

Regular Session, 2014

HOUSE BILL NO. 953

BY REPRESENTATIVES LEGER, BADON, BROADWATER, BURRELL, CARMODY,
DIXON, HARRISON, HUNTER, JEFFERSON, PIERRE, REYNOLDS, SMITH,
ST. GERMAIN, AND WOODRUFF

STUDENT/STANDARDS: Provides for the collection, sharing, and use of student
assessment results and information by the State Board of Elementary and Secondary
Education

1 AN ACT

2 To amend and reenact R.S. 17:24.4(A)(4) and (F)(1) and to enact R.S. 17:24.4(F)(2), relative

3 to statewide content standards and assessments for required subjects; to provide

4 relative to the definition and establishment of such standards; to provide for the

5 collection and sharing of student assessment results and information by the State

6 Board of Elementary and Secondary Education; to provide for the use of such results

7 and information for specified purposes including for purposes of distributing school

8 and district letter grades; to provide for the promulgation of rules by the State Board

9 of Elementary and Secondary Education relative to measuring student growth; to

10 require the State Board of Elementary and Secondary Education to establish an

11 academic support plan and determine interventions for certain failing public schools;

12 and to provide for related matters.

13 Be it enacted by the Legislature of Louisiana:

14 Section 1. R.S. 17:24.4(A)(4) and (F)(1) are hereby amended and reenacted and R.S.

15 17:24.4(F)(2) is hereby enacted to read as follows:

§24.4. Louisiana Competency-Based Education Program; statewide standards for required subjects; Louisiana Educational Assessment Program; parish or city school board comprehensive pupil progression plans; waivers

A. As used in this Section, the following words, terms, and phrases shall have the meaning ascribed to them in this Subsection, except when the context clearly indicates a different meaning:

* * *

(4) "The statewide content standards for required subjects" are statements that define what ~~a student~~ Louisiana public elementary and secondary students should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. Content standards shall represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace, as determined by content experts, elementary and secondary educators and school leaders, postsecondary education leaders, and business and industry leaders.

* * *

F.(1)(a) The Department of Education shall ~~begin implementation of~~ implement a Louisiana Educational Assessment Program with the approval of the State Board of Elementary and Secondary Education.

(b) Developmental readiness student screening for placement and ~~for~~ planning instruction shall occur upon initial school entry into kindergarten.

(c) Standards-based assessments in English language arts, mathematics, science, and social studies based on state content standards and rigorous student achievement standards set with reference to test scores of students of the same grade level nationally shall be implemented by the State Board of Elementary and Secondary Education. ~~Such tests and~~ and shall be administered, at a minimum, in grades three through eleven.

(d) Beginning with the 2014-2015 school year, standards-based assessments implemented by the State Board of Elementary and Secondary Education in English

1 language arts and mathematics shall be based on nationally recognized content
2 standards that represent the knowledge and skills needed for students to successfully
3 transition to postsecondary education and the workplace and shall allow for
4 comparison of student achievement with students in other states.

5 (e) Rigorous student achievement standards shall be set with reference to test
6 scores of the same grade levels nationally.

7 ~~(e)~~(f) The rigor of each standards-based assessment, at a minimum, shall be
8 comparable to national achievement tests, including but not limited to the National
9 Assessment of ~~Education~~ Educational Progress.

10 ~~(f)~~(g) The State Board of Elementary and Secondary Education, upon initial
11 implementation of the tests provided for in this Subsection, shall establish by rule
12 adopted in accordance with the Administrative Procedure Act the adequate test score
13 to determine successful performance of the student on each test provided for by this
14 Subsection.

15 (2)(a) The state board shall collect statewide results from the assessments
16 administered to students in the 2014-2015 and 2015-2016 school years in order to
17 define the basis for student achievement expectations to be used in the school and
18 district accountability system pursuant to R.S. 17:10.1.

19 (b) The state board shall comply with federal and state law in reporting
20 student results from such assessments in 2015 and 2016. In 2016, the state board
21 shall provide aggregate results from such assessments to an appropriately qualified
22 faculty member at a Louisiana postsecondary education institution who shall analyze
23 student performance and advise the board on the basis for achievement expectations.

24 (c) For the 2014-2015 and 2015-2016 school years:

25 (i) A school or district's letter grade shall not vary from its letter grade from
26 the 2012-2013 school year unless the school or district has improved in its
27 performance.

28 (ii) After assigning letter grades, the state board shall establish an academic
29 support plan for each public school that concludes its third consecutive year of

1 academic failure and shall require a change in school governance only after such a
2 plan has been implemented in the school for at least one year.

3 (iii) The state board shall not use the results of such assessments to require
4 the use of value-added data in the evaluation of educators. The state board may
5 promulgate rules in accordance with the Administrative Procedure Act to ensure that
6 local public school systems have an accurate basis for measuring student growth in
7 the absence of such data.

8 (d) Beginning with the 2016-2017 school year and continuing thereafter, the
9 state board shall use the results of the assessments implemented pursuant to
10 Subparagraph (1)(d) of this Subsection as the basis for student achievement
11 expectations in the school and district accountability system and in value-added
12 analysis.

13 (e) The state board shall use such assessments based on nationally
14 competitive standards to establish a statewide performance goal to be reached by
15 2025 and shall use such a goal as the basis for school and performance expectations.

16 * * *

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

Leger

HB No. 953

Abstract: Provides for the collection, sharing, and use of student assessment results and information by the State Bd. of Elementary and Secondary Education including for purposes of distributing letter grades to schools and school districts.

Present law provides for the La. Competency-Based Education Program, including the development and implementation of statewide content standards for required subjects and the La. Educational Assessment Program (LEAP) by the state Dept. of Education with approval of the State Bd. of Elementary and Secondary Education (BESE). Defines "statewide content standards for required subjects" as statements that define what a student should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. Proposed law revises this definition to provide for what "La. public elementary and secondary students" rather than for what "a student" should know or be able to accomplish and otherwise retains present law.

Present law requires standards-based assessments for required subjects (English language arts, math, science, and social studies) to be implemented by BESE and administered in at least grades three through 11. Provides that such assessments be based on state content

standards and rigorous student achievement standards comparable to national student achievement levels. Further requires that the rigor of such assessments shall at least compare to that of national achievement tests. Specifies that beginning with the 2014-15 school year, the standards-based assessments in English language arts and math shall be based on nationally recognized content standards. Requires BESE to establish the adequate test scores for determining successful student performance on the tests. Proposed law retains present law and additionally requires BESE to:

- (1) Collect statewide results from the assessments administered to students in 2014-15 and 2015-16 in order to define the basis for student achievement expectations to be used in the school and district accountability system.
- (2) Comply with federal and state law in reporting student results from such assessments.
- (3) Provide aggregate results from such assessments to an appropriately qualified faculty member at a La. postsecondary education institution to analyze student performance and advise the board on the basis for achievement expectations.

Proposed law adds that for the 2014-15 and 2015-16 school years:

- (1) A school or district's letter grade shall not vary from its letter grade from the 2012-13 school year unless the school or district has improved in its performance.
- (2) After assigning letter grades, BESE shall establish an academic support plan for each public school that concludes its third consecutive year of academic failure and shall require a change in school governance only after such a plan has been implemented in the school for at least one year.
- (3) BESE shall not use the results of such assessments to require the use of value-added data in the evaluation of educators. BESE may promulgate rules to ensure that local public school systems have an accurate basis for measuring student growth in the absence of such data.

Proposed law provides that beginning with the 2016-17 school year and continuing thereafter, BESE shall use the results of the assessments as the basis for student achievement expectations in the school and district accountability system and in value-added analysis. Further provides that BESE shall use such assessments based on nationally competitive standards to establish a statewide performance goal to be reached by 2025 and shall use such a goal as the basis for school and performance expectations.

(Amends R.S. 17:24.4(A)(4) and (F)(1); Adds R.S. 17:24.4(F)(2))

Summary of Amendments Adopted by House

Committee Amendments Proposed by House Committee on Education to the original bill.

1. Deletes proposed law that required that statewide content standards be established in accordance with La. educational priorities as determined by BESE and that prohibited the standards from requiring the use of federally or state-endorsed curricula, textbooks, or other instructional materials and from requiring the collection or reporting of any student data.
2. Adds requirements that BESE collect results from the assessments administered in 2014-15 and 2015-16 in order to define the basis for student achievement expectations to be used in the school and district accountability system; comply with federal and state law in reporting student results from such assessments; and

provide aggregate results from such assessments to a qualified faculty member at a La. postsecondary education institution to analyze student performance and advise the board on the basis for achievement expectations.

3. Adds that for the 2014-15 and 2015-16 school years, BESE shall use the statewide results from the assessments as the basis for a distribution of school and district letter grades that shall not vary from the distribution of letter grades from 2012-13, unless under certain circumstances; shall establish an academic support plan for certain failing public schools; and shall require a change in school governance only after such a plan has been implemented for one year.
4. Prohibits BESE from using the results of such assessments to require the use of value-added data in the evaluation of educators.
5. Authorizes BESE to promulgate rules to ensure that local public school systems have an accurate basis for measuring student growth in the absence of value-added data.

House Floor Amendments to the engrossed bill.

1. For the 2014-15 and 2015-16 school years, replaces a provision that school and district grade distributions shall not vary unless they improve with a provision that a school or district's letter grade shall not vary unless it has improved in its performance.