



SUMMIT 2021

MAY 25-27 • 2021 | NEW ORLEANS • LA

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What's New In School and District Accountability

2020-2021 School Year Updates

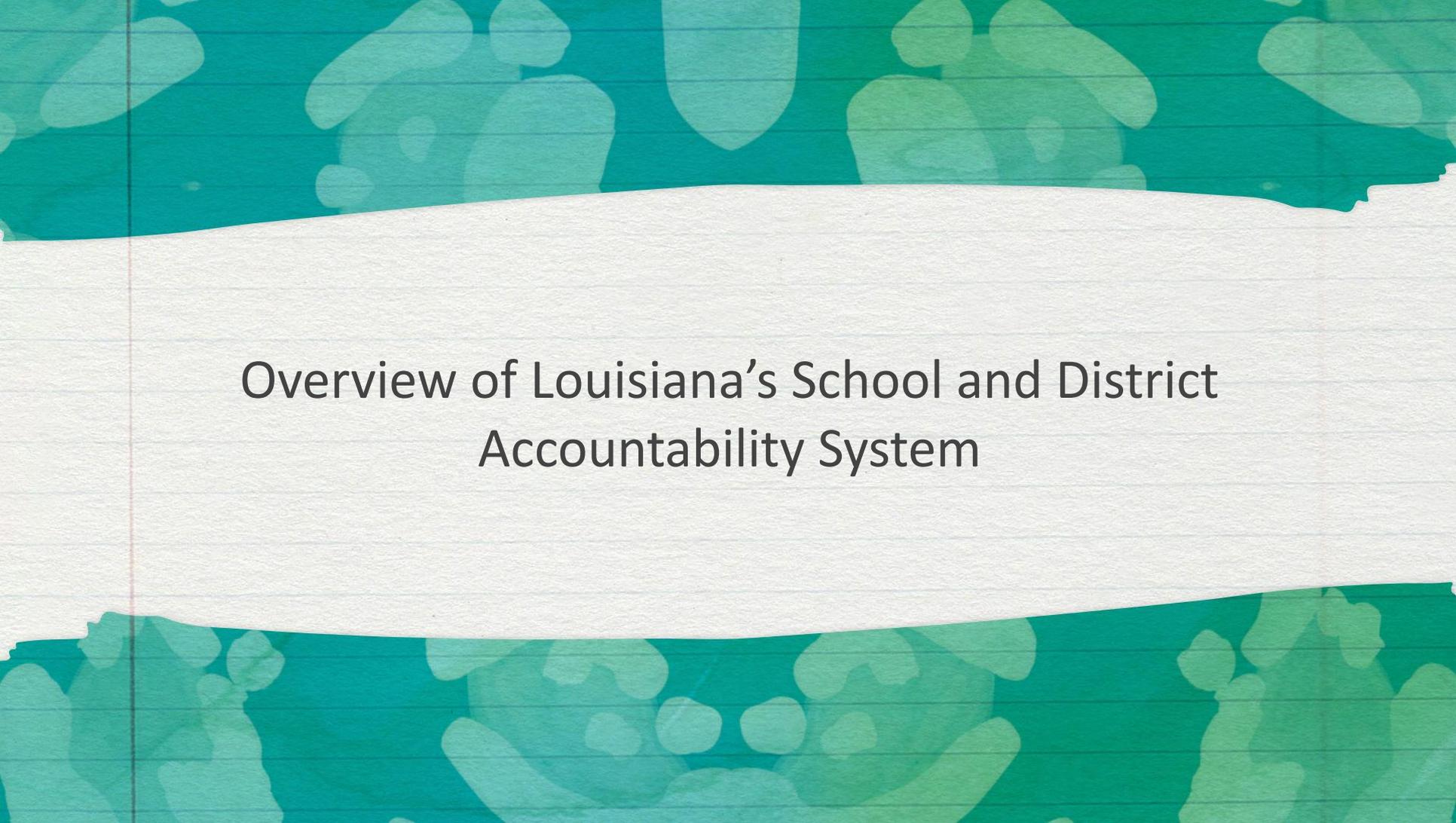
Objectives

In this session participants will:

1. Understand Louisiana's K-12 Accountability System, including how each index is calculated and what data are included
2. Understand important updates to Louisiana's K-12 Accountability System for the 2019-2020 and 2020-2021 school year

Agenda

- I. Overview of Louisiana's Accountability System
- II. Accountability Formula Details
- III. Intervention Labels
- IV. BESE and Legislative Updates
- V. The Secure Portal

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Overview of Louisiana's School and District Accountability System

What is Louisiana's Accountability System?

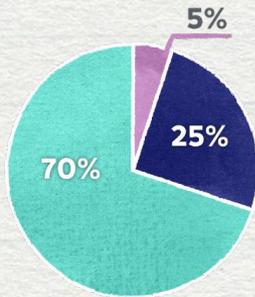
Louisiana's School and District Accountability System is designed, per R.S. 17:10.1, to:

1. Require and support student achievement in each public school;
2. Provide assurance to the citizens that the quality of education in each public school is monitored and maintained at levels essential for each student to receive a minimum foundation of education;
3. Provide clear standards and expectations for schools and school systems so that assessment of their effectiveness will be understood; and
4. Provide information that will assist schools and school systems in order that energies and resources may be focused on student academic achievement.

The School Performance Score

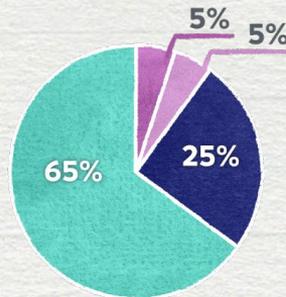
Every eligible K-12 school receives a School Performance Score (SPS) that is reported on a scale from zero to 150 and that measures how well schools perform on the following indices.

Elementary Schools



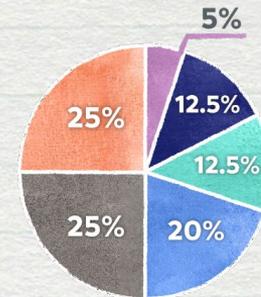
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate

Note: BESE-approved alternative schools are evaluated under an alternative SPS formula

Louisiana's Letter Grade Scale

Along with an SPS, every school also receives a corresponding letter grade based on a 0-150 scale. Based on Louisiana's ESSA plan, the overall grading scale was designed to adjust over time to allow schools time to respond to higher expectations in each index.

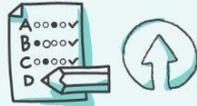
Letter Grade	2017-2018 through 2020 - 2021	2021-2022 through 2023-2024	2024-2025 & Beyond
A	90 - 150.0	95.0 - 150.0	100.0 - 150.0
B	75.0 - 89.9	80.0 - 94.9	85.0 - 99.9
C	60.0 - 74.9	65.0 - 79.9	70.0 - 84.9
D	50.0 - 59.9	50.0 - 64.9	50.0 - 69.9
F	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9

What Does It Take to Earn an “A” in Louisiana?

WHAT DOES IT TAKE TO EARN AN “A” IN LOUISIANA?

Student Performance on State Assessments:

Students are achieving **“Mastery” or higher** on state assessments.



Student Progress:

Regardless of where a student starts at the beginning of the year, they progress throughout the school year and are on track to **achieve “Mastery”**.



Dropout Credit Accumulation Index:

Students earn **six or more credits by 9th grade** signaling a successful transition from middle school.



ACT:

Students average a score of **21 or higher** on the ACT.



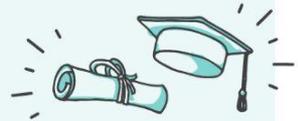
Strength of Diploma:

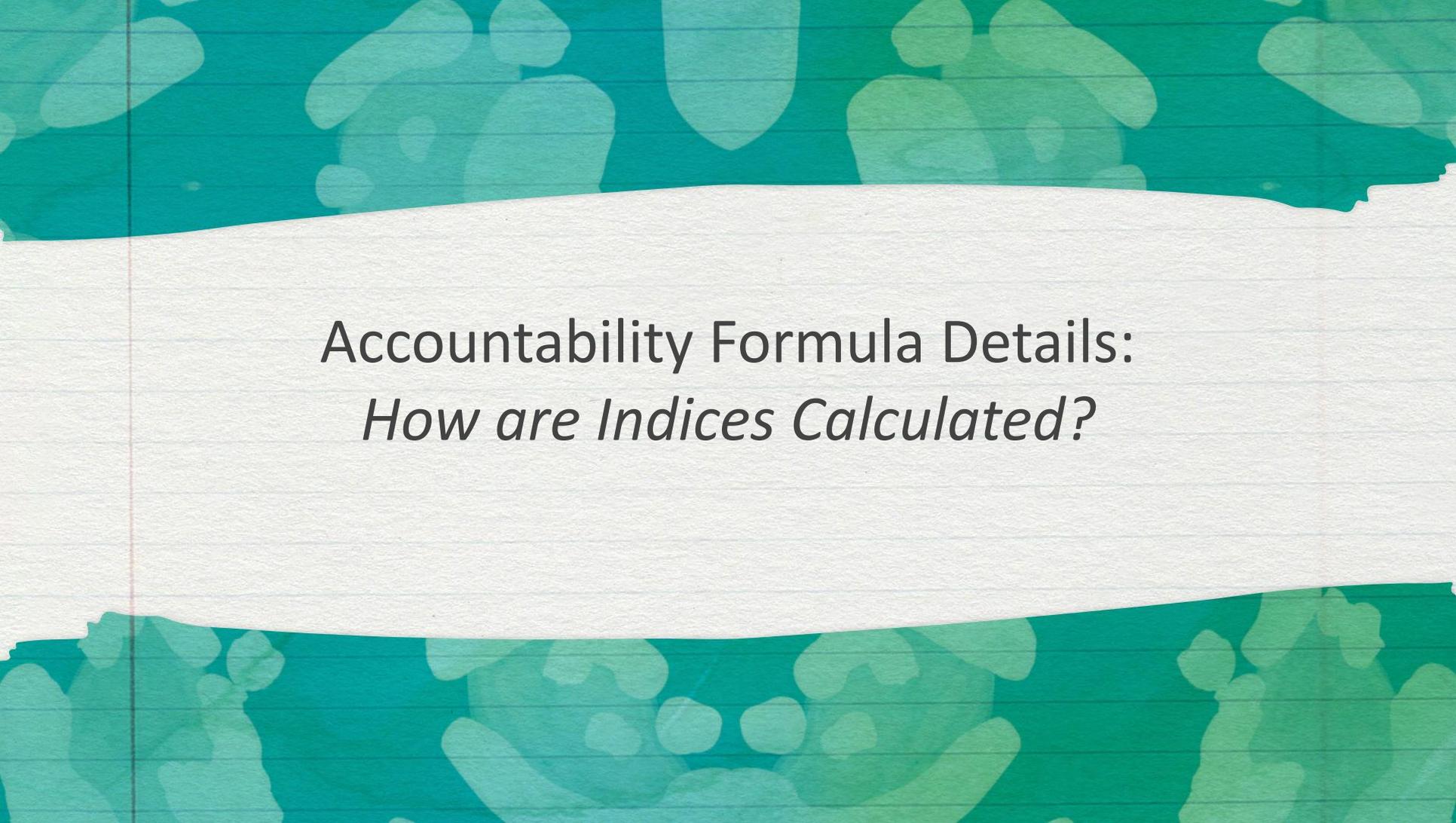
Students graduate **on time in four years** and schools earn additional points for students in **college-level classes or earning Jump Start credentials**.



Cohort Graduation Rate:

Nine out of 10 students in each high school cohort **graduate in four years**.





Accountability Formula Details:
How are Indices Calculated?

K-8 SPS: K-8 Assessment Index: LEAP 2025

Louisiana students in grades 3-8 take assessments annually in ELA, Math, Science and Social Studies to measure student's **mastery** of the knowledge and skills reflected in the standards for that grade and subject.

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP 2025 Achievement Level	Points Earned in Assessment Index
Advanced	150
Mastery	100
Basic	80
Approaching Basic	0
Unsatisfactory	0

K-8 SPS: Assessment Index: LEAP Connect

Each year, students enrolled in grades 3-8 and high school who meet the participation criteria for alternate assessments take a state test to measure their academic progress in English Language Arts (ELA) and mathematics. Beginning in 2020-2021, identified students in grades 4, 8, and 11 also take the LEAP Connect Science assessment. The test is an alternative assessment to LEAP 2025 for students with significant cognitive disabilities.

The school performance score includes the points assigned to performance levels earned by students for each subject tested.

LEAP Connect Performance Level	Points Earned in Assessment Index
Exceeds Standard or Level 4: High Complexity	150
Meets Standard or Level 3: Moderate Complexity	100
Level 2: Low Complexity	80
Working Toward Standard or Level 1: Low Complexity	0

K-8 SPS: K-8 Assessment Index: ELPT

ESSA requires a measure of progress for English language learners towards English language proficiency. This is measured by the English Language Proficiency Test (ELPT).

The school performance score includes points based on the progress that English Learners (ELs) make towards English language proficiency. Progress is measured from prior year ELPT results to current year ELPT results using a series of trajectory tables based on the number of years they have participated in ELPT testing and their initial ELPT proficiency level.

ELPT Progress Outcome	Points Earned in Assessment Index
ELPT level exceeds trajectory	150
ELPT level meets trajectory	100
ELPT level is at least one above the prior year	80
ELPT level is the same or lower than in the prior year	0

K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th or 10th grade.
- If a student achieves the target, the school shall earn 150 points, the maximum points possible. Otherwise, move to question 2.



Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added model (VAM), it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
 - 80th-99th percentile (150 points)
 - 60th-79th percentile (115 points)
 - 40th-59th percentile (85 points)
 - 20th-39th percentile (25 points)
 - 1st-19th percentile (0 points)

NOTE: The progress index is averaged across two years of results.

How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (Question 2 - VAM).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th grade. If a student achieves this target, then the school is awarded 150 points.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (Question 2 - VAM).

Students scoring Mastery in the current year cannot earn less than 85 points in the K8 or HS Progress Index

The challenge for calculating growth in 2021

Due to the cancellation of LEAP 2025 testing for spring 2020, there is no immediate “prior year score” to use in calculating value-added results for 2021.

To solve for this, the LDOE can calculate value-added results using a “skip-year” approach where the 2019 assessment is used as the most recent prior assessment in the model. For students who additionally have 2018 and 2017 assessments, those results can also be considered as part of the model as well.

“Skip-Year” Growth

At their December 2020 meeting, BESE approved a one-year policy revision for the use of a **“skip-year” growth model** for calculating student growth in accountability for the 2020-2021 school year. This includes the calculation of growth-to-mastery targets and continued growth targets using 2019 assessments, as well as the use of 2019 assessments as the most recent prior score in the value-added model.

The LDOE has additionally submitted an addendum to Louisiana’s State ESSA plan to the United States Department of Education for the use of the “skip-year” VAM growth model in accountability for the 2020-2021 school year.

What grades are included in the “skip-year” VAM? (K-8)

Due to the lack of 2020 assessments, growth can only be calculated for grade 5 onward. Grade 4 students represent approximately 8% of students included in VAM statewide.

GRADE	TESTED ANNUALLY?	YEAR-TO-YEAR GROWTH DATA AVAILABLE?	SKIP-YEAR GROWTH DATA AVAILABLE?
K	X	X	X
1	X	X	X
2	X	X	X
3	✓	X	X
4	✓	✓	X
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓

Growth-to-Mastery Targets for SY 2020-2021

For 2020-2021, the LDOE will calculate growth-to-mastery targets for use in Step 1 of the Progress Index consistent with the targets set using the 2018-2019 assessment results.

Example:

- Emma was in 4th grade in 2018-2019 and earned a scale score of 730.
- Emma was in 5th grade in 2019-2020 and did not take any assessments.
- Emma is in 6th grade in 2020-2021. She is 20 points away from the lowest scale score needed for Mastery (750) based on her most recent assessment from 2018-2019.
- Emma has 3 more years to demonstrate Mastery for 8th grade. She would need to grow 7 points each year (20 pts / 3 years) to reach the lowest score possible for Mastery based on her current grade and her most recent scale score.
- Therefore, Emma's growth-to-mastery target for 2020-2021 is 737 (730 + 7).

K-8 SPS: Dropout/Credit Accumulation Index (DCAI)

This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

The DCAI is calculated for schools that include grade 8 in prior year. Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.

To count toward DCAI, students must be full academic year in 8th and 9th grade **(or transitional 9th, where applicable)**, if earning Carnegie credits. Students transferring between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

Carnegie Course Credit	DCAI Points
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grade	0
Dropout	0

K-8 SPS: Interests & Opportunities Index

Components of Interests & Opportunities Index Policy for SY 2020-2021	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none">Completed by principals, validated by superintendentsSix categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & EngineeringA 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

A comprehensive FAQ on the Interests & Opportunities Index, including a detailed scoring guide, can be found [here](#).

High School SPS: HS Assessment Index

The LEAP 2025 assessments measure the extent to which students have mastered the standards of key high school core subjects. LEAP 2025 exams are currently required in Algebra I, Geometry, English I, English II, Biology, and U.S. History.

Similar to the K-8 Assessment Index, the HS Assessment Index also includes LEAP Connect results and progress towards English proficiency as measured by the ELPT.

All high school students, except for students who participate in LEAP Connect, are required to take an English and Math exam by their 3rd cohort year regardless of their graduation pathway. Students who do not are assigned a score of 0 in the HS Assessment Index.

Scores from high school students who are retaking an assessment are not used in the HS Assessment Index (unless the initial assessment was taken in middle school and the score was not banked).

LEAP 2025 Achievement Level	Points Earned
Advanced	150
Mastery	100
Basic	80
Approaching Basic	0
Unsatisfactory	0

HS SPS: HS Progress Index

What subjects are included in the “skip-year” VAM for High Schools?

In the traditional value-added model for Algebra I and English I, the most recent assessment result is used as the prior score. This is still the case in the “skip-year” VAM. For example, a student in Algebra I or English I can have their most recent prior score be based off of their 8th grade LEAP assessment, 7th grade LEAP assessment, or 6th grade LEAP assessment in Math and ELA.

The same logic is true for Geometry and English II as well. The most recent achievement result is used as the prior score. This is still the case in the “skip-year” VAM.

Growth-to-Mastery Targets for SY 2020-2021

High School Example:

- Juan was in grade 8 in 2018-2019 and earned a scale score of 742 on the LEAP grade 8 ELA assessment.
- Juan was in grade 9 and took English I in 2019-2020.
- Because Juan earned the English I credit in the spring of 2020 and had never taken the English I assessment, Juan will not be required to take English I to meet graduation requirements.
- Juan is in grade 10 and is taking English II in 2020-2021.
- Juan must achieve the level of mastery in 2021 upon completion of English II.
- Juan's growth-to-mastery target for 2020-2021 is 750.

High School SPS: ACT/WorkKeys Index

The ACT/WorkKeys index is to ensure student readiness for postsecondary learning.

All students in grade 11 take the ACT, a nationally recognized measure of college and career readiness.

Schools earn points for the highest composite score earned by a student through the spring testing date of their senior year or a student who graduates at the end of grade 11.

Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability when the WorkKeys score yielded more index points than the ACT score.

ACT Composite Score or WorkKeys Levels	Points Earned
36	150
28-35	123.8 - 147.6
27 or Platinum WorkKeys	120.4
23 - 26	106.8 - 117.0
22 or Gold WorkKeys	103.4
21	100
19 - 20	80.0 - 90.0
18 or Silver WorkKeys	70.0
<18	0.0

Note: Points earned for ACT Composite Score ranges depend on actual ACT Composite Score earned

High School SPS: Cohort Graduation Rate

The [cohort graduation rate](#) measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

All 9th grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are **legitimate leavers**. Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a diploma are included in the cohort in the year they graduate.

Legitimate leavers are students who are removed from the cohort and exited enrollment for one or more of the following reasons: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

In accountability, the prior year's cohort graduation rate is used in the current year's accountability. For example, the 2020 cohort grad rate is used for the 2021 SPS.

Cohort Graduation Rate	Points Earned
91 - 100%	+5 points per percent increase (91 - 105, 92 = 110)
90%	100
76 - 90%	CGR x 1.111112
0 - 75%	CGR x 0.9

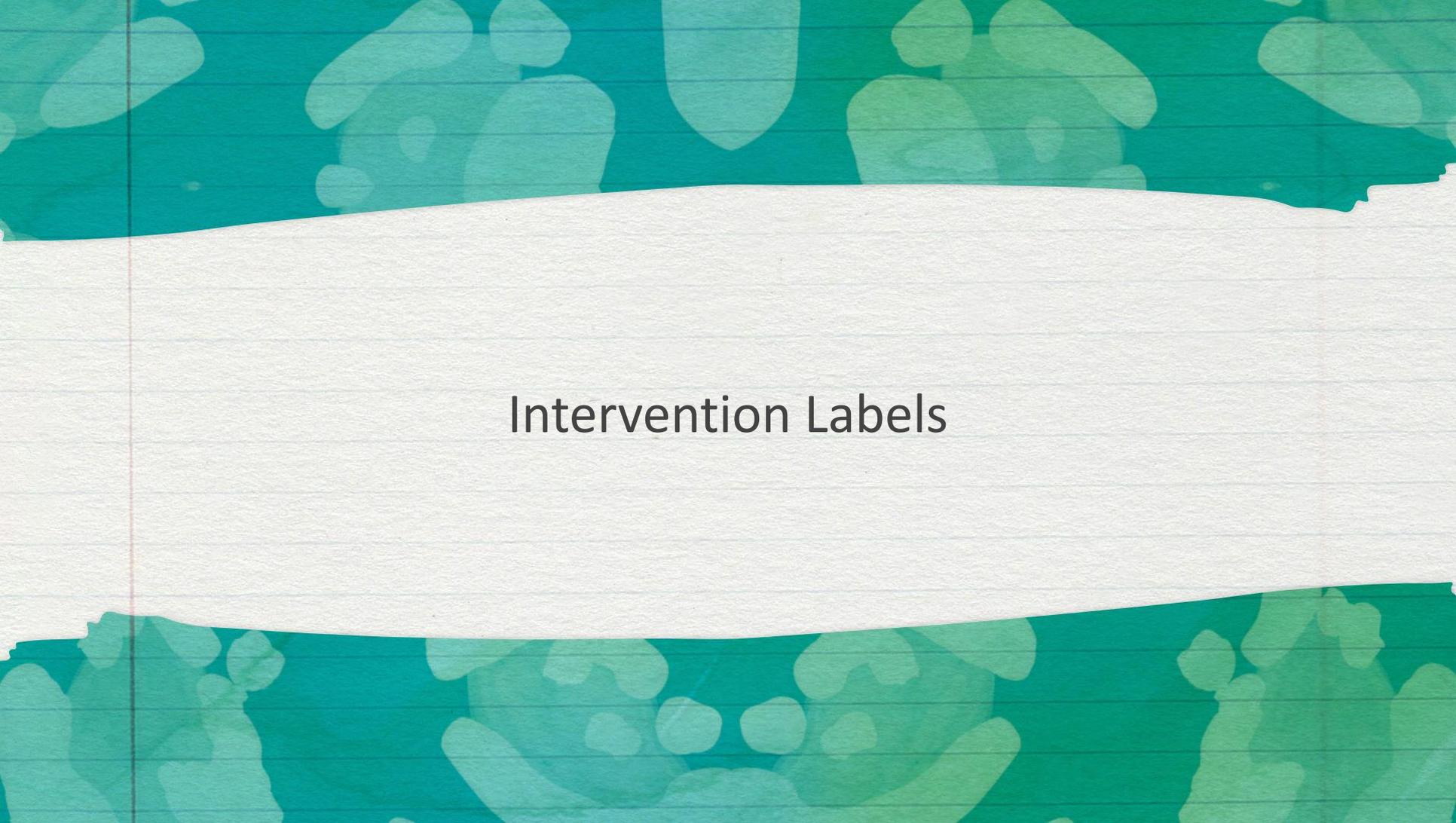
High School SPS: The Strength of Diploma Index

Student Result	Points
HS Diploma plus Associate's Degree	160
HS Diploma plus (A) AP score of 3 or higher, IB Score of 4 or higher, or CLEP score of 50 or higher, OR (B) Advanced statewide Jump Start credential (Note: Students achieving both A and B earn 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 (Note: Students achieving both A and B earn 115 points) (**Students must take the AP/IB exam and pass the course to earn the 110 points)	110
Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with a diploma *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.	75
Six-year graduate with any diploma	50
HiSET graduate with any diploma	40
HiSET	25
Non-graduate without HiSET	0

HS SPS: Interests & Opportunities Index

Components of Interests & Opportunities Index Policy for SY 2020-2021	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none">• Completed by principals, validated by superintendents• Six categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & Engineering• A 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

A comprehensive FAQ on the Interests & Opportunities Index, including a detailed scoring guide, can be found [here](#).



Intervention Labels

Transparent Reporting and Support for Struggling Students

As part of Louisiana's Every Student Succeeds Act (ESSA) plan, any school identified under one of the following intervention labels is required to submit an improvement plan to the Department and an application for funding to support its implementation.

Comprehensive Intervention Required labels appear on the "Overall Performance" page in the Louisiana School Finder, while Urgent Intervention Needed and Required labels will appear on the "Discipline and Attendance" and/or "Breakdown by Student Groups" pages.

URGENT INTERVENTION NEEDED	URGENT INTERVENTION REQUIRED	COMPREHENSIVE INTERVENTION REQUIRED*
Subgroup performance equal to "D" or "F" in the current year.	Subgroup performance equal to "F" for 2 years and/or out of school suspension rates more than double the national average for 3 years.	Overall performance of "D" or "F" for 3 years (or 2 years for new schools) and/or graduation rate less than 67% in most recent year.

**Beginning in 2018-2019, schools that are UIR for 3 or more years will be identified as CIR.*

CIR/UIR Policy for SY 2020-2021

For 2020-2021 ONLY, schools not already identified as CIR or UIR **will not be newly identified using 2021 accountability results** unless a school meets the criteria for identified based on 2021 results **AND** the school system superintendent “opts in” to receiving CIR/UIR status.

Schools previously identified as “On Track to Exit” can continue to exit CIR or UIR in 2021 if they meet the criteria to exit using 2021 accountability results.

Accountability results from 2021 will be used in CIR/UIR determinations for the 2021-2022 school year, even if a system opted into not being identified for the 2020-2021 school year.

This policy shift was approved at the December 2020 BESE meeting and has been submitted by the United States Department of Education as an addendum to the state’s ESSA plan.



**BESE and Legislative Updates
SY 2019-2020 and SY 2020-2021**

Background on 2020 Assessments and Accountability

On March 13, 2020, Louisiana Governor John Bel Edwards signed a [proclamation](#) closing all schools statewide.

On March 20, 2020, the U.S. Department of Education approved Louisiana's [waiver request](#) of assessment, accountability, and reporting requirements under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

As a result of both of these actions, Louisiana did not require standardized testing for the 2019-2020 school year.

Additionally, BESE Bulletin 111, Section 4501 and 4503 provides for a one-year waiver of school and district performance scores and letter grades for schools closed from disaster for 18 or more consecutive days. The waiver is limited to the year in which the disaster occurred.

2019-2020 School and District K-12 Accountability Results

Due to the lack of 2020 assessments, BESE policy, and state and federal waivers, school performance scores and letter grades were not be produced for the 2019-2020 school year. The Department released an [FAQ](#) to answer common questions related to the pandemic's effect on the release of 2020 accountability data.

K-12 accountability data in the [Louisiana School Finder](#) was kept static with 2018-2019 results. Available data from the 2019-2020 school year (such as cohort graduation rates) are posted in the [LDOE Data Center](#). The LDOE currently plans to refresh the Louisiana School Finder in fall 2021 with accountability data from the 2020-2021 school year.



Accountability-Related 2020 Legislation

[Act 53](#) of the 2020 Second Extraordinary Legislative Session has prohibited the use of statewide student assessment data for the purposes of evaluating teacher performance or making placement decisions for fourth- and eighth-grade students.

[Act 47](#) of the 2020 Second Extraordinary Legislative Session directs BESE to examine the results of assessments and to make allowances in calculating school and district performance scores as BESE may deem necessary and appropriate. In addition, the law also requires BESE to prepare a petition to the United States Department of Education (ED) for a waiver of the requirement to publish letter grades and submit the petition if it is the opinion of the state superintendent of education that issuance of letter grades would be detrimental to the state of Louisiana.

Louisiana BESE Statement in response to letter from USDOE

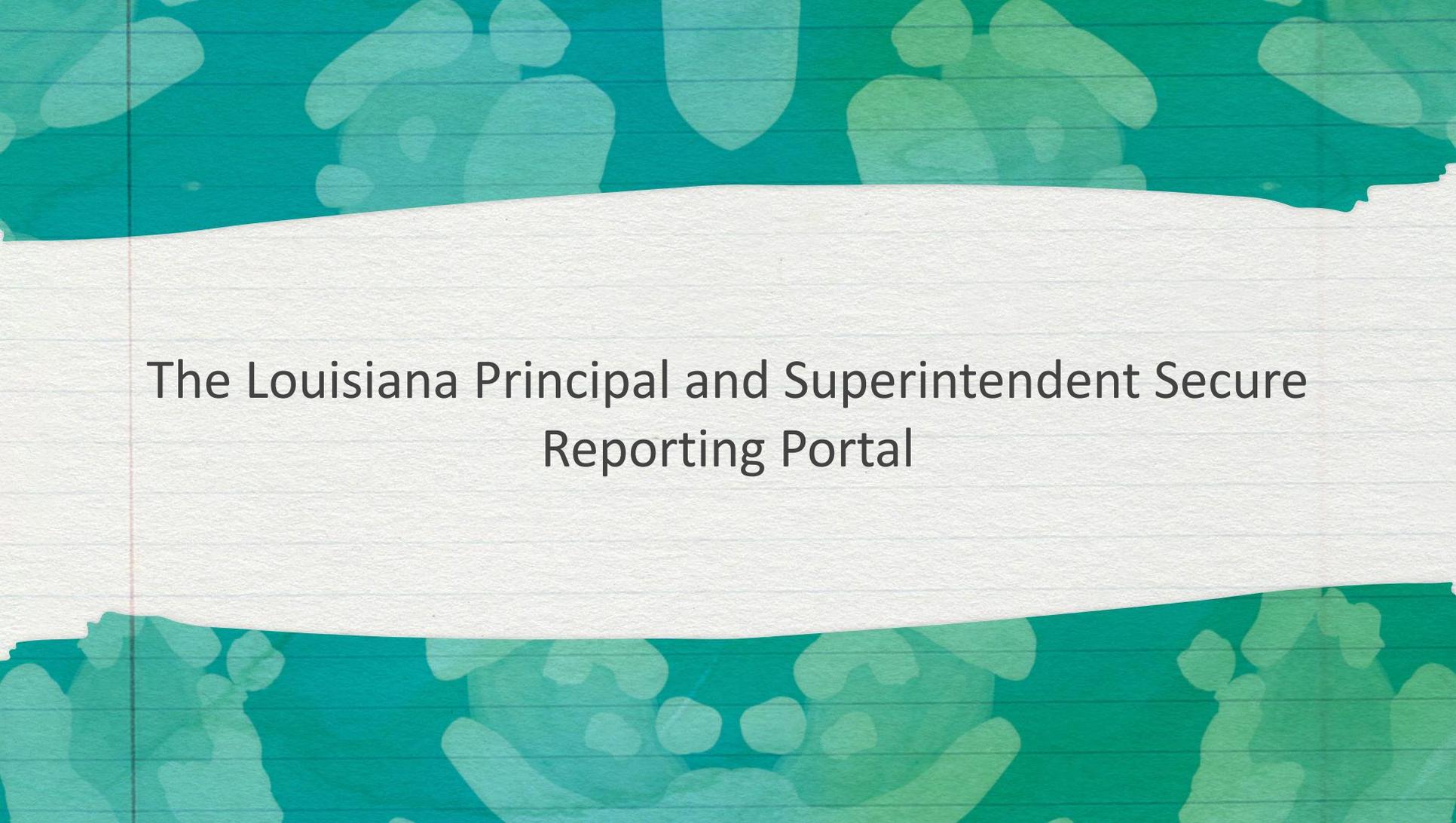
“As BESE Leadership responsible for the education of over 804,000 students across Louisiana, we believe there are few issues more critical to ensuring equity, transparency, and student learning than assessing students. Not assessing all students prevents families and teachers from gathering invaluable student data and insights that can then be used to support student learning. In a year of a sustained global pandemic, impactful hurricane season, and recent winter storms unlike anything we have seen in decades, the lost learning for students was inevitable. Assessing all students not only helps us understand what learning gaps have been created or widened, but also what we must do to close them.”

Full BESE statement available here:

<https://bese.louisiana.gov/about-bese/bese-news/2021/02/24/statement-from-bese-officers-210224>

March 2021 BESE Motion on Accountability

1. Issue guidance to schools related to test administration and provide communications resources to aid parents and students in understanding the importance of measuring student learning for purposes of instructional planning and student support;
2. provide, as quickly as available, a report of aggregate 2020-2021 test results and the extent to which results are misaligned with historical trends;
3. recommend any adjustments, Federal waivers, or other forms of relief required to ensure that school ratings and scores fairly communicate school performance and achieve the intended purpose of identifying where supports and interventions are needed;
4. draft proposed revisions to Bulletin 111 that address accountability for the 2020-2021 school year at the appropriate time; and
5. work with state legislators and BESE leadership regarding legislation proposed for the 2021 Regular Legislative session concerning Louisiana state assessments and accountability for the 2020-2021 school year.

The background of the slide features a teal and green abstract pattern with organic, rounded shapes. A white, torn-edge paper strip is layered over the top and bottom of this pattern, creating a central white space where the text is located.

The Louisiana Principal and Superintendent Secure Reporting Portal

EdLink 360 Goes Live August 2021

EdLink 360 is the Department's new education data warehouse that revolutionizes the way school systems access and interact with data.

What does EdLink do for school systems:

- simplifies data submissions and login to one platform
- integrates early childhood and K-12 data for a true longitudinal data system
- provides easily accessible data and visualizations for all stakeholders



What does EdLink mean for the Secure Portal?

Beginning in fall 2021, data from the Secure Portal will now live in EdLink 360. Users with appropriate permissions will now be able to access their secure accountability data directly in EdLink360.

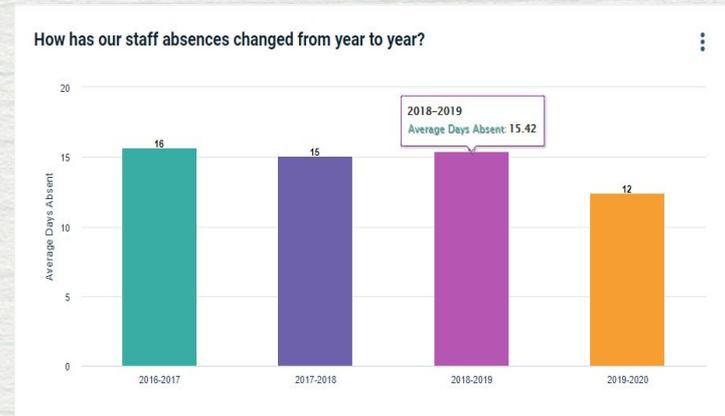
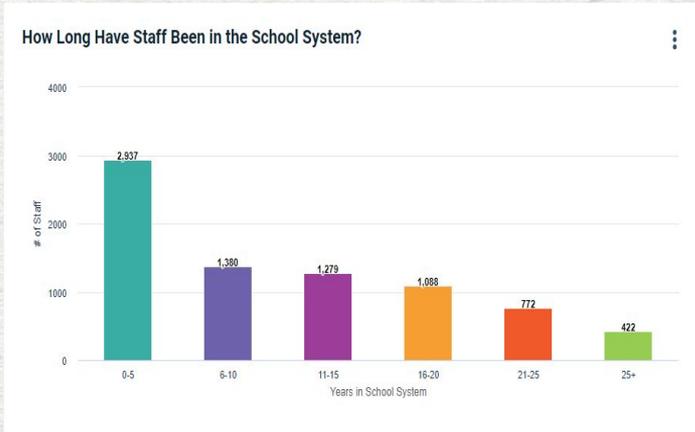
At the same time that the LDOE will support school and system leadership in using EdLink 360, the LDOE will be sunsetting the Secure Portal. This means that the Secure Portal will **not** be updated with new accountability data from SY 2019-2020 or 2020-2021. Instead, users should go directly to EdLink 360 to find their secure accountability data.

For questions about EdLink 360, please contact EdLink360@la.gov.

Dashboard Preview

Reporting Dashboards - LIVE dashboards that show the current picture of data in school systems or data change over time

- Designed to be clear, visually appealing, and easy to understand
- Intended to provide high level understanding of data
- Should make the viewer ask, “Why?” or “What are our next steps?”
- These are extremely similar to the dashboards Secure Portal users are used to using



Resources

<https://www.louisianabelieves.com/resources/library/accountability>

Questions?

Andrew.Shachat@la.gov

or

Accountability@la.gov

Session Feedback

Thank you for attending today's session. You can leave feedback on this session using the Teacher Leader Summit app. It takes less than a minute.

How to leave feedback:

1. At the bottom right corner of your session window in the app, click on **"Rate This"**.
2. In the window that pops up, choose the facial expression that reflects your experience.
3. You can also leave an optional comment in the window that pops up.
4. Click submit to finalize.

