

IADA Annual Performance Report

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INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must 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;

To meet the requirements for this annual report, please provide information in each of sections that follow.

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I: Progress toward Plan and Timeline

Provide a description of the SEA's (or Consortium's) progress towards its plan and timeline in its approved application:

Dates	Activities	Status (completed, in progress, delayed or deferred)	Parties Responsible
August 2018	Partnership Kick-off	Completed	Johns Hopkins, Odell Education, NWEA, LDOE, The Center for Assessment
September 2019	Augmented Partnership team to include scoring and platform partners	Completed	NWEA, SME, MZDev
September 2018 - January 2019	Developed Grade 7 Assessment Items and Forms including scoring rubrics for Winter Tryout	Completed	Johns Hopkins, Odell Education, NWEA, LDOE, SME, The Center for Assessment
November 2018	Hewlett award is granted to the innovation pilot	Completed	LDOE, NWEA
January - February 2019	Winter Tryout; Nearly 2,000 7th graders participate in tryout; across 4 districts	Completed	NWEA, LDOE, SME, MZ Dev
January - February 2019	Conducted survey with students and teachers who participate in winter tryout	Completed	The Center for Assessment, LDOE
March 2019	Conducted data analysis on Winter tryout results	Completed	The Center for Assessment

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March - April 2019	Conducted rangefinding and scoring on Winter responses	Completed	Odell, JHU, SME
January -April 2019	Developed Grade 7 Assessment Items and Forms including scoring rubrics for Spring Tryout	completed	Johns Hopkins, Odell Education, NWEA, LDOE, The Center for Assessment
March 2019	Determined customizations and processes required for online tryout	Completed	LDOE, MZ Dev, The Center for Assessment, NWEA
April 2019	Conducted training webinar with pilot districts	Completed	LDOE, MZ Dev, NWEA
May 2019	Spring Tryout; Over 2,000 7th graders participate across 5 districts in an online tryout	Completed	MZ Dev, NWEA, LDOE,
May 2019	Conducted survey with students and teachers who participated in spring tryout	Completed	LDOE, The Center for Assessment, MZ Dev
June - August 2019	Conducted rangefinding and scoring on Spring tryout responses	In Progress	Odell, JHU, SME
June 2019	Developed Assessment Guide for Grade 7	completed	Johns Hopkins, Odell Education, NWEA, LDOE
June 2019	Conducted webinar with pilot districts on reporting options	Completed	LDOE, The Center for Assessment
June 2019	Hosted Teacher Leader Summit	Completed	LDOE, JHU, The Center for Assessment, NWEA

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July 2019	Conducted data analysis on Spring tryout results	Completed	The Center for Assessment
July, 2019	Assessment Items and Forms including scoring rubrics reviewed by committees of Louisiana educators	Completed	LDOE
July - September 2019	Operational Test Forms - Grade 7	In Progress	Odell, JHU, The Center for Assessment, LDOE
June 2019	Released sample test items	Completed	Johns Hopkins, Odell Education, NWEA, LDOE
June - August 2019	Select participating schools for grades 6 and 8 pilot and grade 7 operational assessment in 2019-2020	In progress	LDOE

If the innovative assessment system is not yet implemented statewide, provide a description of the SEA’s progress in scaling up the system to additional LEAs or schools:

During the 2018-2019 year, LDOE partnered with 4 LEAs and 1 charter to pilot Grade 7 items. These LEAs/charters will administer the Grade 7 LEAP 2025 Humanities assessment during the 2019-2020 year. An additional 8 districts have joined to administer the Grade 7 LEAP 2025 Humanities assessment during the 2019-20 year.

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Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system.

While a formal evaluation of the program has not been done, two key activities were put in place during the initial year to support continuous improvement. The first was a set of surveys delivered to teachers during and after each of the winter and spring tryouts; a survey was also delivered to students in the spring tryout. The second activity is a student work analysis (in progress).

In both tryouts, teachers were asked to visit a Survey Monkey URL and were asked approximately six questions. The initial survey focused on questions aimed to help determine how long it takes students to complete this new type of assessment and also better understand how the new assessment related to instruction. In the second survey, the questions ranged from how closely their instruction followed the guidebook (curriculum) to how well they believed their students were prepared for the unit essay and what materials they believed should be developed to better support students and teachers transition to this new assessment approach.

Results from the initial survey were used to enhance recommendations regarding time allocation for the assessment as well as adjust the overall test design. Results from the second survey clearly called out the need for clear communications regarding how texts could or could not be used during the assessment, as well as helped to define an agenda for the June 2019 Teacher Leader Summit.

A student survey was attached to the assessment in the spring tryout. Questions ranged from ease of use of the online platform to how prepared the student believed they were for the test and an open question which attempted to solicit feedback on the assessment. Information collected from the students was used to make modifications to the student user interface.

The second activity is the student work analysis (currently in progress). The purposes of the analysis is to:

- Focus on describing key features of student performance.
- Provide a window into how students create meaning from key concepts and skills.
- Use evidence from student work to refine our assessment tasks.
- Use the descriptive analyses from these exercises to begin creating rubrics.

Key questions that will be asked during the analysis are the following:

- What does the student work suggest about the ways in which the task/assignment was able to elicit evidence for the learning targets in reading, writing, and social studies (if applicable)?
- Do you see evidence that the task required students to integrate their learning across multiple texts?
- What patterns or trends did you observe in the student responses?
- What does the student work suggest about student strengths and areas for growth?

Information from student work analysis will be used to inform current and future development.

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II: Student Performance

During the 2018-2019 year, LDOE partnered with 4 LEAs and 1 charter to pilot Grade 7 items. This pilot allowed content to be finalized for the 2019-2020 year. Students did not receive scores of record on these pilot items, and as a result, a report on the performance of students for the innovative assessment pilot is not available for 2018-2019.

III: School Demographic Information

III.A. If the innovative assessment system is not yet implemented statewide, attach 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

During the 2018-2019 school year the innovative assessment system was implemented with a select number of districts for grade seven. The seventh grade items were administered in two windows – a Winter Tryout and a Spring Tryout. Within each window, students took one End-of-Unit (EOU) assessment. In addition, in the Spring Tryout each student also took an additional End-of-Year (EOY) essay. These administrations were designed solely for the purposes of item and assessment development – no student level scores were produced (which corresponds to the values of “n/a” within the % of Students Proficient or Above in IADA pilot assessment column). The table provided below in Attachment A provides counts for participating seventh grade students from the Spring Tryout by district and subgroup as well as the total number of seventh grade students by district and subgroup.

See Attachment A

III.B. 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).

In the 2019-2020 school year eight districts will be joining the pilot and administering the IADA pilot assessments. These participating districts will be implementing the pilot operationally, greatly expanding the number of students participating in the pilot. This expansion provides a valuable step towards statewide participation and thus high-quality and consistent implementation across demographically diverse LEAs.

The table below provides expected enrollment information in seventh grade English language arts for these districts based on data from the 2018-2019 school year. The enrollments for each district are finalized by the department in November and are therefore not available at the time of this report. To provide an indication of the number of students who will be participating in the pilot in the 2019-2020 school year, we have provided

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the enrollments from 2018-2019 for seventh grade English language arts for the participating districts. While the exact counts may vary slightly, we expect participation in line with the enrollments provided.

Unlike 2018-2019, in which teachers within participating districts were able to join, in 2019-2020 all students with the participating districts will take the IADA Pilot assessment. Given this, the expected number of participating students is the same as the number of enrolled students.

See Attachment B

IV: Consultation and Feedback

Describe feedback obtained during the reporting year from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system

Requirement	Description of Consultation (be sure to describe the consultation with each of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p>Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other</p>	<p>In the development of our innovative assessment demonstration authority (IADA) and throughout year one, 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:</p> <ul style="list-style-type: none"> • 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. <p>These experts not only played a critical role in the project to date, but are remaining on as partners</p>	

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<p>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.</p>	<p>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 meetings.</p> <p>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 worked directly with</p>	
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	<p>stakeholders participating in the first year of the IADA pilot to solicit their input and guidance in developing the application and proposed assessment design.</p> <p>Stakeholder Consultation Prior to ESSA</p> <p>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.</p> <p>In response to this finding and feedback from teachers searching for materials they could use to</p>	
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	<p>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. 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.</p> <p>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</p>	
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	<p>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. Much of this feedback spoke to how LDOE’s current assessments could better align with the standards and Guidebooks.</p> <p>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.</p> <p>Consultation with Louisiana educators throughout the development, piloting, and full implementation of the Guidebooks has not only been instrumental</p>	
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	<p>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.</p> <p>This piece of repeated feedback is one of the reasons LDOE is using 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.</p> <p>Stakeholder Consultation in Response to ESSA</p> <p>With the enactment of ESSA, LDOE began to consider and consult with stakeholders about ways</p>	
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	<p>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:</p> <ul style="list-style-type: none">• 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.• 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	
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	<p>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 in order to summarize the discussion and feedback received, publicize next steps, and inform the public of ways they could continue to engage in the process.</p> <ul style="list-style-type: none">• 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	
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	<p>racial/ethnic minority groups); teachers, principals, and other school leaders; Louisiana native American tribes and tribal organizations; and civil rights organizations.</p> <ul style="list-style-type: none">• In September 2016, LDOE released a draft ESSA framework 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	
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	<p>integrated, especially across ELA and social studies.</p> <ul style="list-style-type: none">• 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	
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	<p>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.</p> <ul style="list-style-type: none">• 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. <p>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</p>	
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	<p>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:</p> <ul style="list-style-type: none">• 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. <p>Louisiana’s IADA is one of LDOE’s responses to these challenges. LDOE is developing an innovative assessment format in response to stakeholder input. LDOE’s proposal to explore a LEAP 2025 Humanities would help reduce the</p>	
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	<p>testing burden on 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.</p> <p>Stakeholder Consultation with Participating Districts</p> <p>As Louisiana prepared to apply for IADA in the winter of 2018, the State Superintendent and LDOE leadership again engaged in multiple conversations with affected stakeholder groups, particularly with school and system leaders that were participating. 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 the application, the state’s</p>	
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	<p>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.</p> <p>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.</p> <p>Although LDOE started with a limited number of LEAs 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</p>	
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	<p>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.</p> <p>Over the past several years, LDOE has continuously engaged with key constituencies to ensure that the state’s approach to standards, assessment, instructional materials, and accountability are well-aligned with their shared goals for students in Louisiana. The development and expansion of the ELA Guidebooks 2.0, Annotated Curriculum Reviews, LEAP 2025 and 360 assessment systems, School System Planning Guide, School Redesign Summit, Teacher Leader opportunities, and—now—an innovative assessment pilot is a direct byproduct of the engagement and feedback received from stakeholders as LDOE develops a comprehensive system of supporting all students toward college and career readiness and long-term success.</p> <p>In addition to information detailed above about the evolution of LDOE’s work to support high-quality, standards-based instruction and the consultation LDOE has conducted to develop the innovative assessment proposal/concept, Louisiana has done the following:</p> <ul style="list-style-type: none">• LDOE held a “Lunch and Learn” session for Louisiana educators at the Teacher Leader Summit attended by almost 7,000 Louisiana teacher leaders. At this	
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	<p>convening, LDOE staff discussed the IADA opportunity and overview of the pilot, LDOE’s proposal for an innovative assessment model, steps for LEAs and schools to take if they would be interested in participating and took questions and comments from participants about the purpose of the pilot, the goals of the innovative assessment, and implications for classroom pedagogy and practice. The summit gave LDOE the opportunity to hear directly from classroom educators who are using the ELA Guidebooks 2.0 and using LEAP 360 and LEAP 2025 data in their classrooms to guide instruction—and hear whether the innovative assessment concept would improve student learning and their ability to provide meaningful, standards-aligned, content-rich instruction. Teachers at the summit expressed great enthusiasm for several aspects of the innovative assessment—particularly the alignment to the instructional units they teach. They also pressed LDOE to maintain in the pilot design some degree of local choice over which instructional units to test (i.e., which interim modules a participating school administers and which texts educators teach in their classroom) and to create additional units and expand LEA participation with time. Teachers also wanted to discuss how the innovative assessment design would work for students who are transient or mobile. (which LDOE addresses below, in</p>	
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	<p>its response to one of the selection criteria). On top of the summit activities, Superintendent White and a group of assistant superintendents at LDOE also met with the Louisiana Association of Educators, the Louisiana Association of Principals, and A+PEL (The Associated Professional Educators of Louisiana) in March to solicit their feedback and comments on the innovative assessment pilot application.</p> <ul style="list-style-type: none">• In March 2018, Superintendent White and LDOE leadership met with advocates for historically underserved groups of students and civil rights groups in the state, including Stand for Children, Urban League, DFER, the Council for a Better Louisiana, the Louisiana Association of Charter Schools, and the Louisiana Association of Business and Industry, to solicit their comments and feedback on the innovative assessment demonstration authority and LDOE’s approach and goals with regard to an innovative LEAP Humanities test. These groups, in addition to the Southern Poverty Law Center, Our Voice Nuestra Voz, Agenda for Children, American Federation for Children, Advocacy Center of Louisiana, OPEN (Orleans Public Education Network), College Beyond, New Schools New Orleans, Greater New Orleans Foundation, Foundation for Louisiana, Youth Empowerment Project, Louisiana Policy	
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	<p>Institute for Children, Converge for Change, the Center for Restorative Approaches, United Way of Southeast Louisiana, Total Community Action, Kingsley House, Education’s Next Horizon, were also invited in the fall of 2017 to a discussion with LDOE leadership on next steps following official approval of the state’s ESSA plan and effective implementation of assessments and accountability. This meeting focused, in particular, on better communicating school quality through the state’s new School Finder tool, but also on how Louisiana can better measure school and student progress—reducing testing time while ensuring that educators and parents in Louisiana still have accurate, and more meaningful, information about how disadvantaged groups of students in the state are performing. Parents and families (in addition to groups representing them) were present.</p> <ul style="list-style-type: none">• This engagement came in addition to the input and feedback provided to LDOE by parents and students, advocacy organizations (including those representing low-income students, minority students, students with disabilities and English learners), representatives of Louisiana tribes and tribal organizations, and civil rights organizations regarding the statewide assessment system throughout 2016 and 2017, which occurred in the drafting and	
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	<p>initiation implementation of the state’s ESSA plan. A list of those organizations and meeting dates can be found on pp. 22-23 of the state’s approved plan. LDOE also compiled a report at the conclusion of the ESSA plan submission process to summarize the feedback received and publicize next steps, including related to the state assessment system, and LDOE noted many of the most common issues (which the IADA pilot, in part, seeks to address) identified through stakeholder consultation here. As stated in the original IADA application, “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... 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</p>	
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	<p>each subject area, missed opportunities for educators to coordinate and integrate instruction across disciplines.” Both the tweaks Louisiana has made to its accountability system and, now, seeks to make to its assessment system through IADA are a direct response to input from state stakeholders, including those listed in the IADA requirements.</p> <ul style="list-style-type: none">• Following submission of the IADA application and the more targeted stakeholder engagement described above, LDOE disseminated information about the pilot broadly—and in plain language—to the public, including through a press release, social media, op-eds, podcasts, and other media.• More formally, LDOE deepened its engagement with critical stakeholders—particularly in the communities (i.e., school system leaders, principals, teachers, parents, students, advocacy, business, and community organizations) that participated in the IADA in the first year of the demonstration period. LDOE convened and visited participating districts, including school leaders and educators, for training on the innovative assessment throughout the year. LDOE is also preparing materials these LEAs can disseminate to their parents and other members of the community about the pilot and hold a call for advocates specifically (including those listed in this requirement) to give them a dedicated	
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	<p>opportunity to learn more about the activities in the first year of IADA and ask questions. For example, in November 2019 and December 2019, LDOE visited each participating school system and participated in observations, focus groups, and teacher interviews. In April 2019 and May 2019, LDOE and school systems met in person to discuss progress and plan for 2019-2020. Planning for 2019-2020 continued virtually via webinars and conference calls until August 2019. In February 2019 and May 2019, LDOE visited school systems to observe item tryouts and gather feedback from stakeholders. In April 2019 and June 2019 LDOE visited school systems to meet with teachers and provide training.</p>	
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V: Requirements for the Innovative Assessment System

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<u>Innovative assessment system.</u> A demonstration that the innovative assessment system does or will--		

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(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 Act 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;</p>	<p>(2)(i) The End of Unit Assessments and End the End of Year Essay Assessment align with the Louisiana Student Standards.</p> <p>The end of unit (EOU) and end of year (EOY) essay writing requirements assess students on the fundamental skills and knowledge cited by the Louisiana Student Standards. They ask students to demonstrate that the close readings of texts they have done during each curriculum unit enables them to assemble and synthesize the meanings of those readings to answer the essay prompt. That prompt is designed to enable each student to draw upon specific readings to show both that they have understood those specific texts and also that they can compare and contrast those texts in arguments made from multiple sources. The EOU and EOY essays thus reach to the heart of the Louisiana Student Standards by asking students to show that they have acquired coherent, accurate, and comparative understanding of sources they have read.</p> <p>The End of Unit (EOY) Essay</p> <p>Note that the following example is taken from the Louisiana Assessment Guide for</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>Grade 7 LEAP 2025 Humanities. The text is taken from <i>The Count of Monte Cristo</i>.</p> <ul style="list-style-type: none"> In this unit, you have studied texts in which individuals have been treated unfairly in some way. Think about how the individuals reacted to be treated unfairly and whether their actions were effective. <p>Write a well-constructed essay explaining how the individuals in the texts reacted to being treated unfairly and whether their actions were effective. Support your essay with references to the texts you have studied. Support your analysis by referencing relevant ideas and information from the unit texts. You may also reference "[warm read text title].</p> <p>Responding effectively to this prompt would demonstrate that students have met both the letter and the spirit of multiple standards.</p> <p>Depending on the wording and substance of the essay prompt, other standards can and will be addressed. Because these EOU essay</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>assessments occur multiple times across each academic year, the assessment design ensures wide coverage of Louisiana Student Standards. The EOU essay format affords extensive opportunity for a broad testing of the standards as a whole.</p> <p>The End of Year (EOY) Essay</p> <p>The EOY essay assessment reinforces and extends the EOU essay assessment. As does the EOU essay, the EOY essay requires students to draw upon multiple texts that they have read to answer the prompt but, in this case, engaging with readings they have done across the entire academic year. Because the EOY prompt is designed to enable the use of a broader range of texts, it is posed at a higher level of generality – one that requires students to synthesize their learning not only within but across different units of their curriculum.</p> <p>The following example is taken from the Assessment Guide for Grade 7 LEAP 2025 Humanities:</p> <ul style="list-style-type: none"> • Answer the following essay question based on the texts you have read in class this year. 	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>In your ELA class this year, you have studied texts in which individuals have found themselves in seemingly hopeless situations. Write a well-constructed essay explaining how the following statement could apply to the individuals in those texts:</p> <p>“We must accept finite disappointment, but we must never lose infinite hope.” – Martin Luther King</p> <p>Support your analysis by referencing relevant ideas and information from the texts you have read in your ELA class this year.</p> <p>Both the EOU essay assessment and the EOY assessment support teachers’ and students’ focus on their language and writing skills as laid out in the Louisiana Student Standards.</p> <p>Finally, the Louisiana Student Standards reference the need “to develop rich content knowledge within and across grades.” Between them, the EOU and EOY</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>essay assessments component of the LEAP 2025 Humanities generate strong support for teachers as they instruct students not only on the specific meaning of individual words, sentences, and paragraphs in their readings, but also in drawing out the knowledge – of their world, of society, and of human nature – that the texts provide. It is that knowledge which they will use and demonstrate in responding to the essay prompts. The Louisiana assessment is, to date, the only example of a 3-8 US state assessment that explicitly supports students’ domain-knowledge-building in ELA classrooms.</p> <p>(2) (ii) All items were developed using the grade-level Louisiana Student Standards. No off grade-level standards were used, and no off grade-level were developed or used.</p>	
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;	n/a	
(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	n/a	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>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 Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’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:</p> <p>(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.</p> <p>(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 Act, 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</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>same subject would also be administered in the same school year to all students included in the sample.</p> <p>(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.</p> <p>(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.</p> <p>(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 Act;</p> <p>(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 Act,</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA's or consortium'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;</p>		
<p>(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 Act;</p>	<p>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 is being developed using principles of universal design for learning (UDL) and including 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</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>aligned to Louisiana’s ELA standards.</p> <p>Louisiana’s goals for promoting student access include:</p> <ul style="list-style-type: none"> • 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. <p>LDOE is working in conjunction with assessment vendors to 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. In this way, whether a student with a disability or English learner is enrolled in a school</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>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:</p> <ul style="list-style-type: none"> • 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 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; and magnification 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, 	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>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.</p> <ul style="list-style-type: none"> • 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 	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>accommodations that make use of assistive technology devices used by students. Examples of available accommodations include, but are not limited to:</p> <ul style="list-style-type: none"> • 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 	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>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.</p> <ul style="list-style-type: none"> • 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, 	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>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.</p> <p>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</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>should be regularly re-assessed to ensure continued effectiveness through the school year. All IEPs are submitted in the Special Education Reporting site (SER).</p> <p>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</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>for test security investigations.</p> <p>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.</p> <p>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.</p> <p>Design and development of the LA Innovative Pilot Assessments aligns to the principles of Universal Design. Specifically, the development of the assessments follows the principles of the seven elements of universally designed</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>assessments (Thompson, Johnstone, & Thurlow, 2002).</p> <ol style="list-style-type: none"> 1. Inclusive assessment population 2. Precisely defined construct 3. Accessible, non-biased items 4. Amenable to accommodations 5. Simple, clear, and intuitive instructions and procedures. 6. Maximum readability and comprehensibility 7. Maximum legibility <p>Development began with careful consideration as to the <i>what and how</i> the assessments will measure ELA content knowledge, as well as portions of grade-level social studies / history curriculum.</p> <p>Expanding on universal design’s ethics of equally and inclusiveness, the LA Innovative Pilot assessments are based on the principle that students should be assessed on common, high-quality units of instruction; materials and texts they have studied – giving all students the opportunity to bring to the test the same background knowledge and instructional experiences in order to demonstrate what</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	they know.	
(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act 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 Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	n/a	
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 Act 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 Act, the student's mastery of those standards;	n/a	
(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 Act, 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	n/a	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);		
(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 Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act 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 Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.	n/a	

VI: Changes in Consortium Governance or Membership (if applicable).

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year, or any changes anticipated in the future.

One key change was the addition of three new partners to the governance structure. Strategic Measurement and Evaluation was brought on to primarily support rangefinding and scoring activities. The pilot is licensing MZ Development’s student test site, administrator site, and scoring

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site, and it is expected that reports also will be accessed through the site. NWEA was added to the team to both support fundraising efforts and manage the innovation activities across the multiple partners.

VII: Parental Notification

Describe how the SEA or Consortium is ensuring 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.

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.

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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 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 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). 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

VIII: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

Attachment C

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IX: Budget

Please describe any changes to the budget that vary from the approved application budget.

The Louisiana Department of Education, with support from NWEA, secured \$1,000,000 from the William and Flora Hewlett Foundation, \$500,000 from the Charles and Lynn Schusterman Family Foundation, and \$500,000 from the Baton Rouge Area Foundation in support of this program. At this time, the project is within the budgeted amount allocated for the tasks completed.

X: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

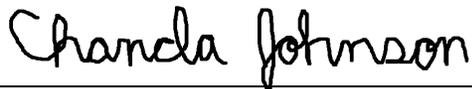
Title:

Chanda Johnson

Chief of Staff

Signature:

Date (*month/day/year*):



08/30/2019

IADA Annual Performance Report

Attachment A:

School Year	District Name	Number of Students Participating in IADA Pilot	% of Students Proficient or Above in IADA Pilot assessment	Number of Enrolled Students
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School Year	District Name		# of Students in IADA Pilot	% of Students Proficient or Above in IADA Pilot	# of Enrolled Students
2018-19	All	All	2289	n/a	2679
2018-19	All	American Indian or Alaska Native	2	n/a	2
2018-19	All	Asian	16	n/a	30
2018-19	All	Black or African American	1119	n/a	1233
2018-19	All	Hispanic/Latino	98	n/a	130
2018-19	All	Native Hawaiian or Other Pacific Islander	1	n/a	1

IADA Annual Performance Report

2018-19	All	Two or more races	24	n/a	41
2018-19	All	White	1029	n/a	1242
2018-19	All	Economically Disadvantaged	1655	n/a	1882
2018-19	All	English Learner	34	n/a	44
2018-19	All	Special Education	231	n/a	340
2018-19	Assumption Parish	All	233	n/a	257
2018-19	Assumption Parish	American Indian or Alaska Native	0	n/a	0
2018-19	Assumption Parish	Asian	1	n/a	1
2018-19	Assumption Parish	Black or African American	92	n/a	111
2018-19	Assumption Parish	Hispanic/Latino	14	n/a	15
2018-19	Assumption Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0

IADA Annual Performance Report

2018-19	Assumption Parish	Two or more races	0	n/a	4
2018-19	Assumption Parish	White	126	n/a	126
2018-19	Assumption Parish	Economically Disadvantaged	168	n/a	179
2018-19	Assumption Parish	English Learner	3	n/a	3
2018-19	Assumption Parish	Special Education	19	n/a	27
2018-19	Celerity Schools Louisiana Inc.	All	32	n/a	36
2018-19	Celerity Schools Louisiana Inc.	American Indian or Alaska Native	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	Asian	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	Black or African American	32	n/a	36
2018-19	Celerity Schools Louisiana Inc.	Hispanic/Latino	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	Native Hawaiian or Other Pacific Islander	0	n/a	0

IADA Annual Performance Report

2018-19	Celerity Schools Louisiana Inc.	Two or more races	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	White	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	Economically Disadvantaged	31	n/a	34
2018-19	Celerity Schools Louisiana Inc.	English Learner	0	n/a	0
2018-19	Celerity Schools Louisiana Inc.	Special Education	3	n/a	3
2018-19	Lincoln Parish	All	370	n/a	389
2018-19	Lincoln Parish	American Indian or Alaska Native	1	n/a	1
2018-19	Lincoln Parish	Asian	4	n/a	5
2018-19	Lincoln Parish	Black or African American	186	n/a	193
2018-19	Lincoln Parish	Hispanic/Latino	18	n/a	29
2018-19	Lincoln Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0

IADA Annual Performance Report

2018-19	Lincoln Parish	Two or more races	5	n/a	5
2018-19	Lincoln Parish	White	156	n/a	156
2018-19	Lincoln Parish	Economically Disadvantaged	268	n/a	269
2018-19	Lincoln Parish	English Learner	7	n/a	15
2018-19	Lincoln Parish	Special Education	53	n/a	68
2018-19	Ouachita Parish	All	1271	n/a	1524
2018-19	Ouachita Parish	American Indian or Alaska Native	1	n/a	1
2018-19	Ouachita Parish	Asian	10	n/a	23
2018-19	Ouachita Parish	Black or African American	522	n/a	528
2018-19	Ouachita Parish	Hispanic/Latino	30	n/a	44
2018-19	Ouachita Parish	Native Hawaiian or Other Pacific Islander	1	n/a	1

IADA Annual Performance Report

2018-19	Ouachita Parish	Two or more races	14	n/a	21
2018-19	Ouachita Parish	White	693	n/a	906
2018-19	Ouachita Parish	Economically Disadvantaged	876	n/a	1031
2018-19	Ouachita Parish	English Learner	15	n/a	15
2018-19	Ouachita Parish	Special Education	130	n/a	182
2018-19	St. John the Baptist Parish	All	383	n/a	473
2018-19	St. John the Baptist Parish	American Indian or Alaska Native	0	n/a	0
2018-19	St. John the Baptist Parish	Asian	1	n/a	1
2018-19	St. John the Baptist Parish	Black or African American	287	n/a	365
2018-19	St. John the Baptist Parish	Hispanic/Latino	36	n/a	42
2018-19	St. John the Baptist Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0

IADA Annual Performance Report

2018-19	St. John the Baptist Parish	Two or more races	5	n/a	11
2018-19	St. John the Baptist Parish	White	54	n/a	54
2018-19	St. John the Baptist Parish	Economically Disadvantaged	312	n/a	369
2018-19	St. John the Baptist Parish	English Learner	9	n/a	11
2018-19	St. John the Baptist Parish	Special Education	26	n/a	60

Notes: The enrollment numbers are based on data for seventh grade English Language Arts. The “All” column for the number of enrolled students is the sum of all student enrollments within the participating districts.

IADA Annual Performance Report

Attachment B.

School Year	District Name		# of Students in IADA Pilot	% of Students Proficient or Above in IADA Pilot	# of Enrolled Students
2019-20	All	All	6351	n/a	6351
2019-20	All	American Indian or Alaska Native	17	n/a	17
2019-20	All	Asian	70	n/a	70
2019-20	All	Black or African American	3334	n/a	3334
2019-20	All	Hispanic/Latino	208	n/a	208
2019-20	All	Native Hawaiian or Other Pacific Islander	4	n/a	4
2019-20	All	Two or more races	140	n/a	140
2019-20	All	White	2578	n/a	2578
2019-20	All	Economically Disadvantaged	4567	n/a	4567

IADA Annual Performance Report

2019-20	All	English Learner	98	n/a	98
2019-20	All	Special Education	688	n/a	688
2019-20	Caddo Parish	All	2812	n/a	2812
2019-20	Caddo Parish	American Indian or Alaska Native	4	n/a	4
2019-20	Caddo Parish	Asian	35	n/a	35
2019-20	Caddo Parish	Black or African American	1769	n/a	1769
2019-20	Caddo Parish	Hispanic/Latino	107	n/a	107
2019-20	Caddo Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	Caddo Parish	Two or more races	70	n/a	70
2019-20	Caddo Parish	White	827	n/a	827
2019-20	Caddo Parish	Economically Disadvantaged	1988	n/a	1988

IADA Annual Performance Report

2019-20	Caddo Parish	English Learner	40	n/a	40
2019-20	Caddo Parish	Special Education	261	n/a	261
2019-20	Catahoula Parish	All	96	n/a	96
2019-20	Catahoula Parish	American Indian or Alaska Native	0	n/a	0
2019-20	Catahoula Parish	Asian	0	n/a	0
2019-20	Catahoula Parish	Black or African American	41	n/a	41
2019-20	Catahoula Parish	Hispanic/Latino	0	n/a	0
2019-20	Catahoula Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	Catahoula Parish	Two or more races	3	n/a	3
2019-20	Catahoula Parish	White	52	n/a	52
2019-20	Catahoula Parish	Economically Disadvantaged	72	n/a	72

IADA Annual Performance Report

2019-20	Catahoula Parish	English Learner	0	n/a	0
2019-20	Catahoula Parish	Special Education	16	n/a	16
2019-20	Claiborne Parish	All	124	n/a	124
2019-20	Claiborne Parish	American Indian or Alaska Native	0	n/a	0
2019-20	Claiborne Parish	Asian	0	n/a	0
2019-20	Claiborne Parish	Black or African American	80	n/a	80
2019-20	Claiborne Parish	Hispanic/Latino	6	n/a	6
2019-20	Claiborne Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	Claiborne Parish	Two or more races	2	n/a	2
2019-20	Claiborne Parish	White	36	n/a	36
2019-20	Claiborne Parish	Economically Disadvantaged	98	n/a	98

IADA Annual Performance Report

2019-20	Claiborne Parish	English Learner	1	n/a	1
2019-20	Claiborne Parish	Special Education	25	n/a	25
2019-20	Evangeline Parish	All	452	n/a	452
2019-20	Evangeline Parish	American Indian or Alaska Native	1	n/a	1
2019-20	Evangeline Parish	Asian	2	n/a	2
2019-20	Evangeline Parish	Black or African American	165	n/a	165
2019-20	Evangeline Parish	Hispanic/Latino	5	n/a	5
2019-20	Evangeline Parish	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	Evangeline Parish	Two or more races	12	n/a	12
2019-20	Evangeline Parish	White	267	n/a	267
2019-20	Evangeline Parish	Economically Disadvantaged	323	n/a	323

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2019-20	Evangeline Parish	English Learner	0	n/a	0
2019-20	Evangeline Parish	Special Education	60	n/a	60
2019-20	Grant Parish	All	251	n/a	251
2019-20	Grant Parish	American Indian or Alaska Native	1	n/a	1
2019-20	Grant Parish	Asian	0	n/a	0
2019-20	Grant Parish	Black or African American	28	n/a	28
2019-20	Grant Parish	Hispanic/Latino	5	n/a	5
2019-20	Grant Parish	Native Hawaiian or Other Pacific Islander	1	n/a	1
2019-20	Grant Parish	Two or more races	12	n/a	12
2019-20	Grant Parish	White	204	n/a	204
2019-20	Grant Parish	Economically Disadvantaged	188	n/a	188

IADA Annual Performance Report

2019-20	Grant Parish	English Learner	1	n/a	1
2019-20	Grant Parish	Special Education	39	n/a	39
2019-20	Rapides Parish	All	1712	n/a	1712
2019-20	Rapides Parish	American Indian or Alaska Native	11	n/a	11
2019-20	Rapides Parish	Asian	22	n/a	22
2019-20	Rapides Parish	Black or African American	743	n/a	743
2019-20	Rapides Parish	Hispanic/Latino	60	n/a	60
2019-20	Rapides Parish	Native Hawaiian or Other Pacific Islander	3	n/a	3
2019-20	Rapides Parish	Two or more races	21	n/a	21
2019-20	Rapides Parish	White	852	n/a	852
2019-20	Rapides Parish	Economically Disadvantaged	1269	n/a	1269

IADA Annual Performance Report

2019-20	Rapides Parish	English Learner	43	n/a	43
2019-20	Rapides Parish	Special Education	209	n/a	209
2019-20	City of Monroe School District	All	528	n/a	528
2019-20	City of Monroe School District	American Indian or Alaska Native	0	n/a	0
2019-20	City of Monroe School District	Asian	7	n/a	7
2019-20	City of Monroe School District	Black or African American	429	n/a	429
2019-20	City of Monroe School District	Hispanic/Latino	6	n/a	6
2019-20	City of Monroe School District	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	City of Monroe School District	Two or more races	7	n/a	7
2019-20	City of Monroe School District	White	79	n/a	79
2019-20	City of Monroe School District	Economically Disadvantaged	444	n/a	444

IADA Annual Performance Report

2019-20	City of Monroe School District	English Learner	4	n/a	4
2019-20	City of Monroe School District	Special Education	57	n/a	57
2019-20	Central Community School District	All	376	n/a	376
2019-20	Central Community School District	American Indian or Alaska Native	0	n/a	0
2019-20	Central Community School District	Asian	4	n/a	4
2019-20	Central Community School District	Black or African American	79	n/a	79
2019-20	Central Community School District	Hispanic/Latino	19	n/a	19
2019-20	Central Community School District	Native Hawaiian or Other Pacific Islander	0	n/a	0
2019-20	Central Community School District	Two or more races	13	n/a	13

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2019-20	Central Community School District	White	261	n/a	261
2019-20	Central Community School District	Economically Disadvantaged	185	n/a	185
2019-20	Central Community School District	English Learner	9	n/a	9
2019-20	Central Community School District	Special Education	21	n/a	21

IADA Annual Performance Report

Attachment C

Since the innovative assessment system will initially be administered in a subset of LEAs or schools in Louisiana, Louisiana has collected letters of support from each LEA that affirms that they will comply with all requirements of this section.

Name of Authorized Representative:

Title:

Chanda Johnson

Chief of Staff

Signature:

Date (*month/day/year*):

Chanda Johnson

08/30/2019
