, 2017 and October 10, 2017. The results were posted on the LDOE website on October 15, 2017.

9,199 school leaders and educators responded to the *Louisiana Assessment Commission Survey for School Leaders and Educators*.

119 school systems and local education agencies responded to the *Louisiana Assessment Commission Survey for School Systems*.

### Report

As requested by the statute and to conclude its work, the commission will submit this report to the State Board of Elementary and Secondary Education and the House and Senate Committees on Education by January 15, 2018.

## Literature and Research

### Key Questions for Consideration

As the commission engaged in this work and defined actions to achieve intended outcomes, the following questions were considered:

- What is the purpose of assessment?
- What systems currently exist at the state and local levels?
- What collective action should be taken at the state and local levels to ensure 1) the right number of assessments are administered and 2) such assessments represent the highest quality?

### Purpose of Assessment

While the purposes of assessment may vary depending on the context, two central priorities that characterize many assessment initiatives include 1) signaling the student outcomes that are valued and 2) providing insights to student learning so educators, and school and system leaders can take action to improve instruction and increase student outcomes. Assessments are tool to help educators evaluate and measure what students know and can do; and subsequently provide information to educators so they can adjust teaching to maximize student success. Assessments provide crucial data to families about the performance of their children and inform communities about the performance of taxpayer-funded schools.

Additionally, assessments are required per state and federal law:

From the federal Every Student Succeeds Act<sup>1</sup>

- “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”
- “To measure the achievement of all public elementary school and secondary school students in the state”
- “To provide coherent and timely information about student attainment of challenging academic content standards and whether the student is performing at the student’s grade level”
- “To objectively measure academic achievement, knowledge, and skills”

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<sup>1</sup> ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).

From Louisiana state law<sup>2</sup>

- To measure the extent to which students possess the “knowledge and skills needed...to successfully transition to postsecondary education and the workplace”
- “Provides 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”
- “Provides clear standards and expectations for schools and school systems so that assessment of their effectiveness will be understood”
- “Provides information that will assist schools and school systems in order that energies and resources may be focused on student academic achievement”

## Equity Imperative

To ensure all students have the opportunity to succeed in academic settings, there is a call to increase efforts in the field to design assessment systems that are fair, unbiased and address the needs of a diverse range of learners.<sup>3</sup> In response, LDOE recently adopted high quality assessments to support the learning of special student populations: LEAP Connect for students with significant cognitive disabilities and English Language Proficiency Test (ELPT) for English learners.

## Summative

Summative assessments are a tool to help educators evaluate student learning at the end of an instructional period (e.g., statewide end-of-grade or end-of-course assessments, or teacher-created end-of-unit assessments). The purposes of summative assessment typically include the following: to understand the effectiveness of a course, program, or classroom teaching; add value to families in understanding performance and academic readiness of their children; offer insight to policy makers and school system leaders on how to take specific action; and support accountability for school systems. Quality, alignment of content, and robust technical defensibility are of prime concern relative to summative assessments.<sup>4</sup>

Louisiana has worked to increase expectations for students steadily over the past two decades through its summative assessment accountability system (Please see Appendix E). Students in grades 3-10 take the LEAP 2025 ELA and math assessments, which provide:

- questions that have been reviewed by Louisiana educators to ensure their alignment to the Louisiana Student Standards and appropriateness for Louisiana students;
- measurement of 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.

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<sup>2</sup> La. R.S. 17:10:1 and La. R.S. 17:24:4

<sup>3</sup> Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

<sup>4</sup> Thompson, J., Lyons, S., Marion, S.F., Pace, L., & Williams, M. (2016). Ensuring and Evaluating Assessment Quality for Innovative Assessment and Accountability Systems. [www.knowledgeworks.org](http://www.knowledgeworks.org) and [www.nciea.org](http://www.nciea.org).

Per state and federal law, Louisiana students are assessed in the following ways:

- Kindergarten Readiness Screener
- Fluency check in grades K to 3
- Summative ELA, math, science and social studies assessments in grades 3 to 8
- High school assessments in English I, English II, Algebra I, Geometry, Biology and US History
- ACT
- Specialized assessments: LEAP Connect and ELPT

#### Current state approach

LDOE remains committed to engaging in a process to reduce time spent on statewide testing. To support systemwide reduction, LDOE has led assessment audits with school systems, utilizing assessment inventory resources to help systems evaluate the amount and quality of their assessments in order to reduce testing time while improving quality. This resulted in increased flexibility for school systems by:

- Allowing district choice of tools for Kindergarten screener and K-3 fluency screener
- Shifting to online assessment in grades 5 to 8, allows for flexibility in scheduling

Further, testing time was reduced by:

- Eliminating the use of IOWA in grade 2
- Eliminating the use of Early Childhood Environment Rating Scale in early elementary schools
- Moving from two weeks of statewide testing to one for the LEAP assessment
- Removing a writing prompt from the ELA assessment
- Shifting from English III to English I so as to free up the later years of high school

The table below demonstrates the areas where total number of minutes testing were reduced from 2014-2015 to 2017-2018.

<b>Subject/Grade</b>	<b>2014-2015 total time</b>	<b>2017-2018 total time</b>	<b>Net change</b>
Math/Grades 3, 4, 5	300 minutes	235 minutes	-65 minutes
Math/Grades 6, 7, 8	305 minutes	240 minutes	-65 minutes
ELA/Grades 3	285 minutes	210 minutes	-75 minutes
ELA/Grades 4, 5	300 minutes	240 minutes	-60 minutes
ELA/Grades 6, 7, 8	345 minutes	260 minutes	-85 minutes

## Formative<sup>5</sup>

Formative assessments are adopted at the local level. In many cases, they are designed to serve instructional purposes that support educators' efforts to diagnose academic gaps for students and adjust instruction in response to those gaps (e.g., diagnostic, tasks).<sup>6</sup> They are process-based, short-cycle assessments, implemented best when integrated with instruction throughout the year by a skilled, well-trained professional educator.

Formative assessments frequently utilize specific tasks for diagnostic and instructional purposes. These tasks are designed to engage students in learning while the educator observes how students demonstrate proficiencies with respect to the standards embedded in the tasks. The key to the quality of classroom/school-level assessments is in providing rich tasks that are well-aligned to the curriculum, and that offer students regular opportunities to show what they know with respect to prioritized instructional targets.<sup>7</sup>

High quality formative assessment tasks for English language arts include:

- Opportunities for students to engage with quality texts of appropriate complexity for the grade level
- Activities designed for teachers to share new skills or concepts by demonstration
- Student practice and application of grade-level ELA standards
- Checklists and/or rubrics and sample annotated scoring responses
- Ideas to support learning based on student responses

High quality formative assessment tasks for math include:

- Embedded mathematical practices
- Options to support students who are struggling and extend the learning experiences of students who are ready
- Observation checklists to record student progress in the learning trajectory
- Printable materials and templates

Louisiana school systems have discretion to select formative assessments that are best for their local contexts. Many of these assessments have gone through the state quality review process, which is led by a committee of Louisiana educators. This process provides information to school systems on the extent to which assessments are both of high quality and aligned to state standards. Assessment quality is defined in a tier-based system as follows:

- **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

LDOE provides support to school systems and local education agencies by offering tools and resources that help improve quality and reduce testing. As such, in 2017 LDOE launched LEAP 360, a high quality, comprehensive assessment system that provides Louisiana educators with a complete picture of student learning at the beginning, middle, and end of the school year. It

<sup>5</sup> In this section we use the term 'formative' to describe a range of non-summative assessments. These include both interim and formative assessments. We focus on 'formative,' however given the high priority that Louisiana places on assessments for instructional value, typically associated with systems designed for formative purposes.

<sup>6</sup> Perie, M., Marion, S., Gong, B., & Wurtzel, J. (2007). The role of interim assessments in a comprehensive assessment system: A policy brief. Retrieved from <http://www.nciea.org/publications/PolicyBriefFINAL.pdf>

<sup>7</sup> Black, P., & William, D. (1998, October). *Inside the Black Box: Raising Standards Through Classroom Assessment (PDF)*. *Phi Delta Kappan*, 92(1), 81-90.

offers students multiple ways to demonstrate competencies in ELA and math.

LEAP 360 is not designed to add to existing benchmark testing, but rather designed to be used as a high-quality tool fully aligned to Louisiana State Standards. Additionally, LEAP 360 is aligned to LEAP 2025 summative assessments by using the same testing platform and by providing students increased exposure to LEAP 2025 item types and online tools. LEAP 360 was developed by the same assessment team that developed LEAP 2025 assessments, ensuring alignment in language, items types, and rigor. LEAP 360 pairs with LEAP 2025 to reduce overall number of tests administered and testing time.

### Current local approach

Louisiana school systems assess for many reasons. Some high priorities typically include the following:

- *School systems and local education agencies:* To monitor student learning in their district in order to adjust principal and teacher support and provide year over year improvements
- *Schools:* To monitor student learning in order to lead professional development for teachers and to help intervene early with struggling students
- *Teachers:* To access the right data at the right time to adjust instruction and to intervene with struggling students
- *Families and parents:* To understand student progress towards promotion/graduation and how to support students at home

In 2017, several Louisiana school systems initiated efforts to address three critical components of strong local testing: quality, purpose, and quantity. Each of these components saw great improvements at the local level as result of these efforts:<sup>8</sup>

Quality: **Red River Parish** has significantly improved the quality. By making strategic changes to their use of personalized learning platforms and providing teachers with specific guidance of where they should pull their assessments from, they have increased the overall quality of their formative assessments. Teachers were given a menu of Tier 1 curriculum-embedded assessments to chose from and school leaders discontinued use of several Tier 2 and 3 assessments.

Purpose: In **Caldwell Parish** school leaders built a shared language for and investment in instructional assessments. In addition to decreasing volume through their revised grading policy and adding 7.5 additional instructional days, they have provided clarity around the purpose of formative assessments. One-third of the total points assigned to a student should now come from classroom formatives that serve primarily an instructional purpose. Overall, they have increased from 5% of assessments being instructional to 100%.

Quantity: **Assumption Parish** has significantly reduced the volume of their ELA assessments. By making strategic cuts to literacy screeners, vocabulary/grammar tests, and teacher-created assessments, they freed up about 4 days worth of instructional time for students and teachers and increased the overall quality of formative and interim assessments by encouraging teachers to use only high-quality, vetted resources (i.e. Guidebooks curriculum-embedded assessments, LDOE mentor sentence guides, and Achieve the Core mini-assessments).

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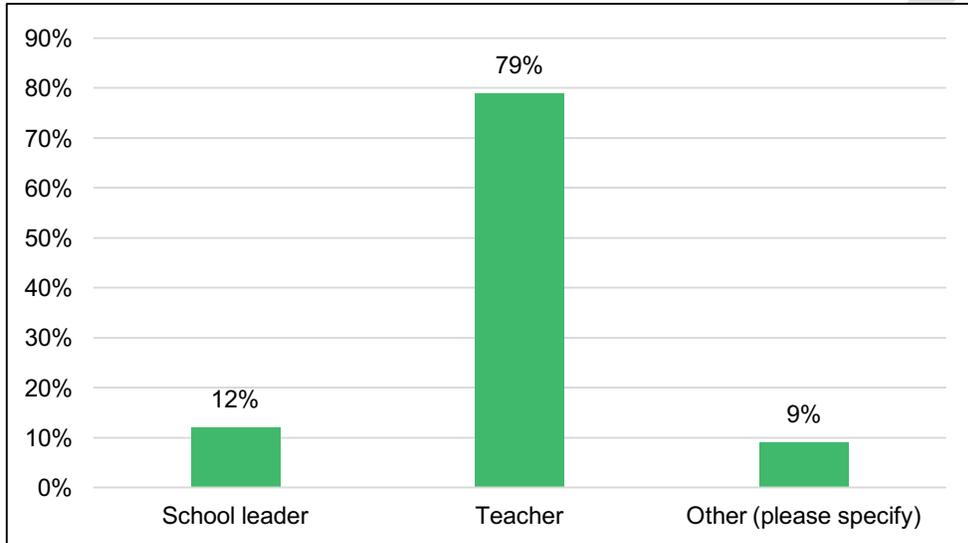
<sup>8</sup> Depasquale, M. "Achievement Assessment Strategy Support of TIF Districts." Commission on Assessment Review and Use meeting, Achievement Network, 19 October 2017, Claiborne Building, Baton Rouge, LA, (2017).

## Survey Results

The survey findings were shared with the commission on October 19, 2017 and form the basis for the recommendations outlined in this report. The results were shared as follows:

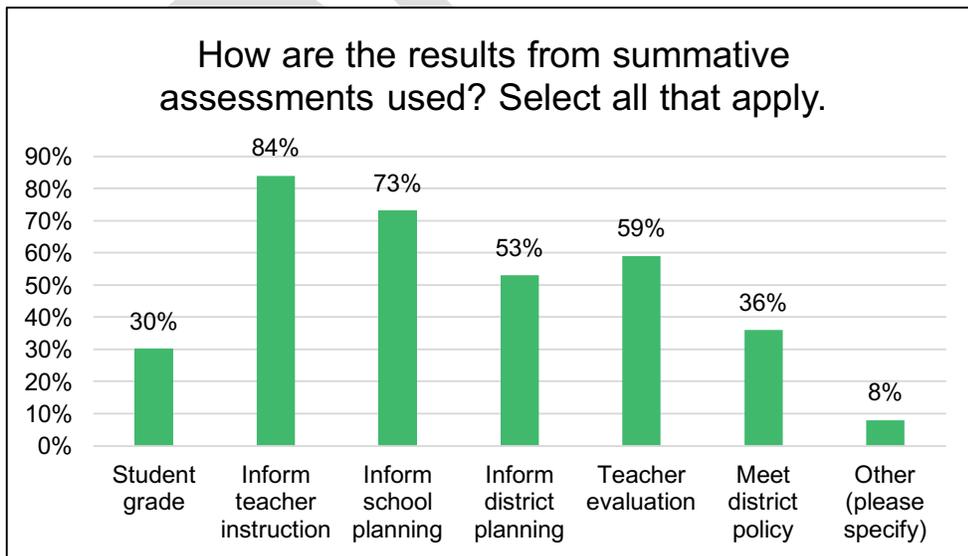
<p><b>School Leader/Educator Survey:</b></p> <ol style="list-style-type: none"> <li>1. Survey respondents</li> <li>2. Summative assessment data</li> <li>3. Non-Summative assessment data</li> </ol>	<p><b>School System Survey:</b></p> <ol style="list-style-type: none"> <li>1. Survey respondents</li> <li>2. Summative assessment data</li> <li>3. Non-Summative assessment data</li> </ol>
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### SCHOOL LEADER/EDUCATOR SURVEY—SURVEY RESPONDENTS (9199 TOTAL)

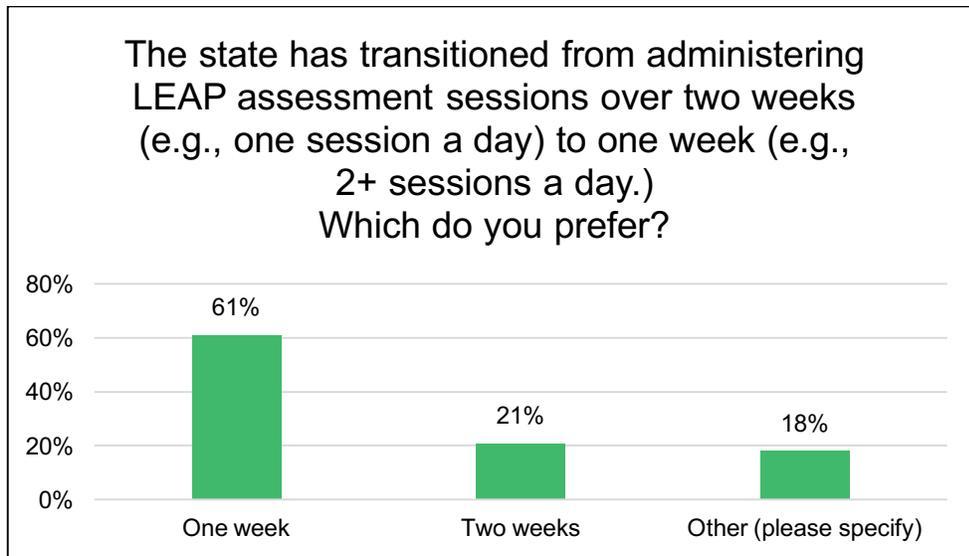


### SCHOOL LEADER/EDUCATOR SURVEY—SUMMATIVE ASSESSMENT QUESTIONS

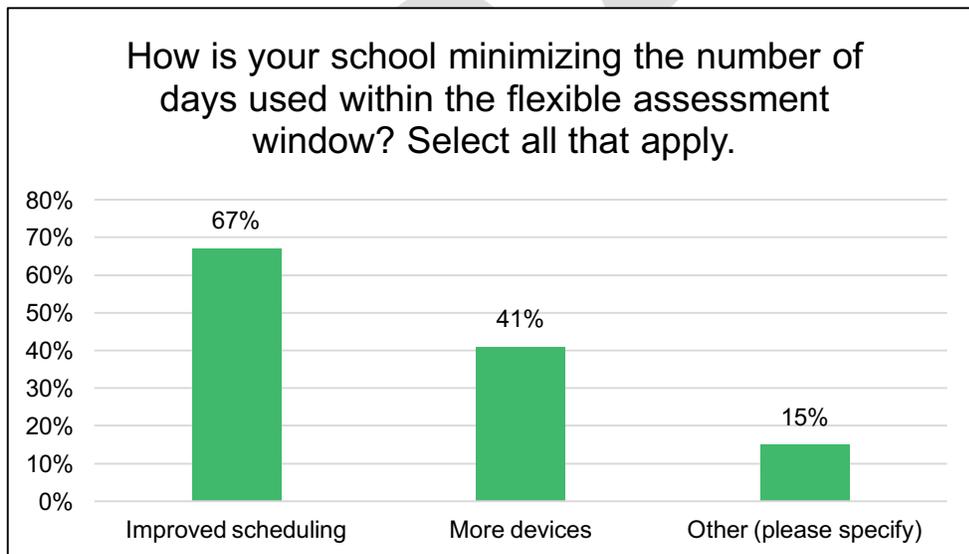
State assessment use as reported by school leaders/educators: When asked about summative assessment use, educators and school leaders report that “informing teacher instruction” (84%) is most common method for assessment use, following by “informing school planning” (73%).



State assessment reduction as reported by school leaders/educators: Over the past few years, the state transitioned from testing for two weeks to one week. The data show that the majority of school leaders/educators (61%) prefer this shift.

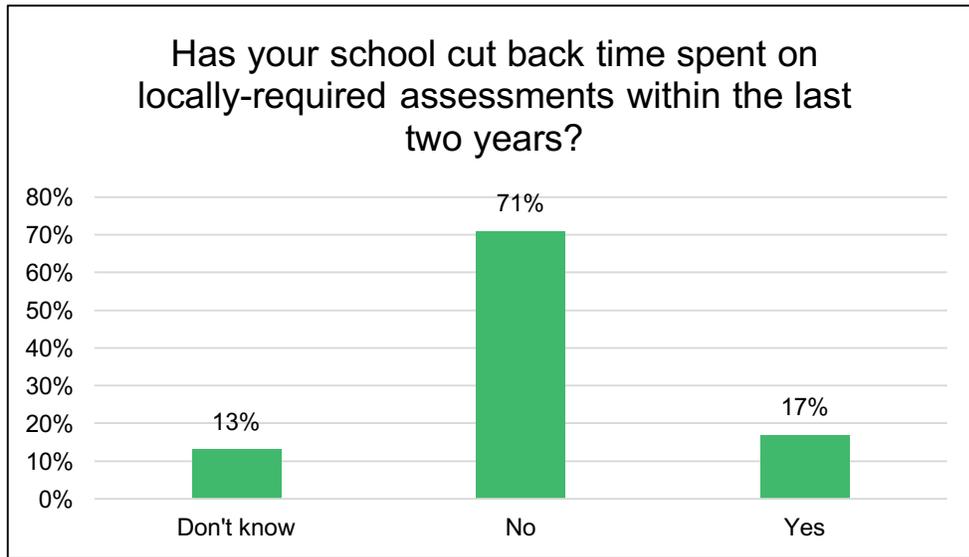


State assessment reduction as reported by school leaders/educators: 67% of school leaders/educators report that they have reduced time spent on statewide summative test via improved scheduling.

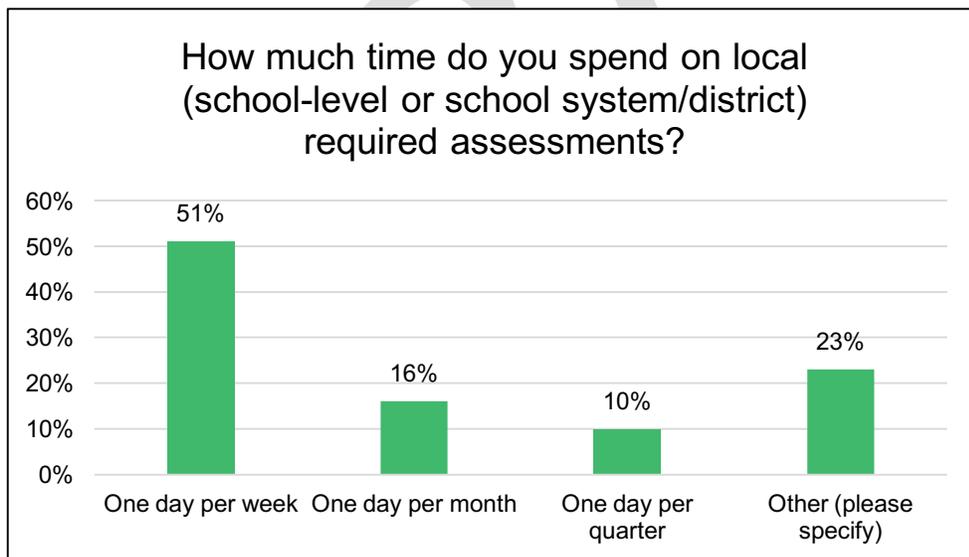


**SCHOOL LEADER/EDUCATOR SURVEY—NON-SUMMATIVE ASSESSMENT QUESTIONS**

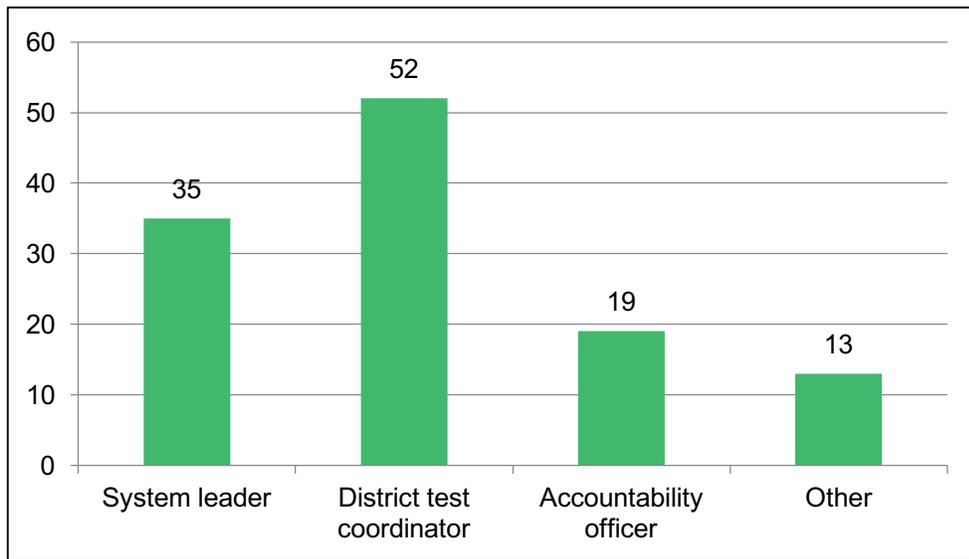
Local assessment reduction as reported by school leaders/educators: School leaders/educators were asked whether the frequency of local assessments has declined over the past two years. 71% of school leaders and teachers indicate that the frequency of local assessments has not declined over the past two years.



Local assessment reduction as reported by school leaders/educators: 51% of school leader/educators also report spending at least one day per week on local assessments.

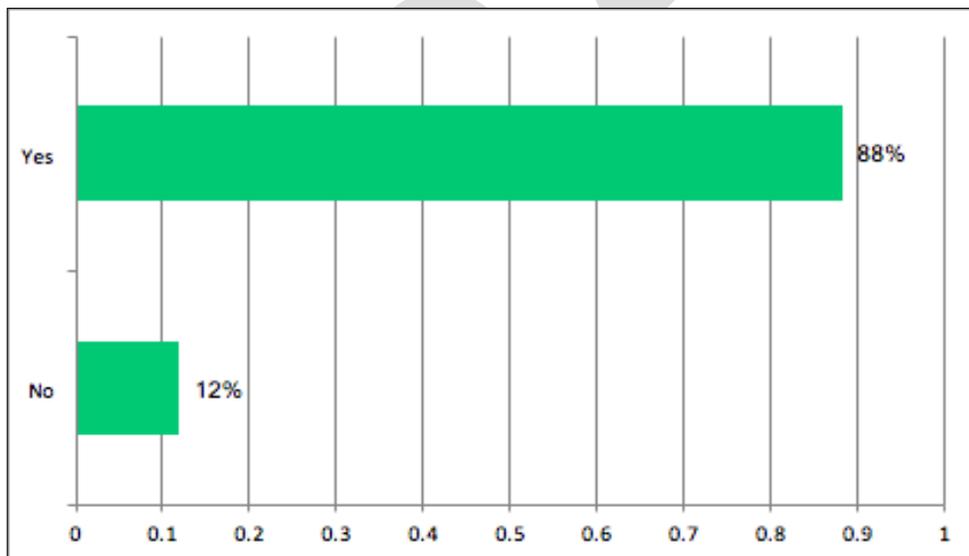


### SCHOOL SYSTEM SURVEY—SURVEY RESPONDENTS (119 TOTAL)



### SCHOOL SYSTEM SURVEY—SUMMATIVE ASSESSMENTS

School systems were asked to review a chart depicting the use and administration of state assessments in their school system (See Appendix C for link to chart). School systems were then asked: Does this state assessment chart accurately represent your school system? 88% of school systems report uniformity in administration and usage across all statewide testing.

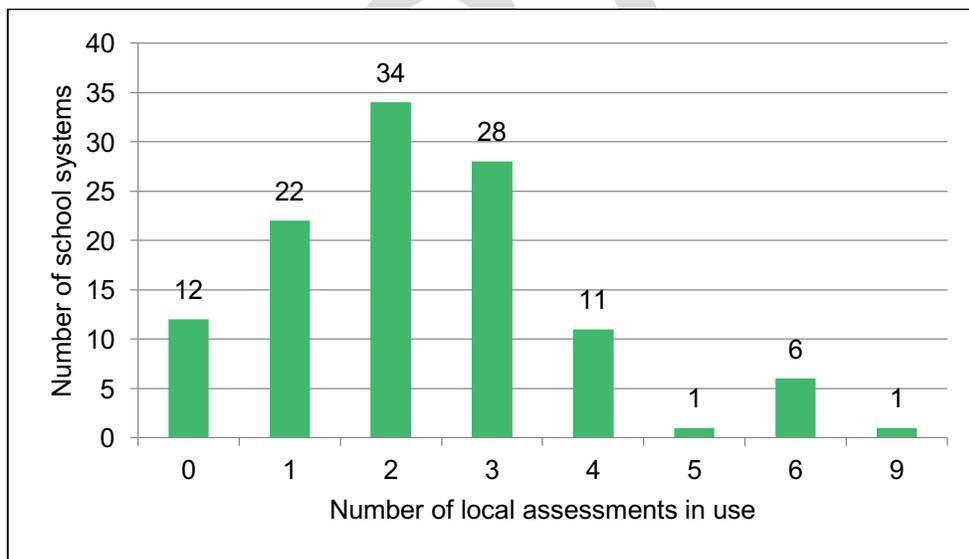


**SCHOOL SYSTEM SURVEY—NON-SUMMATIVE ASSESSMENTS**

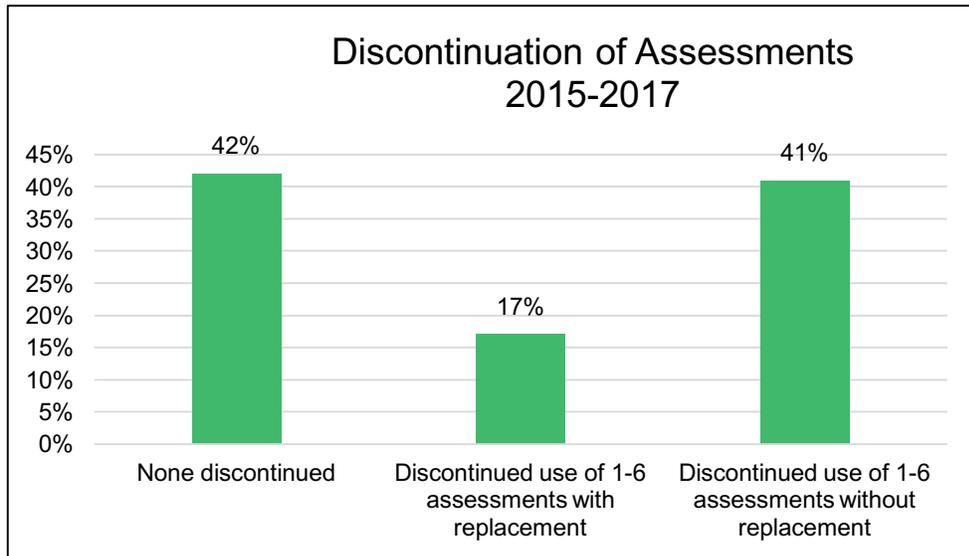
Local assessment quality as reported by school systems: School systems are using mostly low-quality assessments (51%) or assessments that have not undergone the Louisiana educator-led LDOE quality review process (57%). Total percentage is over 100% due to some school systems using multiple assessments across tier levels.

<b>TIER 1</b>	15% of school systems use Tier 1 assessments
<b>TIER 2</b>	0% of school systems use Tier 2 assessments
<b>TIER 3</b>	51% of school systems use Tier 3 assessments
<b>TIER 4</b>	57% of school systems use assessments that have not gone through the quality review process

Local assessment quantity as reported by school systems: School systems report using several different local assessments that are administered over multiple grade levels. On average, school systems report using two different local assessments. This count ranges from 0 to 9 different local assessments.



Local assessment reduction as reported by school systems: School systems report mixed results in the discontinuation of assessments since 2015. 42% report no discontinuation since 2015. 41% report discontinuing between one and six without replacing with another assessment. 17% report discontinuing between one and six and replacing with additional assessments.



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## Recommendations

After thorough discussion and analysis of available data and research, the commission proposes the following recommendations for consideration by the state board and the legislature. The recommendations are organized by body responsible: LDOE and school systems.

The commission recommends LDOE do the following:

### **Recommendation 1: Maintain a high quality statewide summative assessment system that ensures the time public school students spend taking assessments each year does not exceed two percent of the minimum number of instructional minutes**

The commission believes that the legislature has taken critical and necessary action to set guidance for reducing standards-based summative testing time via the two percent rule. To build on these efforts, the commission recommends LDOE take additional action by:

1. Instituting a process to report annually on how LDOE maintained compliance with and enforcement of the two percent rule; and
2. Publicly posting the report on the LDOE website.

### **Recommendation 2: Support school systems to reduce local non-summative assessments**

The commission recommends that LDOE support schools systems to make meaningful and sustained changes to current assessment systems in order to reduce the time spent on and quantity of assessments. While high quality local assessments have value, the objective is to reduce assessments that are of low-quality, redundant, or of limited value to support good formative practices. The commission proposes LDOE build school system capacity to take action through:

1. Providing tools and resources to help school systems annually audit their current assessment system; and
2. Providing coaching and support services to help schools systems take action on the audit results by rebuilding or enhancing assessment systems.

### **Recommendation 3: Provide resources, guidance, and support to ensure the selection and implementation of high quality assessments in our school systems**

The commission recommends that LDOE provide schools systems ongoing access to information on the quality of assessments available in order to facilitate effective decision-making when selecting and implementing a new assessment system. LDOE should do this by:

1. Conducting reviews of assessment vendors to determine assessment quality and alignment to state standards;
2. Creating tools for how to select and purchase high quality, aligned assessments;
3. Encouraging school systems and LEAs to adopt Tier 1 quality assessments;
4. Providing additional, optional assessments where they are not available such as LEAP 360, the LDOE-created comprehensive assessment system, and the accompanying EAGLE 2.0, a formative assessment tool that offers test items in all subject areas; and
5. [Offering online access to the appropriate training resources](#) that aid school leaders in training teachers to effectively utilize high quality assessment data to inform instruction.

**Recommendation 4: Conduct an annual collection of assessment information from Louisiana school systems**

The commission believes there is significant value in regularly gathering information on the state of assessments across Louisiana and using those data to inform LDOE support services.

Therefore, the commission recommends LDOE:

1. Collect an annual survey from school systems on assessment use and administration to deepen understanding of statewide assessment practices and trends;
2. Analyze the survey data to assess whether school systems are reducing quantity and increasing quality; and
3. Use the survey data to develop and/or adjust school system support services and monitor implementation of assessment systems.

The commission recommends school systems do the following:

**Recommendation 5: Communicate annually on local assessment system selection, administration, and use of results**

The commission regards public, transparent communication on assessments of prime concern, particularly as it relates to the intended purpose and use of the assessment; how results are shared; and who has access to results. Therefore, the commission recommends that school systems publicly share, at minimum, on the school system website:

1. Current local assessment system or program in use;
2. Who will use the results and how the results will inform the teaching/learning cycle;
3. What support structures are in place for educators to take action on the results; and
4. Where and how families can access and make meaning of results in partnership with educators.

**Recommendation 6: Reduce local testing as supported by LDOE**

The commission believes that local test reduction is a necessary step to increasing time spent on instruction and right-sizing the number of assessments used at strategic points throughout the year. To facilitate local action, the commission recommends that school systems:

1. Conduct and publish an annual assessment audit on quality and quantity with support from LDOE and networks; and
2. Respond in full to the annual LDOE assessment administration and use survey.

**Recommendation 7: Improve quality as supported by LDOE**

The commission maintains that assessment quality is a driving factor to achieving the necessary outcomes for student success. School systems should take deliberate yet urgent action to ensure high quality assessment systems are implemented with fidelity. Therefore, the commission recommends that school systems:

- 1) Continue to encourage assessment vendors to submit materials for review;
- 2) Select Tier 1 assessments from vendors who have undergone the assessment quality review process or conduct external reviews of locally- or independently-created assessment materials; and
- 3) Provide teacher training to ensure assessment results are used to inform instruction and improve student outcomes.

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## Appendices

### Appendix A: House Resolution 166

2017 Regular Session

HOUSE RESOLUTION NO. 166 BY REPRESENTATIVE LEBAS

#### A RESOLUTION

To establish the commission on Assessment Review and Use in Public Schools; to provide for commission membership, compensation, duties, and termination; to provide for a report on commission findings and recommendations; to provide for a report by the State Board of Elementary and Secondary Education in response to the commission's findings and recommendations; to provide for information to be compiled by the state Department of Education for commission review and consideration; and to provide for related matters.

WHEREAS, student assessments are an essential part of the public education system and are necessary in order to provide local school systems, parents, and policymakers with formative information on student achievement levels and how students are performing as compared to students throughout the state and nation; and

WHEREAS, while assessing students is necessary to continue to make educational gains, there is a need to examine the interaction between and the possible duplication of local, state, and nationally recognized assessments; and

WHEREAS, it is critical that the civil right to a quality education for children of all racial, socioeconomic, geographic, ability, and language backgrounds be upheld and that such an education be verifiable through objective evidence of student learning; and

WHEREAS, all assessments administered to students should have instructional value and a stated purpose and should be used to enhance the teaching and learning process.

THEREFORE, BE IT RESOLVED that the House of Representatives of the Legislature of Louisiana does hereby establish the commission on Assessment Review and Use in Public Schools to review matters relative to student assessments.

BE IT FURTHER RESOLVED that the commission shall consist of the following members:

- (1) The state superintendent of education, or his designee.
- (2) The president of the State Board of Elementary and Secondary Education, or his designee.
- (3) The governor, or his designee.
- (4) A representative of each of the following groups or organizations selected by the group or organization:
  - (a) The Louisiana Association of Educators.
  - (b) The Louisiana Federation of Teachers.
  - (c) The Association of Professional Educators of Louisiana.
  - (d) The Louisiana Association of School Principals.
  - (e) The Louisiana School Boards Association.

- (f) The Louisiana Association of Public Charter Schools.
- (g) The Louisiana chapter of Education Reform Now.
- (h) The Nonpublic School commission.
- (i) The Louisiana Association of Business and Industry.
- (j) The Council for a Better Louisiana.
- (k) The Louisiana Federation for Children.
- (l) Stand for Children Louisiana.
- (5) Two local school superintendents, at least one of whom is from a local school system with more than twenty thousand students, one selected by the governor and one selected by the president of the State Board of Elementary and Secondary Education.
- (6) A National Board Certified Teacher selected by the Louisiana National Board Certified Teachers Network.
- (7) The chairman of the Accountability commission.
- (8) A representative of the Special Education Advisory Panel selected by the chairman of the panel.
- (9) A parent representative selected by the Urban League of Louisiana.
- (10) A parent representative selected by the Louisiana Parent Teacher Association.
- (11) Two nationally recognized education experts on student assessment, one selected by the governor and one selected by the president of the State Board of Elementary and Secondary Education.
- (12) A local school district test coordinator selected by the president of the State Board of Elementary and Secondary Education.

BE IT FURTHER RESOLVED that the commission's duties shall include the following:

- (1) To review the purpose of all local, state, and nationally recognized assessments administered by local school systems, whether summative or formative.
- (2) To determine and assess how much time is spent in each grade and in each local school system on administering all local, state, and nationally recognized assessments.
- (3) To determine if and to what extent the assessments are duplicative or otherwise unnecessary.
- (4) To review and analyze the local school systems' and the state Department of Education's interests in requiring assessments and attempt to develop a statewide approach to administering assessments.
- (5) To determine whether the current local and state schedules for administering assessments allot enough time between administering and receiving the results of a formative assessment to meaningfully inform instruction.
- (6) To determine and assess if the testing windows implemented by the local school systems and the state have any negative ancillary effects on instruction, materials and equipment use, and school calendars.
- (7) To determine and review the types of testing data from state assessments to be provided to teachers to inform instruction.
- (8) To make recommendations on all of the following:
  - (a) How local school systems and the state can improve the process for administering all local, state, and nationally recognized assessments and how such assessments are used to inform instruction.
  - (b) If the commission finds that the allotted time for administering assessments is resulting in reduced instruction time, the most efficient and effective methods to ensure that adequate time is allotted to both administering assessments and instruction.
  - (c) The developmentally appropriate elements, if any, that should be included in an

assessment administered to kindergarten students.

(d) Any other issues as determined by the commission.

BE IT FURTHER RESOLVED that the members of the commission shall serve without compensation but may receive reimbursement of expenses from the appointing authority or his employer.

BE IT FURTHER RESOLVED that the state superintendent of education shall be responsible for convening the commission and for designating staff from the state Department of Education to assist the commission in the performance of its duties.

BE IT FURTHER RESOLVED that the chairman of the commission shall be selected by the members of the commission.

BE IT FURTHER RESOLVED that in assisting the commission in performing its duties, the state Department of Education shall survey all local school personnel involved with student assessment to determine and assess how much time is spent in each grade and in each local school system on administering local, state, and nationally recognized assessments and shall submit a final draft of the survey to the commission for review and approval prior to distributing and conducting the survey.

BE IF FURTHER RESOLVED that the department shall compile the survey results as follows:

(1) In matrix form that includes the following information for each assessment administered:

(a) The title of the assessment.

(b) The purpose of the assessment.

(c) If the assessment is required at the local, state, or federal level.

(d) The grade level in which the test is administered.

(e) The subject area of the assessment.

(f) The testing window for the assessment.

(g) If the assessment is aligned to Louisiana content standards.

(h) How much time it takes a student to complete the assessment.

(i) If the results of the assessment are available to parents and educators.

(2) In narrative form that includes the following information for each assessment administered:

(a) If the assessment requires any test preparation.

(b) If the assessment is taken by pencil and paper or by electronic device.

(c) If the assessment is taken by electronic device, the student to electronic device ratio.

(d) If the assessment is a high stakes assessment.

(e) The date the assessments are turned in to receive results.

(f) The date and to whom the results of the assessment were released.

(g) How much time passes between administration of the assessment and the receipt of the results of the assessment.

(h) If the assessment requires proctors or other personnel to administer it.

(i) If the assessment requires technological support to administer it.

(j) If the assessment allows for accommodations for students with disabilities.

(k) If the assessment is available in other languages for English language learners.

BE IT FURTHER RESOLVED that the state Department of Education shall submit such information to the commission for review and consideration and to the State Board of

12/1/2017

Elementary and Secondary Education not later than October 15, 2017.

BE IT FURTHER RESOLVED that the commission shall submit a written report of its findings and recommendations to the State Board of Elementary and Secondary Education, the House Committee on Education, and the Senate Committee on Education not later than January 15, 2018.

BE IT FURTHER RESOLVED that upon receipt of such report the State Board of Elementary and Secondary Education shall:

- (1) Review and consider the commission's findings and recommendations.
- (2) Submit a written report to the governor, the House Committee on Education, and the Senate Committee on Education not later than March 1, 2018, as to whether the board accepts or rejects the commission's findings and recommendations.

BE IT FURTHER RESOLVED that as used in this Resolution, "assessment" means a local, state, or nationally recognized test that is intended to measure a student's academic

HR NO. 166 ENROLLED readiness, learning progress, and skill acquisition and does not include a teacher-developed quiz or test.

BE IT FURTHER RESOLVED that the commission shall terminate on June 30, 2018.

BE IT FURTHER RESOLVED that a copy of this Resolution shall be transmitted to the president of the State Board of Elementary and Secondary Education and the state superintendent of education.

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## Appendix B: Commission Process and Timeline

Meeting	Purpose	Date	Location
Commission Meeting #1	<i>Elect chair and review purpose</i>	Thursday, September 21, 2017	Baton Rouge
Survey Released	<i>Assessment survey released to LEAs</i>	October 1 - October 10, 2017	Online
Survey Results and Meeting #2 Materials	<i>LDOE Website Posting</i>	October 15, 2017	LDOE Website
Commission Meeting #2	<i>Review findings and outline report</i>	October 19, 2017	Baton Rouge
Report Draft and Meeting #3 materials	<i>LDOE Website Posting</i>	December 1, 2017	LDOE Website
Commission Meeting #3	<i>Finalize report</i>	December 7, 2017	Baton Rouge
Final Report Posted	<i>LDOE Website Posting</i>	January 15, 2018	LDOE Website
BESE Reviews Report		March 1, 2018	Baton Rouge

## Appendix C: Additional Materials

### *Commission Web Page*

- [Commission Page](#)

### *First Meeting—September 21, 2017*

- [Agenda](#)
- Minutes (*forthcoming*)
- [Presentation](#)
- [Survey draft](#)
- [Recording](#)

### *Second Meeting—October 19, 2017*

- [Agenda](#)
- Minutes (*forthcoming*)
- [Survey presentation](#)
- [Local assessment presentation](#)
- [School system survey results](#)
- [School system survey summary](#)
- [Additional local assessment survey results](#)
- [State assessment chart](#)
- [School leader/educator survey results](#)
- [Recording](#)

### *Third Meeting—December 7, 2017 (WILL UPDATE AFTER DEC 7)*

- Agenda
- Minutes
- Presentation
- Recording

12/1/2017

## **Appendix D: School System and School Leader/Educator Surveys**

Please find the survey files attached to this report.

Additionally, survey language and results can be found on the Louisiana Department of Education website:

<http://www.louisianabelieves.com/resources/library/state-advisory-councils>

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**Appendix E: History of Assessments in Louisiana**

1999	LEAP assessments designed to be as challenging as NAEP
2001-2002	GEE introduced for high school grade 10 and 11
2006	LEAP (grades 3, 5, 6, 7) designed to be as challenging as NAEP
2010	End-of-course exams (EOCs) replace GEE
2013	ACT made available to all juniors
2014	LEAP assessment measures nationally recognized standards that are consistent with other states
2017	LEAP 2025 online assessments are Louisiana-specific but remain comparable to other states