

Louisiana’s Responses to USED and Peer Feedback

	Information Requested Pertaining to Regulatory Requirements	LDOE Response
1	<p>Evidence that the State has developed an innovative assessment system in collaboration with affected stakeholders in the State, including those representing the interests of children (including children with disabilities, English learners, and other sub-groups of students described in section 1111(c)(2) of the ESEA), students and parents, teachers, civil rights organizations, and, if applicable, representatives of Indian tribes located in the State.</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 provided in the original IADA application on pp. 10-15 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 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

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	<p>(which LDOE addresses below, in 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, 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 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 measures 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>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 initiation implementation of the state’s ESSA plan. A list of those organizations and meeting</p>

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	<p>dates can be found here and 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 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 plans to deepen its engagement with critical stakeholders—particularly in the communities (i.e., school system leaders, principals, teachers, parents, students, advocacy, business, and community organizations) that will participate in the IADA in the first year of the demonstration period—and expand its consultation and discussions with other groups of affected stakeholders upon approval. Upon approval, LDOE will be planning for a convening of the participating districts at the start of the school year, including school leaders and educators, for training on the innovative assessment. LDOE will also prepare 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

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		<p style="text-align: center;">requirement) to give them a dedicated opportunity to learn more about the activities in the first year of IADA and ask questions.</p> <p>In this way, LDOE’s plan for stakeholder engagement on the IADA proposal has focused on ensuring that the state had the support and the authority to proceed with the pilot prior to additional, more detailed and in-depth conversations about the innovative assessment and pilot timeline—recognizing that the modifications to the statewide assessment system envisioned in the application are both an exciting opportunity, and a significant change, for districts, educators, students, and families.</p>
2	<p>LDOE must clarify that at the end of the demonstration authority, the State will require all students to participate in the same statewide assessment that measures the same challenging academic standards, as required in ESEA section 1111(b).</p>	<p>LDOE has long recognized the importance—as a driver of equity and opportunity—of maintaining a single, statewide, high-quality assessment system to measure student learning and proficiency against the state’s academic content standards in grades 3-12. Statewide assessments are a key indicator of whether LDOE is making progress in its mission for every student to be on track to a college degree or a professional career; in the state’s accountability and improvement systems for schools, districts, teacher preparation programs, educators, and more; and for Louisiana parents and families who have a right to accurate, clear information about their child’s academic progress compared to the standards and to their peers.</p> <p>Louisiana’s IADA pilot preserves a single, statewide assessment system (LEAP 2025) for English language arts while developing a new assessment format that will be used within that system (LEAP Humanities). The new format will be informed by feedback from educators, districts, and other stakeholders (as described in the row immediately above) and designed intentionally to support high-quality, standards-aligned, integrated instruction in ELA and social studies. The new format is rooted in the belief that every student must build a set of critical knowledge about literature and the world and possess a high level of reading proficiency as preparation for high school graduation and long-term success.</p> <p>Louisiana’s IADA request will <u>not</u> create a menu of different assessments from which LEAs can choose. At the end of the demonstration period, all LEAs will be required to administer a LEAP 2025 assessment, aligned to the state’s ELA content standards and academic achievement standards, to all students annually in grades 3-8 and twice in high school (where students take LEAP in conjunction with particular courses). If the pilot is successful, an LEA in Louisiana would be permitted to select which <u>comparable</u> LEAP 2025 form (Humanities or ELA) they use at the end of the demonstration</p>

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	<p>period, but LEAs would <u>not</u> be permitted to use a non-LEAP 2025 assessment in its place or choose from a variety of LEAP and non-LEAP assessments. Further, at the end of the pilot phase, the entire LEAP 2025 system (including the ELA and Humanities forms) will be submitted for federal peer review as the state’s assessment system—including evidence of validity, reliability, and comparability.</p> <p>Louisiana will use IADA to create, pilot, implement, make adjustments, and build evidence to demonstrate the validity, reliability, and comparability of the new LEAP Humanities assessment. The LEAP Humanities form will be administered using a through-course or “modular” assessment structure, with a series of interim assessments throughout the academic year (based on pre-identified text selections that are aligned to the ELA Guidebooks 2.0 curriculum, developed by Louisiana educators)—plus a short summative assessment at the end of the year. The traditional LEAP ELA form, in contrast, will continue to be administered using a single summative assessment model.</p> <ul style="list-style-type: none"> ● Both LEAP 2025 forms (Humanities and ELA) will be used throughout the demonstration period—just as statewide, large-scale assessment systems currently use multiple, linked/equated alternate test forms to maintain adequate security and validity over time and use multiple modalities to administer the same assessment (i.e., computer-based testing and paper-based testing) to produce comparable measures of student mastery of state standards. ● Both the ELA and Humanities forms will be fully aligned to the <u>same</u> academic content standards and use the <u>same</u> academic achievement standards and achievement level descriptors. These design specifications (to ensure standards alignment and comparability) will be included in the state’s agreement with its vendor to develop the items, frameworks, blueprints, and forms for the LEAP Humanities format, just as they are included in the state’s current agreement for item and form development of the LEAP ELA assessments. In addition, LDOE and its assessment contractors will gather evidence annually to demonstrate and improve (as needed) the validity, reliability, quality, and comparability of the LEAP Humanities format to the ELA format. ● The majority of items included on the LEAP Humanities form will be derived from the pre-identified content and texts covered in the state-developed ELA Guidebooks 2.0 curriculum, while the anchor items included on the LEAP Humanities summative module and the entire LEAP ELA summative assessment will be agnostic to any particular curricular content.

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	<p>In this way, Louisiana plans to use IADA to determine whether it is feasible to develop an assessment that is more responsive to curricular choices LEAs have made through which to teach the Louisiana State Standards and that encourages use of standards-aligned, high-quality, content-rich curriculum—without limiting local authority (per state law / regulations) to choose instructional materials.</p> <p>By using the demonstration period to rigorously and annually report the comparability of the LEAP Humanities and ELA forms—using multiple methods for gathering evidence, as described in Louisiana’s original submission on pp. 25-27, LDOE is confident that both forms will be able to be used interchangeably as part of the LEAP 2025 assessment system at the end of the demonstration period. In other words, the goal is to use the demonstration period to both build/scale the new assessment form and ensure that the entire unified LEAP 2025 system (Humanities and ELA) will be able to meet all requirements for federal assessment peer review. The most promising methods for assessing system comparability (as described more fully in the original submission) include:</p> <ul style="list-style-type: none"> ● requiring interested schools to pilot innovative items prior to full participation; ● comparing full assessment results between LEAP forms for a sample of students across years for each grade span; ● using a third common measure for all, or a sample, of participating schools; and ● conducting propensity score matching of participating and non-participating schools and students. <p>This evidence will be used as a check each year of the pilot to ensure that the changes to LEAP are implemented in a way that maintains the integrity, consistency, and quality of the statewide assessment system.</p>

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1	<p>(a)(1) LDOE must provide:</p> <ol style="list-style-type: none"> 1. Clarification regarding how the interim and summative 	<p>1. While LDOE will use the first year of the demonstration period to build the assessment blueprints and pilot items for the LEAP Humanities I and II forms, the state currently plans for the LEAP Humanities form to include three interim assessment modules, in addition to a shorter summative</p>

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<p>assessments will yield a total score.</p> <p>2. Explanation of how the assessment will promote high-quality instruction and improved outcomes for subgroups with highly mobile children (e.g., low-income, migrant, homeless).</p>	<p>assessment module (relative to the length of the summative-only LEAP English I and English II forms) which is administered as part of the third module. Student scores on each of the four modules would be cumulative toward a student’s total score. While subject to change based on the final assessment blueprints Louisiana develops, LDOE anticipates that 67-80% of a student’s total cumulative score will be derived from the interim modules, with the remainder derived from the summative module. Depending on the final assessment design, the summative module, which will not be based on pre-identified texts and content, may also be able to serve as an audit feature, with anchor items, during the demonstration—enabling better comparison of student results on the three interim modules to student results on the summative module.</p> <p>LDOE seeks to build five or six interim LEAP Humanities assessments modules for each grade level/course, from which LEAs select three. Of the three interim assessment modules that will count toward a student’s total score, at least one must be a non-fiction module and at least one must be a literary module. In other words, while there is some LEA flexibility as to which texts will be assessed, these choices are constrained to ensure that every student takes an assessment that is aligned with the depth and breadth of Louisiana’s content standards. For example, the two non-fiction modules for each grade / subject from which an LEA could choose would cover the same standards domains, making the two modules interchangeable. In other words, while there are more modules available than will be included in any one student’s total score, LEAs would not have unlimited choice in which modules count; only certain combinations of modules could be used to ensure validity, standards alignment, and comparability.</p> <p>The non-fiction and fiction interim assessment modules are planned to both feature:</p> <ul style="list-style-type: none"> ● A choice between two texts, with multiple forms per text; ● A 20-minute set of multiple choice or technology-enhanced items based on the selected text (5-8 items), which would include items for field testing; ● A short answer section based on a “warm read” from the selected text (2 items, 30 minutes per item); and ● A thematic writing prompt (40 minutes) based on cross-textual content. <p>In turn, LDOE plans for the short summative module to feature:</p>

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	<ul style="list-style-type: none"> ● Multiple choice or multiple select items to ensure full coverage of the depth and breadth of Louisiana’s academic content standards; and ● A culminating extended response question, with the length of the assessment determined in consultation with LDOE’s assessment vendor and partners to ensure the final blueprints will result in comparable standards coverage and include sufficient anchor items. <p>As described in detail in the original application on pp. 42-45, Louisiana will work with an assessment vendor to reliably and securely administer, score, and report the results on the LEAP 2025 Humanities assessment during the demonstration period, consistent with nationally recognized professional and technical standards for assessments. This will help ensure the scoring design and procedures for the LEAP Humanities assessment are well-designed and -implemented.</p> <p>2. LDOE recognizes that a number of students move between school districts each year, particularly those who are migrant, in foster care, or homeless. Specifically, this affected ~4.0% of students statewide in the 2016-17 school year (though the rate varies annually) and ranged from 2.4% to 3.9% of students in the initially participating districts in the 2016-17 school year.</p> <p>Recognizing that it is possible both for (1) a student to leave a district that is participating in the IADA pilot and enroll in a non-participating LEA prior to completing all portions of the LEAP Humanities form (i.e., each of the 3 planned interim assessments), as well as for (2) a student to move to a participating district later in the year, after a portion of the LEAP Humanities form has been administered, LDOE must have a contingency plan in place to measure mobile students’ academic progress in ELA each year, consistent with ESEA section 1111(b)(2)(B)(v) and 34 C.F.R. § 200.2(b)(1)(ii). In such cases, the LEAP ELA form will be used to ensure all students are assessed against the Louisiana State Standards in the required grades and courses.</p> <p>Because the ELA and Humanities forms will be comparable, LDOE believes this is the most valid, reliable, and fair procedure to use when assessing these mobile students. Further, as the results of the interim assessments in the LEAP Humanities assessment will be available to educators during the school year, LDOE believes that the participation of mobile students in the LEAP Humanities pilot whenever possible (even if a student subsequently enrolls in a non-participating LEA and takes the LEAP ELA assessment form) will help their teachers provide better instructional support and</p>

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		<p>interventions, as needed, to these students while they are enrolled in the participating district—and will also provide useful and more recent information on the student’s academic progress (relative to the student’s LEAP performance in the prior year) to their new classroom teachers if a student transfers to a non-participating LEA.</p> <p>Finally, the background knowledge students bring to assessments matters. LDOE’s LEAP Humanities form is an attempt to be deliberate and transparent about the background knowledge that is being assessed, as opposed to differing topics and texts requiring more randomized background knowledge that is included on the traditional LEAP ELA form. This transparency and clarity for Louisiana educators will be beneficial for the instructional of all students, <i>and especially</i> for historically underserved ones. As stated in LDOE’s original IADA application, “states have attempted to build reading and writing assessments that do not value, and thus do not promote, the background knowledge students bring to them and should have learned in the classroom. Instead, these assessments preference the skills of reading and writing alone—not the content that renders them rich and meaningful. The unfortunate consequence is that those students whose socioeconomic status makes them more likely to acquire higher rates of background knowledge bring an extra benefit to the test.” This is also likely true for highly mobile groups of students, whose mobility has made it more challenging for them to acquire a wide range of background knowledge. In cases where mobile students have completed an instructional unit and acquired specific background knowledge in a participating LEA, LDOE believes they will benefit academically from taking the innovative assessment, even if they do not complete every portion of the assessment and must also take the LEAP ELA form.</p>
2	<p>(a)(3) LDOE must provide:</p> <ol style="list-style-type: none"> 1. A projected schedule for the inclusion of additional LEAs into the pilot assessment that includes specific targets/goals for expansion during each year of the demonstration period. 	<ol style="list-style-type: none"> 1. See revised annual participation benchmarks (attachment 1). 2. Louisiana’s IADA pilot preserves a single, statewide assessment system (LEAP 2025) for English language arts while developing a new format that will be used within the single state system (LEAP Humanities). The LEAP Humanities assessment design is built on the theory that every student must have a set of critical content knowledge about literature and the world and possess a high level of reading proficiency as preparation for graduation. Louisiana’s IADA request will <u>not</u> create a menu of different assessments from which LEAs can choose. At the end of the demonstration period, all LEAs will be required to administer a LEAP 2025 assessment, aligned to the Louisiana State Standards and academic achievement standards. If the pilot is successful, an LEA in Louisiana would be

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<p>2. Information that demonstrates that, at the end of the demonstration period, LEAs will use the same, statewide assessment system.</p>	<p>permitted to select which <u>comparable</u> LEAP 2025 form (Humanities or ELA) they use, but LEAs would <u>not</u> be permitted to use a non-LEAP 2025 assessment. At the conclusion of the pilot, the complete LEAP 2025 system (including both ELA and Humanities) will be submitted for federal assessment peer review as the state’s assessment system—including evidence of validity, reliability, and comparability.</p> <p>As stated above, Louisiana will use innovative assessment demonstration authority to develop, pilot, administer, modify (as needed) and build evidence to demonstrate the validity, reliability, and comparability of the new LEAP Humanities assessment. The LEAP Humanities form will be administered using a “modular” assessment structure, with a series of three interim assessments throughout the year (based on pre-identified text selections that are aligned to the ELA Guidebooks 2.0 curriculum, developed by Louisiana educators)—plus a short summative assessment at the end of the year consisting of anchor items. The LEAP ELA form will continue to be administered using a single summative assessment.</p> <ul style="list-style-type: none"> ● Both LEAP 2025 forms (Humanities and ELA) will be used throughout the demonstration period—just as statewide, large-scale assessment systems currently use multiple, linked/equated alternate test forms to maintain adequate security and validity over time and use multiple modalities to administer the same assessment (i.e., computer-based testing and paper-based testing) to produce comparable measures of student mastery of state standards. ● Both the ELA and Humanities forms will be fully aligned to the <u>same</u> academic content standards and use the <u>same</u> academic achievement standards and achievement level descriptors. These design specifications (to ensure standards alignment and comparability) will be included in the state’s agreement with its vendor to develop the items, frameworks, blueprints, guides, and forms for the LEAP Humanities format, just as they are included in the state’s current agreement for item and form development of the LEAP ELA assessments. In addition, LDOE and its assessment contractors (both for content development and for administration, scoring, and reporting) will gather evidence annually to help LDOE demonstrate and improve (as needed) the validity, reliability, quality, and comparability of the LEAP Humanities format to the ELA format. ● The majority of items included on the LEAP Humanities form will be derived from the pre-identified content and texts covered in the state-developed ELA Guidebooks 2.0 curriculum,

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		<p style="text-align: center;">while the anchor items included on the LEAP Humanities summative module and the entire LEAP ELA summative assessment will be agnostic to any particular curricular content.</p> <p>By using the demonstration period to rigorously and annually report the comparability of the LEAP Humanities and ELA forms—using multiple methods for gathering evidence, as described in Louisiana’s original submission on pp. 25-27, LDOE is confident that both forms will be able to be used interchangeably as part of the LEAP 2025 assessment system at the end of the demonstration period. In other words, the goal is to use the demonstration period to both build/scale the new assessment form and ensure that the entire unified LEAP 2025 system (Humanities and ELA) will be able to meet all requirements for federal assessment peer review. The most promising methods for assessing system comparability (as described more fully in the original submission) include:</p> <ul style="list-style-type: none"> ● requiring interested schools to pilot innovative items prior to full participation; ● comparing full assessment results between LEAP forms for a sample of students across years for each grade span; ● using a third common measure for all, or a sample, of participating schools; and ● conducting propensity score matching of participating and non-participating schools and students. <p>This evidence will be used as a check each year of the pilot to ensure that the changes to LEAP are implemented in a way that maintains the integrity, consistency, and quality of the statewide assessment system. LDOE staff will also work with its assessment vendors to make any changes recommended to the assessment blueprints, items, or administration in these annual studies to improve the system’s validity and comparability over time—so that the LEAP system will be well-positioned to pass federal assessment peer review after year 5 of the pilot.</p>
3	<p>(b)(1) LDOE must provide additional information regarding the extent and depth of prior experience of the SEA and participating LEAs regarding:</p> <ol style="list-style-type: none"> 1. The use of effective supports and accommodations. 	<p>1. <u>Resources and Guidance</u>: LDOE has significant experience creating guides and other resources to help district and school staff provide effective supports and accommodations for students on assessments. Recently, LDOE developed Louisiana’s Diverse Learners Guide as a resource for educators (related to the ELA Guidebooks, which will be used in participating LEAs) to build teacher understanding of how student supports are incorporated in the Guidebook lessons and how to provide additional support to students during individual or small-group instruction and assessment. The Guide describes teaching strategies, identifies best practices, and provides materials for</p>

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<p>2. The scoring of innovative assessments.</p>	<p>educators that teach students who struggle in reading (such as English learners, students with disabilities, and students who have performed poorly in the past). LDOE also developed</p> <p>LDOE also has created a hub of additional resources for school systems, schools, educators, and parents and families to support students with disabilities (link here) in reaching the Louisiana State Standards. “Strategies for Success: A Guidebook for Supporting Students With Disabilities” helps leaders and educators in their efforts to improve learning outcomes for these students. This guidebook is intended to be used as a resource to create strong support plans for students with disabilities, organized around four evidence-based practices for improving the academic achievement of students with disabilities: 1) Identify disabilities early and accurately; 2) Provide high-quality instruction to ensure the achievement of ambitious IEP goals; 3) Strengthen instruction with specialized supports and related services; and 4) Coordinate effective transition planning and implementation. LDOE has also developed guidance and resources for parents and families of students with disabilities (e.g., back-to-school guides, FAQs, information about the educational rights of students with disabilities, and more). Specific to assessments, LDOE—in partnership with its assessment vendor—publishes a user guide on all assessment accommodations and accessibility features to disseminate information about available supports on each assessment for students with various kinds of disabilities, including test administration procedures, guidance on documenting when accommodations are needed, and guidance on determining which supports and accommodations may be appropriate.</p> <p><u>Professional Development, Trainings, and Convenings:</u> LDOE holds monthly webinars for special education directors to discuss policy updates regarding graduation pathways, assessments and accountability, data and monitoring, and upcoming professional development opportunities. The slides and meeting materials from these webinars are all available on LDOE’s website. LDOE has offered specific tracks at its annual Teacher Leader Summit (attended by nearly 7,000 teacher leaders) for educators of students who have a disability and other special need and for educators who want to learn more about available assessments (like K-3 assessment; LEAP 360, the state’s voluntary interim and diagnostic assessment system for LEAs; and LEAP 2025). For example, the most recent June 2018 summit included sessions aligned to each of the four evidence-based practices in “Strategies for Success”; sessions on LEAP 360 focused on the connection between standards, instruction, and assessment; sessions on LEAP 2025 to aid teachers in helping students</p>

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	<p>develop skills in written communication of content knowledge and conceptual understanding; and sessions specifically for educators of English learners building upon the strategies in LDOE’s forthcoming English Learner Guidebook (including integrating learning around curriculum, classroom practice, and content knowledge). LDOE also hosts quarterly convenings for LEA leaders, principals, and teacher leaders focused on working with diverse learners, including students with disabilities and students with limited English proficiency, and regularly convenes the Special Education Advisory Panel (information also available on the SEA website).</p> <p>Louisiana’s network teams and LDOE-vetted professional development vendors also provide technical assistance directly to districts and schools—including in the administration of assessments for students with disabilities who may need accommodations. In addition, LDOE has put protocols in place to ensure that test administrators assessing students with accommodations should be provided with the following:</p> <ul style="list-style-type: none"> ● Training on what accommodations each student will receive; ● A list of the accommodations each student is set to receive and when they should receive them; and ● Processes for communicating with the testing coordinator should questions or issues arise during administration. <p>At the conclusion of each testing administration, LDOE completes an audit to ensure students are receiving appropriate accommodations as documented on the student’s IEP/IAP.</p> <p><u>Supports Specific to Assessment</u></p> <p>The Assessment team within LDOE offers multiple avenues of support to districts, schools, and teachers seeking information or assistance about assessment administration and accountability.</p> <ul style="list-style-type: none"> ● Weekly Newsletters: Assessment and accountability information and deadlines are released weekly in the district newsletter. ● Weekly Assessment & Accountability Calls: Each Tuesday at 1:00 PM, webinars are held to provide training, updates, and important information to District Test Coordinators (DTCs) and Accountability Contacts. ● Assessment Library and Accountability Library: The Assessment Library contains resources for DTCs including the Assessment Schedule and the Assessment and Accountability Month-

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	<p>by-Month Checklist. The Accountability Library contains resources for accountability contacts including the School Performance Score (SPS) calculators as well as information on data certification and federal accountability.</p> <ul style="list-style-type: none"> ● Monthly Educational Technology Calls: The third Thursday of each month a webinar is held for district technology personnel to provide training, updates, and important information related to technology readiness and digital literacy. ● Email / Hotline: All stakeholders are encouraged to email assessment and accountability questions and/or concerns to assessment@la.gov, and to email technology readiness questions and/or concerns to edtech@la.gov. And for immediate assistance, district-level staff may call the LDOE Assessment Hotline. <p>2. LDOE and its staff have significant prior experience in successfully managing the development and scoring of large-scale statewide assessment, such as the innovative LEAP Humanities assessment proposed in its IADA application. LDOE’s assessment team brings significant capacity to bear, with Assistant Superintendents for Academic Content and for Academic Policy and Analytics (Rebecca Kockler and Jessica Baghian, respectively), an assessment director, who coordinates and captains the work across divisions and three functional teams, each responsible for a unique aspect of the assessment process. One functional team brings deep expertise on the academic content, including standards, curriculum, and supports for educators teaching the content. The second functional team is uniquely focused on scoring and reporting assessment results, including psychometrics. Finally, the third team is charged with management and oversight of assessment administration. Collectively, these teams have successfully administered statewide assessments to 700,000 students, across four subject areas, for ~20 years.</p> <p>As stated in the original submission on pp. 42-45, “Given that accurate and consistent scoring will be paramount in assuring ongoing reliability and validity of Louisiana assessment results, particularly with the traditional LEAP 2025 ELA assessment also in use by school systems, the assessment administration contractor will be charged with providing scoring services for all Louisiana innovative assessments for all grade levels—during both field testing and operational testing administrations. In addition, the vendor for test administration will be responsible for providing psychometric services during the entire delivery process from test content delivery, to test administration, to scoring and reporting. This will help ensure the test results are valid, reliable, free from bias, and legally</p>

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	<p>defensible.” LDOE works with a proven vendor to administer, score, and report all LEAP 2025 assessments with fidelity to nationally recognized professional and technical testing standards, and LDOE and its staff have successfully managed scoring contracts for statewide assessments since the system was first developed two decades ago. For example, LDOE identifies and convenes a representative sample of educators in each respective content area from across the state to serve on educator committees for each assessment. The committees work with LDOE to develop a rubric for assessment item review (once items are submitted to LDOE from the vendor) and then to apply that rubric in evaluating items and conducting rangefinding after items have been field tested to ensure that the vendor is providing content that matches the expectations set by LDOE and the educator committees.</p> <p>LDOE staff also conduct significant oversight of the scoring process, from start to finish, with its vendor, such as by holding weekly (or more frequent, if necessary) calls with the vendor to monitor progress against key timelines and deliverables; reviewing the training materials developed by the vendor for readers; attending reading trainings; monitoring scoring (including hand scoring) and reviewing daily Reader Reliability Report and Score Distribution Reports. The rigor of LDOE’s plan for managing the scoring process of the innovative assessment was also noted by several peer reviewers as a strength—and LDOE would like to clarify that one of the reasons this plan in the original submission was so thorough and comprehensive is because it is directly based on the SEA’s past experience with conducting and overseeing a high-quality scoring process for state assessments, including LEAP 2025 and LEAP 360. For example, one peer wrote “the requirements around scoring extended-response items include a detailed plan and scoring methodology, how the vendor will use human/hybrid scoring, and evidence to support any automated plan’s reliability, validity, and past success. Overall, 23 distinct and critical tasks are delineated in the narrative, which cover the entire test scoring process, from student registration for testing, to documenting scoring rules and developing strategies and procedures for identification of plagiarism and cheating.” Another peer noted no weaknesses, and the following strengths, “(i) The proposal provides in detail the components that must comprise a scoring plan that will be developed in collaboration with an assessment vendor. LEAP 2025 Humanities assessments will not be scored locally. The assessment vendor will provide scoring services during both field and operational testing and will provide psychometric services throughout the entire assessment process. All requirements of the assessment vendor are technically sound and reflect accepted professional standards to produce</p>

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		<p>scores that are valid and reliable. These requirements include tasks that must occur before, during, and after the assessment; details of scoring for both selected response, interactive, and constructed response items, as well as human scoring of extended response items, including criteria for selection of on-site scoring project leader, scoring directors, and readers. Inter-rater reliability (IRR) is addressed sufficiently; the daily provision of IRR statistics will be used to monitor scoring quality and industry-standard or higher agreement rates will be implemented. (ii) The scoring plan requires training for the evaluators and also requires the development of procedures to ensure that evaluators are scoring accurately. These procedures include reader monitoring by viewing daily score reliability and validity reports, conducting read-behinds, distributing validity responses among readers, and providing recalibration and retraining.”</p>
4	<p>(b)(2) LDOE must provide a description of the strategies the SEA is using or will use to mitigate risks to the successful implementation of the innovative assessment.</p>	<p>LDOE will employ a number of strategies to mitigate risks that could affect successful implementation of the IADA pilot—building from strategies LDOE has used previously in the development, initial implementation, and scaling of other state initiatives including assessment-related work (such as the LEAP 360 interim and diagnostic assessment system, modifications and improvements to LEAP 2025 assessments, and the ELA Guidebooks 2.0). While some risks can be anticipated (as described below), LDOE also recognizes that effective support structures, project management, and communication are needed so that LDOE staff can respond to and address unanticipated challenges or situations as they arise over the course of the pilot. This will include weekly check-ins among LDOE project managers and their teams with the assessment vendor developing the LEAP Humanities frameworks, blueprints, items, and forms and the vendor responsible for administration, scoring, and reporting. These calls will increase in frequency as key dates approach, if needed. With a detailed work plan for each contract and key dates from the vendor, LDOE has found from past experiences that frequent, regular touchpoints with its primary point of contact for each contract helps to identify early whether there are risks to critical deadlines and to proactively make contingency plans to address any delays. In addition, monthly advisory meetings or calls with technical and content experts (e.g., Louisiana's TAC and partners at the Center for Assessment, Johns Hopkins University) can further assist LDOE in developing these contingency plans or making adjustments based on implementation.</p> <p>LDOE will also hold regular webinars or convenings for participating district and school staff to provide updates on the progress of the pilot, discuss key milestones and upcoming events, and hear feedback, questions, and concerns from participants. Just as regular communication with its vendors</p>

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	<p>is essential to anticipate and mitigate risks, so is open communication with those using the new assessment, who need to be preparing students and families for changes to the assessment system, supporting educators as they adjust their instruction, ensuring their technology infrastructure is ready, scheduling and securing assessment administration, and more. Using strategies that have been successful in the past to communicate with stakeholders (e.g., holding regular collaborations and webinars with participating school system leaders and principals; creating a dedicated newsletter, website, and email address for the project), LDOE will work to ensure that local participating systems are well-aware of the status of the work and any changes to the pilot, but also have ways to alert LDOE of any unanticipated challenges they are facing before those challenges impede successful implementation. In addition, LDOE will facilitate communication and information dissemination through a new user-friendly website for the IADA with essential guides, resources, and other information (i.e., videos, assessment calendars, one-pagers), with an email address for those wanting to ask questions, participate in the future, or engage more deeply with LDOE on the pilot.</p> <p>The following examples demonstrate how LDOE has mitigated risks in implementation of other, related activities that laid the groundwork for the innovative assessment. For example, to support school systems in creating and expanding technology-rich learning environments and mitigate risks during the transition to computer-based testing in grades 3-8, LDOE developed a technology footprint for each school system indicating their level of technology readiness. By evaluating whether LEAs are “making progress,” “ready,” or “exceeding” technology readiness in key areas, LDOE project staff will be able to identify specific areas (and specific participating districts) that may need extra support and target its response and supports accordingly. In addition, all of the participating LEAs in year one of the IADA currently administer tests online, and LDOE has been using computer-based testing on its high school assessments for 10 years (as opposed to the earlier grades that more recently made the transition). In addition to the feedback LDOE received from stakeholders about high school testing, this is another reason LDOE will focus initial implementation on higher grade levels, as opposed to elementary schools.</p> <p>Similarly, to support school system in implementing high-quality, standards-aligned, content-rich instructional materials, LDOE created a Curriculum Implementation Scale (depicted in the original IADA application on p. 50). Using this tool, LEAs can be classified from Level 1 to Level 4, the highest stage of implementation. Another strategy LDOE is using to mitigate risks for successful IADA pilot</p>

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		<p>implementation is creating selection criteria for participating LEAs that considers the Curriculum Implementation Scale, requiring participants to have reached at least Level 3. This criterium recognizes that students, educators, and school systems will struggle to adopt an innovative assessment aligned to the Guidebooks, based on texts students have studied in class, if that curriculum is not first being deeply implemented. Even though systems assessed as Level 1 or 2 on the scale can be using high-quality curriculum, the practices that facilitate deeper implementation of that curriculum—such as universal, high-quality, differentiated training and PD for educators specific to the curriculum; structures for teachers to use student work to modify the curriculum (as needed) to meet students’ needs; and effective supports from school principals (i.e., post-observation conversations with teachers on the curriculum)—are not yet occurring. While LDOE intends for this selection criteria to be eased over time, as the system scales in years 4 and beyond, LDOE may maintain this requirement for LEA participation for additional years based on what it observes and learns from initial implementation. If the Curriculum Implementation Scale is closely related to successful implementation in participating communities, it may be wise to maintain this selection criteria for additional years.</p> <p>These are just two specific examples of how LDOE will proactively mitigate risks to implementation of the IADA to demonstrate how LDOE approaches project management, evaluates LEA readiness to implement key initiatives successfully, and identifies ways the SEA can support LEAs and continuous improvement.</p>
5	<p>(c)(1) LDOE must provide a timeline of the activities that:</p> <ol style="list-style-type: none"> 1. Is sufficiently detailed to reasonably demonstrate that the timeline will lead to implementation in high schools in the 2018-19 school year as well as statewide implementation by the end of the demonstration authority period. 	<p>1. and 2. See revised project timeline (attachment 2) for the 2018-19 and 2019-20 school years. These timelines demonstrate the key steps, with responsible party, that Louisiana must complete in order to successfully pilot LEAP Humanities I and II assessment items in the 2018-19 academic year and to implement an operational LEAP Humanities I and II assessment the following year, as the state also works to pilot LEAP Humanities grade 6-8 test items. Many of these same activities will continue, on a similar annual timeline, as LDOE develops the innovative assessment format for the earlier grade levels. In other words, the year 1 and 2 activities needed develop the high school innovative assessment would repeat in years 2 and 3 for grades 6-8, and in years 3 and 4 for grades 3-5.</p> <p>However, LDOE expects that some tweaks and changes to these timelines will need to be made based on lessons learned from implementation in the first two years—as well as based on further</p>

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<p>2. Provides clarity relating to the parties responsible for specific activities.</p>	<p>discussions with the vendors with whom LDOE will partner to develop the blueprints and content for the assessment and to administer, score, and report results from the assessment. For these reasons, LDOE has only included the more detailed timelines for years 1 and 2 (in addition to the general schedule of activities provided in LDOE’s original submission on pp. 60-64), as they provide sufficient evidence of LDOE’s current plan to build, pilot, and administer an innovative assessment in a particular grade span.</p> <p>Coupled with the information LDOE provided in this addendum in response to selection criteria (a)(3), including the projected benchmarks for scaling the assessment to increasing numbers of LEAs in attachment 1, the more detailed timelines in attachment 2 provide clarification of how LDOE plans to expand the innovative assessment during the five-year demonstration period. By reaching a full operational assessment in all grade levels by year 4 (2021-2022), the final year of the demonstration authority can be focused on expanding the reach of the innovative assessment, evaluating implementation and making any improvements in preparation for federal peer review, and gathering the necessary evidence LDOE will need of the system’s quality, alignment, validity, reliability, and comparability.</p> <p>As stated above, at the end of the demonstration period, <u>all</u> Louisiana LEAs and public schools will be required to administer a LEAP 2025 assessment, aligned to the state’s ELA content standards and academic achievement standards, to students annually in grades 3-8 and twice in high school (where students take LEAP in conjunction with specific English courses). Once implemented statewide, an LEA in Louisiana would be permitted to select which <u>comparable</u> LEAP 2025 form (Humanities or ELA) they use at the end of the demonstration period, but LEAs would <u>not</u> be permitted to use a non-LEAP 2025 assessment. Further, at the end of the pilot, the entire LEAP 2025 system (including the ELA and Humanities forms) will be submitted for federal assessment peer review—including evidence of validity, reliability, and comparability. LDOE will include specific criteria (to ensure standards alignment and comparability) in the state’s agreement with its vendor to develop the items, frameworks, blueprints, guides, and forms for the LEAP Humanities format so that these design specifications—and the end goal of a single statewide assessment system that is well-aligned to the standards, valid, reliable, and comparable—are top-of-mind as LDOE builds the new assessment and pilots it during the demonstration period.</p>

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6	(c)(2) LDOE must provide a project budget for each year of the demonstration authority period considered in the application that provides detailed information about funds needed to develop, administer, score, and report the results of the new assessments.	See project budget (attachment 3). LDOE believes the potential for IADA to improve instruction for Louisiana students, deepen their knowledge, understanding, and mastery of the standards, and enable the state to use the assessment and accountability systems to promote content-rich academic instruction, warrants seeking additional, private funds to develop and scale an innovative LEAP Humanities format. Private funds are also necessary given that no additional federal funding is currently available to support IADA, and LDOE will also continue administration of other LEAP 2025 assessments and statewide assessments (e.g., ACT, English language proficiency assessments, assessments for students with the most significant cognitive disabilities aligned to alternate achievement standards). Given Louisiana’s plan to begin with the development and piloting of innovative assessment <i>items</i> in year 1, before proceeding to a full field test of the entire high school innovative format in year 2, LDOE believes the estimated budget for the initial years of the demonstration authority period is feasible and will allow the state time to identify more significant funding as use of the innovative assessment expands to additional grade levels and districts.
7	(d)(2) LDOE should provide a plan that describes strategies to familiarize students with the innovative assessment system, as well as parents who may not have access to the new website.	LDOE already employs strategies to familiarize students with the LEAP assessment system and will build on these strategies to ensure that students are familiar with the new Humanities form if their school is participating in the IADA. For example, LDOE and the Data Recognition Corporation (Louisiana’s current vendor for the LEAP 2025 summative assessment system and the voluntary LEAP 360 interim assessment system) have developed an Online Tools Training and tutorials (i.e., videos explaining the system tools and functionalities) for students to become familiar with the web-based platform on which they will take the assessment. Schools use the tools training and videos with students to ensure that students are aware of how items will be presented, know how to navigate between questions, and can test out various user features prior to testing (like the equation builder and the ability to flag questions). The training also includes versions for students who may be taking the test with certain accommodations, like text-to-speech. LDOE plans to rely on the same online platform used for the LEAP ELA assessment form to deliver the LEAP Humanities assessment form (i.e., so that all LEAP 2025 assessments are administered on the same platform) and will update the Online Tools Training and available student tutorials to reflect any differences in the Humanities format of the assessment. LDOE believes using the same platform to deliver the assessment will ease the transition for students as their school joins in the innovative pilot, as they should already be familiar and comfortable with that mode of assessment from taking other LEAP 2025 and LEAP 360 assessments.

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		<p>In addition to familiarizing students with the assessment platform, LDOE develops practice tests and answer keys for students—with guidance and webinars for educators and district staff—for all LEAP 2025 assessments. LDOE will add to this library of practice test materials during the IADA to include the LEAP Humanities form of the assessment, beginning with high schools and then proceeding to middle and elementary grades as the demonstration period continues. The LEAP Humanities practice tests, developed in partnership with the SEA’s assessment vendor for the pilot, will ensure students have familiarity with the types of items they will see on the new assessment form prior to the first full operational administration of the innovative assessment. LDOE creates guidance and webinar trainings for district and school staff to accompany the practice tests to build awareness of these tools and encourage all schools to give students the opportunity to become familiar with the LEAP assessment design and platform.</p> <p>Finally, for parents with limited access to the web, LDOE encourages LEAs and schools to use strategies to provide information about assessment directly to parents by providing LEA and school staff with resources and tools they can adapt to use with parents and families in their communities. For example, the LDOE recommends schools attach a hard copy of the Parent Guide to LEAP Student Reports (which is available in multiple languages) to a student’s individual score report so that parents are able to better understand the information it provides about their child’s progress and put their child’s results in context relative to their peers and to the standards. Similarly, the LDOE’s presentation template for back-to-school night conversations with parents includes several slides discussing assessment (both the prior year’s results as well as the assessments their child will take in the coming school year), what results mean for students and families, and how parents can support their child’s learning toward mastery of the Louisiana State Standards. Both the Parent Guide and back-to-school night presentation—and related, similar assessment resources for parents—will be modified by LDOE for schools participating in the IADA to help familiarize parents with the new LEAP Humanities format.</p>
8	<p>(e)(1) LDOE must provide:</p> <ol style="list-style-type: none"> 1. A specific plan to conduct an independent third-party evaluation of the innovative assessment system during the course of the 	<ol style="list-style-type: none"> 1. LDOE is committed to ensuring that it continuously evaluates the success of IADA implementation throughout the demonstration period—making necessary changes and adjustments so that the system (as a whole) continues to scale to additional LEAs and schools over time and that the assessment itself is standards-aligned, valid, reliable, comparable, and meets nationally recognized professional and technical standards for assessments (i.e., in other words, so that the LEAP 2025

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<p>demonstration authority period.</p> <p>2. Additional information for how LDOE will demonstrate comparability where LEAs are using different versions of the interim assessments.</p>	<p>assessment system, including LEAP Humanities, will successfully meet all requirements examined in the federal assessment peer review process).</p> <p>With regard to an evaluation of the assessment itself, LDOE will rely on the Center for Assessment to gather evidence and data, conduct annual analyses, and provide determinations of whether the innovative assessment format is meeting all of the technical demands of the IADA requirements—with recommended actions if improvements or modifications are needed. This builds from a previous comparability study the Center led for LDOE, which was described in Louisiana's original IADA submission. LDOE will model its agreement and work plan with the Center to conduct annual studies of the innovative assessment’s validity and comparability from this past, successful project. The Center’s annual studies of the innovative assessment will not only focus on whether essential requirements for standards alignment, validity, reliability, and comparability (both to students taking LEAP 2025 ELA assessments and among students taking the LEAP 2025 Humanities format) are being met during the during the demonstration period, but also on the longer-term challenge of ensuring that the LEAP assessment system will meet the technical requirements for federal peer review of state assessment systems at the end of the pilot (see pp. 25–29 of the original application submission for the body of evidence that will be collected to examine the comparability of the LEAP Humanities format to the LEAP 2025 ELA format).</p> <p>LDOE plans to rely on the Center for Assessment to gather evidence annually and produce reports/studies that examine the degree to which the new LEAP Humanities assessment validly measures student mastery of the content in the Louisiana State Standards and is comparable to LEAP ELA assessments. LDOE believes this does not present an undue conflict of interest, just as it is not a conflict of interest for an assessment vendor to gather the evidence needed for technical reports or an alignment study to demonstrate the assessment system’s quality in preparation for peer review. Moreover, by working with the Center for Assessments’ experts as an external technical advisor on the project from the beginning, LDOE will be better equipped to develop the assessment (i.e., creating frameworks, blueprints, and other test specifications) in a manner that is most likely to result in high validity and comparability—while the development of content will be the responsibility of the assessment contractors, not the Center (as demonstrated in attachment 2).</p>

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	<p>Many peers also commented on the significant expertise and knowledge of innovative assessments that the Center brings to bear. As one peer noted about LDOE’s original application, “LDOE predicates the success of the evaluation plan presented in this proposal on previous evaluations their external partner, Center for Assessment, conducted for LDOE. The results and process of this evaluation laid the groundwork for the plan for the Center to conduct a similar evaluation of the LEAP 2025 Humanities to determine comparability of results between students taking LEAP 2025 assessments and students taking LEAP 2025 Humanities assessment, as well as a focus on ensuring that the LEAP system, as a whole, meets the federal peer review requirements. During the design phase, LDOE will ensure necessary specifications are included so that the assessment vendor and LDOE can collect necessary data to conduct this evaluation of test validity, reliability and comparability... Based on the history the Center has had conducting evaluations for validity, reliability and comparability for LA assessments, the data that will be available, and the evaluation plan, the proposed evaluation will provide the necessary analyses to determine validity, reliability, and comparability to the statewide assessment system.” By leveraging the Center’s deep expertise on state assessment and innovative assessment practices and using them as an advisor, sounding board, and gadfly in the design process, LDOE will be able to proactively address challenges in the assessment design that could threaten system validity, alignment, reliability, or overall quality—rather than only discover potential design issues <i>after</i> resources have been spent to design and pilot innovative assessment items and forms.</p> <p>That said, LDOE recognizes that the annual studies (produced by the Center) of the LEAP Humanities assessment’s alignment, validity, reliability, and comparability are insufficient to comprehensively evaluate the success of the IADA pilot—as this work focuses primarily on the technical requirements of the assessment, and not the supports, resources, and other tools needed to help LEAs, schools, and educators implement the innovative assessment system well. Additional evidence will need to be collected—for example, directly from participating communities through surveys and focus groups with teachers, families, and students—to fully evaluate the quality of implementation overall. While LDOE’s original submission described this component of the evaluation plan as activities that would be managed internally by LDOE staff (similar to how LDOE has evaluated efforts such as the implementation of the ELA Guidebooks), LDOE recognizes the value of an independent evaluation, if feasible.</p>

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	<p>Given that LDOE is beginning implementation in five school systems in total and that there is no federal funding currently for evaluation of the IADA, LDOE continues to believe these evaluation activities should be managed by LDOE directly in the initial pilot years, as resources will need to be prioritized for item and form development, administration and scoring, and professional development and other supports in the early years. Further, LDOE is aware that IES will be required to conduct an evaluation of the IADA across participating states in three years—and its study design and findings could be valuable for LDOE to review prior to conducting any evaluation of the pilot’s success in the final years of the demonstration period. However, LDOE plans to seek funding for evaluation activities in the final years of the demonstration period so that these qualitative evaluation activities can be expanded and, if feasible, conducted by an external, independent entity (as demonstrated in attachment 3).</p> <p>2. LDOE plans to use IADA to explore the feasibility of permitting participating LEAs some choice amongst the interim LEAP Humanities assessment modules (i.e., which text will be assessed). However, that choice will be constrained. All participating LEAs will be required to administer three interim assessment modules (out of five to six that LDOE develops for that grade or subject), in addition to the final summative assessment module. LDOE plans to require that one of these interim modules be based on fiction/literature, while another must be based on a non-fiction text. Further, even though LEAs may have a choice between interim modules based on two different works of fiction, each of the modules would be designed to measure the same specific domains of content in the Louisiana State Standards. For example, the standards coverage of an interim LEAP Humanities I module based on <i>Romeo and Juliet</i> would be the same as the other interim LEAP Humanities I module based on <i>The Odyssey</i> (two works of fiction included in the ELA Guidebooks 2.0 in grade 9). In this example, an LEA would have a degree of flexibility to select between those two texts, but could not select to use neither module or create their own module based on a different text selection. LDOE will work with its assessment content vendor to ensure each interim module set (i.e., when LEAs have a choice between two modules based on non-fiction texts) are comparable, conducting any technical studies or equating processes that are needed.</p> <p>In this way, LEAs would have choices between texts, but must choose from sets of interim modules that are comparable in content coverage. Each possible combination of interim assessment modules LDOE develops—taken together—will assess the same content domains in the Louisiana State</p>

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		<p>Standards. And the combination of the three interim LEAP Humanities assessment modules and the short LEAP Humanities summative assessment will be fully aligned to the Louisiana State Standards and assess all included domains (just as the LEAP ELA assessment does), using the same achievement standards and achievement level descriptors as the LEAP ELA assessment.</p> <p>Collecting evidence of the comparability and validity of the LEAP Humanities assessment format will be part of Louisiana’s annual activities under IADA (as described in the original submission on pp. 27-29). LDOE will work with its assessment vendor and its external partner (the Center for Assessment) to ensure that sufficient data and evidence are collected to support these claims and to produce all needed technical reports and studies annually. Based on these annual studies of the new assessment’s comparability, alignment, and validity in measuring the Louisiana State Standards and any recommendations resulting from them, if sufficient comparability between combinations of assessment modules is not demonstrated, LDOE will make modifications to the innovative assessment to improve comparability and develop a detailed work plan for the next pilot year, with its vendors, to make those adjustments (e.g., modifications to the assessment blueprints, the development of new items, or the removal of items). Because choice of texts is a priority for participating school systems and educators, LDOE will likewise prioritize taking all necessary steps to maintain this design feature throughout the pilot, without undermining standards alignment, validity, reliability, and comparability of the assessment.</p>
9	(e)(2) LDOE must provide a plan describing its process for using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment.	<p>Each year of the pilot, LDOE will gather both quantitative and qualitative data on the success of the innovative assessment and pilot implementation. This will be gathered from survey data and focus groups with participating school system leaders, principals and teachers, and students to document their experiences with the pilot, solicit ideas for additional trainings, resources, and supports needed to improve implementation of the assessment and/or instruction, and receive feedback on the assessment content, including the selected texts, item types, user experience, and alignment to standards and instructional practices. Data will be reviewed after each pilot year, so that adjustments can be planned for, included in the timeline for the upcoming year(s) and shared with LDOE’s vendors and partners, and implemented during the summer and fall of the following school year. LDOE will also closely examine student-level, school-level, and district-level results from the assessments against past performance, as well assessment participation rates, to look for trends in the data amongst certain groups of students or districts and schools with particular characteristics (e.g., urban vs. rural, student enrollment, lower or higher Curriculum Implementation Scale results).</p>

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	<p>LDOE also will closely examine the evidence collected by the Center in its annual studies on system reliability, validity, and comparability—using the evidence described in the original submission (Requiring Interested Schools to Pilot Innovative Items Prior to Full Participation; Comparing Full Assessment Results between LEAP Forms for a Sample of Students Across Years for Each Grade Span; Using a Third Common Measure for All, or a Sample, of Participating Schools; and Conducting Propensity Score Matching of Participating and Non-Participating Schools and Students). This evidence is in addition to technical reports from LDOE’s assessment vendors. For example, as described in the original application on pp. 23-24 and on pp. 27-28, LDOE will receive:</p> <ul style="list-style-type: none"> ● Evidence from the standard setting process and procedures to set or validate performance standards as needed, including: <ul style="list-style-type: none"> ○ descriptions of standard setting studies, the resulting performance level descriptors and performance standards, and the specific data on which they are based; ○ a description of standard setting studies to provide evidence of comparability of performance standards to other LEAP 2025 assessment formats (i.e., LEAP 2025 ELA and English I and II assessments); and ○ a description of intended studies that will be conducted to evaluate the validity of performance standards. ● Studies and evidence of: <ul style="list-style-type: none"> ○ the reliability of scores for the intended purposes for all students, as indicated by the standard error of measurement across the score continuum; ○ the precision of the assessments at cut scores, and consistency of student level classification; ○ how the content of the assessments reflects Louisiana’s ELA content standards; ○ how the data indicate college and career readiness or “on track” for college and career; and ○ how data produced from the assessments can validly inform school effectiveness and improvement; individual principal and teacher effectiveness; and individual student gains and performance. ● Technical reports with item-, standard-, subtest-, and form-level analyses at the conclusion of each administration (e.g., providing descriptive analyses and using item response theory-based and classical statistics for all operational items based on census data to provide 1)

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	<p>difficulty estimates, p-values, and point bi-serials for items, 2) IRT item estimate parameters, 3) alpha reliability estimates for each test form and standard, 4) decision consistency data, and 5) inter-rater agreement indices).</p> <ul style="list-style-type: none"> ● Documentation of all technical work associated with form development for operational testing, with detailed descriptions of item selection, test form development, handscoring validity and reliability studies, scaling, and item-, standard-, subtest-, and form-level statistics in addition to performance standards setting, sampling, reporting, and quality control processes. <ul style="list-style-type: none"> ○ Evidence of the reliability of test scores and scoring of hand-scorable/automated scoring items could include evidence of: inter-rater reliability; internal consistency of standard and total scores; decision consistency; and generalizability estimates of standard errors. ○ Evidence of assessment validity could include evidence: of the match among test blueprints, item specifications, and items between test forms; that the items measure Louisiana State Standards; that test item formats measure the intended content; of the interrelationship among standards; that items were chosen based on test specifications; that alternate forms cover the same content; of one or multiple dimensions; of criterion validity in its relationship with national or international college and career readiness benchmark tests; and of consequential validity. <p>If either the qualitative data collection (e.g., surveys, focus groups) or technical reports and studies of the assessment design raise deficiencies or concerns, LDOE will convene its assessment team and relevant partners (e.g., for item development, the vendor responsible for assessment content and item acquisition; for comparability and validity, the Center for Assessment) to immediately address the issue, discuss options, recommendations, and contingencies, and determine whether to make changes to the IADA pilot. Depending on the issue, stakeholders may also need to weigh in on the recommended course of action, including participating LEAs and schools, classroom educators, parents and families, and/or education advocates and civil rights organizations. Further, if changes are made, LDOE will convene its project management team, and partners as needed, to discuss changes in key deliverables, timelines, and activities.</p>

Revised Annual Participation Benchmarks (attachment 1)

	Year 1. 2018–2019	Year 2. 2019–2020	Year 3. 2020–2021	Year 4. 2021–2022	Year 5. 2022–2023
Annual Benchmarks: Participation	Only High Schools: 5 LEAs / charter networks participate in LEAP Humanities	MS and HS Only: 10 LEAs (14%) participate in LEAP Humanities	All Grades Participate: 20 LEAs (29%) participate in LEAP Humanities	All Grades Participate: 35 LEAs (50%) participate in LEAP Humanities	All Grades Participate: 50 LEAs (71%) participate in LEAP Humanities
Annual Benchmarks: Student Demographics	Demographics of Initial participants: 57.0% Low-inc 55.2% White 37.8% Black 4.4% Hispanic 1.8% EL 12.6% SWD	59.6% Low-inc 52.6% White 39.3% Black 5.0% Hispanic 2.2% EL 12.5% SWD	62.2% Low-inc 49.6% White 40.7% Black 5.7% Hispanic 2.6% EL 12.4% SWD	64.8% Low-inc 47.3% White 42.1% Black 6.3% Hispanic 3.0% EL 12.3% SWD	Participants match state demographics: 67.4% Low-inc 44.7% White 43.6% Black 6.9% Hispanic 3.4% EL 12.2% SWD
Annual Benchmarks: Student Performance	Benchmarks based on ELA performance in HS will be set using data from 2017–2018 English I / II testing ¹	Benchmarks based on ELA performance in grades 6–8 will be set when LDOE identifies participating schools	Benchmarks based on ELA performance in grades 3–5 will be set once LDOE identifies participating schools		Students in LEAP Humanities schools have similar past performance in LEAP ELA as students statewide
Pilot Phase	<i>HS Baseline Year:</i> Develop HS frameworks and pilot items ² LDOE selects all participants	<i>Grades 6–8 Baseline Year:</i> Full operational Humanities I / II tests; develop 6–8 frameworks and pilot items LDOE selects all participants	<i>Grades 3–5 Baseline Year:</i> Full operational Grades 6–8 and Humanities I / II tests; develop 3–5 frameworks and pilot items LDOE selects all participants	Full operational Grades 3–8 and Humanities I / II tests LDOE selects middle and elementary school participants	Full operational Grades 3–8 and Humanities I / II tests LDOE selects elementary school participants

¹ The 2017–2018 school year is the first administration of the new LEAP 2025 English I and English II assessments, replacing the state’s prior end-of-course assessments in English II and III.

² In any year in which schools in certain grade levels are piloting items only (e.g., 2019–2020 in middle schools), the LEAP ELA assessment will continue to be administered.

Revised Project Timeline (attachment 2)

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

Timeframe	Key Activities	Party Responsible
June - Aug 2018	<p>Kickoff Meeting</p> <p>Finalize agreements with assessment vendors and partners for year 1 activities</p> <p>Develop school system, educator, and family communications materials</p> <p>Develop LEAP Humanities I and II assessment frameworks and submit to LDOE for approval (External Partners—JHU and Center for Assessment—will review)</p>	<p>LDOE (External Partners attend)</p> <p>LDOE</p> <p>LDOE</p> <p>Assessment Content Vendor</p>
Sept - Nov 2018	<p>Submit key dates for piloting innovative high school assessment items to LDOE</p> <p>Hold planning meetings with vendors, in addition to weekly calls</p> <p>Disseminate school system, educator, and family communications materials in participating LEAs for back-to-school and post online</p> <p>Finalize LEAP Humanities I and II assessment frameworks</p> <p>Draft LEAP Humanities I and II assessment guide and submit first draft to LDOE (External Partners—JHU and Center for Assessment—will review)</p> <p>Develop and host training for state network teams who will be working with participating school systems, school leaders, and educators</p> <p>Hold in-person collaboration and feedback opportunity #1 for participating school system leaders, school leaders, and educators; begin monthly IADA calls/webinars for participating LEAs and schools</p> <p>Finalize LEAP Humanities I and II assessment guide and submit to LDOE to post</p>	<p>Assessment Content & Administration Vendors</p> <p>LDOE</p> <p>LDOE</p> <p>Content Vendor</p> <p>Content Vendor</p> <p>LDOE</p> <p>LDOE</p> <p>Content Vendor</p>

Timeframe	Key Activities	Party Responsible
	<p>Begin development / acquisition of pilot test items for Humanities I and II tests</p> <p>Develop rubric for pilot item review with Louisiana educator committees</p> <p>Submit LEAP Humanities I and II pilot items for review by LDOE assessment staff and Louisiana educator committees</p> <p>Confirm timeline for and work plan for acquiring content for pilot</p> <p>Confirm timeline and submit plan to secure innovative assessment platform, and customize it as needed with Louisiana-specific additions/deletions</p> <p>TAC Meeting</p> <p>Develop online tools training with sample items from LEAP Humanities I and II assessment guides</p>	<p>Content Vendor</p> <p>LDOE</p> <p>Content Vendor</p> <p>Admin Vendor</p> <p>Admin Vendor</p> <p>Admin Vendor</p> <p>Admin Vendor</p>
Dec 2018 - Feb 2019	<p>Hold in-person collaboration and feedback opportunity #2 and #3 for participating school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools</p> <p>Hold planning meetings with vendors, in addition to weekly calls</p> <p>Submit Humanities I and II pilot items to administration contractor for pilot testing</p> <p>Post online tools training for participants</p> <p>Prepare the assessment platform and submit to LDOE for review and initial testing (including administrator instructions and guide to post)</p>	<p>LDOE</p> <p>LDOE</p> <p>Content Vendor</p> <p>LDOE</p> <p>Admin Vendor</p>
March - June 2019	<p>Hold in-person collaboration and feedback opportunity #4 for participating school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools</p> <p>Develop LEAP Humanities 6-8 assessment frameworks and submit to LDOE (External Partners—JHU and Center for Assessment—will review)</p>	<p>LDOE</p> <p>Content Vendor</p>

Timeframe	Key Activities	Party Responsible
	TAC Meeting	Admin Vendor
	System fully functional and available for delivery of appropriate assessments; deliver pilot Humanities I and II assessment items in participating LEAs and schools	Admin Vendor
	Solicit requests for participating schools for grades 6–8 pilot and for additional high schools for operational assessment in 2019–2020 (Note: all Louisiana students will continue to take LEAP 2025 assessments in ELA grades 3–8, English I, and English II in 2018–2019)	LDOE
	Prepare IADA session track for 2019 Teacher Leader Summit	LDOE
	Conduct survey and focus groups with participating school leaders, educators, and students	LDOE
	Select participating schools for grades 6–8 pilot and for high school operational assessment in 2019–2020 (Note: all Louisiana students will continue to take LEAP 2025 assessments in ELA grades 3–8 in 2019–2020)	LDOE
	Complete range finding from LEAP Humanities I and II pilot	Admin Vendor
	Deliver all technical reports for assessments (e.g., performance of field-tested items) and other evidence needed data for annual evaluation of validity/comparability and required reporting	Content & Admin Vendors
	Transmit information for validity/comparability studies to Center for Assessment	LDOE

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

Timeframe	Key Activities	Party Responsible
June - Aug 2019	Year 2 Planning Meeting (including deep-dive review of Year 1 results, feedback/surveys from participating districts, validity/reliability/comparability evidence, project management, etc. to adjust year 2 plans)	LDOE (External Partners attend)
	Submit key dates for Year 2 (full high school innovative test administration and piloting items in grades 6–8) to LDOE	Content & Admin Vendors

Timeframe	Key Activities	Party Responsible
	<p>Hold summer in-person collaboration and feedback opportunity for new and returning school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools and summer institute for state network teams working with participating schools and districts</p> <p>Hold planning meetings with vendors, in addition to weekly calls</p> <p>Complete handscoring of LEAP Humanities I and II pilot items</p> <p>Make adjustments to high school assessment frameworks, guides, and items based on results from pilot in 2018–2019 and develop/acquire new items, if needed; upon LDOE approval, disseminate and post any changes to frameworks and guides on LDOE website (External partners—JHU and Center for Assessment—provide guidance on recommended modifications)</p> <p>Develop innovative high school assessment forms and submit to LDOE for review</p> <p>Develop needed additional materials for school systems, educators, and families, based on Year 1 feedback and implementation</p> <p>Submit Humanities I and II assessment module forms to administration contractor</p>	<p>LDOE</p> <p>LDOE</p> <p>Admin Vendor</p> <p>Content Vendor</p> <p>Content Vendor</p> <p>LDOE</p> <p>Content Vendor</p>
Sept - Nov 2019	<p>Disseminate school system, educator, and family communications materials in participating LEAs for back-to-school and post any new/revised materials online</p> <p>Prepare the HS assessment platform and submit to LDOE for review and initial testing (including administrator instructions and guide to post)</p> <p>Finalize LEAP Humanities grades 6-8 assessment frameworks</p> <p>Draft LEAP Humanities 6-8 assessment guide and submit first draft to LDOE (External partners—JHU and Center for Assessment—will review)</p> <p>Hold in-person collaboration and feedback opportunity #1 for participating school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools</p> <p>Deliver first interim LEAP Humanities I and II module</p>	<p>LDOE</p> <p>Admin Vendor</p> <p>Content Vendor</p> <p>Content Vendor</p> <p>LDOE</p> <p>Admin Vendor</p>

Timeframe	Key Activities	Party Responsible
	Finalize LEAP Humanities 6-8 assessment guide and submit to LDOE to post	Content Vendor
	Begin development / acquisition of pilot test items for Humanities 6-8 tests	Content Vendor
	Develop rubric for Humanities 6-8 pilot item review with Louisiana educator committees	LDOE
	Submit LEAP Humanities 6-8 pilot items for review by LDOE assessment staff and Louisiana educator committees	Content Vendor
	Confirm timeline for and work plan for acquiring content for Humanities 6-8 pilot	Admin Vendor
	TAC Meeting	Admin Vendor
	Develop online tools training with sample items from LEAP Grade 6-8 assessment guides	Admin Vendor
Dec 2019 - Feb 2020	Hold in-person collaboration and feedback opportunity #2 and #3 for participating school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools	LDOE
	Hold planning meetings with vendors, in addition to weekly calls	LDOE
	Deliver second LEAP Humanities I and II module	Admin Vendor
	Submit Humanities 6-8 pilot items to administration contractor for pilot testing	Content Vendor
	Post grades 6-8 online tools training for participants	Admin Vendor
	Prepare the grades 6-8 assessment platform and submit to LDOE for review and initial testing (including administrator instructions and guide to post)	Admin Vendor
March - June 2020	Hold in-person collaboration and feedback opportunity #4 for participating school system leaders, school leaders, and educators; continue monthly IADA calls/webinars for participating LEAs and schools	LDOE
	Deliver third LEAP Humanities I and II module	Admin Vendor

Timeframe	Key Activities	Party Responsible
	Develop LEAP Humanities 3-5 assessment frameworks and submit to LDOE (External Partners—JHU and Center for Assessment—will review)	Content Vendor
	TAC Meeting	Admin Vendor
	Deliver LEAP Humanities I and II summative module and deliver pilot Humanities 6-8 assessment items in participating LEAs and schools	Admin Vendor
	Solicit requests for participating schools for grades 3-5 pilot and for additional middle and high schools for operational assessment in 2020–2021 (Note: all Louisiana students will continue to take LEAP 2025 assessments in ELA grades 3–5 in 2020–2021)	LDOE
	Prepare IADA session track for 2019 Teacher Leader Summit	LDOE
	Conduct survey and focus groups with participating school leaders, educators, and students	LDOE
	Select participating schools for grades 3-5 pilot and additional middle and high schools for operational assessment in 2020–2021 (Note: all Louisiana students will continue to take LEAP 2025 assessments in ELA grades 3–5 in 2020–2021)	LDOE
	Complete range finding from LEAP Humanities grades 6-8 pilot	Admin Vendor
	Deliver all student score reports (HS only) and technical reports (MS and HS) for assessments and other evidence needed data for annual evaluation of validity/comparability and required reporting, including score reports required for standard setting for high school innovative assessment	Content & Admin Vendors
	Submit initial draft of released Humanities I and II test items for 2020-21, and based on feedback from LDOE, submit final released test items from Humanities I and II to LDOE to post	Content Vendor
	Transmit information for validity/comparability studies to Center for Assessment	LDOE

Project Budget Estimates (attachment 3)

LDOE’s funding estimates are based on current LEAP 2025 assessment development and administration costs, with a 40 percent increase in anticipated development needs due to the nature of a pilot and anticipated item loss due to innovative design. Item and Assessment Development includes projected vendor costs for the development of assessment frameworks; development of assessment guides; item acquisition/form development; form construction; development of practice tests; standards validation activities and materials; psychometric support and management support; and technical reports and reliability/validity studies. Administration, Scoring, and Reporting includes content delivery (e.g., upload item/form content to the Assessment Delivery Platform; acquisition and maintenance of a secure file transfer protocol for the receipt and transmission of secure data files; quality control procedures and steps to ensure content accuracy); assessment administration (e.g., printed materials; administration training materials and manuals; accommodated materials; practice tests); the assessment delivery platform for each test administration; scoring and psychometric support (e.g., human scoring; automated/computer scoring; hand scoring procedures and range finding; scoring specifications documentation; psychometric support; technical reports); and reporting (e.g., student reports; summary reports; scoring data files; annual reports; accountability reports). Other pilot costs include—but are not limited to—project planning, supports for pilot LEAs, trainings for participating LEAs and schools, program evaluation, and travel.

	Year 1 .2018–2019	Year 2. 2019–2020	Year 3. 2020–2021	Year 4. 2021–2022	Year 5. 2022–2023
Project Phase	Initial build of high school assessments and piloting	Full administration high school assessments; Initial build of middle school assessments and piloting	Full administration high school and middle school assessments; Initial build of elementary school assessments and piloting	Full administration high school, middle school, and elementary school assessments	Full administration high school, middle school, and elementary school assessments
Total Cost Estimate	\$4 million	\$4.5 million	\$5 million	\$5 million	\$4 million
Item and Form Development	\$3 million	\$3.5 million	\$3.5 million	\$2 million	\$1 million
Administration, Scoring, Reporting	\$250,000	\$500,000	\$1 million	\$2 million	\$2 million
Other Pilot Costs	\$750,000 (anticipating additional year 1 planning costs)	\$500,000	\$500,000	\$1 million (additional funding sought for expanded evaluation)	\$1 million (additional funding sought for expanded evaluation)