Louisiana Believes

Accountability Commission
October 29, 2018

DEPARTMENT of EDUCATION

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 by 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.

Agenda

- Jump Start Blueprint
- WorkKeys
- Interests and Opportunities
- Upcoming Meetings

Jump Start 2.0 Blueprint

The Department is embarking on a comprehensive, five-month review of Jump Start to develop a new Blueprint – Jump Start 2.0 – that will set a vision for the next five years based on labor market economist recommendations presented to BESE in June 2018.

- LDOE launched Jump Start in 2014 with the Jump Start Blueprint. This created critical infrastructure for redefining Industry-Based Credentials (IBCs) and Career and Technical Education (CTE).
- Progress since has been impressive. Louisiana has grown the number of IBCs awarded to over 60,000 in 2018. Every school system in Louisiana now offers at least one IBC.
- Still, there is room to improve the industry alignment, rigor, and equitable access of IBCs.
- This review process seeks to answer five questions:
  1. What are the goals of Jump Start?
  2. How is the current Jump Start structure delivering on these goals?
  3. Where Jump Start is not delivering on these goals, what is holding it back?
  4. What are the strengths of the current Jump Start efforts?
  5. How can Jump Start be improved to better deliver on the vision and goals?

Vision: What Jump Start 2.0 Should Achieve

Students	• Students can engage in high-quality pathways aligned with their interests and passions, culminating in high-value IBCs. • Students opportunities include: a) Jump Start Summers experiences (course credits, workplace-based learning, IBCs, and a summer wage); b) virtual and on-site workplace-based learning; and c) non-traditional pathways (ex: environmental protection and sustainability)
Teachers and Counselors	• Teachers and counselors receive Jump Start training (to earn IBCs and to master critical Jump Start policy and practice) at times and using learning modalities convenient to them.
CTE Leaders	• CTE leaders are provided dedicated PD opportunities and more valued as essential educational leaders.
Schools and Districts	• Schools and districts receive the funding necessary to create high-quality CTE learning environments. • Schools leverage technology and connectivity to increase the pathways they offer. • Schools and districts receive appropriate accountability points for CTE excellence.
Employers	• Regional employers find that Louisiana's high school graduates are prepared and effective as entry-level employees.

Development of Jump Start 1.0

The Department launched Jump Start in 2014 after an extensive engagement process.

Spring 2013

- Historical Career Diploma Analysis highlighted mismatch between CTE and employment opportunities

Summer 2013

- Statewide tour for data sharing and Jump Start Career diploma feedback
- Draft policy for graduation requirements, funding, accountability prepared for the blueprint

Winter 2013-2014

- Blueprint released for feedback and public comment
- Revised Blueprint released for comment

Spring 2014

- BESE policy adoption of Jump Start
- Official Jump Start implementation begins with significant LDOE support

Fall 2014

- First Jump Start programs launch in schools across Louisiana

2013 ***2014*** ***2015***

Core elements of the original Jump Start Blueprint

Jump Start created essential infrastructure to accelerate work-based learning and IBC attainment.

Shift the narrative on career education
Jump Start seeks to end the long-standing stigma against career education by ceasing to label students as either "career-bound" or "college-bound."

Build baseline career skills for all students
Louisiana's 9th and 10th grade students will take common fundamental coursework, creating the foundation of whatever diploma they ultimately earn

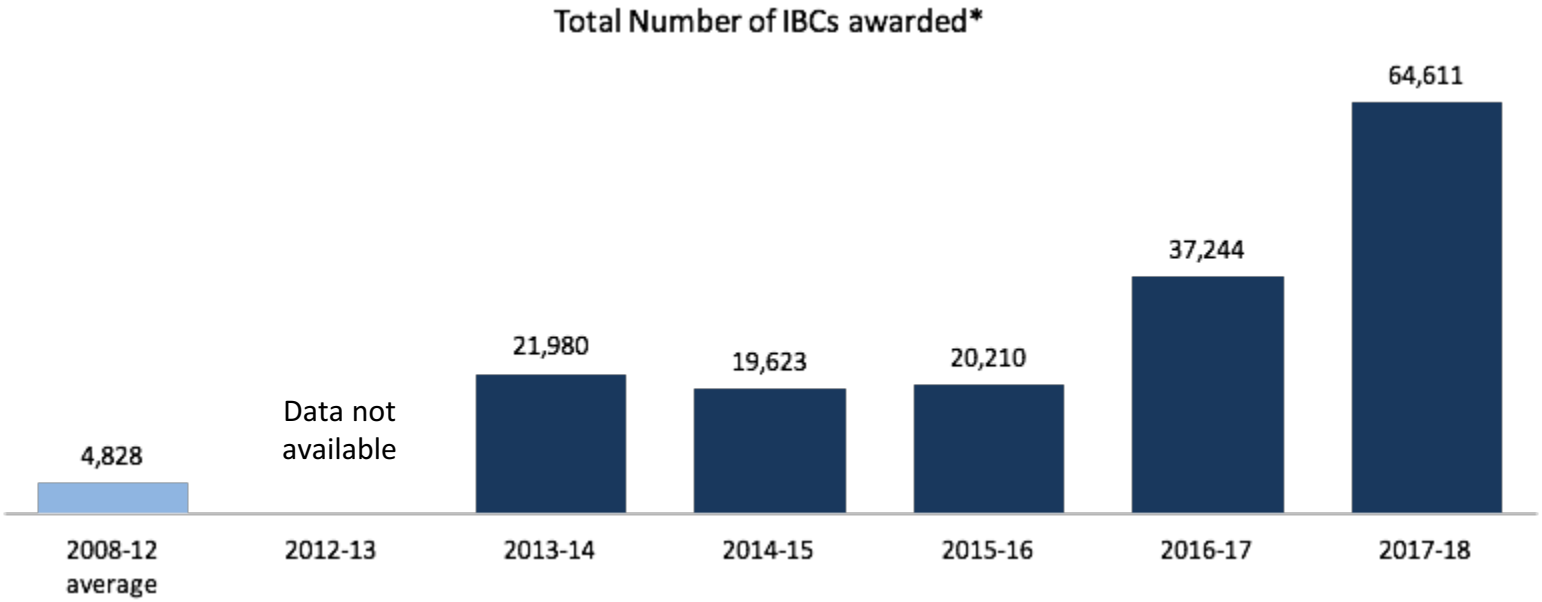
Form Jump Start Regional Teams
To ensure students have access to state-of-the-art facilities, equipment and professionals, Jump Start will convene industry, higher education and school systems, creating public-private partnerships rather than asking cash-strapped high schools to go it alone. Regional teams will:

- Design plans for providing courses and workplace-based experiences leading to WIC-approved, statewide credentials.
- Identify career opportunities important specifically to their region of the state, for which students may earn industry credentials.

Make smart shifts in accountability
Jump Start will further recognize and incentivize "high value" credentials that lead to employability through significant accountability rewards for schools and school districts.

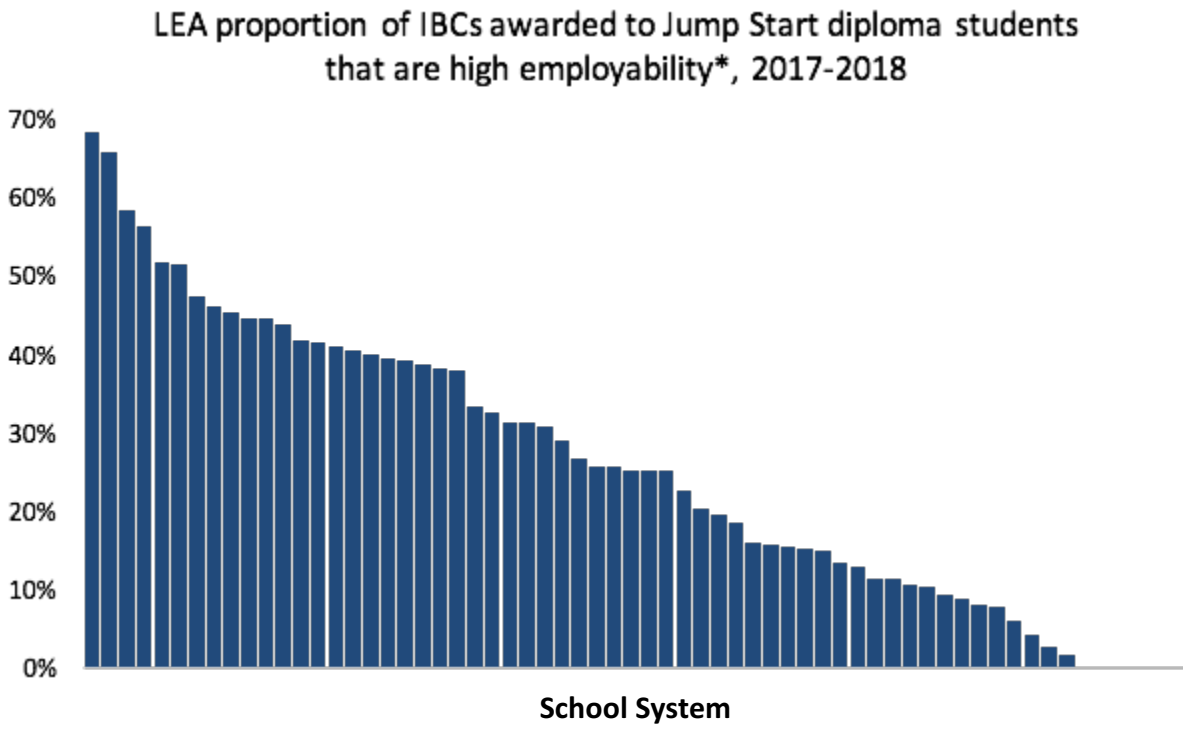
Jump Start Impact

The total number of IBCs has tripled since Jump Start was introduced. In 2017-2018, approximately 22% of credentials were high value statewide credentials.



*All pathways and high school students. Includes Jump Start IBCs only for 2013 to 2018.

Opportunities for Improvement



- On average, only 24% of the IBCs awarded to JS Diploma holders were classified high employability
- This means that over 6,300 students graduated without a high-value credential, limiting their employment prospects
- There are some bright spots – in 2 LEAs, more than 60% of JS Diploma graduates earned a highly employable IBC
- However, those LEAs graduated fewer than 50 students earning such credentials

*Traditional school systems only. High employability defined as a Statewide IBC.

Timeline

September	• Form working group; define consultation process
October	• Consult with school system stakeholders; industry, economic and workforce development; post-secondary education providers (ex: LCTCS Perkins reauthorization); others • Develop draft Blueprint for Jump Start 2.0 • Share Jump Start 2.0 Blueprint process, October 29
November	• Continue consultation process, including Superintendent's Advisory Council, November 15 • Update Blueprint based on consultation, release draft for public comment
December	• Update Blueprint based on consultation and public input • Share framework at Accountability Commission, December 10 • Release updated Blueprint, with summary of consultation and how input was addressed • Reconvene interested parties for final refinements to Blueprint
January	• Submit Blueprint to BESE as a "Receive" item and bulletin policy items as "Action" items at the January 21, 2019 BESE meeting

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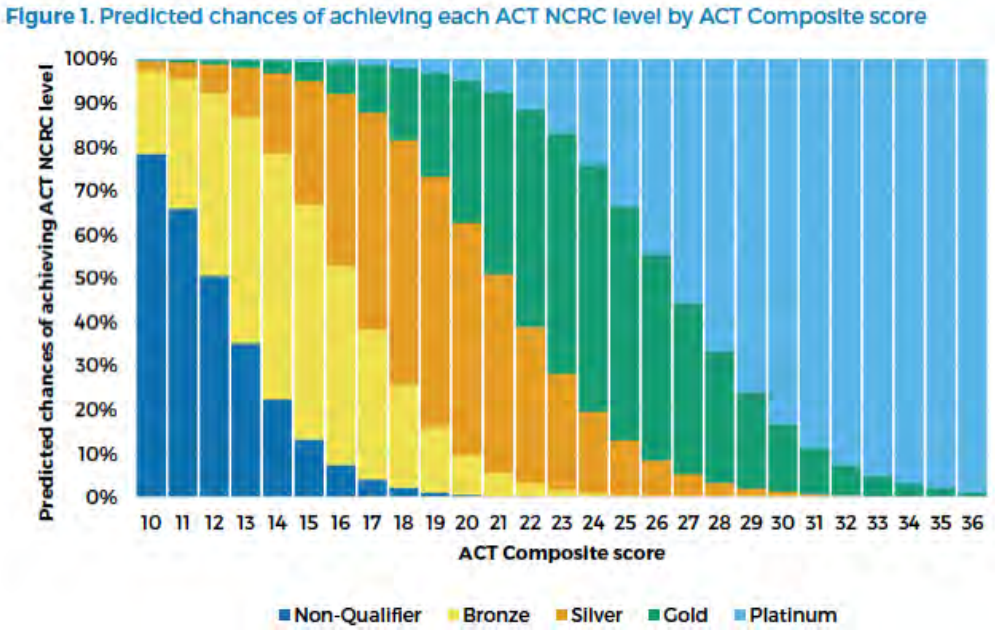
ACT WorkKeys: Background

- The ACT WorkKeys assessment for 11th grade students in the Jump Start program assesses the academic and career skills that are needed to be successful in the workplace. (Bulletin 111 §7209.A.)
- Though intended for students in the Jump Start program, more than 84% of ACT WorkKeys tests taken in 2017-2018 were taken by students not on a Jump Start diploma pathway.
- In addition to being used by business and industry in hiring practices, WorkKeys certificates are also used by the LDOE in determining the ACT index for high school performance scores (SPS). When students earn a “Silver” or higher on WorkKeys, and it exceeds their score on the ACT based on a concordance table, the WorkKeys score is used in the ACT index.
- Changes were made to the ACT WorkKeys assessments in 2017 and scoring criteria were updated, resulting in a different distribution of national score results than previous years.

ACT WorkKeys Concordance Table

ACT WorkKeys Concordance Study



ACT analyzed the results of 79,000 11th and 12th graders who took the ACT and updated WorkKeys assessments in the 2017-2018 school year. These data were used to identify the ACT composite score associated with at least a 50% chance of achieving each WorkKeys certificate level or higher.

The minimum ACT composite score associated with at least a 50% chance of earning a Bronze or higher was 13, silver or higher was 17, Gold or higher was 22, and Platinum was 27.

Source: August 2018 ACT Technical Brief: “Updated the Progress Toward the ACT National Career Readiness Certificate Indicator”

ACT WorkKeys Concordance Table

BESE approved a concordance table outlining the points earned for various WorkKeys scores, in comparison to ACT scores, with the requirement that it "shall be reevaluated annually for continued alignment with ACT performance" (Bulletin 111 §411.2.b.).

As required in policy and given scoring changes, an updated concordance table is necessary.

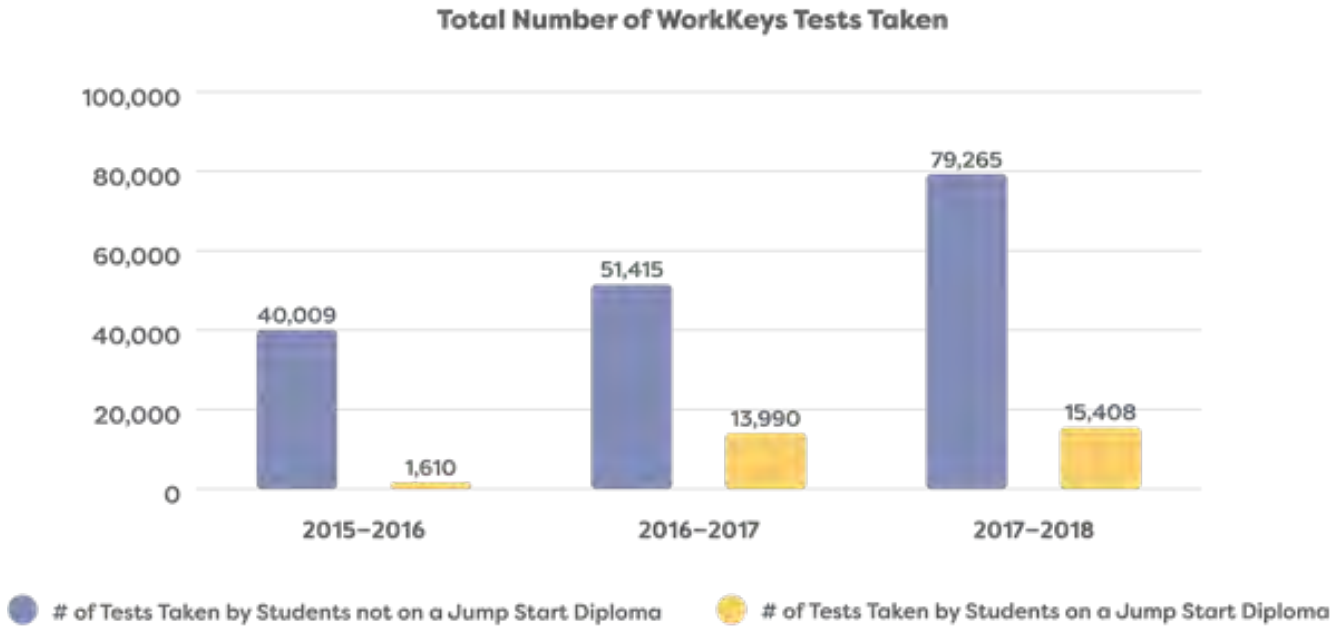
WorkKeys Certificate Level	National ACT Score 50% Predictive of WorkKeys Certificate Level*	Current Concordance	Updated Concordance
Platinum	27	31	27
Gold	22	24	22
Silver	17	18	18

*Source: August 2018 ACT Technical Brief: "Updated the Progress Toward the ACT National Career Readiness Certificate Indicator"

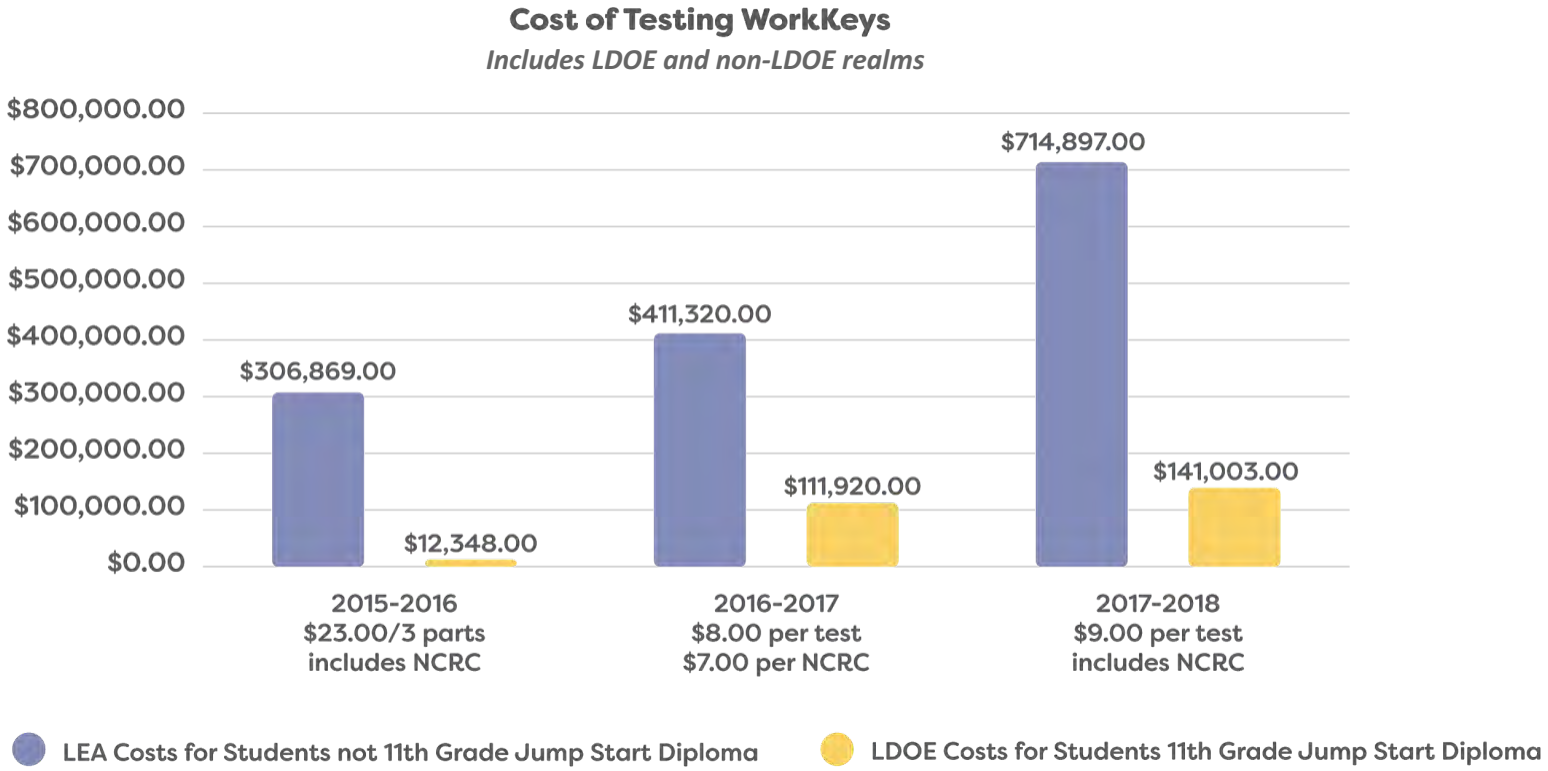
ACT WorkKeys Statewide Utilization

ACT WorkKeys: Who is Taking the Test?

Though WorkKeys was added for Jump Start, by percentage, more students who are seeking a TOPS University diploma are taking WorkKeys, than students pursuing a Jump Start diploma.

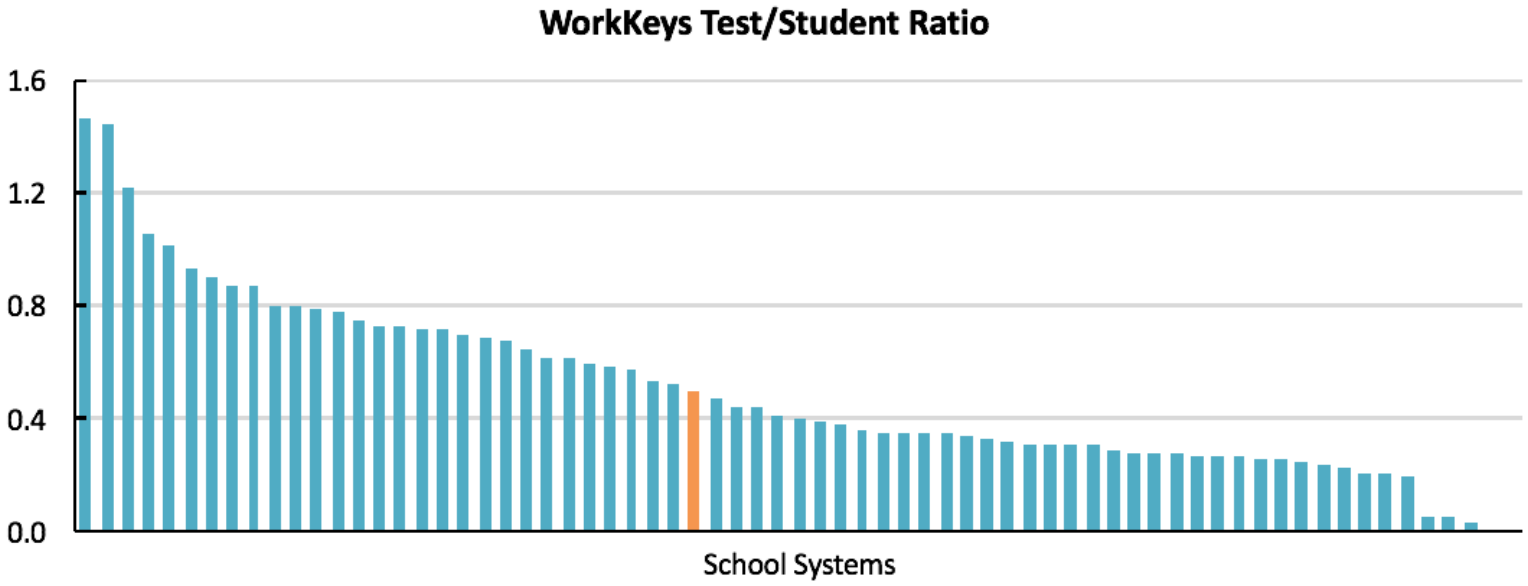


ACT WorkKeys: How Much Does it Cost?



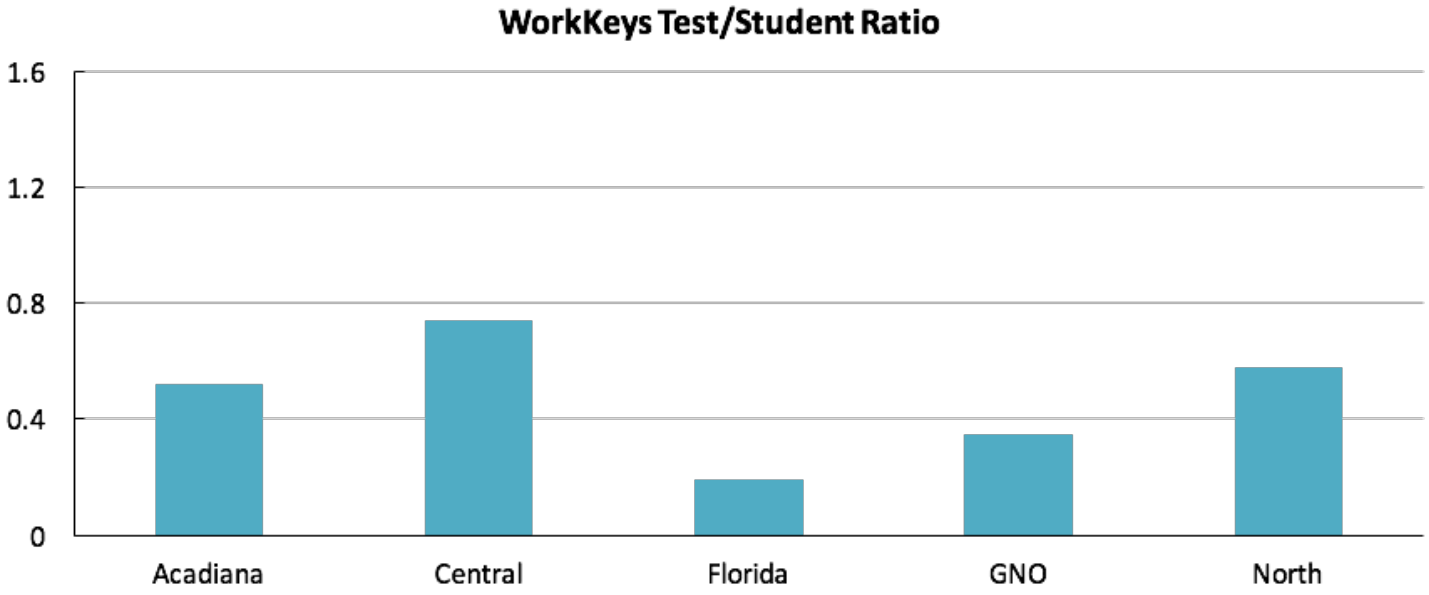
ACT WorkKeys by District

On average, the ratio between ACT WorkKeys tests taken and 11th and 12th grade students enrolled is 0.5 -- meaning an average of 0.5 tests are taken per student. However, some districts had as many as 1.5 tests taken per student.



ACT WorkKeys by Region

WorkKeys ratios by geographic region further emphasize the range of implementation across the state.



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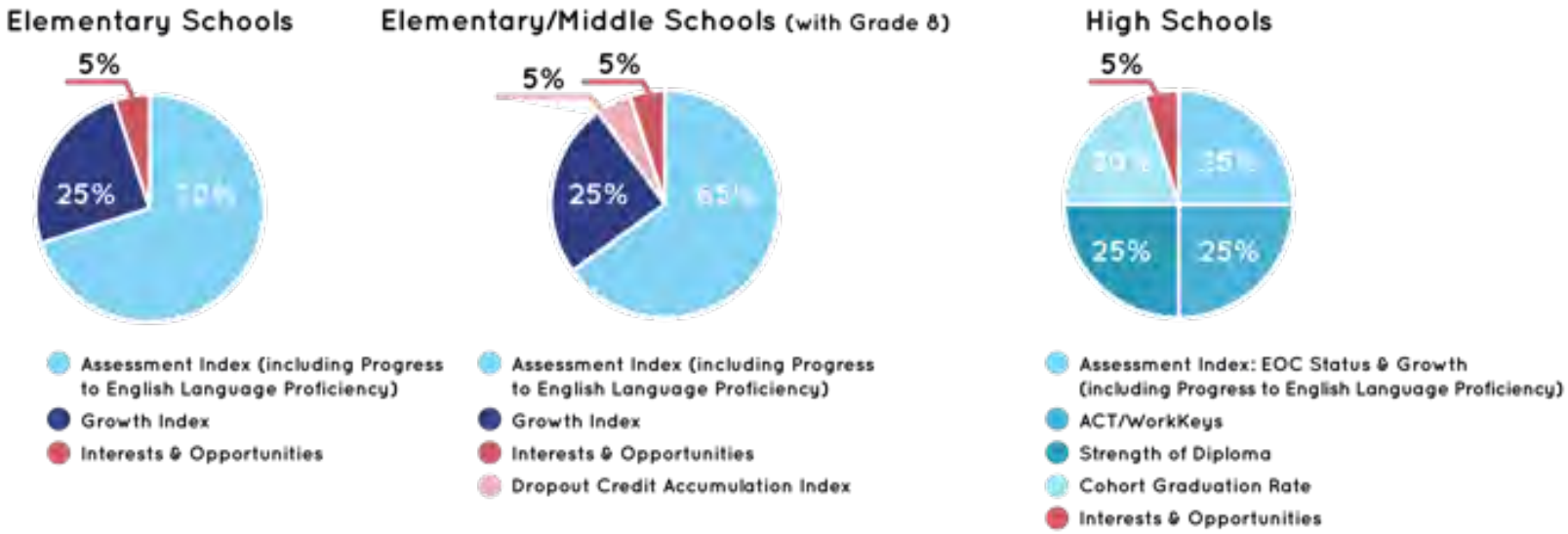
Interests and Opportunities in School Accountability

Louisiana's ESSA plan proposed an Interests and Opportunities indicator to measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents.



Interests and Opportunities Development Timeline

The Department has engaged both Louisiana educators and national content experts in developing a valid and reliable accountability measure.

Date	Development Status
August 2017	USDOE approves Louisiana's ESSA plan, including a proposal for an Interests and Opportunities index that makes up 5% of the accountability formula to be implemented beginning in the 2019-2020 school year.
Winter 2017/2018	I and O study group meets to make recommendations regarding the categories and metrics of student experiences to be included in the indicator.
February 2018	Accountability Commission receives a report from the I and O study group recommending five categories of student experiences and a focus on measuring course enrollment. Commission members express concern about the validity and reliability of measuring course enrollment only.
May 2018	LDOE asks national experts to weigh in on tools to measure student experiences through a Request for Information.

Interests and Opportunities Request for Information

In order to develop a valid and reliable accountability indicator, the Department released a Request for Information seeking to partner with the country's best experts in the following enrichment areas: visual and performing arts; world languages; health and fitness; technology and engineering; and life skills and career preparation.

Through the Request for Information (RFI), the LDOE sought to learn:

- What tools and partners exist to measure school enrichment offerings with validity and reliability, including successful use in other states or districts?
- How will those tools and partners differentiate weak, good, great, and exceptional enrichment offerings?
- Where are there gaps in tools that need to be developed to validly measure school enrichment offerings and how can those tools be developed?

Interests and Opportunities
Request for Information Responses

Eight organizations across four categories responded to the Department's Request for Information. The responses were reviewed for:

- alignment to Louisiana's goals,
- demonstrated content expertise,
- coherent vision of excellence, and
- the feasibility, validity, and reliability of the proposed evaluation tool.

While the specific models varied, the RFI responses consistently provided strategies for going beyond basic course enrollment data and diving deeper into students' experiences.

However, none of the responses fully aligned to the guidance of the work group and Accountability Commission.

Interests and Opportunities
Next Steps

Based on the review of its review of the RFI responses, the Department will partner with an organization in each content area to develop a specific rubric for each content area aligned to the proposed framework.

Additionally, the Department will continue to engage the study group, national experts in assessment and accountability (i.e. Center for Assessment), and the Accountability Commission to ensure consistency, validity, and reliability across the rubrics.

Date	Development Status
Winter 2018/2019	Develop rubrics with expert partners to measure Interests and Opportunities with validity and reliability
Spring 2019	Solicit feedback on rubrics from school and district leaders, including I and O work group
2019-2020	Rubrics available and statewide learning year
2020-2021	Interests and Opportunities measure is included in the accountability formula

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Upcoming Meetings

December 10

2019 meetings to be scheduled soon