

Louisiana Accountability Commission
December 5, 2016

Agenda

- Meeting Objectives
- Elementary/Middle School 2025 Goals
- Student Growth
- Leading Indicators
- High School 2025 Goals
- Timeline and Next Steps

What does the Accountability Commission do?

The Accountability Commission meets regularly to study and make recommendations to the LDE and BESE regarding school, district, and state accountability.

In the past, the Commission has made recommendations on a wide range of pressing issues related to Louisiana's teacher, leader, school, and district accountability systems, such as:

- The school and district accountability formula and star rating system
- Policies for the transition to higher academic expectations
- Revisions to Louisiana's teacher evaluation system (Compass)

Today, the Accountability Commission is tasked with considering recommendations to LDOE and BESE on the benchmarks needed to gradually raise the standard for student proficiency such that the average student in a school or district with a letter grade of "A" achieves at least "mastery" on state assessments, per Bulletin 111—*The Louisiana School, District, and State Accountability System*, as well as other adjustments to the school performance score formula, per ESSA.

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent from children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Objectives

In today's meeting, the Accountability Commission will consider the following recommendations to BESE regarding revisions to the state school accountability system:

- Recommend ambitious 2025 goals that are reflected in the “A” standards in the accountability system.
- Identify key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores.

Questions for Discussion

Elementary Schools:

- Does the Accountability Commission recommend the proposed elementary/middle school 2025 targets?
- Which question(s) does the Commission want to answer with the growth model methodology? Therefore, with which growth models should we proceed?
 - *Based on this answer, in January, we will consider (a) the appropriate weight for growth (e.g., 10%, 25%, 50%) and (b) timelines for raising the bar, given the growth model and weight recommended.*

High Schools:

- Does the Accountability Commission recommend the proposed high school 2025 targets?

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Grade 3-8 Assessment Index

The proposed “A” target for 2025 is Mastery.

- Mastery (Level 4) comparable to the standard for proficiency on NAEP.
- Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills approximate to the subject matter.
- Since Louisiana began assessing all students in 1999, the percent of students scoring “Basic” or above has increased 15 percentage points in 4th grade ELA and 34 percentage points in 4th grade math.
- The percent of grade 3-8 ELA and math tests scoring “Mastery” or above in 2016 increased to 38 percent, up from from 33 percent in 2015. The trend indicates that students, educators, and schools are adjusting to higher expectations implemented through a four-year transition period.

Grade 3-8 Assessment Index

2016-2017

Performance Label	Index Points
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0



Proposed 2024-2025

Performance Label	Index Points
Advanced	150
Mastery	100
Basic	50
Approaching Basic	0
Unsatisfactory	0

If we applied the 2025 standard today:

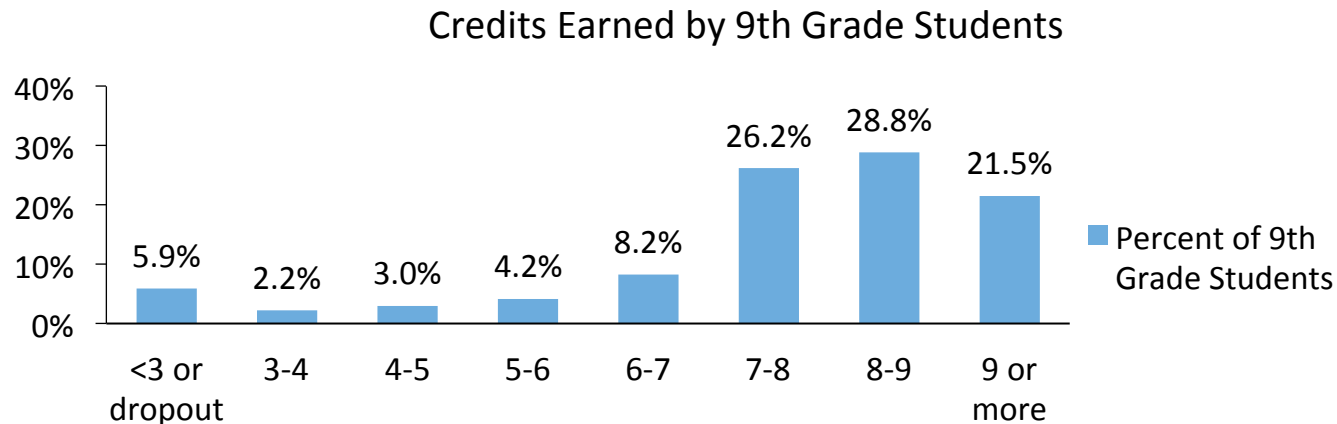
2015 Letter Grade	Avg. Index: Current	Avg. Index: Proposed
A	103	70.5
B	84.6	54.9
C	69.2	42.2
D	51.4	29.9
F	34.8	19.6
All Schools	75.3	47.8

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average assessment index results by 27.5 points. Commission will recommend a gradual timeline over eight years.

Dropout Credit Accumulation Index (DCAI)

The proposed “A” target is 6 credits completed by the end of 9th grade.

- Feedback from the field revealed concerns that measuring only TOPS-aligned course credits (original suggestion in ESSA framework) in 9th grade would negatively impact schools serving students with disabilities and those in transitional 9th grade, creating a disincentive to provide students with remediation when needed.
- Students are required to earn 23 credits for a Jump Start diploma and 24 credits for a TOPS University diploma.



Dropout Credit Accumulation Index (DCAI)

2016-2017

Carnegie Units	Index Points
6 or more	150
5.5	125
5	100
4.5	75
4	50
3.5	25
3 or less	0
3rd year 8th grader	0
Dropout	0



Proposed 2024-2025

Carnegie Units	Index Points
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
3rd year 8th grader	0
Dropout	0

If we applied the 2025 standard today:

2015 Letter Grade	Avg. DCAI: Current	Avg. DCAI: Proposed
A	143.6	124.5
B	136.9	112
C	132.3	105.4
D	126.4	100.8
F	95.9	71.5
All Schools	134.4	108.4

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average DCAI results by 26 points, though most schools maintain an “A” average.

Commission Discussion of 2025 Targets

Does the Accountability Commission recommend the proposed elementary/middle school 2025 targets?

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Why Include Growth in Accountability?

Letter grades should provide a clear picture of schools' impact on students.

1. How well are students achieving Mastery? The Assessment Index (status) does this.

However, parents and educators are also interested in:

2. How well are students progressing toward Mastery?

3. How well are students growing relative to academic peers?

Today, the Commission will consider details regarding a number of methodologies for measuring growth and answering (2) and (3). As the Commission narrows its focus on a smaller subset of growth models, it may be that the Commission actually decides on more than one, as different models answer different questions.

What Questions Does Each Model Answer?

1. **Value tables: How often are students changing achievement levels?**

- 5 levels, by achievement level
- *(NEW)* 10 levels, with each achievement level split into upper/lower

States that use it: Alaska, Florida, Illinois, Iowa, Indiana, Maine, Mississippi, Nebraska

2. *(NEW)* **Growth to Mastery: How well are students progressing toward Mastery?**

States that use it: Delaware, Iowa, New Hampshire, New York, South Dakota, West Virginia

3. **Value-Added: How well are students growing relative to similar peers?**

- “Yes/No” measure awards points based on the percentage of students who exceed expected scores regardless of “amount” of growth
- Percentiles measure awards points based on how much students exceed or fall below expected scores

States that use it: Arkansas, Delaware, Missouri, New Mexico, North Carolina, Ohio, Pennsylvania, Tennessee, Wisconsin

What Should the Growth Index Do?

In the last meeting, the Commission discussed five things that should be true about the student growth measure in the accountability system:

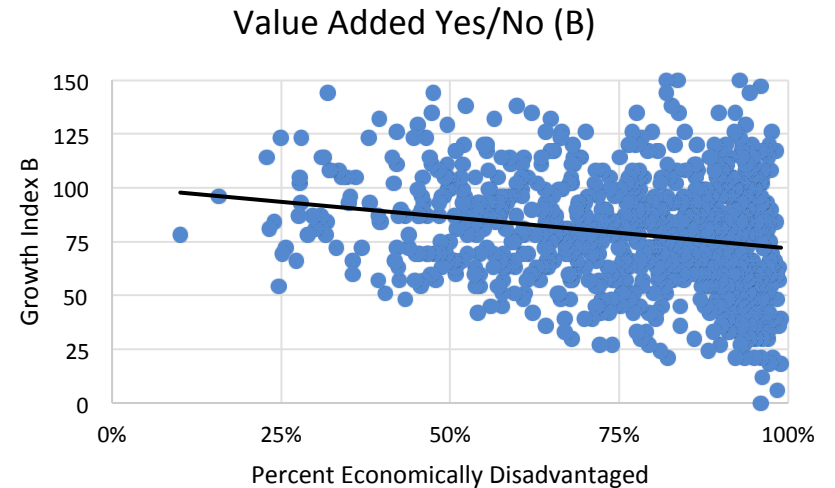
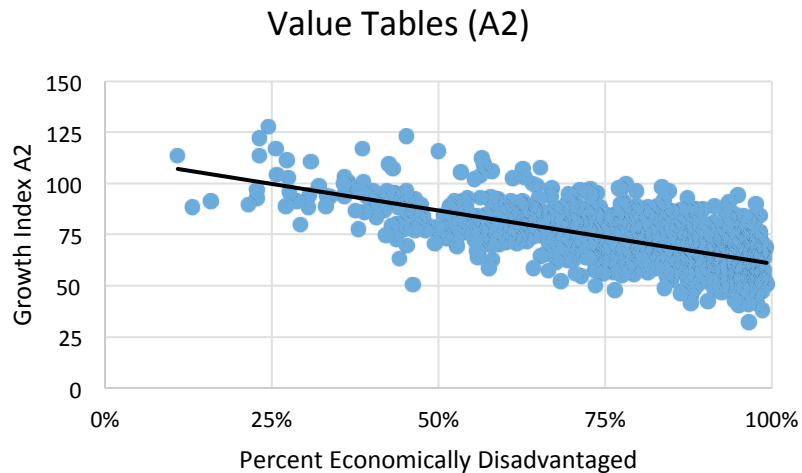
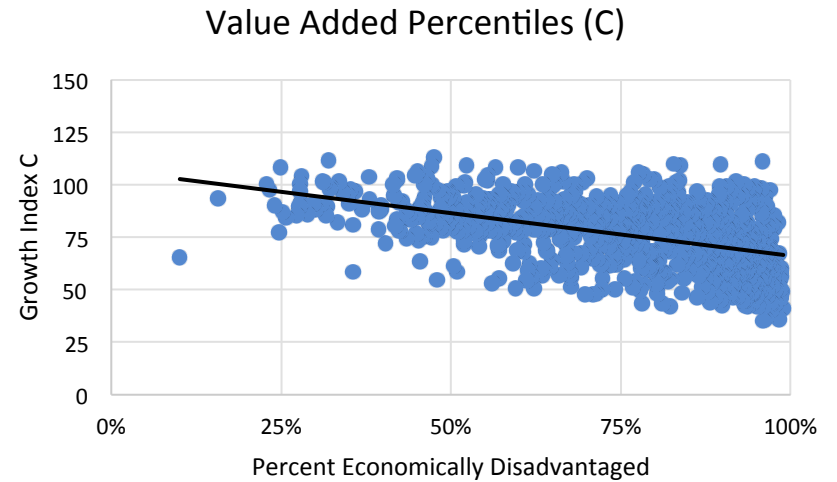
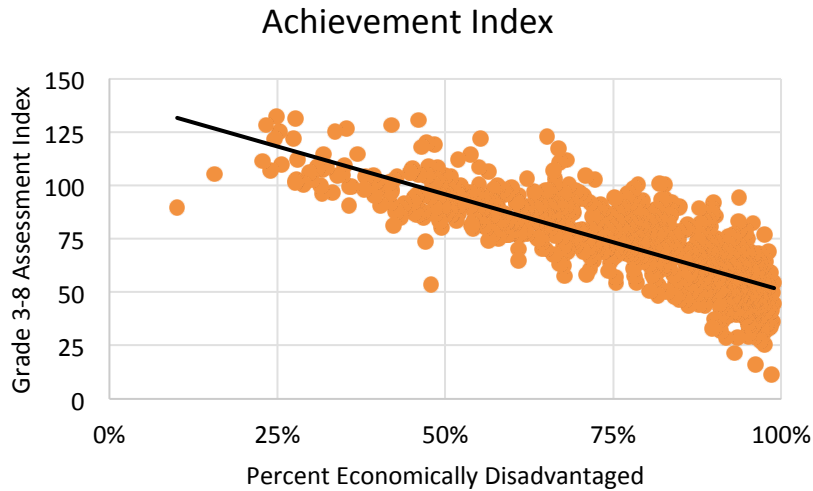
- **Accurate** and meaningful differentiation of student-level growth.
- **Simple** and transparent, with clear expectations at the start of the school year and results that can be understood by parents, teachers, and school leaders.
- **Fair** for all kids, with a low correlation to the assessment index and income.
- **Stable** from year-to-year to minimize inaccurate swings in school letter grades.
- **Ambitious** in establishing student growth targets that reinforce the goal of Mastery.

Student Growth Calculations and Core Values

Core Values	A1) Value Tables: 5 levels	A2) Value Tables: 10 levels (<i>NEW</i>)	E) Growth to Mastery (<i>NEW</i>)	B) Value Added: Yes/No	C) Value Added: Percentiles
Question Answered	How often are students changing achievement levels?		How well are students progressing toward Mastery?	How well are students growing relative to similar peers?	
Accurate	No, rewards students “on the bubble” while not capturing growth of others	Mostly no, still rewards students “on the bubble” of sub-levels	Somewhat, targets are unlikely for very low achieving students	Somewhat, does not capture <i>how much</i> students grow	Yes, differentiates based on how much students grow
Simple	Yes	Yes	Yes	Mostly, percentage is easily understood	Mostly, percentiles are generally understood
Stable	Mostly	Mostly	Mostly	Somewhat	Mostly
Fair	Somewhat, still rewards “bubble” students more	Somewhat, still rewards “bubble” students more	Somewhat, very difficult for students farthest from Mastery	Yes, growth expectations are relative to similar students	Yes, student growth scores are relative to similar students
Ambitious	Yes	Mostly	Yes	Mostly	Mostly

Growth and Percent Economically Disadvantaged

Value-added model results have the lowest correlation with the percent of students who are economically disadvantaged meaning value-added does not disadvantage schools serving students who are low-income.



Growth and Students with Disabilities

Value-added model results also have the lowest correlation with the percent of students with disabilities meaning value-added does not disadvantage schools serving students with disabilities.

- 18% of schools earn an assessment index for students with disabilities within same level of their results for all students.
- 21% of schools earn a value table growth index for students with disabilities within the same level of their results for all students.
- 41% of schools earn a value added growth index for students with disabilities within the same level of their results for all students.

A1) Value Tables with 5 Levels

How often are students changing achievement levels?

How is it calculated?

Students earn points if they maintain or increase their achievement level from the prior year. Points vary based on prior year achievement level.

How do schools earn points?

Schools earn points based on each student's prior and current achievement level.

Prior Year Level	Current Year Level				
	1	2	3	4	5
1	0	100	150	150	150
2	0	50	100	150	150
3	0	0	50	100	150
4	0	0	0	100	150
5	0	0	0	0	150

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 4.4 points on the growth measure from 2013-2014 to 2014-2015
- No sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, nor from the highest to lowest rating
- 79% of sites stayed in the same rating category from one year to the next

A2) Value Tables with 10 Levels

How often are students changing achievement levels?

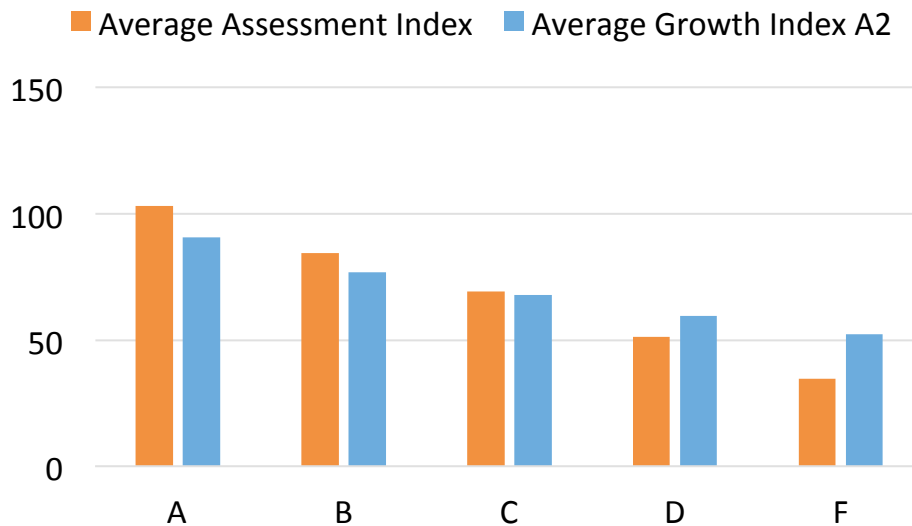
Prior Year Level	Current Year Level								
	Unsat. Low	Unsat. High	AB Low	AB High	Basic Low	Basic High	Mastery Low	Mastery High	Advanced
Unsatisfactory Low	50	75	100	125	150	150	150	150	150
Unsatisfactory High	0	50	75	100	125	150	150	150	150
Approaching Basic Low	0	0	50	75	100	125	150	150	150
Approaching Basic High	0	0	0	50	75	100	125	150	150
Basic Low	0	0	0	0	50	75	100	125	150
Basic High	0	0	0	0	0	50	100	125	150
Mastery Low	0	0	0	0	0	0	100	125	150
Mastery High	0	0	0	0	0	0	100	100	150
Advanced	0	0	0	0	0	0	100	100	150

Value Tables (A1 and A2) Impact on School Performance

How often are students changing achievement levels?

Because value tables answer the same question that the assessment index measures, it does not provide additional information. The charts below show that value table model results are, on average, similar to assessment index results with relatively little variation from the average.

Status vs. Growth by 2015 Letter Grade



2015 Letter Grade	Growth Index A2 Average	Growth Index A2 Range
A	90.5	73.4 - 127.7
B	76.8	63.5 - 100.0
C	67.7	51.6 - 90.0
D	59.4	40.6 - 75.4
F	52.4	32.2 - 62.9

B) Value Added Growth as Percent Exceeding (Yes/No)

How well are students growing relative to similar peers?

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. Students “exceed growth expectations” if they score above their expected score.

How do schools earn points?

Schools earn points based on the percentage of students exceeding growth expectations.

On average, about 50% of students exceed targets. In the index shown to the right, schools with average growth results earn a 75 (C) rating.

The index increases by three points for each percentage point increase in students exceeding targets (e.g., 50% = 75, 51% = 78).

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 17.8 points on the growth measure from 2013-2014 to 2014-2015
- 2% of sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, and just 2% of sites moved from highest to lowest rating
- 39% of sites stayed in the same rating category from one year to the next

% Students Exceed Growth Targets	Index Points
≥75%	150
58%	99
50%	75
41%	48
<25%	0

C) Value-Added Growth in Percentiles

How well are students growing relative to similar peers?

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked by subject from the 1st to 99th percentile.

How do schools earn points?

Schools earn points based on each students' growth percentile. One possible index is shown to the right, which has five levels like our assessments. Students who perform about as expected (41-60th percentile) earn 100 points.

How much do results vary from year to year (using two-year averages)?

- On average, schools swung 7.1 points on the growth measure from 2013-2014 to 2014-2015
- 1 site in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2014-2015, and none moved from highest to lowest rating
- 64% of sites stayed in the same rating category from one year to the next

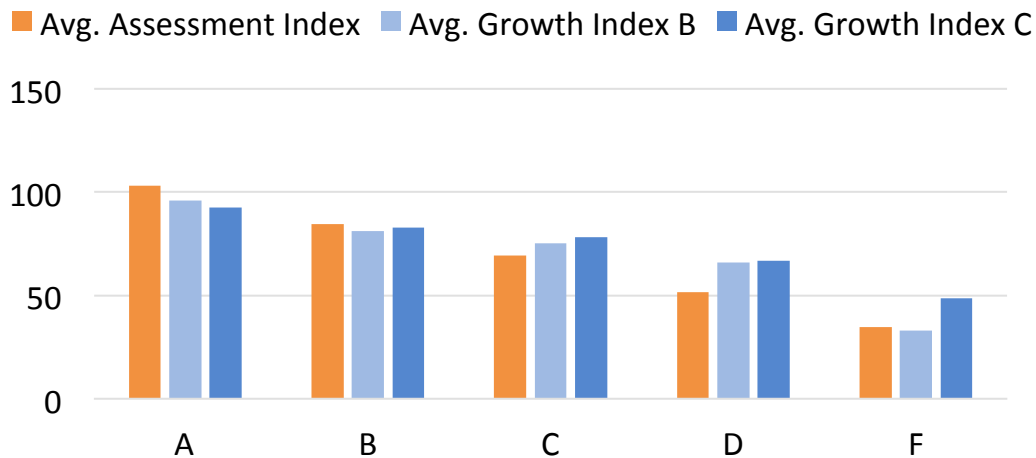
Student Growth Percentile	Index Points
81-99 th percentile	150
61-80 th percentile	125
41-60 th percentile	100
21-40 th percentile	50
1-20 th percentile	0

Value Added (B and C) Impact on School Performance

How well are students growing relative to similar peers?

Because value-added models answer a different question than the assessment index, the results vary somewhat from assessment index results. Though schools with higher performance still tend to do better on growth as well, there is wider variation of growth results across each letter grade band as compared to value tables (Models A1 and A2).

Average Assessment vs. Growth Index by 2015 Letter Grade



2015 Letter Grade	Growth Index C Average	Growth Index C Range
A	92.6	59.2 - 117.0
B	82.7	46.1 - 117.5
C	78.2	36.1 - 114.8
D	66.6	36.8 - 101.3
F	48.6	22.6 - 74.7

E) Growth to Mastery

How well are students progressing toward Mastery?

Growth to Mastery targets represent the score needed for a student to reach or maintain Mastery within three years, for example.

Targets would be easily calculable and available publicly so that parents, teachers, and school leaders know exactly what is expected of every student prior to the school year.

If students meet or exceed their Growth to Mastery target, they would earn 150 points in the Growth Index.

As the example table to the right shows, the goals for lower achieving students are more ambitious than the goals for higher achieving students.

Example of what a Growth to Mastery ELA goal table might look like:

Grade	Scale Score	Achievement Level
3rd	675	Unsatisfactory
4th	700	Approaching Basic
5th	725	Basic
6th	750	Mastery
Points Needed Per Year	25	

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? AND How well are students growing relative to similar peers?

Step 1: Growth to Mastery

Growth to Mastery targets represent the score needed for a student to reach or maintain Mastery within three years, for example.

Targets would be easily calculable and available publicly so that parents, teachers, and school leaders know exactly what is expected of every student prior to the school year.

If students meet or exceed their Growth to Mastery target, they earn 150 points in the Growth Index.

Step 2: Value-Added

For some students—particularly those with significant disabilities and those performing at the lowest achievement levels—even the most exceptional gains will not be sufficient to achieve Mastery in three years.

If a student does not meet or exceed his/her Growth to Mastery target but exceeds expected growth relative to similar peers, the growth index will award points based on the amount of growth as measured in value added (e.g., model C (percentiles)).

Commission Discussion of Growth Index

We recommend identifying 1-2 growth models to proceed with additional analysis and modeling. It is also possible to combine models (e.g., Model F is a combination model).

Which question(s) does the Commission want to answer with the system? Therefore, with which models should we proceed?

- 1. Value tables (A1 and A2):** How often are students changing achievement levels?
 - 5 levels, by achievement level
 - 10 levels, with each achievement level split into upper/lower

- 2. Value-Added (B and C):** How well are students growing relative to similar peers?
 - “Yes/No” measure awards points based on the percentage of students who exceed expected scores regardless of “amount” of growth
 - Percentiles measure awards points based on how much students exceed or fall below expected scores

- 3. Growth to Mastery (E):** How well are students progressing toward Mastery?

- 4. Combination of Growth to Mastery and Value-Added (F)**

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Leading Indicators in Accountability

Schools and districts could earn up to five percent of a school's score for demonstrating evidence of "leading indicators" of success in addressing the core challenges identified by school and district leaders based on data.

Leading indicators are qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.

Research-Based

- These indicators constitute research-based practices likely to produce positive long-term results.

School and School System Flexibility

- Schools and school systems analyze past results to determine the key area requiring significant improvement, from a list of five potential options statewide.

Fairness Across the System

- The state audits outcomes.
- An independent review panels of content experts will validate sampled results.

Implementation Timeline

Timeline	Action
Fall/Winter 2016	Independent review committees design rubrics for each area
Spring 2017	Pilot rubrics in select schools
Summer 2017	Report on pilot results, refine rubrics, and release guidance for 2017-2018
2017-2018	Learning year with all schools reporting results, but no accountability
Spring/Summer 2018	Report on learning year results and finalize policies
2018-2019	Full implementation

Commission Discussion of Leading Indicators

The next step is for the Department, in partnership with BESE, to convene expert educators to begin developing Leading Indicator rubrics. We will report back to the Commission regularly.

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ACT

The proposed “A” target is a composite ACT score of 21.

According to [ACT’s college readiness benchmarks](#), students who score 21 or higher on the ACT are more likely to be successful in college. Students meeting ACT’s score benchmarks have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in credit-bearing first-year college courses.

Additionally, a score of 21 or above gives students access to the TOPS Opportunity awards.

- [Board of Regents minimum admission standards](#):
 - Regional (Grambling, LSU-A, LSU-S, McNeese, Nicholls, NSU, SLU, SU, SUNO, ULM): 20
 - Statewide (LA Tech, ULL, UNO): 23
 - Flagship (LSU): 25
- [TOPS ACT requirements](#)
 - Tech (2-year): 17
 - Opportunity (4-year): 20
 - Performance (4-year +): 23
 - Honors (4-year ++): 27

ACT Assessment Index

2016-2017

ACT Composite/ WorkKeys	Index Pts
0-17	0
18/Silver	100
19	102.8
20	105.6
21	108.4
22	111.2
23	114
24/Gold	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31/Platinum	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

Commission to recommend implementation timeline.

Proposed 2024-2025

ACT Composite/ WorkKeys	Index Pts
0-17	0
18/Silver	70
19	80
20	90
21	100
22	103.4
23	106.8
24/Gold	110.2
25	113.6
26	117
27	120.4
28	123.8
29	127.2
30	130.6
31/Platinum	134
32	137.4
33	140.8
34	144.2
35	147.6
36	150

ACT Assessment Index

As seen in the table below, applying the 2025 standards to 2015 achievement reduces average assessment index results by 7.7 points.

If we applied the 2025 standard today:

2015 Letter Grade	Avg. ACT Index: Current	Avg. ACT Index: Proposed
A	91.8	83.4
B	72.8	64.6
C	57.3	50.3
D	42.3	36.2
F	19.4	13.8
All Schools	69.4	61.7

Cohort Graduation Rate

The proposed “A” target is 90 percent of students graduating in four years.

- Research shows that [students who graduate high school on-time have better outcomes](#) across all measures – academic, work, civic life, and even health—compared to students who graduate late.
- Louisiana’s graduation rate for the class of 2015 [reached an all-time high](#) of 77.5%, up more than 10 percentage points from 66.3% in 2006-07.
- The average graduate rate among “A” rated high schools in 2015 was 88.5%. The most recent [national average](#) is 82%.

Cohort Graduation Rate Index

2016-2017

75% = 100 points

Cohort Grad Rate	Formula Used
0% to 60%	$CGR \times 1.166667$
61% to 100%	$(CGR \times 2) - 50$



Proposed 2024-2025

90% = 100 points

Cohort Grad Rate	Formula Used
0% to 67%	$CGR \times 1$
68% to 90%	$CGR \times 1.1111$
91% to 100%	$CGR \times 1.5$

If we applied the 2025 standard today:

2015 Letter Grade	Avg. Grad Rate Index: Current	Avg. Grade Rate Index: Proposed
A	126.2	97.7
B	114.8	91.5
C	100.2	83.4
D	81	65.5
F	38.4	37.6
All Schools	106	87.4

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average assessment index results by 18 points.

Strength of Diploma Graduation Index

2016-2017

Student Result	Index Points
HS Diploma plus (a) Passing AP/IB/CLEP score OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET	25



Proposed 2017-2018

Student Result	Index Points
<i>HS Diploma plus Associate's Degree</i>	<i>160</i>
HS Diploma plus (a) Passing AP/IB/CLEP score OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
<i>HiSET plus any Jump Start credential</i>	<i>40</i>
HiSET	25

Commission Discussion of High School 2025 Targets

Does the Accountability Commission recommend the proposed high school 2025 targets?

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Next Steps

Next Accountability Commission meeting: Monday, January 9, 2017

At the January meeting, the Commission will consider:

- a) the appropriate weight for growth (e.g., 10%, 25%, 50%), and
- b) timelines for raising the bar, given the growth model and weight recommended.

Appendix

Accountability Commission Recommendations

Louisiana Priorities	Summary of Issues for Consideration	Date
Aligned Expectations to Higher Ed and Workforce	Consideration 1: Establish ambitious 2025 goals for academic achievement, graduation rate, ELL proficiency, and other indices including for all students and for subgroups	Fall
Serving Struggling Students	Consideration 2: Determine the appropriate role of progress within Louisiana’s system of accountability	Fall
Ensuring Access to Enriching Experiences for All Students	Consideration 3: Incorporate a non-assessment measure in elementary school accountability, and consider whether/ how to add middle and high school measures	Fall
	Consideration 4: Determine how, if at all, to better measure K-2 outcomes and alternative school performance	Fall
Transforming Struggling Schools	Consideration 5: Determine what measures are used to identify schools for comprehensive and targeted support	Winter
	Consideration 6: Reconcile recent Compass legislation re: VAM with Compass policies passed one year ago	Winter
Aligned Expectations to Higher Ed and Workforce	Consideration 7: Revise high school graduation assessment requirements	Winter/ Spring

USDOE Final ESSA Regulations

Last week, the U.S. Department of Education published [final ESSA accountability rules](#). These rules could be revised next year under the new administration. The final rules provide additional flexibility for states compared to the draft regulations.

A summary of the new rules, including the changes from the draft regulations, is available on [Education Week](#).

D: Median Student Growth in Percentiles

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked statewide from the 1st to 99th percentile.
4. Lastly, the median of all student growth percentiles in a school is calculated.

How do schools earn points?

Similar to model B, schools earn points based on their median percentile. In the index shown to the right, schools with average growth results earn a 75 (C) rating.

The index increases by three points for each percentage point increase in students exceeding targets (e.g., 50% = 75, 51% = 78).

How much do results vary from year to year (using two-year averages)?

- On average, schools swung 15.1 points on the growth measure from 2013-2014 to 2014-2015
- 2% of sites in the lowest rating (0-49.9) in 2014 moved to the highest rating (100-150) in 2015, and 1% of sites moved from highest to lowest rating
- 45% of sites stayed in the same rating category from one year to the next

Median Student Growth Percentile	Index Points
≥75th percentile	150
58th percentile	99
50th percentile	75
41st percentile	48
<25th percentile	0

State Example: Iowa

Iowa's school report cards include a growth measure that is like a combination of both value tables (A) and value added yes/no (B), as well as a Growth to Mastery (E) model.

Iowa currently assesses students with the Iowa Testing Program, a vertically scaled test. The state will transition to the Smarter Balanced assessment in 2018; it is unclear how they will change their growth calculations under the new assessment.

Annual Expected Growth measures “the percent of students that are making a year of academic growth in a year’s time.” Iowa defines this as growth in the middle range of typical growth for students in that grade and subject based on the change in scale score.

College and Career Ready Growth measures “the percent of students that are making growth each year towards college and career readiness.” An individual growth goal is generated for each student based on his/her prior year National Standard Score and the amount of growth needed for the student to reach the college/career ready standard on the Iowa Test by grade 12. Students who are already above the standard are measured on expected growth.

State Example: Colorado

Colorado rates schools based on median Student Growth Percentiles, which is most similar to the value added model in percentiles (C and D). They previously also calculated Adequate Growth Percentiles, which is a Growth to Mastery model (E).

Colorado was one of the first states to use a **student growth percentile** model, called the Colorado Growth Model. The primary objective of its accountability system is to identify schools for reward and for intervention.

- Growth rates for individual students are calculated by analyzing students' state assessment scores in English Language Arts and Math over consecutive years.
- A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments.
- School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile.
- Median Growth Percentiles (MGP) are calculated for the whole school, by grade, and by different student groups.

Colorado also previously calculated **adequate growth percentiles**, comparable to a **Growth to Mastery** model. AGP is defined as the growth necessary to reach or maintain proficiency within the next three years or by 10th grade, whichever comes first.

State Example: North Carolina

North Carolina uses a value added model, reported as a school-level residual or growth score. They also report (but do not include in accountability) an on track to Mastery model.

North Carolina's A-F school performance grades includes a value-added measure of school growth. Schools receive a growth rating of Exceeds, Meets, or Does not Meet, which is weighted 20% of the overall score.

North Carolina uses a **value added model** (reported as a school-level residual or growth score) in school accountability.

The state also reports predictive **Growth to Mastery** data for individual students for student intervention and resource allocation. However, the on track to Mastery measure is not included in accountability.

Louisiana's Value-Added Models

	Teacher Model (Transitional Student Growth)	Accountability Model (Progress Points)
What factors are accounted for?	<ul style="list-style-type: none"> • Prior student achievement (student test scores), which are the strongest predictor of student performance • Attendance/Absences • Suspensions • FRL status • LEP status • Special Education status • Section 504 status • Gifted status • Classroom composition 	<ul style="list-style-type: none"> • Prior student achievement (student test scores) • Attendance/Absences • Suspensions <p>*Note: Student demographic factors, such as FRL or special education status, were not included for school accountability purposes, as required by the U.S. Department of Education.</p>
What grades are included for analysis?	Grades 4-10	Grades 4-8 and 3rd grade repeaters
What subjects are included for analysis?	ELA, Math (3-8), Science, Social Studies, Algebra, and Geometry	ELA and Math
How similar are the models?	In ELA, the average teacher model and school model score are within ~1 scaled score point (out of 500). In math, the average teacher model and school model score are within ~2 scaled score points (out of 500).	

ESSA Plan Development

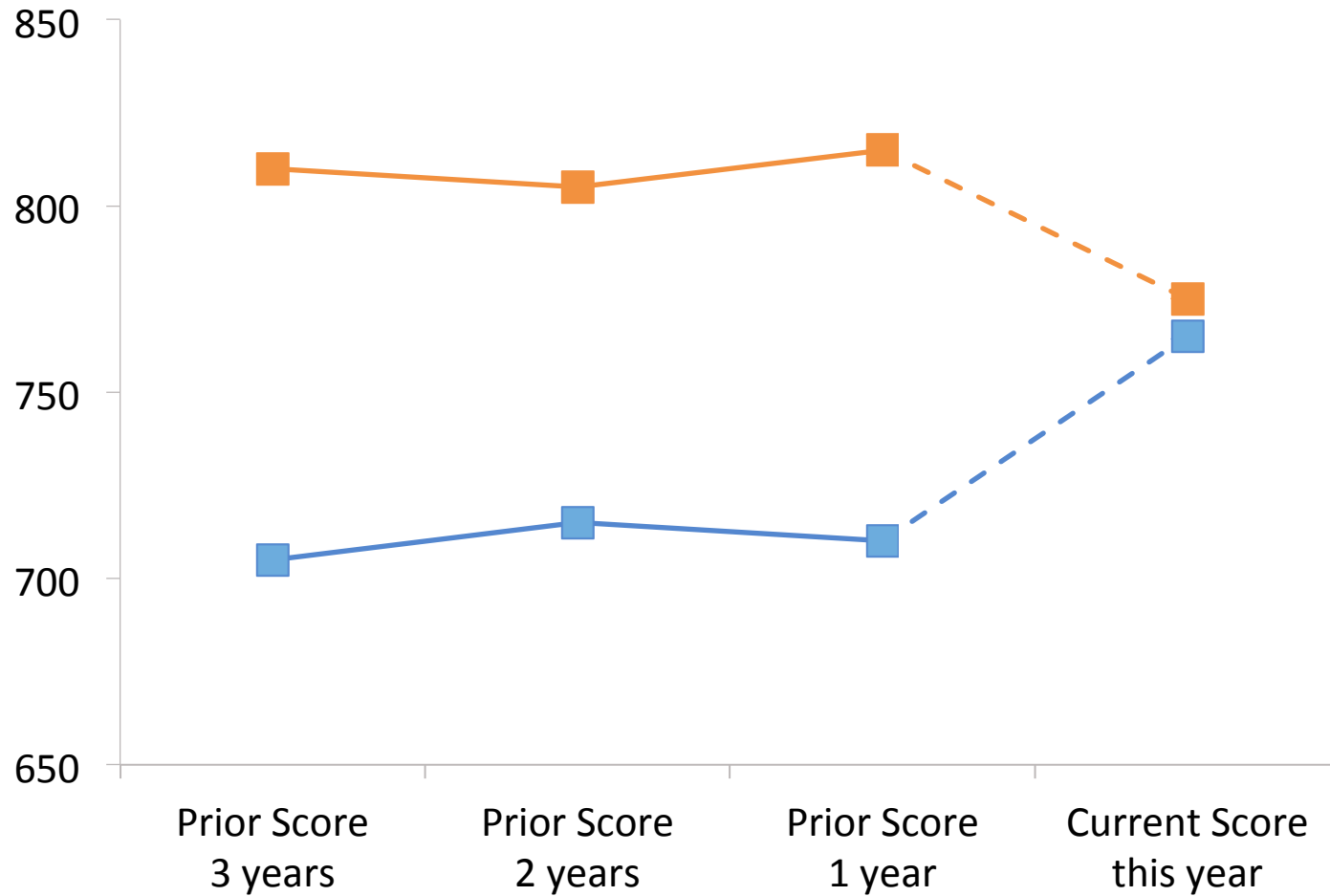
- This summer, the Department began a year-long process of developing its plan in compliance with the federal Every Student Succeeds Act (ESSA).
- From June through August, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana through ESSA. For a full list of organizations and groups, visit the [Department's ESSA website](#).
- All feedback collected from these meetings was captured in the [ESSA Listening Tour Feedback Report](#).
- Based on feedback heard during the listening tour and analysis of statewide student performance, the Department then released a [draft ESSA framework](#) to provide the general public with examples of what policies, supports, and resources could be used to address the state's biggest education challenges.

Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement that will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

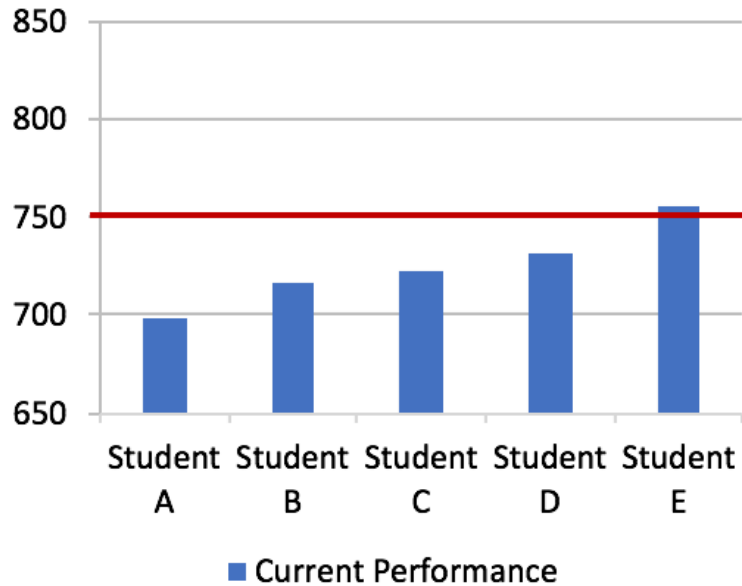
Which student had the “better” year this school year?



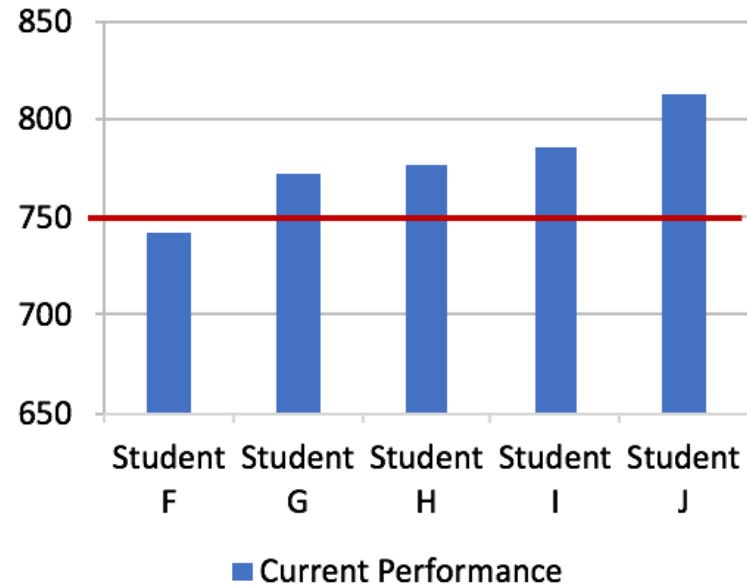
Achievement Measures

Based on this information alone, which schools' students had a better year?

School A



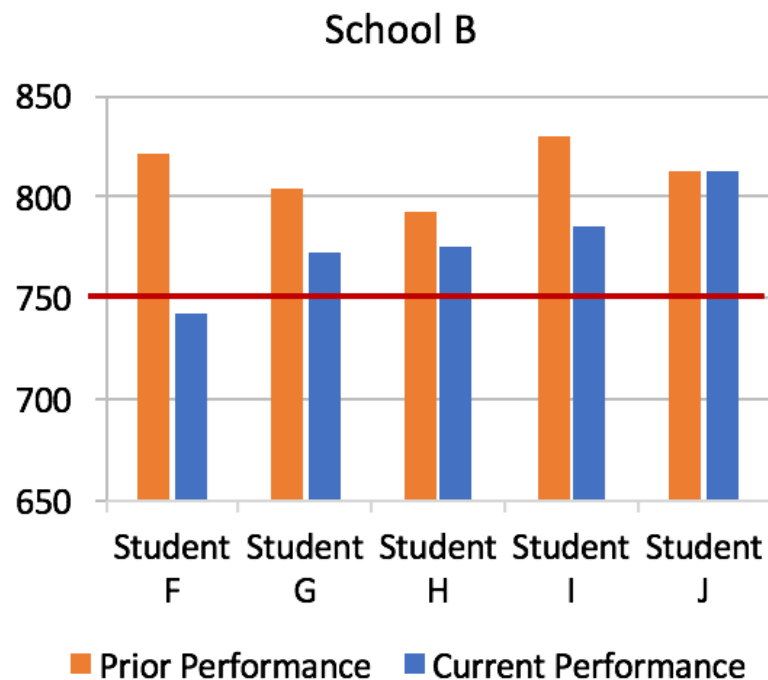
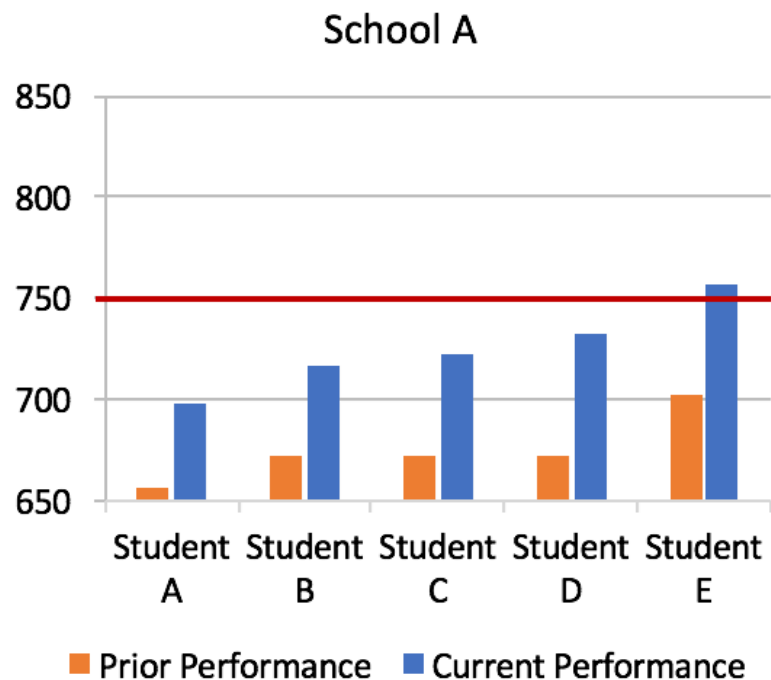
School B



— Mastery

Growth Measures

With this additional information, which schools' students had a better year?



Achievement and Growth

On average, high achieving schools excel on student-level growth, but the ranges indicate that there are strong and weak growth results across each letter grade band.

Today, Louisiana has “A” schools where only 23 percent of non-proficient students exceed growth targets. Louisiana also has “F” schools where 53 percent of non-proficient students exceed targets.

2016 Letter Grade	Non-Proficient Students % Exceeding Target	Non-Proficient Students Range of % Exceeding Target
A	56%	23% - 94%
B	50%	29% - 81%
C	47%	12% - 76%
D	43%	13% - 66%
F	38%	22% - 53%
Total	47%	12% - 94%