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The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Cheryl Serrett.

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DIGEST

SB 262 Original

2016 Regular Session

Morrish

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 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.

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. Requires BESE to establish the adequate test scores for determining successful student performance on the tests. Additionally, requires BESE to collect statewide results from the assessments administered to students in 2014-2015 and 2015-16 in order to define the basis for student achievement expectations to be used in the school and district accountability system; not vary a school or district's letter grade from its letter grade from the 2012-2013 school year unless the school or district has improved in its performance.

Proposed law provides that for the 2016-2017 school year BESE shall collect assessment data but shall not use the results for evaluating teacher performance or making placement decisions for fourth and eighth grade students. Additionally, proposed law continues the requirement that the distribution of school and district letter grades shall not vary from that in the 2012-2013 school year, unless the school or district has improved in its performance.

Proposed law requires that BESE collect results from the assessments administered in 2017-2018 in order to define the basis for student achievement expectations to be used in the school and district accountability system, value-added analysis and pupil progression benchmarks.

Proposed law requires that beginning in 2018-2019, the state may use the results of the assessments for evaluating school and district accountability performance, value-added analysis and pupil progression benchmarks.

Effective upon signature of the governor or lapse of time for gubernatorial action.

(Adds R.S. 17:24.4(F)(1)(g), (h) and (i))