

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Competitive Grants for State Assessment Program

CFDA # 84.368A

PR/Award # S368A200003

Grants.gov Tracking#: GRANT13154470

OMB No. , Expiration Date:

Closing Date: Jun 30, 2020

PR/Award # S368A200003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Louisiana Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6000745"/>	* c. Organizational DUNS: <input type="text" value="8059209980000"/>

d. Address:

* Street1: <input type="text" value="1201 North 3rd Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Baton Rouge"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="LA: Louisiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="70802-5243"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr ."/>	* First Name: <input type="text" value="Randy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Littleton"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="2253422900"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="randy.littleton@la.gov"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.368

CFDA Title:

Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-002

* Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

13. Competition Identification Number:

84-368A2020-1

Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Louisiana's IADA: Development of Grades 3-5 Summative Through-Course ELA Assessment

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,999,545.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,999,545.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	94,053.00	96,654.00	98,587.00	100,559.00		389,853.00
2. Fringe Benefits	35,740.00	36,729.00	37,463.00	38,217.00		148,149.00
3. Travel	0.00	4,084.00	4,084.00	4,084.00		12,252.00
4. Equipment	546.00	546.00	546.00	546.00		2,184.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	432,000.00	1,032,000.00	631,000.00	0.00		2,095,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	562,339.00	1,170,013.00	771,680.00	143,406.00		2,647,438.00
10. Indirect Costs*	74,791.00	155,611.00	102,633.00	19,072.00		352,107.00
11. Training Stipends						
12. Total Costs (lines 9-11)	637,130.00	1,325,624.00	874,313.00	162,478.00		2,999,545.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 13.30%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S368A200003

Name of Institution/Organization Louisiana Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Louisiana Department of Education

* Street 1: 1201 North 3rd Street Street 2: _____

* City: Baton Rouge State: LA: Louisiana Zip: 70802-5243

Congressional District, if known: LA-006

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments) CFDA Number, if applicable: 84.368
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Not applicable Middle Name: _____

* Last Name: Not applicable Suffix: _____

* Street 1: Not applicable Street 2: _____

* City: Not applicable State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: Not applicable Middle Name: _____

* Last Name: Not applicable Suffix: _____

* Street 1: Not applicable Street 2: _____

* City: Not applicable State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Randy Littleton

* Name: Prefix: Dr. * First Name: Cade Middle Name: _____
* Last Name: Brumley Suffix: _____

Title: State Superintendent of Education Telephone No.: 225-342-3974 Date: 06/29/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

Section 427

In accordance with Section 427 of the Department of Education’s General Provisions Act (GEPA), the Louisiana Department of Education (LDOE) ensures equal access and participation to all persons regardless of color, ethnicity, race, religion, national origin, age, gender, sexual orientation, citizenship status, or disability in all its educational and employment activities, policies, practices, and procedures, including those offered pursuant the Competitive Grants for State Assessment (CGSA) program.

For all activities supported by federal assistance under this application, the LDOE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation based on the priorities, requirements, and conditions stated in the CGSA program regulations. LDOE will take all steps necessary, whether required notices, compliant procedures, appointment of staff, pursuit of conforming state legislation, or otherwise, to achieve these goals.

LDOE will not discriminate against a qualified individual with a disability because of that disability with regard to employment or with regard to the provision of CGSA program services and activities. A person who is otherwise qualified may request an accommodation related to their disability.

Equity serves as a primary motivating factor behind Louisiana’s pursuit of an innovative assessment format. LDOE would undermine this goal if the assessment and related programs were not accessible. Thus, LDOE is committed to ensuring that all students are able to

GEPA Statement

demonstrate what they know and can do relative to the state’s grade-level standards. To this end, the innovative assessment will be developed using principles of universal design for learning (UDL) and will adopt the necessary accessibility features and accommodations so that the assessment is accessible to all students, including students with disabilities and English learners. Communications to families will also be translated into major languages for families of EL children and community members. More information is provided in the “Quality of Project Services” section of the project narrative.

As LDOE expands the innovative assessment to new grades and school systems, we will strive to continuously improve our strategies to serve the unique needs and interests of our community.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Louisiana Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Cade Middle Name:
* Last Name: Brumley	Suffix:
* Title: State Superintendent of Education	
* SIGNATURE: Randy Littleton	* DATE: 06/29/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Chanda	<input type="text"/>	Johnson	<input type="text"/>

Address:

Street1:	1201 North 3rd Street
Street2:	<input type="text"/>
City:	Baton Rouge
County:	<input type="text"/>
State:	LA: Louisiana
Zip Code:	70802-5243
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="337-501-4541"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1239-Louisiana Human Subjects Research Narrative

Add Attachment

Delete Attachment

View Attachment

Human Subjects Research Narrative

Exempt Research Narrative

The Louisiana Department of Education (LDOE) is using the Innovative Assessment Demonstration Authority (IADA) to establish and operate an innovative assessment system that seeks to end skills-based test prep as a mode of pedagogy in English language arts (ELA). The new Louisiana Educational Assessment Program (LEAP) 2025 format—built from the Louisiana Student Standards and aligned to the ELA Guidebooks—will measure students’ understanding, acquisition of knowledge, and analysis of texts in English language arts. The assessment will include portions that are administered at interim points during the year so that students’ mastery of the standards may be assessed using complex tasks that leverage the knowledge students have recently acquired from their classroom lessons.

In accordance with Exemption 2, subjects are children and the research is an educational test. The innovative assessment will adhere to the same protections for personally identifiable information as the traditional LEAP 2025 assessment.

Teachers will also be administered a brief survey at the end of the assessment. In accordance with Exemption 2, the survey will involve no person-to-person interaction and no personally identifiable information will be collected.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Applicable Priority

Absolute Priority 1: Implementing the Innovative Assessment Demonstration Authority (IADA).

Louisiana was approved for IADA in 2018.

Overview

The Louisiana Department of Education (LDOE) is using the Innovative Assessment Demonstration Authority (IADA) to establish and operate an innovative assessment system that seeks to end skills-based test prep as a mode of pedagogy in English language arts (ELA). Built from the Louisiana State Standards and aligned to high-quality curriculum, the summative through-course assessments include end-of-unit tests so that students' mastery of the standards may be assessed using complex tasks that leverage the knowledge students have recently acquired from their classroom lessons. At the end of the IADA demonstration period, the goal is for every student in Louisiana to have the opportunity to take a LEAP 2025 assessment format that best matches the curriculum their teachers use and the instruction they receive on a daily basis. Thus far, Louisiana has piloted items in grades 6-8 for an assessment aligned to the ELA Guidebooks, which is the most widely used curriculum in the state. (The grade 7 assessment was scheduled to be operational in 2019-2020, but the final administration window was canceled due to Covid-19.)

With overwhelming support from pilot participants in middle school, LDOE believes there is a strong foundation for scaling the assessment to elementary grades. Therefore, Louisiana is seeking funding under the Competitive Grants for State Assessment Program specifically to expand its summative through-course assessment to grades 3-5.

Project Abstract

CGSA Project Goal: 100% of eligible students in grades 3-5 take a curriculum-aligned ELA assessment by Year 2 of operational testing (Year 4 of the grant).

Project Objectives

To reach the goal stated above, LDOE will achieve the following measurable objectives:

1. Develop the Guidebooks-aligned, summative through-course assessment for operational administration in grades 3-5 in 2022-2023 (Year 3 of the grant).
2. Increase the share of Guidebooks curriculum users participating in the innovative assessment to 100% by 2023-2024 (Year 4 of the grant).
3. Support at least one other high-quality ELA publisher to develop their own summative through-course assessment for grades 3-5.
4. Ensure 100% of teachers participating in the innovative assessment have access to curriculum-aligned professional development.

Project Outcomes

Through the proposed objectives and the activities outlined in this proposal, the project will achieve the following measurable outcomes by the end of the grant period:

1. 100% of students participating in the innovative assessment will receive content-rich, standards-aligned ELA instruction.
2. The number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above on the state's ELA assessment in grades 3-5 will increase 20%.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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NEED FOR PROJECT

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

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

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

- **ELA assessments attempt to be content agnostic but cannot achieve this aim.** Texts are not content agnostic, so assessments cannot be content agnostic. It is widely known that students with greater knowledge read at more advanced levels.¹ Despite this evidence, states have attempted to build reading and writing assessments that do not value, and thus do not promote, knowledge building in the classroom. Instead, these assessments preference the skills of reading and writing alone—not the content that renders text rich and meaningful. The unfortunate consequence is that those students whose socioeconomic status makes them more likely to acquire varied background knowledge outside of the classroom bring an extra benefit to the test. As Daniel Willingham explains, “If topics are random, the test weights knowledge learned outside the classroom—knowledge that wealthy children have greater opportunity to pick up.”² This reinforces the advantages of the already privileged. As students advance through the grade levels, the disparity between students’ knowledge grows. In states’ attempts to be

¹ See, for example, Daniel T. Willingham. *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (San Francisco: Jossey-Bass, 2017).; Gina N. Cervetti, Tanya S. Wright, and HyeJin Hwang.

"Conceptual coherence, comprehension, and vocabulary acquisition: A knowledge effect?." *Reading and Writing*, 29.4 (2016): 761-779.; M.G. McKeown, I.L. Beck, and R.G. Blake. (2009). “Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches.” *Reading Research Quarterly*, 44(3), 218-253; Donna R. Recht and Lauren Leslie. "Effect of prior knowledge on good and poor readers' memory of text." *Journal of Educational Psychology*, 80.1 (1988): 16.

² “How to get your mind to read,” *New York Times* (New York, NY), November 25, 2017, <https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html>.

content-agnostic, they have instead made assessment a guessing game for educators and for the students who are the most likely to struggle on the tests—including economically-disadvantaged students, English learners (ELs), and students with disabilities (SWDs). This approach is unfair to students who lack exposure to a wide range of knowledge. Additionally, because the assessments do not explicitly value it, some schools are not focused on building content knowledge—further widening the gaps between subgroups of students.³

- **Opportunity gaps persist.** Traditional ELA assessments provide no stimulus to close those gaps. Students who struggle are often denied access to grade-level work. For years, the educational establishment, including teacher preparation programs, emphasized meeting students “at their level.” While undertaken with the best intentions, as TNTP’s “The Opportunity Myth” explains, “The result is the continuation of a cycle in which students who are behind grade level—who are all too often students of color, those from low-income backgrounds, students with mild to moderate disabilities, or English language learners—are continuously exposed to work that never gives them the chance to catch up.”⁴ While Louisiana has made tremendous strides expanding access to instructional materials aligned to grade-level standards, classroom observations

³ Natalie Wexler. *The Knowledge Gap: The Hidden Cause of America’s Broken Education System—And How to Fix It* (New York: Avery, 2019).

⁴ TNTP. “The opportunity myth,” 2018, <https://tntp.org/publications/view/student-experiences/the-opportunity-myth>.

performed by Department staff in schools that have adopted high-quality curriculum indicate some students are being denied access to it.⁵ Despite the evidence that regular access to grade-level work substantially narrows the achievement gap, changing educator mindsets about how to best support students who struggle has proven difficult. Because traditional ELA assessments are disconnected from curriculum, the tests offer no direct incentive to ensure all students have access to high-quality instructional materials.

- **Assessments emphasize skills over knowledge building and inspiring texts.** The lack of content specificity in assessments drives misconceptions among teachers about what it means for students to be literate. Assessments reinforce, and thus teachers maintain, the erroneous belief that literacy is a compilation of discrete skills. As a result, instructional time is devoted to skills practice in isolation, rather than reading and expressing understanding of rich texts in an integrated way. Skills-driven instruction denies students the opportunity to make meaning of individual works of literature, much less the ways in which texts connect to—and contradict—one another, and never challenges students to explore deeper, universal questions about the world.
- **Educators at all levels continue to engage in “test prep.”** In addition to the state-mandated summative assessments, school systems typically also require teachers to

⁵ Based on LDOE staff observations in over 900 ELA classrooms in grades 3-12 in comprehensive intervention required (CIR) and urgent intervention required (UIR) schools conducted during the 2019-2020 school year, *all* students in the classroom were receiving grade-level instruction in only 88% of the observations.

administer diagnostics, interims, and practice tests that triple to quadruple the amount of instructional time allocated to testing-related activities.⁶ Given the combined weight of these state and district assessments across various layers of the accountability system (student, teacher, school, school system), teachers often feel they need to engage in supplementary test preparation beyond what is required by the state and district. Cumulatively, these behaviors result in a significant loss of instructional time with no clear benefit.⁷ In some cases, the non-summative tests are administered but the results are never closely scrutinized or acted upon. Systems that do attempt to use the results often point teachers further in the direction of skills-based instruction and away from integrated, high-quality curriculum.

The Louisiana Department of Education (LDOE) is using Innovative Assessment Demonstration Authority (IADA) to end skills-based test prep as a mode of pedagogy in ELA and, instead, place meaning making and knowledge building at the heart of the classroom

⁶ Based on surveys of assessment use conducted by LDOE. Gathering accurate data about non-summative assessment use has proven difficult, however, because responses provided by school systems often do not align with what LDOE’s network staff observe in the field. Typically schools are observed engaging in test preparation beyond what is reported.

⁷ Nathan Dadey and Calvary R. Diggs. “A rapid review of interim assessment use,” The National Center for the Improvement of Educational Assessment, 2019, https://www.nciea.org/sites/default/files/inline-files/Dadey%20and%20Diggs_19.8.5%20Interim%20Assessment%20Use%20Paper%20C.PDF.

experience. The LDOE believes that incorporating innovative assessments into the Louisiana Educational Assessment Program (LEAP) will enable it to build an assessment system—and corresponding accountability structures—that reflect the type of content-rich, standards-aligned instruction LDOE wants to see in all Louisiana classrooms. Rather than working at cross-purposes, the academic program and accountability system will work together to reinforce deep understanding and acquisition of the state’s college- and career-ready standards.

This approach is novel in the United States but routine internationally, as demonstrated by examining other countries’ emphasis on content knowledge—which they embrace to good effect in student outcomes.⁸ States can, and should, build curricula and commensurate assessments that privilege academic standards and deep textual knowledge equally.

Louisiana is using the IADA to build summative through-course assessments, first in middle school and then progressively to include assessments in elementary and high schools, that truly assess the content taught in Louisiana classrooms and the knowledge students are building.

⁸ “Studies of educationally top-performing countries across the globe indicate that one of the very few characteristics they share is a high-quality, content-rich curriculum. The most extensive study, performed by a research team at Common Core, Inc., found that a comprehensive, content-rich curriculum was the salient feature in nine of the world’s highest-performing school systems as measured by the Programme for International Student Assessment (PISA). Despite the vast cultural, demographic, political, and geographic diversity of Finland, Hong Kong, South Korea, Canada, Japan, New Zealand, Australia, the Netherlands, and Switzerland, their educational systems all shared an emphasis on content-rich curriculum and commensurate standards and assessments.” (David Steiner. “Curriculum research: What we know and where we need to go,” StandardsWork, March 2017, <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>).

In other words, at the end of the demonstration period, all districts in Louisiana will be able to select a LEAP 2025 assessment format that best matches the curriculum they are using and the instruction students regularly receive. With the development and adoption of the innovative assessment, the state’s English language arts standards will be critical to student success and will continue to be the foundation for what is measured in each grade level and course. However, the IADA will enable LDOE to measure student mastery of those standards through the exploration of previously identified texts and domains of knowledge. The theory is that when there is agreement on the texts and knowledge in advance, not only will teachers lead students in much deeper instruction—using the standards to help students explore knowledge and text rather than practicing skills in isolation—but also that the assessments will become a fairer and truer measure of a student’s ability.

Louisiana’s instructional ecosystem makes it the ideal experimentation space for curriculum-aligned, through-course assessments. Seven years ago, Louisiana began reviewing curriculum for alignment to standards using instructional materials evaluation tools and committees of educators. Alongside publishing the reviews, Louisiana incentivized school systems to adopt high-quality materials. As a result of these efforts, based on a survey conducted by RAND through 2019, approximately 80% of Louisiana teachers used a standards-aligned ELA curriculum.⁹ That figure is above 95% for comprehensive and urgent intervention required

⁹To be published in RAND’s “American Instruction Resources Report” in July 2020; older data from 2016-2017 available at https://www.rand.org/pubs/research_reports/RR2303z2.html.

(CIR/UIR) schools.¹⁰

LDOE also provides curriculum-aligned professional learning opportunities for educators to support high-quality implementation. As a result of this and related efforts to build educator understanding, researchers from the RAND Corporation have found that Louisiana teachers stand apart from educators in other states in using classroom materials and instructional practices that are well-aligned with college- and career-ready standards. For example, teachers of ELA in Louisiana showed better understanding of strategies and classroom techniques aligned with the standards and reported using more standards-aligned classroom practices compared to teachers in other states.¹¹

In addition to providing information about publisher-created materials, to fill a gap that existed at the time, Louisiana began developing the ELA Guidebooks curriculum.¹² Made by teachers, for teachers, the Guidebooks were piloted with ten districts prior to statewide release in 2016. Each unit in the Guidebooks is built around a shared idea (e.g., Cajun Folktales, American Revolution, Making of a Scientist, Conservation) and contains authentic texts and novels (e.g.,

¹⁰ Data was collected through Super App, the state’s centralized competitive funding application, and confirmed in observations by LDOE network staff.

¹¹ Julia H. Kaufman, Lindsey E. Thompson, and V. Darleen Opfer. “Creating a coherent system to support instruction aligned with state standards: Promising practices of the Louisiana Department of Education,” Santa Monica, CA: RAND Corporation, 2016, https://www.rand.org/pubs/research_reports/RR1613.html.

¹² Information about the development of the ELA Guidebooks, including videos, one-pagers, feedback reports, and other resources, is available on the LDOE website: <https://www.louisianabelieves.com/academics/ela-guidebooks>.

The Whipping Boy, The Birchbark House, The Giver, Sugar Changed the World) with which students can engage repeatedly throughout a unit to build knowledge and grapple with big ideas and themes. The Guidebooks are available as a free, open educational resource.

Guidebooks not only meet Louisiana’s stringent criteria for quality; they also have been rated “meets expectations” in all categories by EdReports.¹³ Having won the respect of educators, the curriculum is used in the vast majority of the state’s ELA classrooms in grades 3-12, as well as in school systems across the country. Additionally, the Guidebooks are not a static product; rather, the units are updated regularly based on feedback from the field as part of a continuous improvement cycle. Over the years, Guidebooks have been expanded and revised so that the most recent iterations include supports for accessing complex text and supports for foundational skills tied directly to the knowledge and skills of each Guidebook unit.

Louisiana is building the innovative assessment to align to this already-implemented, knowledge- and text-rich ELA curriculum. In partnership with the National Center for the Improvement of Educational Assessment (Center for Assessment), NWEA, and Johns Hopkins University, LDOE has already begun developing and piloting in grades 6-8. With overwhelming support from IADA-participating school systems, LDOE believes there is a strong foundation for scaling the assessment to elementary grades.

Therefore, Louisiana is seeking funding under the Competitive Grants for State Assessments Program Absolute Priority 1 specifically to expand its summative though-course assessment to grades 3-5.

¹³ See review at <https://www.edreports.org/reports/overview/learnzillion-guidebooks-2018-1>.

This project is of particular importance in Louisiana, a state with a centuries-long history of poverty, poor schools, and persistent equity gaps. Today, Louisiana’s youth are among the most disadvantaged in the nation. In fact, 71% of children enrolled in the state’s public schools meet the state’s definition of “economically disadvantaged.” While 39% of children live at or below 200% of the poverty line in the nation, this number soars to 50% for Louisiana, and the majority of the state’s schools meet the definition of “High-Need Schools.” The state also experiences higher rates of extreme poverty, with 12% of the state’s children living below 50% of the poverty line, compared with the US average of 8%.

Examining a specific subset of the National Assessment of Educational Programs (NAEP) 2019 data for fourth grade reading reveals the significant gaps that exist for the highest-risk students. Table 1 compares NAEP data for Louisiana versus the United States.

Table 1: 2019 4th Grade NAEP Data for US and Louisiana

Reading Achievement	US Data	Louisiana Data
Below proficient by family income (family qualifies for free and reduced lunch)	Low income: 79% Not low income: 50%	Low income: 82% Not low income: 56%
Below proficient by English learner (EL) status	EL: 91% Not EL: 62%	EL: 93% Not EL: 74%

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Below proficient by disability status	Disability: 88% No disability: 62%	Disability: 91% No disability: 71%
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This fourth grade data demonstrates that--not only are Louisiana’s children lagging the national average in all areas--the gaps are the widest for the highest-risk students, including those with disabilities, those in poverty, and those who are English learners.

Table 2 demonstrates writing performance on the 2019 state ELA assessment. As the data shows, the gap is wide for subgroup populations, particularly students with disabilities and English learners.

Table 2: Percent of Elementary Students Scoring Weak in Writing on State Assessment

Population	% Weak in Grade 3	% Weak in Grade 5
All students	37%	29%
Economically disadvantaged	44%	35%
Students with disabilities	61%	66%
English learners	60%	59%

To address these gaps, Louisiana is using the IADA to pursue a bold strategy. While ambitious, Louisiana’s innovative assessment is built upon a nearly decade-long foundation of instructional reform. Early results from middle school as well as enthusiasm from the field point

to the promise of this approach to better align curriculum, professional development, and accountability in ELA; however, in order to fully realize the potential of this initiative, Louisiana must expand the innovative assessment model to the elementary grades.

SIGNIFICANCE

Core Beliefs

Louisiana’s overarching vision is to better align the state’s accountability system with its core beliefs about instruction and assessment:

- **Equity:** Assessments should measure what students learned in the classroom.
- **Opportunity:** All students deserve access to complex texts and tasks.
- **Alignment:** Assessments should support high-quality instruction.
- **Knowledge:** To become literate, students must build knowledge through coherent units of study.

Target Population

Based on these core beliefs, the target population includes all tested elementary students.

¹⁴ Louisiana believes everyone benefits when instruction and assessment are tightly aligned.

More specifically, though, the logic model assumes students who have struggled in the past with traditional ELA summative assessments--including economically disadvantaged students, English learners, and students with disabilities--stand to gain the most for a number of reasons:

- 1) These are the students who are most frequently denied access to high-quality curriculum, resulting in an opportunity gap that the innovative assessment will help to diminish.

¹⁴ Not including the 1% of students eligible for alternate assessments

- 2) Traditional ELA assessments privilege students with higher socioeconomic status because those students are more likely to acquire the background knowledge that makes texts accessible. By focusing on content covered in class, Louisiana’s innovative assessment attempts to address this inequity and allows all students to demonstrate mastery of the standards.
- 3) New vocabulary and unfamiliar content provide additional processing hurdles for ELs and students with disabilities. By focusing on texts students have already read and topically-related texts, Louisiana’s innovative assessment removes one barrier to students being able to demonstrate their learning.
- 4) LDOE plans to provide curriculum implementation support to all participating teachers with a specific focus on supporting students who struggle to access grade-level texts and tasks.

IADA Timeline

2018-2019	Louisiana receives IADA waiver in August 2018 Pilot launches in grade 7 in five school systems
2019-2020	15 new school systems join the innovative assessment Pilot expands to grades 6 and 8 Testing cancelled due to Covid-19
2020-2021	Repeat of the 2019-2020 testing plan (tryouts in grades 6-8, grade 7 operational)

In 2019-2020, operational assessment forms were developed for Guidebooks curriculum users in grade 7. Additionally, students in grade 6, 7, and 8 piloted test items. In 2020-2021, Louisiana will need to repeat the 2019-2020 testing plan because only two of the three windows of the assessment were administered due to Covid-19. While the Department is allowing new school systems to join the pilot in 2020-2021, LDOE is not actively recruiting new participants for this school year because of the uncertainties surrounding schooling during the pandemic; however, LDOE anticipates and is preparing for a significant uptick in participation in 2021-2022, when grades 6-8 should be administered operationally, barring additional Covid-related disruptions.

Expansion in Louisiana

In terms of expansion, Louisiana's goal is to reach 100% of eligible students by the second operational administration for each grade. Eligible students are defined as students in school systems using the Guidebooks curriculum who would otherwise take the traditional LEAP 2025 ELA assessment. It is estimated that approximately 75% of schools in Louisiana currently use Guidebooks based on Super App data (the Department's centralized competitive funding application) cross-referenced against sales of books and unit readers; however, this data is tracked closely only for labeled schools (CIR/UIR). For reporting on this grant, as well as to improve data collection more generally, LDOE plans to begin more robust tracking of curriculum usage across all schools moving forward.

As stated in the previous section, Louisiana is specifically seeking CGSA funding to expand the innovative assessment to grades 3-5. The model developed in grades 6-8 is largely

exportable to the elementary grades, and the requested funding would be used to provide elementary students access to a better-aligned ELA assessment. As in grades 6-8, development of the innovative assessment will not be limited to the development and administration of test items and forms. Rather, rollout of additional grades would exist as part of an integrated ecosystem of curriculum, professional development, and assessment.

As in grades 6-8, LDOE plans to engage participating school systems as partners who regularly exchange technical support and feedback through both formal and informal channels. Additionally, school systems would be eligible for curriculum-aligned professional development specifically designed to address the needs of teachers participating in the innovative assessment. These professional development opportunities have proven critical in the recruitment and retention of the pilot cohort and, thus, would continue to constitute a significant part of the innovative assessment strategy.

It is not Louisiana's intention, however, to diminish local control over curriculum choice; therefore, LDOE has already begun conversations with the second most frequently used ELA curriculum in the state, Great Minds: Wit & Wisdom, to begin development of items aligned to their curriculum.

National Significance

In the long term, expanding to other curricula will not only increase access to the innovative assessment in Louisiana, it also has the potential to scale the project nationally, exponentially increasing the number of students who stand to benefit. Specifically, LDOE hopes to contribute to the national assessment conversation by providing

- a path forward on assessing ELA in an instructionally aligned way that is not content-agnostic, including technical support for high-quality ELA publishers interested in developing similar assessments;
- a focus on improving ELA instruction, through assessments based on texts and knowledge-building, with accompanying tools and resources that enhance the work (e.g., high-quality curriculum, teacher professional development materials, timely and actionable reports, parent and family informational guides); and
- a bank of innovative assessment items and forms that could become the basis for a larger project other states can access.

QUALITY OF THE PROJECT DESIGN

Project Goal

Louisiana’s goal, objectives, and outcomes are rooted in its core beliefs and aimed at expanding access to well-aligned instruction, assessment, and professional development in ELA while still maintaining local choice. The project goal is based on curriculum usage for Guidebooks and Wit & Wisdom, which determines eligibility for the innovative assessment.

CGSA Project Goal: 100% of eligible students in grades 3-5 take a curriculum-aligned ELA assessment by Year 2 of operational testing (Year 4 of the grant).

Project Objectives

To reach the goal stated above, LDOE will achieve the following measurable objectives:

1. Develop the Guidebooks-aligned, summative through-course assessment for operational administration in grades 3-5 in 2022-2023 (Year 3 of the grant).
2. Increase the share of Guidebooks curriculum users participating in the innovative assessment to 100% by 2023-2024 (Year 4 of the grant).
3. Support at least one other high-quality ELA publisher to develop their own summative through-course assessment for grades 3-5.
4. Ensure 100% of teachers participating in the innovative assessment have access to curriculum-aligned professional development.

Project Outcomes

Through the proposed objectives and the activities outlined in this proposal, the project will achieve the following measurable outcomes by the end of the grant period:

1. 100% of students participating in the innovative assessment will receive content-rich, standards-aligned ELA instruction.
2. The number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above on the state's ELA assessment in grades 3-5 will increase 20%.

Context: IADA Progress to Date

Since the inception of this project, LDOE has collaborated with experts at the Center for Assessment, NWEA, and Johns Hopkins University to transform a research-based theory of action into a valid and reliable assessment capable of attaining comparability with the state's

other LEAP assessments. LDOE has relied on many individuals’ deep knowledge and past experience in assessment development and instruction, in particular:

- Scott Marion, Nathan Dadey, and Susan Lyons at the National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment); and
- David Steiner and Ashley Berner from Johns Hopkins University’s Institute for Education Policy.

During the 2018-2019 school year, Louisiana worked with these partners to develop and pilot items in grade 7. The end-of-unit field test items reflected Louisiana’s core beliefs by focusing on 1) texts students read in class and 2) topically-related texts, referred to colloquially as “hot reads” and “warm reads,” respectively. Though students had not been exposed to the second category of texts prior to taking the assessment, the topically-related texts are aligned to the content of the curriculum unit, thereby providing a more equitable assessment experience for students and valuing the knowledge built in class.

Traditional ELA Assessment	Innovative Assessment
<p><u>COLD read texts:</u> Random selection of grade-level texts unrelated to anything students have studied in class</p>	<p><u>HOT read texts:</u> Unit texts studied in ELA class</p> <p><u>WARM read texts:</u> Texts students have <i>not</i> read but are <i>topically related</i> to the information and knowledge they encountered in class</p>

Five school systems (4 traditional and one charter), including 2,289 students, participated in the first year of the pilot. Every school system that participated in the 2018-2019 item tryout opted to remain in the assessment pilot in 2019-2020. This commitment demonstrates the field's approbation of the principles underlying the innovative assessment.

In 2019-2020, 6,356 students participated in Windows 1 and 2 of the assessment in grade 7, which would have been operational except for the cancellation of testing due to Covid-19. This marks a 278% increase over participation in the field test. Based on post-test survey data, 77% of teachers who responded identified the innovative assessment as a better measure of student performance than the traditional LEAP ELA assessment.¹⁵ The level of buy-in expressed is particularly notable given that the decision to participate in the assessment was made at the school system level--not by the individual teachers taking the survey.

In accordance with LDOE's core beliefs, all eligible students¹⁶ within a school were required to take the same test, ensuring equitable access to on-grade-level curriculum for participants. By creating a system where inequity would clearly be self defeating (i.e., students who did not receive the grade-level curriculum would have no chance of earning points on a curriculum-based test), the innovative assessment removed a key opportunity barrier more efficiently and comprehensively than years of efforts aimed at shifting mindsets.

¹⁵ In response to the question, "Do you see this assessment as a better measure of student performance than the current LEAP 2025 ELA assessment?," 77% of respondents answered "yes." Total n count=177.

¹⁶ As defined by students who would otherwise be required to take the traditional LEAP ELA assessment.

Likewise school systems confirmed LDOE's supposition that participation in the innovative assessment negated the impetus for additional testing because 1) the interims used previously did not align to the innovative conceit, 2) the embedded assessments within the curriculum provided the best preparation for the test, and 3) participants received feedback on students' performance after each administrative window. While many participating school systems continued to administer interim assessments in other grades, they discontinued the tests in grade 7, ensuring that teachers were increasing the number of minutes devoted to instruction and decreasing the number of minutes spent on assessment over the course of the year.

At the end of each testing window, participants received reports with end-of unit raw scores contextualized with school, school system, and state-level scores. Prior to the release of the reports, every participating school system attended a webinar summarizing high-level trends and explaining how to use and how not to use the data in the reports. Though limited interpretation could be applied to the raw scores, in focus groups conducted after the first release, participants expressed appreciation for 1) the timeliness of the feedback and 2) the direct relationship between the results and instruction occurring in classrooms. Furthermore, because the reports separated out essay scores, for the first time, school systems received direct feedback about student performance on writing, prompting deeper analysis of the rubrics and a more honest exploration of student progress toward meeting those expectations.

Louisiana is well positioned for expansion into the elementary grades because of the strong model already in place in middle school, which was developed with the advice and collaboration of some of the nation's foremost experts in assessment. Additionally, LDOE will

rely on learnings from the development process in grades 6-8, feedback from the field, and guidance from its Technical Advisory Committee to inform improvements for grades 3-5. In accordance with state procurement rules, Louisiana intends to once again engage institutions of higher education, research institutions, and/or other organizations to continue improving the quality, validity, and reliability of the innovative assessment.

Plan for Meeting Project Goal

Objective 1: Develop the Guidebooks-aligned, summative through-course assessment for operational administration in grades 3-5 in 2022-2023 (Year 3 of the grant).

Commitment to Quality and Comparability

The Louisiana Student Standards for ELA—and corresponding Guidebooks curriculum—are the building blocks upon which the state is constructing the innovative assessment. As in grades 6-8, LDOE is committed to quality and ensuring comparability with the traditional ELA LEAP assessment.

In grades 3-5, the same academic achievement standards and corresponding achievement level definitions as all other LEAP 2025 assessments will be used:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of studies in this content area.

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

It is critical to ensure that the innovative assessment will cover the depth and breadth of the Louisiana Student Standards and express student results consistent with Louisiana's academic achievement standards in ELA. In accordance with state procurement rules, LDOE will select a vendor for assessment development in grades 3-5 who articulates a robust plan to

- develop an assessment framework for each grade/course, with evidence that the framework can be used to provide summative student results that are comparable with the LEAP 2025 ELA assessments;
- develop test blueprints, including information showing the range of state ELA standards covered within each grade level/course, and, to the extent practicable, reporting categories and the percentage of assessment items and score points by reporting category;
- develop assessment guides with samples for all item types;

- develop needed assessment items including criteria, procedures, and requirements that will be used to develop high-quality and error-free forms for all covered grades/courses in order to construct the assessment design in the frameworks;
 - All selected-response items with scoring rubrics must provide accessibility to all students, including English learners and students with disabilities, and be strongly aligned to Louisiana’s ELA standards.
 - The vendor will also describe the development process it used to reduce construct irrelevance in forms used across multiple modalities, if applicable, and include examples illustrating principles of universal design for learning (UDL).
- review test items and scoring rubrics with particular emphasis on the congruency of items with readability requirements, content and technical quality, and content-standard match with LDOE assessment staff and the Louisiana Item/Bias Review Committees (including Louisiana teachers and LDOE staff);
- construct the operational forms, conduct quality control over all development activities and procedures, provide high-quality editorial review and proofing, and include LDOE assessment staff in the approval process;
- use proven methods to produce item-, standard-, subtest-, and form-level analyses;
- use a measurement model so that the scale of each Louisiana assessment is meaningful, accurate, valid, and reliable to evaluate student performance and growth;
- execute a standard setting process and procedures to set or validate performance standards as needed, with evidence including:

- o descriptions of standard setting studies, the resulting performance level descriptors and performance standards, and the specific data on which they are based;
 - o a description of standard setting studies to provide evidence of comparability of performance standards to LEAP 2025 ELA; and
 - o a description of intended studies that will be conducted to evaluate the validity of performance standards;
- produce studies and use methods to show test reliability and validity, with a plan for providing evidence of
 - o the reliability of scores for the intended purposes for all students, as indicated by the standard error of measurement across the score continuum;
 - o the precision of the assessments at cut scores, and consistency of student level classification;
 - o how the content of the assessments reflects Louisiana’s ELA content standards;
 - o to what extent the innovative assessment approach improves access for disadvantaged students and results in a more equitable assessment;
 - o how the data indicate college and career readiness or “on track” for college and career; and
 - o how data produced from the assessments can validly inform school effectiveness and improvement, individual principal and teacher effectiveness, and individual student gains and performance.

- develop reports that provide documentation of all technical work for all assessments; and
- provide psychometric support to deal with issues that arise in every phase of the test development.

Once operational innovative assessments are administered in grades 3-5, LDOE will annually evaluate the validity, reliability, and comparability of results on the new assessment to those results on the traditional LEAP 2025 ELA format—and report this information to the U.S. Department of Education and to stakeholders within the state. Comparability across the two LEAP 2025 assessment formats is critical to maintain the validity, fairness, and credibility of the state accountability system, as results from both will be used to provide school performance scores and make determinations of schools that are in need of support and improvement. It also ensures that parents and families across the state of Louisiana have accurate information about how their students are progressing toward college and career readiness and whether they have mastered the academic standards for their grade level. In addition, evidence of comparability between the two assessments will help reassure stakeholders throughout Louisiana who may be considering trying out the new model.

Because this requirement is essential to the success of the IADA project, the LDOE will coordinate closely with its external partners and utilize a third-party evaluator to help provide the necessary evidence each year of the innovative assessments' quality, reliability, validity, and comparability.

New Innovations

Funding for the grades 3-5 expansion would provide the opportunity to continue innovating and improving upon the model for curriculum-based ELA assessments. All successful improvements piloted in grades 3-5 could then be applied, as appropriate, to grades 6-8, as well as to future assessments developed for high school, thereby increasing the impact of the innovations. Furthermore, Louisiana is freely sharing learnings throughout the development process with other states and with ELA publishers interested in pursuing a curriculum-based assessment.

One proposed innovation involves further iterating on test design to better capture student growth. In the current middle school design, for example, the end-of-unit tests in windows 1 and 2 follow the same blueprint. In grades 3-5, LDOE will take the progression of skills within each grade level into consideration. With this approach, the text(s), task (i.e., addresses one idea and text vs. synthesis across texts), and expectations for the response (i.e., level of development, organization, sentence structure/language, etc.) would become more complex in each window.

This example illustrates the dynamic interplay between curriculum, assessment, and professional development and how the ability to refine in tandem makes Louisiana's system uniquely nimble and pioneering. Through professional development interactions and feedback surveys, teachers participating in the innovative assessment pilot expressed the need for a more scaffolded approach to writing within the curriculum. LDOE is responding by building explicit writing progressions within each grade. The modular nature of the innovative assessment then offers the potential to track students' mastery as their writing skills advance within the school

year. Timely reports provide information to teachers about student progress at the critical juncture when they are starting a new unit.

With CGSA funding, LDOE also plans to continue improving the instructional relevance of its reports. In addition to a wider variety of data aggregations and interpretations for targeted audiences (e.g., parents, teachers, school leaders, and school system leaders), the field has repeatedly asked for additional information about student writing performance beyond just the rubric scores. Releasing essays each administration poses development challenges; however, LDOE is investigating providing text analytics and/or scripted descriptors to give teachers more information about student performance without compromising item security. Additionally, LDOE is planning to collect, score, and annotate non-secure student work from the curriculum units to support teachers to better understand the rubrics and expectations for writing. The release of the annotated student work would be accompanied by professional development and opportunities for teachers to practice scoring student work.

Objective 2: Increase the share of Guidebooks curriculum users participating in the innovative assessment to 100% by 2023-2024 (Year 4 of the grant).

The Department has set an ambitious goal for this project, including recruitment of 100% of eligible school systems (as defined by curriculum use) by the second operational administration for that grade. Currently, 20 school systems are participating in the pilot; however, the pilot cohort is relatively small because of the double testing required to participate (i.e., students must pilot the innovative assessment and take the traditional LEAP test operationally). LDOE is confident in its ability to meet the 100% goal because recruitment

efforts to date have been highly successful, and nonparticipating school systems have indicated interest in joining as soon as comparability with the traditional LEAP ELA assessment has been confirmed.

LDOE's recruitment campaign includes regular updates on progress at school system collaborations, as well as meetings with key local decision makers and their stakeholders. School systems participating in the pilot, however, have proven to be the most powerful recruiting tool by acting as unsolicited champions for the project to their colleagues in neighboring districts.

Objective 3: Support at least one other high-quality ELA publisher to develop their own summative through-course assessment for grades 3-5.

In spring 2020, LDOE and NWEA began conversations with the second most popular ELA curriculum in the state, Wit & Wisdom, to develop a curriculum-aligned assessment. For Louisiana, offering a second innovative assessment will expand the reach of the project and demonstrate the state's commitment to local choice. Nationally, Wit & Wisdom is a widely used curriculum, meaning an aligned assessment has the potential to scale across states. Furthermore, Wit & Wisdom's assessment will serve as evidence that the innovative model can be used with any high-quality ELA instructional materials and encourage other publishers to enter the assessment space.

Wit & Wisdom plans to build from the Guidebooks example, adhering to the same logic model and rationale, but also making minor changes to the test design as appropriate to reflect curricular differences. For example, while there is some flexibility and choice within the Guidebooks curriculum, Wit & Wisdom units must be taught in a specific order, which could

influence design decisions. However, both curricula are interested in scaffolding complexity across testing windows in grades 3-5. While planning discussions are still underway, Wit & Wisdom is attempting to follow the same basic framework and development timeline as the grades 3-5 Guidebooks-aligned assessment.

Objective 4: Ensure 100% of teachers participating in the innovative assessment have access to curriculum-aligned professional development.

In 2019-2020, LDOE staff offered direct professional development to every teacher participating in the pilot. Holli Jessee, the Department's ELA content lead, designed and delivered the two-part training on unit unpacking in winter and spring, respectively, in two locations each time (north and south Louisiana). The advanced level training for grades 6-8 has already been designed and focuses on supporting students who struggle. It will be delivered over the course of the 2020-2021 school year. Both levels of training only need to be adapted for the unit content of grades 3-5; the basic components and teacher actions are similar across grades.

As the innovative project scales to additional users, LDOE plans to continue to offer curriculum-aligned professional development to 100% of participating teachers; however, the provision of services will be through vetted vendors rather than LDOE staff. The process for qualifying and training vendors is already in place as part of Louisiana's broader academic strategy. The plan for professional development is explained in greater depth in the next section of this application.

Outcome 1: 100% of students participating in the innovative assessment have access to content-rich, standards-aligned ELA instruction.

Even prior to receiving the IADA waiver, Louisiana had already made tremendous strides toward increasing access to content-rich, standards-aligned instruction; however, the gaps that remain pose an opportunity barrier for some of the state’s most vulnerable students, including economically-disadvantaged students, English learners, and students with disabilities. Three circumstances are still limiting the effectiveness of high-quality curriculum implementation: 1) some students are being denied access to grade-level instruction and instead being assigned remedial work, 2) some teachers are skipping or replacing key texts and tasks within the curriculum,¹⁷ and 3) excessive instructional time is being allocated to testing and test preparation, limiting the minutes available for curriculum implementation.

Based on TNTP’s national analysis of 1,000 lessons and 5,000 assignments for “The Opportunity Myth,” teacher-created/selected materials aligned to academic standards only 20% of the time.¹⁸ In contrast, Louisiana’s process for identifying high-quality curriculum ensures all lessons and tasks align to grade-level expectations. However, providing access to standards-aligned curriculum is only the first step in ensuring all students receive high-quality

¹⁷ Based on LDOE staff observations in over 900 ELA classrooms in grades 3-12 in comprehensive intervention required (CIR) and urgent intervention required (UIR) schools conducted during the 2019-2020 school year, 36% of observed teachers were deviating from the curriculum lesson plan. A survey of teachers conducted in fall 2019 including over 3,600 Louisiana teachers (non-representative sample) yielded similar findings. 32% of surveyed ELA teachers said they always or frequently use materials downloaded from the internet (e.g. Pinterest, TeachersPayTeachers, Google search, etc.) that are not part of the high-quality curriculum.

¹⁸ TNTP. “The Opportunity Myth,” 2018.

instruction. Teachers must trust the curriculum and receive professional development support to implement it as intended.

Because they are directly tied, expansion of the innovative assessment will incentivize educators at all levels of the system (district, school, teacher) to fully implement the curriculum and ensure all students receive access to it during core instruction. Additionally, professional development provided to teachers participating in the pilot emphasized the backward design of the curriculum and the importance of each component for student success. Teachers attending the professional development expressed a better understanding of the purpose of supporting texts and tasks within the units, and based on post-test surveys, only a small percentage of pilot teachers reported deviating significantly from the curriculum.¹⁹

School systems participating in the innovative assessment have already eliminated additional interim testing and test preparation disconnected from the curriculum in grade 7. As the innovative assessment scales to additional school systems and grades, the amount of time dedicated to testing and test preparation at the local level is likewise expected to decline dramatically; additionally, the grades 3-5 innovative test design will seek to reduce the time devoted to state testing compared to the original design for grades 6-8.

Therefore, LDOE confidently hypothesizes that expansion in participation in the innovative assessment will directly correlate with increases in the number of students routinely

¹⁹ In a post-test survey administered at the end of Window 2 testing in winter 2020, over 90% of teacher respondents reported using at least “most of the Guidebooks lessons and activities” (n count = 177).

receiving standards-aligned, content-rich instruction. LDOE will use post-test teacher surveys to verify this assumption.

Outcome 2: The number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above on the state's ELA assessment in grades 3-5 will increase 20%.

The logic model for this project rests on a research-based rationale about how students understand and express understanding of complex text. Texts are not content agnostic; thus, tests should not be content agnostic either. By directly aligning the content taught in class with how students demonstrate mastery of the standards, Louisiana hopes to provide a more level playing field for historically disadvantaged students. Even though the forms will be comparable in terms of difficulty, LDOE hypothesizes that the change in test design alone will increase the number of historically disadvantaged students demonstrating Mastery. The Department's assessment vendor will conduct research studies to evaluate the veracity of that hypothesis.

Additionally, increased access to high-quality curriculum for students who struggle and professional development on supporting those students should help to close opportunity gaps. Likewise, reducing time devoted to testing and test preparation should increase the amount of instructional time available for completion of curricular units. End-of-unit reports will also provide teachers with timely, relevant information upon which to make instructional decisions, including which students may need additional scaffolds in the next unit of study. These factors combined yield an integrated system focused on supporting Louisiana's most vulnerable students, which LDOE believes will lead to meaningful, measurably significant outcomes.

QUALITY OF PROJECT SERVICES

Louisiana’s theory of action is based on the rationale that background knowledge affects students’ reading abilities. Thus, rather than privileging students who have had more varied experiences outside of the classroom, LDOE seeks to explicitly value the knowledge students should acquire from their daily instruction. Because the innovative assessment is curriculum-based, Louisiana believes that the test design itself will directly support larger numbers of students—especially students who have traditionally struggled—to demonstrate mastery of the standards, such that socioeconomic status and background have less of an influence on assessment results.

Assessment Accessibility

Equity serves as a primary motivating factor behind Louisiana’s pursuit of an innovative assessment format. LDOE would undermine this goal if the test was not fully accessible to all students. Thus, LDOE is committed to ensuring that all students are able to demonstrate what they know and can do relative to the state’s grade-level standards. To this end, the innovative assessment will be developed using principles of universal design for learning (UDL) and will adopt the necessary accessibility features and accommodations so that the assessment is accessible to all students, including students with disabilities and English learners.

Louisiana’s goals for promoting student access include

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

All assessment items will be developed in accordance with the principles of universal design and sound testing practice so that the testing modality does not impede student performance. Further, all assessment items in Louisiana (selected-response, interactive, and extended-response test questions) will provide accessibility to all students, including English learners and students with disabilities. Louisiana's assessment vendor will also describe the development process it uses to reduce construct irrelevance in forms used across multiple modalities, if applicable, and include examples illustrating principles of UDL.

LDOE's plan for IADA ensures that the state, in conjunction with the assessment vendor, will develop, pilot, and deliver an innovative assessment (primarily in computer-based formats) with the full suite of accommodations and accessibility features that are provided currently on the LEAP 2025 assessments in ELA.²⁰ These features were designed with UDL principles in mind, to maximize student access, and include

²⁰ LDOE's Manuals for Accessibility and Accommodations are available on the LDOE website at <https://www.louisianabelieves.com/resources/library/assessment>.

- those that are incorporated directly into the test design or administration and are available to all students. For example, LDOE provides scratch paper; contrasting colors/reverse colors on computer-based tests; written and/or translated directions in native languages; an online tool to mark questions for later review; read-aloud and clarifications of the general administration directions; masking and highlighting tools; headphones/noise buffers; and magnification tools.
- accessibility features that are available to all students but must be documented for planning purposes on the LDOE’s Personal Needs Profile (PNP) or accommodations plan, which must be created at least 30 days prior to test administration by the school-level committee. These features help individualize the testing experience and increase access to the LEAP 2025 assessments for all students. Selections of accessibility features on the PNP or accommodations plan should be based on instructional observations and supports that have been found to increase access during instruction and assessment and adjusted as needed. Accessibility features include individual or small group testing options.
- accommodations that provide specific adaptations or adjustments for students who have an Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or English Learner Plan (ELP). These include accommodations for timing of assessments, for the test setting, for the presentation of the assessment items and for how students respond to assessment items, and also incorporate accommodations that make

use of assistive technology devices used by students. Examples of available accommodations include, but are not limited to

- o Braille or Large Print test materials for students with a visual impairment who are unable to take a standard print paper-based or online assessment.
- o ELA Test Read Aloud via Text-to-Speech (computer-based testing), Kurzweil CD or recorded voice file, or Human Reader (paper-based testing). This accommodation is available to students with IEP and IAP accommodations that meet the following criteria: Blindness or a visual impairment and has not learned (or is unable to use) braille; a disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); or deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.
- o extended time or breaks for students with disabilities or English learners. Students who require this accommodation may take the test in a setting separate from those testing with standard time to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., for a student who processes information slowly or has a human reader); to write (e.g., for a student with limited dexterity);

to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe); or for a student who needs frequent breaks that may extend the time needed to complete testing.

For students with a disability as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA), decisions in determining the need for testing accommodations are made by the IEP team using LDOE-approved criteria (i.e., Louisiana's IEP Form) and/or the Unique Accommodation approval process developed by LDOE. Selection of appropriate accommodations is facilitated by a review of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures and should be regularly re-assessed to ensure continued effectiveness through the school year. All IEPs are submitted in the Special Education Reporting site (SER).

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

services; LDOE does not require submission of this documentation unless specifically requested for test security investigations.

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

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

Instructional Accessibility

In addition to ensuring that Louisiana's innovative, through-course assessment is accessible, LDOE is also committed to making the ELA Guidebooks curriculum accessible to all students. The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. The design principles of the Guidebook units include strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching Guidebook lessons, teachers must understand the grade-level

standards and their students' current ability to make instructional decisions that ensure all students reach the ELA goal.

The Guidebooks curriculum was designed around the following principles for diverse learners:

1. All students should regularly engage with rich, authentic, grade-appropriate complex texts.
2. All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with “imperfect” developing language.
3. Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
4. Instructional supports should not supplant or compromise rigor or content.
5. Specialized instruction should build on and enhance what occurs during regular instruction.
6. The instructional design and language should not get in students' way of accessing lesson content.
7. Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.

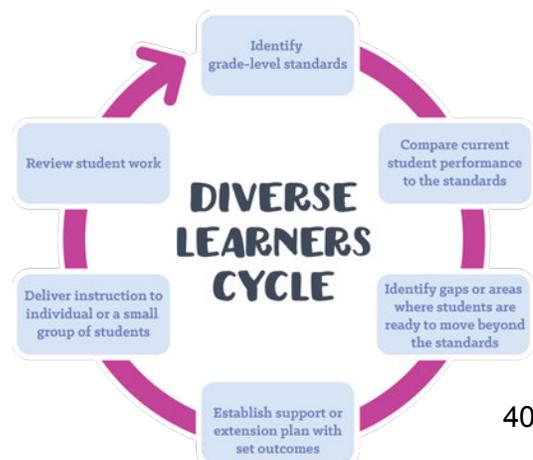
8. Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

The Guidebooks curriculum provides two layers of support for diverse learners.

1. Possible Supports during the Lesson:
 - These are “in-the-moment” supports that provide teachers with the ability to provide scaffolding for students during whole-class instruction.
2. Additional Supports for Diverse Learners:
 - In reading, these supports are built out to help students learn to read (decoding and fluency) and make meaning of complex, grade-level texts utilizing the qualitative features of text complexity: knowledge demands, language, structure, and meaning or purpose.
 - In writing, these supports are built out to help students learn to write and express understanding of complex, grade-level texts using the mentor sentence protocol.

These supports are only valuable, though, if teachers know how, when, and with whom to deploy them. That is why the professional development for innovative assessment participants is specifically focused on accessibility. In the training, teachers will learn to answer the who, why, what, when, and how questions:

- Who needs support?
- Why do they need that support?
- What support do they need?
- When will they need that support?



- How will they get that support?

In general, the diagram above describes a decision-making process to answer these questions. Selecting the best supports (step four) depends on an understanding of the grade-level standards (step one) and students' current ability (steps two and three). The cycle for providing supports for diverse learners is complicated and dynamic, so while the diagram above provides a process teachers can generally follow, there will always be situations where teachers may need to deviate. The professional development teachers receive as innovative assessment participants is intentionally structured to help them become better decision makers about supporting students to access the curriculum.

Two years of professional development have already been developed for middle school. Because Guidebooks' design principles and approaches are largely consistent across grades 3-8, when the innovative assessment expands to the elementary grades, these trainings will only need to be updated to reflect the content of the grades 3-5 units. The outline below describes the structure of the training.

Professional Development Year One:

- Essential Question: How can high-quality curriculum build students' knowledge of the world and close opportunity gaps?
 - The Importance of Placing Text at the Center
 - Unit and Lesson Unpacking Protocols
 - Annotating Lesson Plans for Student Support
 - Pushing to a 4 Every Day (Writing)

Professional Development Year Two:

- Essential Question: How can I utilize core instruction and high-quality curriculum to help diverse learners read and understand complex, grade-level texts in my classroom?
 - Part I
 - Systems and Structures for Small Groups That Work
 - Reading: Supports for Fluency
 - Understanding: Supports for Language, Knowledge, Structure, and Meaning
 - Part II
 - The Difference between Written and Spoken Language
 - Supports for Spoken Expression
 - Supports for Written Expression
 - Supports for Language Proficiency

This professional development series was designed to be responsive to teacher needs. Conversations with teachers informed the structure and topics for each part that has already been developed. As teachers participate in the Year Two training, their feedback will guide the content for subsequent years.

Quality Professional Development at Scale

While to date LDOE staff have directly provided this training, as the project scales to additional grades and users, professional development connected to the innovative assessment will be integrated into the Department’s broader academic strategy. LDOE maintains a

Professional Development (PD) Vendor Guide²¹ that school systems use to contract with vetted providers. Vendors complete an application to join the guide and provide samples of their training presentations and resources. The guide is organized by curriculum, and potential providers must identify on which specific curriculum they intend to provide training. LDOE content experts review the materials for alignment and quality. Vendors admitted into the guide then engage regularly in update and feedback calls with Department staff to ensure coherence of guidance.

In many instances, as is the case for this professional development series, LDOE provides base presentation decks to vendors. Providers may embellish the template decks to add branding or additional details/examples, but they agree to retain LDOE's framework and intent. This system has proven highly efficient because it maximizes reach while also ensuring quality across all regions of the state. LDOE also shares the templates with other ELA publishers, such as Wit & Wisdom, so that they can offer similar trainings on their instructional materials. In this way, all high-quality ELA publishers working in Louisiana convey the same key messages.

As part of the annual school system planning process, LDOE staff work with school system leaders to draft professional development plans that ensure all teachers--including content-area, EL, SPED, and intervention teachers--receive curriculum-specific training on implementation as well as common planning time. School systems with comprehensive and

²¹ The PD Vendor Guide is available on the Department's website at

https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pd-vendor-guide.pdf?sfvrsn=f20a8d1f_124.

urgent intervention required schools are also eligible for competitive funding to pay for professional development provided by vendors from the vetted guide; however, they are only eligible for this funding if they have an approved professional development plan in place.²²

Finally, LDOE network (i.e., regionally-based) staff monitor labeled school sites to ensure the plans are put into practice as scheduled. Network staff also observe common planning time and provide feedback to schools about how well unit and lesson unpacking protocols have been implemented using a Common Planning Time Support Tool.²³ The data collected through the observation tool is tracked at the state level to help target additional support to school systems as well as to inform the Department's academic strategy.

Technical Assistance

In addition to providing access to curriculum-based professional development, the Department provides extensive technical assistance to IADA participants. Ongoing engagement and partnership with district and school staff not only ensures that they are fully prepared to implement the through-course assessment but also provides critical feedback to LDOE as it makes adjustments to continuously improve over the demonstration period.

²² This competitive funding has already been earmarked in other grants and funding streams, which is why it is not part of this budget proposal.

²³ The Common Planning Time Support Tool is available on the Department's website at https://www.louisianabelieves.com/docs/default-source/school-redesign/2020-2021-common-planning-time-support-tool.pdf?sfvrsn=6ab7981f_6.

LDOE provides cohort-based and one-on-one technical assistance to districts and schools participating in the IADA via its state network teams. Each of the two network teams includes a leader and 5–7 coaches who receive training and support from the LDOE to bolster key initiatives. Network leaders and coaches serve as liaisons between the LDOE and school districts, working directly in the field with local communities and, in particular, historically struggling schools and school systems. Throughout the demonstration period, LDOE has been equipping network leaders and coaches to provide assistance to those participating in the innovative assessment and to gather and share feedback and information from districts about where they need additional support from LDOE teams and project leaders. This feedback, in turn, shapes the tools and resources LDOE creates for IADA participants, such as one-pagers, webinars, and collaboration events.

Other Communications Streams

The LDOE provides LEA and school staff with regular e-newsletters and webinars targeted to various audiences (including superintendents, assessment and accountability directors, chief academic officers, principals, and teacher leaders). These existing streams will be leveraged during the demonstration period, along with regular newsletters and webinar opportunities just for IADA participants. Standing newsletters and calls/webinars include:

- weekly Superintendent newsletters;
- weekly Charter School newsletters;
- Teacher Leader newsletters;
- monthly Superintendent calls;

- monthly School System Planning calls;
- monthly Assessment and Accountability calls;
- monthly Data Managers webinars; and
- monthly Special Education Leader webinars.

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

Most recently, the LDOE made this commitment concrete with the launch of Louisiana School Finder, an interactive, online tool for families to easily locate and evaluate schools and child care centers statewide. The development of School Finder was informed by a year’s worth of public discussion, input, and planning—a collaborative effort among LDOE, educators, parents, and business and community leaders. Beyond traditional metrics (e.g., LEAP data, graduation rates), school performance scores, and school grades, the site also includes new data points (e.g., school discipline) and information about academic and extracurricular offerings from clubs, to AP and IB courses, to music and the arts. It also includes search functions and filters so that parents can find schools that best match their child’s needs. Once the innovative assessment has demonstrated comparability with the traditional LEAP ELA test, Louisiana proposes to include designation as a participating school within School Finder. Much more about

School Finder and its development is documented in a recent Council of Chief State School Officers' case study.²⁴

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

For these reasons, since the launch of the pilot, LDOE has ensured school systems are prepared to discuss the innovative assessment and keep parents informed and engaged through each stage, including by asking for feedback (e.g., via family night presentations, one-pagers, parent guides, and other materials). As the through-course assessment scales to grades 3-5, these materials will be updated and improved as needed, and new school systems will be provided with these resources as they join the IADA.

²⁴ Council of Chief State School Officers. "A school finder to empower: Case study of Louisiana's new school report card," March 2018, <https://www.ccsso.org/resource-library/school-finder-empower>.

ADEQUACY OF RESOURCES

LDOE believes in the potential for this project to improve instruction for Louisiana students; deepen their knowledge, understanding, and mastery of the Louisiana State Standards; and enable the state to use the assessment and accountability systems to promote content-rich academic instruction. Therefore, Louisiana is fully leveraging existing state and federal funding sources for student assessment—and related support structures to facilitate high-quality implementation with educators, school leaders, and school systems—to develop, pilot, and scale the new through-course format via the IADA.

In terms of support structures, Louisiana is uniquely positioned among states; the Department's well-honed academic strategy means that mechanisms are already in place to facilitate scaling. For example, as described in the previous section, the Department does not need to request funding for professional development because the IADA-related training can easily be integrated into an existing structure. The process for vetting providers and ensuring quality has already been tested and fine tuned; likewise, because school systems submit a professional development plan (which is approved by LDOE's Talent team and monitored by network staff), there is a system in place to ensure teachers actually receive the training they need when they need it. Finally, the Department has established flow-through funding streams to support this work over the long-term, which LEAs apply for annually through one centralized competitive funding and school system planning process (known as Super App).

Currently, the LDOE receives over \$16 million from federal sources and approximately \$20.7 million from state sources to support its assessment program, including required assessments beyond the LEAP (e.g., ACT, English language proficiency assessments, and assessments for students with the most significant cognitive disabilities aligned to alternate achievement standards). Given that the Department must continue administration of traditional LEAP 2025 ELA assessments for non-participating schools, Louisiana and its partners (Center for Assessment, NWEA, and Johns Hopkins) obtained one-time, non-public funding to launch the Guidebooks-aligned, through-course assessment in grades 6-8. The Department is requesting this CGSA funding to bring this through-course format to grades 3-5. In addition to this grant, Louisiana is pursuing additional non-public funding to scale the assessment to high school.

Louisiana’s budget proposal is specifically targeted toward the upfront content development that is required to pilot a new assessment. To reduce costs, maximize efficiency, and ensure the long-term sustainability of the project, the Department plans to fold other aspects of the through-course assessment, including administration, scoring, and replenishment, into larger contracts covering the LEAP assessment system for all content areas.

QUALITY OF THE MANAGEMENT PLAN

LDOE will invest nine key staff (resumes included in the Appendices) in the proposed project. Two are included in the proposed budget, Jamie Beck and a Project Coordinator to be hired pending a CGSA award. Seven are leveraged with other LDOE funding streams to create

efficiency and cost effectiveness. All eight current staff members are engaged in developing the grades 6-8 innovative assessment.

The following staff are included in the proposed budget:

1) **Jamie Beck**, Humanities Strategy Supervisor, will manage the overall CGSA strategy, ensuring progress toward the project goal, objectives, and outcomes, including responsibility for procurement, budget activities, and the contractor relationship (part time; 10 hrs./week). She has worked for the Department for six years on both the Assessment and Academic Content teams and has extensive experience with assessment development, procurement, vendor relations, and project management.

2) **Project Coordinator**, to be hired in October 2020, will monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana's innovative assessment system in grades 3-5, including professional development and support for school systems. One-hundred percent of this person's time will be dedicated to the grades 3-5 innovative assessment project for all four years of the grant.

The following LDOE staff being leveraged will each lead a major task for the CGSA project based on the strengths they bring to the project:

1) **Jan Sibley**, Assessment Director/Deputy Assistant Superintendent, will work to ensure the sustainability of the project by engaging in long-term planning and advancing best practices that support comparability with the traditional LEAP ELA assessment. Ms. Sibley brings 17 years of assessment development experience with LDOE to the project.

2) **Dana Maxie**, Chief of Staff, will ensure the work of the content development contractor integrates seamlessly with the work of the administration and handscoring contractor, should these be two different vendors. Ms. Maxie has served at the Louisiana Department of Education since 2004.

3) **Chanda Johnson**, Deputy Assistant Superintendent of Humanities, will continue to serve as the lead recruiter for and public face of the IADA, sharing progress on the project with elected and appointed officials and key stakeholders locally and nationally. Ms. Johnson will also manage relationships with other high-quality ELA publishers seeking to develop innovative assessments under Louisiana's innovative assessment demonstration authority.

4) **Holli Kiper Jessee**, ELA Content Supervisor, will ensure alignment between the Guidebooks curriculum and the innovative assessment. She will also oversee revisions to the Guidebooks units, including the development of a more scaffolded approach to writing instruction.

5) **Kathleen Judy**, ELA and Social Studies Assessment Development Supervisor, will review contractor deliverables with an eye toward standards alignment and quality. As LDOE's ELA Assessment lead since 2011, Ms. Judy has deep knowledge of Louisiana's traditional ELA LEAP test and the assessment development process.

6) **Xiangdong Liu**, Psychometrician/Educational Research Analyst, will advise on technical aspects of the project to help ensure the quality, validity, reliability, and comparability of the innovative, through-course assessment.

7) **Andrew Shachat**, Director of Accountability Policy and Analysis, helped develop the evaluation plan for the project, and he will be responsible for providing data to monitor progress toward the project goal, objectives, and outcomes.

These LDOE staff members already meet internally on a weekly basis to track progress on tasks and address any high-level issues related to IADA. Additionally, subsets of this group meet more frequently to discuss specific aspects of the work, such as item review and feedback for specific grades/units. LDOE anticipates a similar internal communication structure once the assessment expands to grades 3-5, including a combination of large group and small group meetings each week to ensure all key dates are met.

The LDOE will serve as the project manager for IADA in Louisiana and work with an assessment vendor to develop the through-course assessment content. In Year 1 the Department will engage in a procurement process and anticipates that a contract will begin July 1, 2021. Prior to the beginning of the contract, the LDOE Project Coordinator will begin coordinating the development of assessment guides and frameworks and selecting warm-read texts for each unit test. The content vendor will work with LDOE to develop/finalize:

- **key dates** for each year of the contract;
- a **communication plan** for working with LDOE staff, including a regular cadence of meetings;
- assessment **frameworks** for each grade;
- assessment **guides** for each grade/course;

- innovative assessment **items** that are directly aligned with the Louisiana’s content standards, are accessible to all students (including English learners and students with disabilities), and have been reviewed by LDOE assessment staff and committees of Louisiana educators;
- operational **test forms** for the innovative assessment, and plans to conduct quality control over all development activities and procedures, provide high-quality editorial review and proofing, and include LDOE assessment staff in the approval process;
- a process for **standards validation**; and
- **technical reports** that provide documentation of all technical work for all assessment content, especially with regard to alignment with the Louisiana State Standards.

The vendor will also provide **ongoing management and psychometric support** to handle any issues that arise during each phase of test development.

Year 1: October 1, 2020–September 30, 2021

Key Activities	Owner
Hire Project Coordinator (PC)	Chanda Johnson/ Jan Sibley
Engage in procurement process to secure contractor	Jamie Beck
Revise Guidebooks units to strengthen writing instruction	Holli Jessee
Support Wit & Wisdom to develop through-course assessment	Chanda Johnson/PC

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Select warm-read texts for each unit	PC
Adapt PD for grades 3-5 and prepare providers	PC
Update school system, educator, and family communications materials	PC
Recruit school systems to participate	Chanda Johnson
Ensure school systems have an appropriate PD plan in place	Talent/networks
Monitor PD providers for alignment of messaging	PC
Develop assessment guides	PC/Vendor
Develop assessment frameworks	PC/Vendor
Ensure coordination between content and administration contractors	Dana Maxie
Develop items for end-of-unit tests for Units 1 and 2	Vendor
Gather data and evidence for year 1 evaluation and reporting	Andrew Shachat

Year 2: October 1, 2021–September 30, 2022

Key Activities	Owner
Develop items for end-of-unit tests for Units 3, 4, and 5	Vendor

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Hold virtual item and bias review committee meetings	Vendor/PC
Revise items as needed based on committee feedback	Vendor
Develop field test forms	Vendor
Manage coordination between content and administration contractors	Dana Maxie
Continue supporting Wit & Wisdom’s assessment development	Chanda Johnson/PC
Revise assessment guides, as needed	PC/Vendor
Revise assessment frameworks, as needed	PC/Vendor
Continue recruiting new school systems to participate	Chanda Johnson
Ensure school systems have an appropriate PD plan in place	Talent/networks
Monitor PD providers for alignment of messaging	PC
Communicate regularly with stakeholders and gather feedback	PC/Chanda Johnson
Gather data and evidence for year 2 evaluation and reporting	Andrew Shachat

Year 3: October 1, 2022–September 30, 2023

Key Activities	Owner
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Develop operational test forms	Vendor
Manage coordination between content and administration contractors	Dana Maxie
Continue supporting Wit & Wisdom’s assessment development	Chanda Johnson/PC
Revise assessment guides, as needed	PC/Vendor
Revise assessment frameworks, as needed	PC/Vendor
Continue recruiting new school systems to participate	Chanda Johnson
Ensure school systems have an appropriate PD plan in place	Talent/networks
Develop new PD based on field’s needs and prepare providers	PC
Monitor PD providers for alignment of messaging	PC
Validate standards and produce report	Vendor
Develop technical reports	Vendor
Conduct research studies for validity, reliability, and comparability	Vendor
Communicate regularly with stakeholders and gather feedback	PC/Chanda Johnson
Gather data and evidence for year 3 evaluation and reporting	Andrew Shachat

Year 4: October 1, 2023–September 30, 2024

Key Activities	Owner
Support other high-quality ELA publishers interested in developing through-course assessments	Chanda Johnson/PC
Ensure school systems have an appropriate PD plan in place	Talent/networks
Develop new PD based on field’s needs and prepare providers	PC
Monitor PD providers for alignment of messaging	PC
Communicate regularly with stakeholders and gather feedback	PC/Chanda Johnson
Plan for replenishment	PC
Gather data and evidence for year 4 evaluation and reporting	Andrew Shachat

QUALITY OF THE PROJECT EVALUATION

Louisiana is committed to ensuring the innovative assessment pilot in Louisiana is successful and executed in a way that maintains quality, validity, reliability, and comparability of assessment results during—and after—the demonstration period. The LDOE will conduct an annual evaluation of the IADA, both for purposes of necessary reporting on progress to

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

In addition, Louisiana will closely monitor progress toward the specific project goal, objectives, and outcomes for this grant.

CGSA Project Goal: 100% of eligible students in grades 3-5 take a curriculum-aligned ELA assessment by Year 2 of operational testing (Year 4 of the grant).

Eligible students are defined as students in schools using high-quality curriculum for which there is an aligned, through-course assessment comparable to the traditional LEAP ELA test. This project goal will be measured by collecting data on curriculum usage to determine the number of eligible students and then comparing that number to the number of students participating in an innovative assessment.

Objective 1: Develop the Guidebooks-aligned, summative through-course assessment for operational administration in grades 3-5 in 2022-2023 (Year 3 of the grant).

This will be measured through on-time delivery of major milestones, such as successful field testing in 2021-2022 and successful administration of each window of the operational assessment in 2022-2023. Once the procurement process is complete, LDOE will work with the contractor to establish key dates for each year of the project that will serve as the yardstick for monitoring progress toward this objective.

Objective 2: Increase the share of Guidebooks curriculum users participating in the innovative assessment to 100% by 2023-2024 (Year 4 of the grant).

As with the overall project goal, this objective will be measured by collecting data on curriculum usage to determine the number of schools using Guidebooks and then comparing that to the number participating in the Guidebooks-aligned assessment. LDOE will seek a relatively small cohort in the pilot year (to avoid excessive double testing) with a significant increase in Year 1 operational and the largest expansion in Year 2 operational, once comparability has been confirmed.

Objective 3: Support at least one other high-quality ELA publisher to develop their own summative through-course assessment for grades 3-5.

LDOE is currently in conversations with Great Minds: Wit & Wisdom to develop an innovative assessment aligned to their curriculum. While LDOE cannot directly control the timeline of other ELA publishers, success for this objective would be measured as a second assessment entering Year 2 operational by the end of the grant period. Additionally, the Department will engage with any other high-quality ELA publisher (identified as “Tier 1” in Louisiana’s evaluation system) interested in pursuing a summative, through-course assessment.

Objective 4: Ensure 100% of teachers participating in the innovative assessment have access to curriculum-aligned professional development.

Through Louisiana's annual school system planning process, the LDOE will be able to track the professional development providers that are selected by LEAs in order to determine alignment to curricula. Additionally, LEAs request funding for this work via Super App, which offers a second layer of confirmation. Finally, network coaches in the field monitor that the professional development plans are actually enacted once approved.

Outcome 1: 100% of students participating in the innovative assessment will receive content-rich, standards-aligned ELA instruction.

The through-course assessment is intentionally designed to directly incentivize high-quality instruction; thus, it would be counterproductive to maintain other practices, such as skills-based drills disconnected from the curriculum. This claim will be confirmed with responses to questions on instructional practice on post-test teacher surveys.

Outcome 2: The number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above on the state's ELA assessment in grades 3-5 will increase 20%.

This outcome will be evaluated by comparing the number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above in 2021 on the traditional ELA LEAP 2025 assessment against the number of students achieving Mastery and above in 2024 in grades 3-5 on all formats of the LEAP 2025 ELA assessment.

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Willingham, Daniel T., “How to get your mind to read,” *New York Times* (New York, NY),

November 25, 2017,

<https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.htm>

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Jamie N. Beck

EXPERIENCE

Louisiana Department of Education

Humanities Strategy Supervisor

2020-Present

- Supports schools during Covid-19 crisis by providing academic guidance and developing instructional resources for distance learning
- Revises LDOE's humanities strategy, reprioritizes goals, and adjusts timelines based on current context
- Engages in planning to scale summative through-course assessments across high-quality English language arts curricula and potentially to other states
- Seeks public and non-public funding to expand Louisiana's innovative assessment to additional grades
- Drafts request for proposals to secure contractor for innovative assessment content development
- Builds partnerships with state agencies and organizations to improve the quality and coherence of humanities instruction, assessment, and professional development
- Directly supervises World Language team, which hosts 250 international associate teachers each year

Chief of Staff, Office of Academic Content

2019-2020

- Participated in executive-level strategy meetings for the agency
- Collaborated with the Assistant Superintendent to refine the office's priorities
- Presented Louisiana's work and vision to national audiences, such as the Council of Chief State School Officers and the National Endowment for the Humanities Civics Committee
- Shepherded key initiatives through the phases of LDOE's operating cycle, from development to piloting to implementation at scale
- Planned and facilitated manager meetings, the office's primary vehicle for moving work forward
- Led internal professional development, organized full-team retreats and trainings for a staff of more than 30, and provided individualized support to team members
- Worked with Human Resources to meet staffing needs, including supervising the recruitment, hiring, onboarding, and performance evaluation of personnel
- Served as point person on cross-team collaborations with the Offices of Talent, Assessment, Student Opportunities, and Federal Programs
- Acted as a team lead for Super App, Louisiana's centralized competitive funding application, including reviewing school system plans for alignment to academic priorities and providing guidance on allowable expenditures for the SRCL and CLSD federal grants
- Monitored budgets for projects, approved purchasing orders and requisitions, and reviewed requests for proposals for multimillion-dollar contracts
- Managed office communications, including approving entries for newsletters and school system calls
- Organized the content and logistics for external professional development, such as a recent school system collaboration which brought together over 400 chief academic officers, talent officers, and content leads

Social Studies Supervisor

2018-2019

- Supervised a team responsible for social studies instruction in Louisiana
- Secured a platform to house Louisiana's open educational resources
- Drafted a national proposal to bridge the curriculum gap in social studies
- Recruited a network of higher education partners to serve as content consultants
- Engaged a cohort of educators prepared to act as pilot participants and early adopters

Jamie N. Beck

- Helped steer Louisiana's innovative assessment toward goals of increased equity, deeper knowledge building, and reduced testing time
- Planned and executed the first Teacher Leader Summit where social studies educators received a coherent sequence of professional development

Social Studies Assessment Coordinator

2012-2015

- Supported a paradigm shift in social studies and pioneered a radically different model for assessment, making Louisiana a national standard bearer in the field
- Led professional development trainings for teachers, school leaders, and district supervisors
- Organized and facilitated educator committees to review test items for content and bias, conduct rangefinding for the scoring of constructed-response items, and set performance standards for new assessments
- Wrote an RFP for the development of new science and social studies assessments, led the evaluation committee to select the vendor, and participated in contract negotiations

Ragusa Consulting

Public Relations Project Manager

2010-2011

- Managed media and communications for businesses, nonprofits, and events
- Wrote and edited copy for marketing materials, press releases, websites, blogs, and newsletters

Jefferson Parish Public Schools and the Recovery School District

Social Studies and English Language Arts Teacher/Department Head

2007-2010

- Led grade-level meetings and social studies department meetings
- Served on leadership teams and contributed to school improvement plans
- Presented at district-wide professional development events
- Mentored and evaluated novice social studies teacher undergoing certification
- Developed inquiry-based units of instruction for US History, World Geography, Civics, Free Enterprise, Psychology, Sociology, and middle school social studies

EDUCATION

Vanderbilt University, Nashville, Tennessee

Master of Education in Secondary Teaching and Learning

May 2007

- GPA 4.0
- Thesis on urban education

Bachelor of Arts in History and Fine Arts

May 2005

- GPA 3.86, summa cum laude
- National Merit scholarship recipient

HONORS & ACTIVITIES

- Has served on the Council of State Social Studies Specialists (CS4) since 2012
- Authored the Civics Scope and Sequence used widely throughout Louisiana
- Completed graduate coursework in history at Loyola University through a Teaching American History grant

Holli K. Jessee

Holli Jessee currently serves as an Education Program Consultant of the Humanities Strategy Team within the office of Academic Policy and Early Childhood at the Louisiana Department of Education where she is responsible for supporting school systems with the implementation of high-quality ELA curricula. She also manages the development and dissemination of the state's ELA curriculum, Louisiana's ELA Guidebooks. Prior to joining the Department in January 2018, Holli served as a Teacher Leader Advisor beginning in 2016 and was a secondary ELA teacher. In these roles, she developed curriculum and supporting materials to support quality literacy instruction and provided professional development for secondary literacy through district partnerships with the Literacy Design Collaborative and Louisiana Department of Education. Holli received a BA in Secondary English Education from the University of New Orleans.

EDUCATION

BA	Secondary English Education, University of New Orleans, New Orleans, LA (2011)
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CERTIFICATIONS

Louisiana Teaching Certificate, Level 2–Valid 6/26/2022
English 6-12

EMPLOYMENT HISTORY

2018- Present	Louisiana Department of Education, Baton Rouge, LA Education Program Consultant
2017–2018	St. Tammany Junior High, Slidell, LA Grade 8 ELA Teacher
2016–2017	St. Bernard Middle School, St. Bernard, LA Grade 6 ELA Teacher
2015–2016	St. Peter Catholic School, Covington, LA Grades 5-7 Honors ELA Teacher
2011–2015	Chalmette High School, Chalmette, LA Grade 9 ELA Teacher (English I and English II Honors)

SELECTED PRESENTATIONS

Jessee, H.K. and Kaiser, E. (2020, June). *Transitioning ELA Guidebooks for Distance Learning*. Presentations at the Louisiana Department of Education Teacher Leader Summit Virtual Series, New Orleans, LA.

Jessee, H.K. (2019, June). *High-Quality ELA Curriculum Implementation*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

Jessee, H.K. (2018, May). *High-Quality ELA Curriculum Implementation*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

Jessee, H.K. (2017, May). *A Deep-Dive in ELA LEAP 360*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

Jessee, H.K. and LaPres, A. (2015, February). *Literacy Design Collaborative*. Presentation at the U.S. Department of Education and Louisiana Department of Education PEN Meeting. New Orleans, LA.

Chanda Johnson

Chanda Johnson currently serves as Deputy Assistant Superintendent of Humanities in the Office of Academic Policy and Analytics at the Louisiana Department of Education where she develops and implements Louisiana's Humanities strategy. She leads Louisiana's Innovative Assessment Pilot work. Chanda also manages the coordination and support of staff, vendors, and local school systems. Chanda has worked in the Louisiana Department of Education as the Chief of Staff for the Office of Academic Content, the Director of Instructional Materials Review, a Math Specialist, and a Network Coach. She was also one of the first Teacher Leaders for the state of Louisiana in the Spring of 2013. Chanda worked at EdReports.org as a Senior Instructional Materials Review Specialist for two years. Prior to leaving the classroom, Chanda worked as a Math and English teacher in Acadia Parish for twelve years. Chanda has continued to teach online English classes at LSU Eunice for the last thirteen years. Chanda received a B.S. in secondary education, a M. Ed. in Curriculum and Instruction, and +30 from the University of Louisiana at Lafayette.

EDUCATION

+30	UL Lafayette, May 2002
M. Ed.	Curriculum and Instruction (Minor-English), UL Lafayette, May 2001
B.S.	Secondary Education (Major-English, Minor-Math), UL Lafayette, May 2000

CERTIFICATIONS

Louisiana Teaching Certificate , Type B–Valid for Life

General Areas of Certification: English (Grades 6-12) and Mathematics (Grades 6-12)

EMPLOYMENT HISTORY

2017–Present	Louisiana Department of Education, Baton Rouge Deputy Assistant Superintendent of Humanities
2015–2017	EdReports.org, Virtual Senior Instructional Materials Review Specialist
2013–2015	Louisiana Department of Education, Baton Rouge Education Program Consultant 3
2007–Present	LSU Eunice English/Mathematics Adjunct Professor
2008–2011	Louisiana Department of Education, Baton Rouge Private Contractor
2002–2013	Acadia Parish Math and English Teacher

KEY LEADERSHIP EXPERIENCES

- 2019 – present Member of Louisiana’s Early Literacy Commission. Leads all meetings.
- 2013 – 2016 Member of EQUIP Peer Review Panel

SELECTED PRESENTATIONS

- Johnson, C.S. (2019, June). *Innovative Assessment Demonstration Authority: Year One Reflections*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Initiatives in Four States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Multiple Pathways to Assessment Innovation: Diverse Approaches from Three States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Pilot*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 Overview*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the Teacher’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the District’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 ELA: A Deep Dive*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 Math: A Deep Dive*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, May). *A 360 Approach to Assessment Systems*. Presentation at Elevating Instructional Advocacy conference, Denver, CO.



Kathleen B. Judy



PROFESSIONAL EXPERIENCE

June 2018 to Present **Louisiana Department of Education**
Baton Rouge, LA
Supervisor of Assessment Development: English Language Arts and Social Studies

March 2011 to June 2018 **Louisiana Department of Education**
Baton Rouge, LA
English Language Arts Assessment Coordinator

I managed content work related to all statewide English language arts assessments, including test development, monitoring of handscoring, professional development, assessment resources, etc.

October 2007 to February 2011 **Louisiana Department of Education**
Baton Rouge, LA
Part-Time Editor

I edited a diverse collection of testing materials (test forms, potential test items, training materials, manuals and guides, parent brochures, comment sheets, etc.) and managed many of these materials as they went through the editing process, which included working with content, administration, and data management employees. I also acted as a resource for colleagues and supervisors as they prepared grants, letters, etc.

January 2003 to June 2007 **Florida Department of Education**
Tallahassee, FL
Part-Time Editor

I edited the Florida Comprehensive Assessment Test (FCAT) manuals for the Assessment Office. I also took charge of revising the FCAT training materials and editing the National Assessment of Educational Progress (NAEP) materials. I was the primary editor of the technical manuals, *The Briefing Book*, and many documents posted on the FLDOE website. I also responded to letters and emails regarding the FCAT that were sent to the Governor, the Education Commissioner, and the Department.

August 2000
to
May 2001

Florida State University Laboratory School
Tallahassee, FL
English Teacher

I taught tenth and eleventh grade English; Creative Writing; an elective film course; and AP Language and Composition. I also taught a class for students who were struggling to pass statewide assessments, creating lessons that would benefit the whole class, but also designing individual plans for each student to address their weaknesses and the particular assessment they had yet to pass.

August 1988
To
May 2000

Douglas Anderson School of the Arts
Jacksonville, FL
Head of the English Department and Creative Writing Teacher

Besides teaching every level (grades 8-12, standard, honors, and advanced placement) and managing the English department since my second year at the school, I helped develop the Creative Writing Program, which included creating a course progression for the program and aligning the new curriculum with the state's curriculum. I was also a key member of a team of teachers who initiated school improvements that included the reorganization of school testing procedures and a new block schedule to better accommodate the arts and academic courses.

EDUCATION

1992 **University of North Florida**
Jacksonville, FL
15 Credits towards Masters Degree, English Literature GPA: 4.0

1985 **University of Wisconsin, Eau Claire**
Eau Claire, WI
Bachelors of Arts in English Education GPA: 3.3

SKILLS

I am very comfortable with electronic editing, especially Adobe Professional. I also use PowerPoint and Google docs when creating and editing professional development and assessment materials, such as training materials and presentations on state assessments. I am a meticulous editor focused on precision, accuracy, and readability.

REFERENCES

References available on request

Xiangdong Liu

OFFICE ADDRESS:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

Ph.D 2019 - University of Iowa; Iowa City, IA
 Major: Educational Measurement and Statistics
 (Minor in Mathematics Statistics)
M.A 2014 - University of Iowa; Iowa City, IA
 Major: Educational Measurement and Statistics
Doctoral student 2012- Southeast University, Nanjing, China
 Major: Philosophy
M.A 2009 – Nanjing Normal University, Nanjing, China
 Major: Social Foundation of Education
Undergraduate 2005 – Dalian Foreign Language University, Dalian, China
 Major: English

CERTIFICATES AWARDED

2013 - SAS Certified Base Programmer for SAS 9
2013 - SAS Certified Advanced Programmer for SAS 9

PROFESSIONAL EXPERIENCES

1. Peer Review Task Force Committee Member (to be selected) to prepare peer review submission for English language proficiency (ELP) assessments and alternate ELP assessments (AELPA) to the U.S Department of Education.
 - Actively and regularly participate in task force meetings to move the peer review work forward and meet project timelines;
 - Collaborate on decisions that influence the quality and timely delivery of the components of the peer review submission;
 - Review work performed by contracted consultants to ensure deliverables have met specifications and are of sufficient quality to recommend for acceptance.

2. Research and Evaluation Advisory Committee Member (to be selected) of English Language Proficiency Assessment for the 21st Century (ELPA21); Los Angeles, CA, (Aug 2018- present). ELPA21 provide assessments to measure English language proficiency in English learners (ELs) for a group of states including Arkansas, Iowa, Nebraska, Ohio, Oregon, Washington, West Virginia, and Louisiana. Responsibilities included:
 - To improve consortium-level reporting and analytics, refine performance scales and achievement levels, design and carry out validity studies, design and conduct comparability studies.

- Collaborate with other committees, the Governing Board, and other identified partners in the development of major deliverables
- Review work performed by contracted vendors to ensure deliverables have met specifications and are of sufficient quality to recommend for acceptance.

3. Psychometrician & Educational Research Analyst 3 - Louisiana Department of Education; Baton Rouge, LA (June 2018 - present). Provided measurement expertise and psychometric analyses for K-12 assessment. Responsibilities included:

- Provide psychometric support for Innovative Assessment Pilot under the Every Student Succeeds Act (ESSA)
- Work with the content team to build psychometrically sound test forms and related scoring, equating, scaling, and reporting to achieve comparability.
- Ensure timely and accurate psychometric analyses and data are applied to test forms and reports.
- Ensure scoring processing rules are updated and monitor scoring for quality and reliability.
- Valid and reliable data forensics analysis and monitoring test security.
- Ensure to release accurate assessment results to parents, schools, and districts timely according to the projected due dates.
- Provide quality control and psychometric support for the assessment framework, test construction guideline, and end to end testing.

4. Research Assistant – Iowa Testing Program, Iowa City, IA (2015-2018). Responsibilities included:

- Conduct simulation studies on item pool design for computerized adaptive testing
- Conduct mode comparability studies between computer-based and paper-based tests
- Apply classical and IRT test theory in test analysis, equating and scaling
- Clean data, IRT item calibration, quality control on analysis and reports
- Conduct differential item functioning analysis on mathematics assessments

5. Research Assistant – Southeast University, Nanjing, China (2010-2012). Responsibilities included:

- Prepared submission of a proposal for National Grant
- Conducted survey research and analyzed survey data
- Wring research report related to social psychology

6. Research Assistant – Nanjing Normal University, Nanjing, China (2006-2009).

Responsibilities included:

- Prepared submission of a proposal for National Grant
- Coordinated research design, data analysis, and writing reports
- Wring research report related to civic education and moral education

7. Preschool teacher – Dandong, China (2003-2006). Taught all subject in bilingual (English and Chinese) Class

8. Elementary and Middle school teacher – Shenyang, China (2000-2003). Taught grades 3,

6, 7 and 8 computer science. Taught English to Grade 6 and 7 English language learners.

HONORS AND AWARDS

- Graduate College Summer Fellowship 2017 for writing dissertation
- H.D. Hoover Scholarship for 2016 for working on the mathematics assessment

JOURNAL ARTICLES

1. Liu, X. (2019). Evaluating College Entrance Examination Twice a Year from the Perspective of Psychometrics. *Chinese Examinations*, 5, 28-33.
2. Liu, X. (2019). The Four “D” Index for Psychometric Item Analysis and Related Free Tools. *Examinations Research (accepted in April and published soon)*.
3. Liu, X. (2016). Comparability Research of Computer-Based Testing and Paper-and-Pencil Testing: Present and Prospect. *Chinese Examinations*, 11, 23-27.
4. Liu, X. (2014). The Problem of Character Education and Kohlberg's Moral Education: Critique from Dewey's Moral Deliberation. *Philosophical Studies in Education*, 45, 136-145.
5. Liu, X. & Sun, Y. (2013). Research in American Teacher Competence in Educational Assessment and its Enlighten. *Chinese Journal of Educational Measurement and Evaluation*, 12, 23-26
6. Liu, X. (2011). The Promotion on Civic Education of American Higher Education and Its Enlightenment. *Studied in Foreign Education*, 7, 78-82
7. Liu, X. (2010). The Post-Kohlberg’s Moral Development Theory and its Implication on Moral Education in China. *Education Exploration*, 7, 33-35.
8. Liu, X. (2009). Remark on American Positive Youth Development Theory. *Education Exploration*, 1, 138-139
9. Liu, X., (2009). Life and Death Education for Undergraduates. *Journal of Yangzhou University*, 2, 57-59
10. Liu, X. (2009). Review of Adult Civic Education in the United States. *Adult Education*, 3, 87-88.
11. Liu, X. (2009). Review of Civic Education of School Mission in the United States. *Chinese Moral & Politics Teaching*, 4, 77-79
12. Liu, X., & Sun, Y. (2008). The Whole Language Teaching and its Revelation to English Teaching in Primary and Middle School. *Modern Primary and Secondary School Education*, 11, 48-52
13. Liu, X. (2008). The Branch of Life and Death Education. *Chinese Journal of Moral Education*, 8, 54-57.
14. Liu, X. (2008). Civic Awareness Education and Religious Education. *Handbook of Research in Civic Awareness in China*, 35-38

CONFERENCE PAPERS AND PROFESSIONAL PRESENTATIONS

1. Liu, X., Welch, C., & Dunbar, S. (2017). Mode Comparability Study of Second Graders across Four Subject Areas. *Electronic Board presented for the 2017 Annual Meeting of the National Council on Measurement in Education (NCME)*, San Antonio, Texas.

2. Liu, X., Ye, L., Welch, C., & Dunbar, S. (2016). Administration Mode Comparability Study for Mathematics in K-2 Populations. *Poster presented at Iowa Educational Research & Evaluation Association (IEREA) 2016 conference*, ACT, Iowa City.
3. Liu, X., & Welch, C. (2014). Examining Black-White DIF Pattern on Mathematics Assessment. *Poster presented at NCME*, Philadelphia.
4. Liu, X., & Dunbar, S. (2013). Explore African American-White Difference in Mathematic Content Area and Item Difficulty Level: DIF Evidence. *Poster presented at IEREA*. Iowa City. Wined Poster Best Practice Awards.
5. Liu, X. (2013). Dewey's Conception of Moral Deliberation and its Implications for Moral Education. *Paper presented at the Ohio Valley Philosophy of Educational Society*. Dayton.

RESPONSIBILITIES & AFFILIATIONS

I am editorial board member for Journal of Applied Testing Technology and I have peer reviewed 16 papers for 8 journals as below,

- Journal of Applied Testing Technology (4)
- South African Journal of Psychology (1)
- Journal of Psychology in Africa (2)
- Chinese Examination (1)
- Chinese Journal of Educational Measurement and Evaluation (1)
- Journal of Nanjing Normal University (1)
- Journal of Dongjiang (1)
- Journal of Yangzhou University (5)

Dana James-Maxie, Ph.D.

CHIEF OF STAFF

23795 Rosemont Avenue, Denham Springs, LA 70726

(225)-667-1709 • djmaxieducation@gmail.com

18+ YEARS OF SUCCESS WORKING CLOSELY WITH TOP MANAGEMENT, MANAGING DAY-TO-DAY OPERATIONS AND DRIVING PROGRAMMATIC EXCELLENCE

CAREER SUMMARY

- Passionate and results-driven Educator and Academic Service professional with the ability to balance strategic decisions, with a hands-on approach to leadership; progressed through increasingly responsible positions from teaching to Chief of Staff.
- Engaging communicator with exceptional written, verbal and interpersonal communication skills having extensive experience in developing executive level business relationships.
- Organized and detail-oriented academic administrator, adept at arranging and organizing student educational activities. Specialized in addressing student issues, developing and implementing new courses of study, evaluating student feedback, tracking stats, and measuring student progress.
- Highly skilled at leading multiple large-scale projects and driving programmatic excellence throughout the division.
- Proficient user of Microsoft Office Suite, Specialized Softwares, and Research tools and databases.

PROFICIENCY FORTE

- | | | |
|------------------------------------|-----------------------------|----------------------------------|
| ◆ Community Engagement | ◆ Personable & Approachable | ◆ Budgeting & Forecasting |
| ◆ Organizational & Planning Skills | ◆ Multi-tasking Ability | ◆ Project Management |
| ◆ Program Development | ◆ Talent Relations | ◆ Excellent Interpersonal Skills |
| ◆ Program Assessment & Evaluation | ◆ Employee Management | ◆ Creative Problem-solving |
| ◆ Curricula Focus | ◆ Training & Development | ◆ Leadership Development |

CORE COMPETENCIES

- Highly qualified academic service professional with over 18+ years of administration and academic leadership experience.
- Dynamic, high-performance administrator with a proven ability to drive programmatic excellence and lead diverse teams of education professionals in a fast-paced, growth-oriented educational environment.
- Has a strong experience with online education, leading diverse programs and continuous evaluation and overseeing the overall effectiveness.
- Ability to develop program and outcome-based assessments and evaluation of all processes and educational initiatives.
- Passionate about building relationships, cultivating partnerships, and growing educational communities.
- An effective communicator at all levels in the organization, with strong oral, written and public speaking skills.
- Effective organization, planning, and masterful execution skills.
- Ability to multi-task and keep calm under pressure.

HIGHLIGHTS OF RELEVANT EXPERIENCE & SELECT ACCOMPLISHMENTS

- Develop, supervise, and evaluate department staff in terms of their performance responsibilities and productivity in achieving the agency and division's priorities.
- Determines program goals and objectives to effectively manage, monitor, and track progress towards the administration, scoring, and reporting of statewide summative and non-summative assessments.
- Support program goals and objectives through budget management of available funds, including identifying allowable expenditures related to the administration, scoring, and reporting of statewide summative and non-summative assessments.
- Makes recommendations to executive teams regarding mandated and discretionary programs and budgetary or personal matters.
- Manages contractual agreements, invoices, and amendments related to the procurement of all assessment-related activities.
- Developed and implemented all aspects of an educational program affecting populations such as students, teachers, principals, central office personnel, etc.
- Advised and provided technical assistance to local superintendents of education, other educators, and other persons outside the field of education on programs, policies, procedures, laws, and regulations.
- Reviews professional literature, publications, and studies to determine the best practices in the administration of paper and online assessments.

Louisiana State Department of Education, Baton Rouge, Louisiana	2005 – Present
Chief of Staff – Office of Assessments, Accountability, Early Childhood, Data/Data Systems	2018 – 2020
Education Program Consultant 5B (Contract Manager – Assessments) – Division of Academic Content	2014 – 2018
Educational Technology Consultant (Project Manager) – Division of Academic Policy and Analytics	2005 – 2013

Key Contributions:

- Provide day-to-day vision and leadership to the division and keep the Assistant Superintendent informed of critical issues and incidents; currently supporting a team of 90 employees including 26 managers.
- Act as an adviser to the Assistant Superintendent and senior management team; assist the Assistant Superintendent in facilitating effective decision-making; coordinate the execution of strategic initiatives.
- Facilitate and manage regular meetings with the Human Resources team to discuss potential staffing issues.
- Assess inquiries directed to the Assistant Superintendent, determine the proper course of action and delegate to the appropriate individual to manage.
- Ensure all staff issues are addressed properly, efficiently and judiciously, and keep track of progress until resolved.
- Build and manage over \$31M budget and finances to ensure efficient organizational goals are implemented to support successful teaching and learning outcomes.
- Assist the Assistant Superintendent and key staff in the design and implementation of key programs; foster staff collaboration among division and agency colleagues.
- Partner with vendors to develop and implement opportunities and initiatives that are aligned with the mission of the agency and priority goals of the division.
- Review research and prepare reports regarding statewide assessments; manage cross-functional projects between all assessment teams.
- Coordinate internally with managers and supervisors across various teams to design, develop, and pilot assessment programs on the basis of national and state research, future needs, and state and federal legislative or policy findings.
- Coordinate project management meetings to align state and agency goals with vendor deliverables and activities; Identify and resolve issues and conflicts within the project team.
- Apply, monitor, and evaluate grants and other federal and state funding sources related to assessment activities.
- Manage multi-million dollar contracts by tracking deliverables, state activities, and pricing information.
- Manage and maintain alignment between agency and assessment contract budget.

Education Management Cooperation (EDMC), The Art Institute of Pittsburgh Online Division	2008 – 2009
Online Adjunct Instructor –Computer Literacy	

Key Contributions:

- Facilitated online courses (six-week courses) through discussion boards and assignments.
- Followed the developed curricula for ongoing training in Computer Literacy.
- Conducted weekly office hours via chat features in courseware.
- Graded weekly assignments and provides detailed individual feedback.

EARLY PROFESSIONAL EXPERIENCE

Louisiana State Department of Education, Baton Rouge, Louisiana	2004 – 2005
Education Program Consultant – Division of School Standards, Accountability, and Assistance	
Iberia Parish School Board, New Iberia, Louisiana	2000 – 2004
Site Based Technology Coordinator/Computer Literacy Teacher - Anderson Middle School -	
Parks Community Support Service, Parks, Louisiana	2000 – 2004
Web Designer/Awareness Instructor	

EDUCATION

Ph.D. (Computing Technology in Education), 2012

Nova Southeastern University, Fort Lauderdale-Davie, Florida

(Dissertation: The Impact of Data-Driven Decision Making on Educational Practice in Louisiana Schools)

Educational Specialist (Ed.S.)

Nova Southeastern University, Fort Lauderdale, Florida

Master of Education with Concentration in Educational Technology, 2003

Northwestern State University, Natchitoches, Louisiana

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

Bachelor of Science in Vocational Business Education, 1999

Southern University, A & M College, Baton Rouge, Louisiana

CERTIFICATIONS AND PROFESSIONAL DEVELOPMENT

Educational Technology Facilitator (2002), Educational Technology Leadership (2002)

Northwestern State University, Natchitoches, Louisiana

Computer Literacy (2001)

University of Louisiana at Lafayette, Lafayette, Louisiana

PROFESSIONAL PUBLICATIONS

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

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

Andrew Shachat

EXPERIENCE

Louisiana Department of Education

Director of Accountability Policy and Analysis | New Orleans, LA

February 2020 - Present

- Support the continued development and refinement of Louisiana's school and school system accountability policy
- Analyze and interpret accountability data, and use data to inform statewide strategy and changes to the accountability system, including providing timely and actionable data to support other LDOE divisions
- Engage with stakeholders through the state's Accountability Commission and through national working groups to continue to lead the nation in accountability innovation
- Build school and district understanding of all policies through the production of strong explanatory and support resources for the accountability system
- Manage a team of two analysts responsible for responding to data requests and producing the data that drives LDOE strategic priorities, decision-making, and communications

Director of Analytics and New School Development | New Orleans, LA

May 2019 – February 2020

- Manage Louisiana's statewide charter school application process, including the review of over 20 charter applicants by an external evaluator
- Conduct strategic data analytics reviewed by the Department's Assistant Superintendents to determine implementation effectiveness of the Department's statewide priorities
- Drive the analytics and research necessary to create policy for charter and nonpublic schools approved by the Louisiana Board of Elementary and Secondary Education
- Produce annual reports for the Louisiana Legislature on various Department initiatives
- Provide data analytics to support a remote team of over twenty individuals in liaising with districts and schools to implement the Department's academic strategy

Analytics and Policy Manager | New Orleans, LA

January 2018 – May 2019

Portfolio Analyst | New Orleans, LA

July 2017 - January 2018

- Conducted routine analytics on school performance for a portfolio of over 100 schools
- Evaluated the Recovery School District's progress towards goals in equity and improving outcomes for traditionally underserved student populations
- Supported general data management and responded to data requests from key stakeholders and the media
- Collaborated with the Orleans Parish School Board on enrollment, facilities, policy, and communications

Metro Nashville Public Schools

Chemistry Teacher | Nashville, TN

June 2014 – May 2017

- Taught chemistry, honors chemistry, and Cambridge IGCSE chemistry to over 430 high school students
- Developed student-driven projects with Country Music Television and other local business partners

EDUCATION

Lipscomb University, Nashville, TN

August 2015

- Master of Education in Instructional Practice

University of Virginia, Charlottesville, VA

May 2014

- Bachelor of Arts double major: American Studies (with High Distinction) and Foreign Affairs
- French minor

Jan Sibley

Experience

Assessment Director, Deputy Assistant Superintendent— Assessments, Office of Academic Policy and Analytics

Louisiana Department of Education, Baton Rouge, LA
March 2017 – Present

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

Section Supervisor, Assessment Development, Office of Academic Content

Louisiana Department of Education, Baton Rouge, LA
October 2012 – March 2017

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

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

Louisiana Department of Education, Baton Rouge, LA

August 2003 – September 2012

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

Mathematics Teacher, High School

St. Amant High School, St. Amant, LA

1996 – 2003

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

Mathematics Teacher, High School

Ferriday High School, Ferriday, LA

1993 – 1996

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

Mathematics Teacher, High School

Farmerville High School, Farmerville, LA

1992 – 1993

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

Mathematics Teacher, High School

Homer High School, Homer, LA

1991 – 1992

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

Mathematics Teacher, High School

Downsville High School, Downsville, LA

1990 – 1991

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

Education

B.S. Mathematics Education

Louisiana Tech University, Ruston, LA

1990

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

Certificates

Louisiana Teaching Certificate Type B

Large-scale Assessment Experience

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



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





June 25, 2020

Ms. Chanda Johnson
Deputy Assistant Superintendent
Louisiana Department of Education
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Johnson:

The National Center for the Improvement of Educational Assessment (Center for Assessment) is excited to support the Louisiana Department of Education's (LDOE) submission of a Competitive Grants for State Assessments (CGSA) Program proposal for Absolute Priority #1. A federal investment in Louisiana's innovative approach to English language arts assessment is an excellent opportunity for the State and the larger field. Louisiana's grant proposal to expand its summative curriculum-embedded assessment to grades 3-5 builds on the work we have completed together in grades 6-8.

The Center for Assessment has a long history of leadership in developing rich and innovative assessment and accountability systems to support instructional reforms for enhancing student learning (e.g., Kentucky, Maryland, Wyoming, and New Hampshire). Center staff members push the boundaries of assessment innovation with work on incorporating performance-based and new forms of writing assessment on state assessments. Most recently, the Center serves as the lead technical partner for New Hampshire's innovative assessment and accountability pilot, Performance Assessment of Competency Education (PACE) and Louisiana's current approved Innovative Assessment Demonstration Authority.

We applaud LDOE's efforts to increase the equity of its assessment system by better aligning it to the instruction students receive in the classroom. We fully support the Department's proposal to expand the assessment to additional grades, and we hope to continue working closely with the LDOE throughout the IADA demonstration period to help ensure the quality, validity, reliability, and comparability of its innovative test forms.

Sincerely,

[Redacted signature]

Scott Marion, Ph.D.
Executive Director



June 25th, 2020

To Whom It May Concern:

I am delighted to write in strong support of the application from the Louisiana Department of Education (LDOE) for the Competitive Grants for State Assessments program, Catalog of Federal Domestic Assistance (CFDA) number 84.368A.

As a former state education commissioner, member of the PARRC Board, and the creator of EngageNY, I applaud the work Louisiana is doing--synthesizing the strongest, content-rich curriculum with an authentic assessment that incentivizes both teachers and students to take that curriculum seriously.

The ELA Louisiana Pilot Assessment, already developed, field tested and implemented for middle school students in that state, is the first such assessment in more than half a century, and benefits from the most cutting-edge research on reading skills and pedagogy. The assessment has a unique structure: it is given iteratively, after students complete a unit of their curriculum, assessing both their comprehension of what they have read and the knowledge that they have internalized from their readings. They are asked in addition to encounter a new reading, linked to the theme of their unit, to test for their ability to "stretch" their knowledge to bring in a new perspective. At the end of the year, students write a synoptic essay into which they can bring elements of their readings throughout the year.

This assessment is directly responsive to perhaps the most powerful K-12 research finding in the last 50 years (from such researchers as Jeanne Chall and Daniel Willingham) – namely, that the achievement gap in reading is not primarily a gap in skills – such as "find the main idea" - but a gap in background knowledge: if students don't know about the subject matter to which a text refers, they will never comprehend it. The Louisiana assessment incentivizes students and teachers to take seriously the fundamental notion that both fiction and non-fiction bring us knowledge. The assessment requires that students demonstrate that they have built knowledge from their reading and requires them to show this through a substantive set of essays across the academic year.

Extending this assessment to lower grade levels is critical to realizing its true potential. With federal funding support to do so, I believe this assessment will demonstrate major gap-closing and higher average performance in reading--and will thus eventually become a model for the United States. This is as important an intervention as I know of in the field of K-12 education.

Sincerely,
David Steiner

Dr. David Steiner
Executive Director, Johns Hopkins
Institute for Education Policy.
Professor, School of Education
Johns Hopkins University.
Member, Maryland State School Board

June 25, 2020

Ms. Chanda Johnson
Deputy Assistant Superintendent
Louisiana Department of Education
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Johnson:

This letter is in support of the State of Louisiana's application for a Competitive Grant for State Assessments (CGSA) Program. NWEA has been involved with the State's Innovation Pilot since its inception and over the past 18 months the project has shown extremely promising results. Not only has the innovative assessment shown that by changing test design an assessment can be more equitable for all students, but can also provide valuable instructional insights for teachers.

Surveys of both students and educators indicate that this new approach to assessment is both more engaging and more relevant. The State, as well as their partners, including local school districts, have invested a great deal of time and resources in this effort. Everyone involved in the project feels that it has been a success and has the potential to change how assessments are designed and implemented.

NWEA fully supports the State's effort to secure additional funds to expand this program so that more students and educators can benefit from its unique benefits.

Sincerely,



Jason Mendenhall
President, NWEA State Solutions

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (f)
1. Personnel	\$94,053	\$96,654	\$98,587	\$100,559	\$389,853
2. Fringe Benefits	\$35,740	\$36,729	\$37,463	\$38,217	\$148,149
3. Travel	\$0	\$4,084	\$4,084	\$4,084	\$12,252
4. Equipment	\$546	\$546	\$546	\$546	\$2,184
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$432,000	\$1,032,000	\$631,000	\$0	\$2,095,000
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other (Subgrants)	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$562,339	\$1,170,013	\$771,680	\$143,406	\$2,647,438
10. Indirect Costs*	\$74,791	\$155,611	\$102,633	\$19,072	\$352,107
11. Training Stipends					
12. Total Costs (lines 9-11)	\$637,130	\$1,325,624	\$874,313	\$162,478	\$2,999,545

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 to: 6/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 13.3%**

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?

BUDGET NARRATIVE

Louisiana is seeking funding under Absolute Priority 1: Implementing the IADA to scale its innovative, through-course ELA assessment to grades 3-5. In accordance with state procurement rules, Louisiana will contract with assessment experts to develop the content to construct test forms in these grades.

In Year 1 the Department will engage in a procurement process and anticipates that a contract will begin July 1, 2021. Prior to the beginning of the contract, the LDOE Project Coordinator will begin coordinating the development of assessment guides and frameworks and selecting warm-read texts for each unit test. Most of the development of items and forms necessary for field testing in 2022 will occur in Year 2, which is reflected in the higher costs for that year. Year 3 costs include the development of operational test forms, as well as standards validation activities, technical reports, and research studies. Year 4 includes no contractual costs, but LDOE staff will continue working toward the project goal, objectives, and outcomes. Replenishment is scheduled for 2024-2025, which is outside of the time frame and funding constraints for this grant. Additionally, this budget does not include administration and scoring costs, for which the Department will contract separately as part of the larger LEAP 2025 assessment program for all content areas.

For competitive bids, the Department will choose the most qualified contractor with the lowest bid. All contracts are necessary to achieve the CGSA project goal, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Jamie Beck, Humanities Strategy Supervisor (funded at 25% of salary for each year of the grant), will be responsible for procurement and budget activities, as well as ensuring achievement of the project goal, objectives, and outcomes. Additionally, LDOE will hire a new Program Coordinator to monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana's innovative assessment system in grades 3-5, including support for participating school systems. One-hundred percent of this person's time will be dedicated to the grades 3-5 innovative assessment project for all four years of the grant. Necessary equipment for this new hire to fulfill their job responsibilities (i.e., laptop, docking station, and monitors) is included within the budget proposal. While many other LDOE staff members will support the project, as described in the project narrative, LDOE is opting to leverage existing funding streams for their work to maximize efficiency and cost effectiveness.

This budget projects the need for out-of-state travel in Years 2-4 to attend conferences to share Louisiana's progress with other states, as well as to attend meetings with external partners. Four in-state trips per year have also been included for recruitment and to support school systems with implementation.

Indirect costs are included at an approved indirect cost rate of 13.3%. The IDC rate calculated for the purposes of this application is set to expire June 2020, so LDOE will submit an amendment once a new agreement is established. If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 1: OCTOBER 1, 2020-SEPTEMBER 30, 2021

Personnel: Salaries for two key LDOE staff to work on the project (\$94,053).

All positions are necessary to achieve the CGSA project goal, objectives, and outcomes. Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Jamie Beck, Humanities Strategy Supervisor, (\$22,053) to manage the overall CGSA strategy, ensuring progress toward the project goal, objectives, and outcomes, including responsibility for procurement and budget activities (Part time; 10 hrs./week)
- New Hire, Project Coordinator, (\$72,00) to monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana's innovative assessment system in grades 3-5. Responsibilities in Year 1 include but are not limited to coordinating the development of assessment frameworks and assessment guides (including sample items); selecting warm-read texts for each end-of-unit test; reviewing items from the contractor; supporting other ELA publishers to develop through-course ELA assessments; adapting professional development (PD) presentations for elementary content; and preparing PD providers to deliver the trainings. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for additional LDOE staff to support CGSA activities part time. These employees are Jan Sibley, Dana Maxie, Chanda Johnson, Holli Kipker Jessee, Kathleen Judy, Xiangdong Liu, and Andrew Shachat.

Fringe Benefits (\$35,740)

38% fringe benefit rate for each LDOE staff listed above. Rate is based on benefits such as Medicare, retirement, and health insurance.

Equipment (\$546)

Includes 12-month lease of laptop (\$396) + docking station (\$54) + 2 monitors (\$48/monitor x 2 monitors = \$96 for new hire) = **Total \$546**

Contractual (\$432,000)

Contract with vendor, using state procurement process, to develop content for grades 3-5 ELA through-course assessment. Deliverables for Year 1 include:

- management support (\$30,000)
- psychometric support (\$12,000)
- items and rubrics for Units 1 and 2 end-of-unit tests (\$390,000)

Justification for selected contractors: Contractors will have expertise in assessment development as well as successful experience with large-scale assessment projects. As required by the state procurement process, the Department will choose the most qualified contractor. All contracts are necessary to achieve CGSA project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Indirect Costs (\$74,791)

Approved indirect cost rate of 13.3% on state admin funds of \$562,339.**

**The IDC rate calculated for the purposes of this application is set to expire June 2020 so we will submit an amendment once a new agreement is established.

YEAR 2: OCTOBER 1, 2021-SEPTEMBER 30, 2022

Personnel: Salaries for two key LDOE staff to work on the project (\$96,654).

All positions are necessary to achieve the CGSA project goal, objectives, and outcomes. Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary. Salaries are adjusted for those eligible for a market rate increase.

- Jamie Beck, Humanities Strategy Supervisor, (\$22,494) to manage the overall CGSA strategy, ensuring progress toward the project goal, objectives, and outcomes, including responsibility for budget activities and the contractor relationship (Part time; 10 hrs./week)
- New Hire, Project Coordinator, (\$74,160) to monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana's innovative assessment system in grades 3-5. Responsibilities in Year 2 include but are not limited to reviewing deliverables from the contractor (e.g., items, rubrics, field test forms, etc.); selecting participants for and attending item review meetings; supporting other ELA publishers to develop through-course ELA assessments; assisting with school system recruiting activities; communicating with participating school systems; updating PD presentations, as needed; monitoring PD providers for alignment of messaging; and ensuring all participating school systems have an appropriate PD plan in place. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for additional LDOE staff to support CGSA activities part time. These employees are Jan Sibley, Dana Maxie, Chanda Johnson, Holli Kipker Jessee, Kathleen Judy, Xiangdong Liu, and Andrew Shachat.

Fringe Benefits (\$36,729)

38% fringe benefit rate for each LDOE staff listed above. Rate is based on benefits such as Medicare, retirement, and health insurance.

Travel (\$4,084)

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 2 out-of-state conferences to share Louisiana's progress on the innovative assessment with other states and/or meet with external partners. Due to the uncertain nature of the location of these conferences, budget includes the highest expense the state allows to ensure enough funds to cover these essential trips.

- **Out-of-State Conferences/Meetings:** Airfare Baton Rouge-DC rt (\$500 x 2 trips = \$1,000) + Lodging (\$225/night with tax x 3 nights x 2 trips = \$1,350) + Meals (\$71/day x 3 days x 2 trips = \$426) + Taxis (\$50 x 4 rides = \$200) = **Total \$2,976**

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 4 in-state meetings to conduct recruitment and support school systems with implementation. State policy requires a rental car when traveling more than 99 miles roundtrip (rt) to support LEAs. Due to the uncertain nature of the location of these meetings, budget includes the highest expense the state allows to ensure enough funds to cover these essential trips.

- **In-State Meetings:** Rental Car (\$29.50/day state contact rate for compact x 2 days x 4 trips = \$236) + Lodging (\$157/night with tax x 1 night x 4 trips = \$628) + Meals (\$61/day x 1 day x 4 trips = \$244) = **Total \$1, 108**

Equipment (\$546)

Includes 12-month lease of laptop (\$396) + docking station (\$54) + 2 monitors (\$48/monitor x 2 monitors = \$96 for new hire) = **Total \$546**

Contractual (\$1,032,000)

Contract with vendor, using state procurement process, to develop content for grades 3-5 ELA through-course assessment. Deliverables for Year 2 include:

- management support (\$120,000)
- psychometric support (\$36,000)
- items and rubrics for end-of-unit tests for Units 3, 4, and 5 and field test forms (\$735,000)
- copyright registration of texts (\$96,000)
- facilitation of online item review meetings (\$45,000)

Justification for selected contractors: Contractors will have expertise in assessment development as well as successful experience with large-scale assessment projects. As required by the state procurement process, the Department will choose the most qualified contractor. All contracts are necessary to achieve CGSA project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Indirect Costs: (\$155,611)

Approved indirect cost rate of 13.3% on state admin funds of \$1,170,013**

**The IDC rate calculated for the purposes of this application is set to expire June 2020 so we will submit an amendment once a new agreement is established.

YEAR 3: OCTOBER 1, 2022-SEPTEMBER 30, 2023

Personnel: Salaries for two key LDOE staff to work on the CLSD program (\$98,587).

All positions are necessary to achieve the CGSA project goal, objectives, and outcomes. Salaries listed below are calculated based on percentage of time expended by each position under this project and the person’s full salary. Salaries are adjusted for those eligible for a market rate increase.

- Jamie Beck, Humanities Strategy Supervisor, (\$22,944) to manage the overall CGSA strategy, ensuring progress toward the project goal, objectives, and outcomes, including responsibility for budget activities and the contractor relationship (Part time; 10 hrs./week)
- New Hire, Project Coordinator, (\$75,643) to monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana’s innovative assessment system in grades 3-5. Responsibilities in Year 3 include but are not limited to reviewing deliverables from contractor (e.g., operational test forms, standards validation materials, technical reports, research studies, etc.); selecting participants for and attending standards validation meetings; supporting other ELA publishers to develop through-course ELA assessments; assisting with school

system recruiting activities; communicating with participating school systems; updating PD presentations and developing new ones based on the field's needs; monitoring PD providers for alignment of messaging; and ensuring all participating school systems have an appropriate PD plan in place. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for additional LDOE staff to support CGSA activities part time. These employees are Jan Sibley, Dana Maxie, Chanda Johnson, Holli Kipker Jessee, Kathleen Judy, Xiangdong Liu, and Andrew Shachat.

Fringe Benefits (\$71,647)

38% fringe benefit rate for each LDOE staff listed above. Rate is based on benefits such as Medicare, retirement, and health insurance.

Travel (\$4,084)

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 2 out-of-state conferences to share Louisiana's progress on the innovative assessment with other states and/or meet with external partners. Due to the uncertain nature of the location of these conferences, budget includes the highest expense the state allows to ensure enough funds to cover these essential collaborative trips.

- **Out-of-State Conferences/Meetings:** Airfare Baton Rouge-DC rt (\$500/person x 2 trips = \$1,000) + Lodging (\$225/night with tax x 3 nights x 2 trips = \$1,350) + Meals (\$71/day x 3 days x 2 trips = \$426) + Taxis (\$50 x 4 rides = \$200) = **Total \$2,976**

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 4 in-state meetings to conduct recruitment and support school systems with implementation. State policy requires a rental car when traveling more than 99 miles roundtrip (rt) to support LEAs. Due to the uncertain nature of the location of these meetings, budget includes the highest expense the state allows to ensure enough funds to cover these essential trips.

- **In-State Meetings:** Rental Car (\$29.50/day state contact rate for compact x 2 days x 4 trips = \$236) + Lodging (\$157/night with tax x 1 night x 4 trips = \$628) + Meals (\$61/day x 1 day x 4 trips = \$244) = **Total \$1, 108**

Equipment (\$546)

Includes 12-month lease of laptop (\$396) + docking station (\$54) + 2 monitors (\$48/monitor x 2 monitors = \$96 for new hire) = **Total \$546**

Contractual (\$631,000)

Contract with vendor, using state procurement process, to develop content for grades 3-5 ELA through-course assessment. Deliverables for Year 3 include:

- management support (\$120,000)
- psychometric support (\$36,000)
- operational test forms (\$300,000)
- standards validation activities and materials (\$75,000)
- technical reports (\$20,000)
- studies and research projects (\$80,000)

Justification for selected contractors: Contractors will have expertise in assessment development as well as successful experience with large-scale assessment projects. As required by the state procurement process, the Department will choose the most qualified contractor. All contracts are necessary to achieve CGSA project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Indirect Costs: (\$102,633)

Approved indirect cost rate of 13.3% on state admin funds of \$771,680**

**The IDC rate calculated for the purposes of this application is set to expire June 2020 so we will submit an amendment once a new agreement is established.

YEAR 4: OCTOBER 1, 2023-SEPTEMBER 30, 2024

Personnel: Salaries for two key LDOE staff to work on the CLSD program (\$100,559).

All positions are necessary to achieve the CGSA project goal, objectives, and outcomes. Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary. Salaries are adjusted for those eligible for a market rate increase.

- Jamie Beck, Humanities Strategy Supervisor, (\$23,403) to manage the overall CGSA strategy, ensuring progress toward the project goal, objectives, and outcomes, including responsibility for budget activities and drafting project evaluation reports (Part time; 10 hrs./week)
- New Hire, Project Coordinator, (\$77,156) to monitor and track timely delivery of all tasks and deliverables required to ensure the success of Louisiana's innovative assessment system in grades 3-5. Responsibilities in Year 4 include but are not limited to supporting other ELA publishers to develop through-course ELA assessments; assisting with school system recruiting activities; communicating with participating school systems; updating PD presentations and developing new ones based on field's needs; monitoring PD providers for alignment of messaging; ensuring all participating school systems have an appropriate PD plan in place; planning for replenishment in 2024-2025; and selecting new warm-read texts for each unit. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for additional LDOE staff to support CGSA activities part time. These employees are Jan Sibley, Dana Maxie, Chanda Johnson, Holli Kipker Jessee, Kathleen Judy, Xiangdong Liu, and Andrew Shachat.

Fringe Benefits (\$38,217)

38% fringe benefit rate for each LDOE staff listed above. Rate is based on benefits such as Medicare, retirement, and health insurance.

Travel (\$4,084)

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 2 out-of-state conferences to share Louisiana's progress on the innovative assessment with other states and/or meet with external partners. Due to the uncertain nature of the location of these conferences, budget includes the highest expense the state allows to ensure enough funds to cover these essential collaborative trips.

- **Out-of-State Conferences/Meetings:** Airfare Baton Rouge-DC rt (\$500/person x 2 trips = \$1,000) + Lodging (\$225/night with tax x 3 nights x 2 trips = \$1,350) + Meals (\$71/day x 3 days x 2 trips = \$426) + Taxis (\$50 x 4 rides = \$200) = **Total \$2,976**

Travel expenses, including lodging, meals, transportation, etc., for 1 staff member to attend 4 in-state meetings to conduct recruitment and support school systems with implementation. State policy requires a rental car when traveling more than 99 miles roundtrip (rt) to support LEAs. Due to the uncertain nature of the location of these meetings, budget includes the highest expense the state allows to ensure enough funds to cover these essential trips.

- **In-State Meetings:** Rental Car (\$29.50/day state contact rate for compact x 2 days x 4 meetings/year = \$236) + Lodging (\$157/night with tax x 1 night x 4 trips = \$628) + Meals (\$61/day x 1 day x 4 trips = \$244) = **Total \$1,108**

Equipment (\$546)

Includes 12-month lease of laptop (\$396) + docking station (\$54) + 2 monitors (\$48/monitor x 2 monitors = \$96 for new hire) = **Total \$546**

Indirect Costs: (\$19,072)

Approved indirect cost rate of 13.3% on state admin funds of \$143,406.**

**The IDC rate calculated for the purposes of this application is set to expire June 2020 so we will submit an amendment once a new agreement is established.