

**Louisiana Accountability Commission**  
**September 12, 2016**

# Agenda

- Objectives
- Louisiana 2025 Plan
- Consideration 1: Measuring Fundamental Skills
- Consideration 2: Rewarding Progress
- Consideration 3: Non-Assessment Measure
- Consideration 4: K-2 Accountability
- Timeline and Next Steps

# Objectives

In today's meeting, we will:

- Discuss Louisiana's 2025 plan and the opportunities under ESSA to address challenges in the system at every level
- Understand feedback on Louisiana's 2025 plan collected through the spring and summer
- Consider preliminary accountability proposals to establish ambitious 2025 goals, reward progress, incorporate a non-assessment measure of school quality and student success, and address unique school configurations (K-2, Alternative)

# Accountability Commission Recommendations

Louisiana Priorities	Summary of Issues for Consideration	Slides	Date
Aligned Expectations to Higher Ed and Workforce	<b>Consideration 1:</b> Establish ambitious 2025 goals for academic achievement, graduation rate, ELL proficiency, and other indices including for all students and for subgroups	15-19	Fall
Serving Struggling Students	<b>Consideration 2:</b> Determine the appropriate role of progress within Louisiana’s system of accountability	21-23	Fall
Ensuring Access to Enriching Experiences for All Students	<b>Consideration 3:</b> Incorporate a non-assessment measure in elementary school accountability, and consider whether/how to add middle and high school measures	25-27	Fall
	<b>Consideration 4:</b> Determine how, if at all, to better measure K-2 outcomes and alternative school performance	29	Fall
Transforming Struggling Schools	<b>Consideration 5:</b> Determine what measures are used to identify schools for comprehensive and targeted support	NA	Winter
	<b>Consideration 6:</b> Reconcile recent Compass legislation re: VAM with Compass policies passed one year ago	NA	Winter
Aligned Expectations to Higher Ed and Workforce	<b>Consideration 7:</b> Revise high school graduation assessment requirements	NA	Winter/ Spring

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# 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.

# Louisiana's Priorities

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

# Progress to Date

Louisiana students have achieved record gains in recent years on both state and national indicators.

- Louisiana **fourth-grade students achieved the highest growth among all states** on the 2015 NAEP reading test and the second highest growth in math.
- In 2016, the ACT average composite score increased for the third year in a row to 19.5, and a **record 25,144 high school seniors in the class of 2016 earned a college-going score (18+)**, an increase of 6,837 students since 2012.
- Louisiana's 2015 **high school graduation rate was an all-time high** of 77.5 percent.
- Louisiana's class of 2015 **Advanced Placement® results showed greater annual improvement** than any state other than Massachusetts. Furthermore, the total number of qualifying AP® exam scores increased from 7,703 in 2015 to 8,548 in 2016, an 11 percent increase.

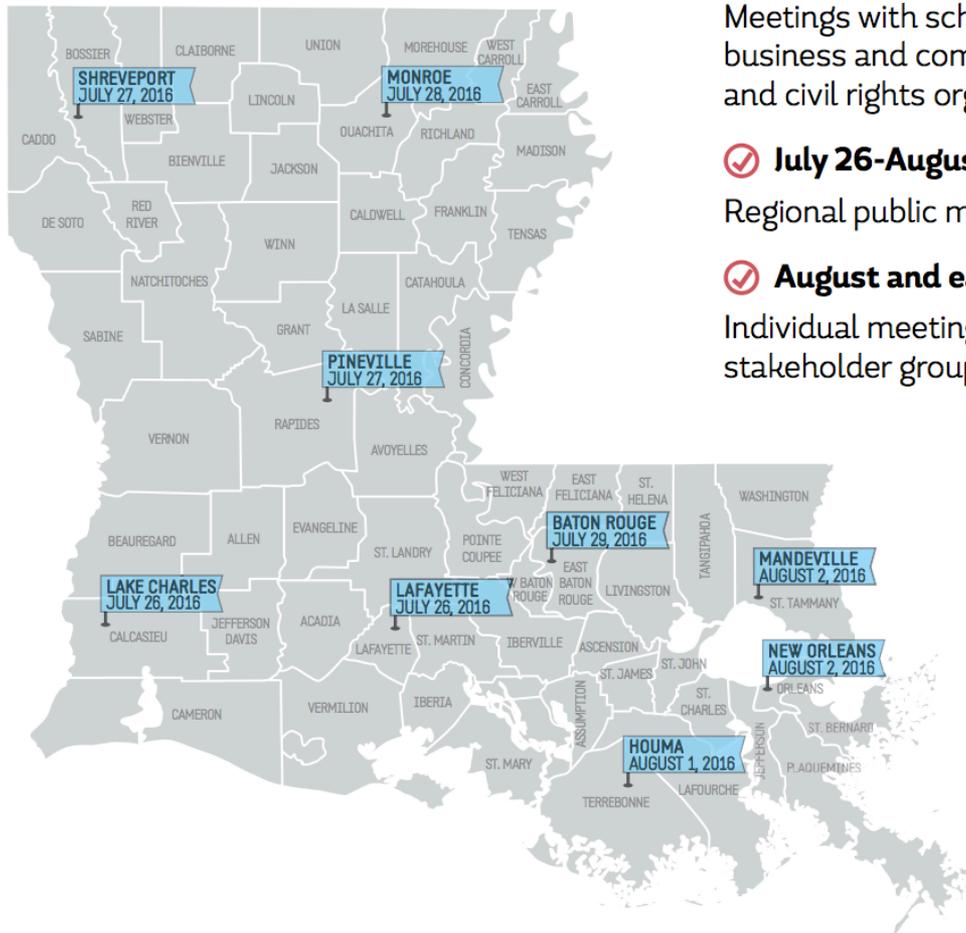
# Challenges Persist

In spite of great progress, data indicate that challenges to achieving prosperous adult lives persist for many Louisiana students.

- Many students graduating from high school are **required to repeat high school coursework when they arrive in college** because they have yet to master fundamental skills.
- As Louisiana raises expectations to better prepare students for life after high school, it needs to ensure that student achievement for all students is increasing, and that **Louisiana closes pernicious achievement gaps**.
- Disadvantaged students experience not only these gap, but also **lower levels of access to enriching experiences** that may spark lifelong interests.
- Disadvantaged students are also more likely to attend **schools that struggle year after year**.
- Underlying all of this is a need to **strengthen the educator profession**, making it competitive with high-growth industries.

# ESSA Listening Tour

## REGIONAL PUBLIC MEETINGS



### ✓ June 14-20, 2016:

Meetings with school leaders, education associations, business and community leaders, and civil rights organizations

### ✓ July 26-August 2, 2017:

Regional public meetings around the state

### ✓ August and early September 2016:

Individual meetings with organizations and stakeholder groups

**Educators and representatives from over 200 school systems and organizations participated in these conversations.**

### To offer additional feedback:

- ➔ Visit our website at [www.louisianabelieves.com/essa](http://www.louisianabelieves.com/essa)
- ➔ Email [ESSALouisiana@la.gov](mailto:ESSALouisiana@la.gov)
- ➔ Contact [jessica.Baghian@la.gov](mailto:jessica.Baghian@la.gov) for more information.

# ESSA Listening Tour

- Acadia Parish School System
- Acadiana Center for the Arts
- Achievement Network
- AdvanceEd
- Aetna Better Health Louisiana
- Allen Parish School System
- Alliance for a Healthier Generation/Healthier Schools Program
- American Federation for Children
- American Reading Company
- AMIKids
- Ascension Parish School System
- Associated Professional Educators of Louisiana
- Assumption Parish School System
- Audubon Behavioral Health
- Auntie B Preschool & Daycare
- Baton Rouge Area Chamber
- Bayou Land Families Helping Families
- Beauregard Parish School System
- Better Boys Initiative
- Black Alliance for Educational Options
- Blue Cross Blue Shield of Louisiana
- Bossier Parish School System
- Caddo Association of Educators
- Calcasieu Parish School System
- Caldwell Parish School System
- Central Community School System
- Central Louisiana Economic Development Alliance
- CenturyLink
- Charter Schools USA
- City of Baker School System
- City of Bogalusa School System
- City of Monroe School System
- City of Zachary School System
- Claiborne Parish School System
- Committee of 100
- Communities in Schools
- Community School for Apprenticeship Learning
- Community United to Reform Education
- Concordia Parish School System
- Council for a Better Louisiana
- Democracy Prep Public Schools
- Democrats for Education Reform
- DeSoto Parish School System
- Dillard University
- Dyslexia Society of South Louisiana
- East Baton Rouge Parish School System
- Education's Next Horizon
- Einstein Charter School
- Entergy
- Epiphany Day School
- Evangeline Parish School System
- ExxonMobil
- Families Helping Families of Acadiana
- Families Helping Families of Greater Baton Rouge
- Families Helping Families of Jefferson
- Families Helping Families Region 7
- Fletcher Technical Community College
- Franklin Parish School System
- Graduation Alliance
- Grant Parish School System
- Greater Shreveport Chamber of Commerce
- Hammonds, Sills, Adkins & Guice, LLP
- Health and Education Alliance of Louisiana
- Houma-Terrebonne Chamber of Commerce
- Iberville Parish School System
- International High School
- Jackson Parish School System
- Jefferson Chamber of Commerce
- Jefferson Parish School System
- Jefferson Davis Parish School System
- Kidz View
- Lafayette Parish Public Education Stakeholders Council
- Lafayette Parish School System
- Lafourche Parish School System
- LaSalle Parish School System
- Lincoln Parish School System

# ESSA Listening Tour

- Live Oak Children’s Center
- Louisiana Office of the Governor
- Livingston Parish School System
- Louisiana Assistive Technology Initiative
- Louisiana Association for Health, Physical Education, Recreation and Dance
- Louisiana Association of Business and Industry
- Louisiana Association of Educators
- Louisiana Association of Independent Colleges and Universities
- Louisiana Association of Principals
- Louisiana Association of Public Charter Schools
- Louisiana Association of School Administrators of Federally Assisted Programs
- Louisiana Association of School Business Officials
- Louisiana Association of School Librarians
- Louisiana Association of School Superintendents
- Louisiana Autism Spectrum and Related Disabilities
- Louisiana Board of Elementary and Secondary Education
- Louisiana Board of Regents
- Louisiana Center for Children’s Rights
- Louisiana College
- Louisiana Community and Technical College System
- Louisiana Department of Children and Family Services
- Louisiana Department of Economic Development
- Louisiana Department of Health
- Louisiana Developmental Disabilities Council
- Louisiana Federation of Teachers
- Louisiana Healthy Communities Coalition
- Louisiana House of Representatives
- Louisiana Hands and Voices
- Louisiana Key Academy
- Louisiana Legislative Fiscal Office
- Louisiana Office of Juvenile Justice
- Louisiana Parent Teacher Association
- Louisiana Policy Institute for Children
- Louisiana Public Health Institute
- Louisiana Resource Center for Educators
- Louisiana School Boards Association
- Louisiana Special Education Center
- Louisiana State Senate
- Louisiana State University and A&M College
- Louisiana State University at Alexandria
- Louisiana State University Laboratory School
- Louisiana State University at Shreveport
- Louisiana Tech University
- Louisiana Together Educating All Children
- Louisiana Workforce Commission
- Lycée Français de la Nouvelle-Orléans
- Madison Parish School System
- McNeese State University
- Monroe Chamber of Commerce
- Morehouse Parish School System
- National Association for the Advancement of Colored People
- National Heritage Academies
- New Leaders
- New Schools Baton Rouge
- Northshore Families Helping Families
- Northshore Technical Community College
- Northwestern State University
- Office of Congressman Garret Graves
- One Acadiana
- One Community One School District
- Orleans Parish School System
- Ouachita Parish School System
- Our Lady of Lourdes Wellness Works
- Parents Empowered
- Plaquemines Parish School System
- Pointe-au-Chien Indian Tribe
- Pointe Coupee Parish School System
- Power of Public Education
- Prevailing Faith Christian Academy
- Public Affairs Research Council

# ESSA Listening Tour

- Pyramid Community Parent Resource Center
- Rapides Parish School System
- Redemptorist St. Gerard School
- Red River Parish School System
- ReNew Schools
- Responsive Education Solutions
- Richland Parish School System
- Roedel Parsons Koch Blache Balhoff & McCollister
- Sabine Parish School System
- Saint Bernard Parish School System
- Saint Charles Parish School System
- Saint Helena Parish School System
- Saint James Parish School System
- Saint John the Baptist Parish School System
- Saint Landry Parish School System
- Saint Martin Parish School System
- Saint Mary Parish School System
- Saint Tammany Federation of Teachers
- Saint Tammany Parish School System
- Save the Children Head Start
- SMILE Community Action Agency
- Southeastern Louisiana University
- Southern Poverty Law Center
- Southern University and A&M College
- Southern University System
- Special Education Advisory Panel
- Special Olympics Louisiana
- Special School District
- SSA Consultants
- Stand for Children
- Step Forward
- Strengthening Outcomes with Autism Resources
- Tangipahoa Parish School System
- Teach for America
- Tensas Parish School System
- Terrebonne Parish District Attorney's Office
- Terrebonne Parish Government
- Terrebonne Parish School System
- The MAX Charter School
- The Micah Project
- The Orchard Foundation
- Tulane University
- United Healthcare Community
- United Way of Acadiana
- University of Louisiana at Lafayette
- University of Louisiana at Monroe
- University of Louisiana System
- University of New Orleans
- Urban League
- Urban Support
- Vermilion Parish School System
- Vernon Parish School System
- Volunteers of America
- Washington Parish School System
- Webster Parish School System
- West Baton Rouge Parish School System
- West Carroll Parish School Board
- West Feliciana Parish School System
- West Monroe Chamber of Commerce
- Women's Philanthropy Network
- Workforce Investment Council
- Winn Parish School System
- Xavier University of Louisiana

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# Challenge: Mastery of Fundamental Skills

ESSA requires that states establish academic standards indicative of success after high school. ESSA also requires that Louisiana measure student proficiency on these standards through certain tests and graduation rates, and that schools be given one summative rating as a result. However, the content of these standards, the definition of proficiency, and subjects measured by tests will largely be determined by states.

## **Stakeholder feedback**

- Louisiana's education system should align expectations for high school graduates with the knowledge and skills that students need to be successful in their freshman year of college and as they enter the workplace.
- As Louisiana raises standards and measures student learning using new tests, the state should pay closer attention to students' ability to write and use technology.
- The state should consider further reducing testing time.
- Educators should have access to actionable information about student performance throughout the year that helps them support students in mastering the state academic content standards.
- School report cards should include more detailed information in order to equip parents and educators with the information they need.
- Louisiana should carefully consider test participation in its state accountability system and ensure school performance isn't "masked" by non-participation.

# Consideration 1: State Assessments (LEAP and End-of-Course Tests)

**In order to ensure students are ready for Louisiana's economy, Louisiana is moving to higher standards. Today, an “A” school is one where the average score is “Basic” (100 points). By 2025, an “A” school will be one where the average score is “Mastery,” indicating full readiness for the next level of education.**

- Mastery (level 4) is 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.
- 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.
- Louisiana is transitioning to five-level high school exams thereby allowing for greater differentiation of student mastery as well as comparability with grades 3 to 8 LEAP assessments.

# Consideration 1: ACT

**Louisiana’s standard for proficiency on the ACT is a composite score of 18 or higher. Students earning an 18 or above earn 100 points in the ACT index, or the “A” standard.**

- [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 college readiness benchmarks](#): English: 18; Math: 22; Reading: 22; Science: 23
- ACT “proficiency” standards in other states: IL 21; CO 20.6; WI 20 for ELA, 22 for Math; MO 22; UT 18 in all 4 subjects; TN 21; GA 22; NC 85% of students score 17 or above
- Of the topics assessed in the 20-23 range on the math portion of the ACT, most are introduced in middle school (or earlier) and culminate no later than Algebra I; in the 24-27 range, standards are a mix of middle and high school through Geometry, but mostly middle
- Of Louisiana students scoring Mastery or above on the 8<sup>th</sup> grade LEAP in 2011-12, 91% scored 18 or higher on the ACT in 2014-15; 79% scored 20 or higher and 51% scored 23 or higher

States testing 100% of Students	2016 Avg. ACT Score
Minnesota	21.1
Illinois	20.8
Colorado	20.6
Wisconsin	20.5
Michigan	20.3
Montana	20.3
North Dakota	20.3
Missouri	20.2
Utah	20.2
Kentucky	20
Wyoming	20
Tennessee	19.9
Louisiana	19.5
Alabama	19.1
North Carolina	19.1
South Carolina	18.5
Mississippi	18.4
Nevada	17.7

# Consideration 1: Dropout Credit Accumulation Index

**The Dropout Credit Accumulation Index (DCAI) is based on credits earned through the end of students' 9th grade year. Students who accumulate 5 or more credits earn 100 points, or an "A" score.**

- All 9<sup>th</sup> and 10<sup>th</sup> graders, regardless of diploma pathway, are required to earn 10 foundational skills course credits in English, math, science, social studies, PE, and health.
- In 2015-16, 87% of Louisiana 9<sup>th</sup> grade students earned 5 or more total credits and students earned an average of 6.8 credits. Among the 10 foundational skills courses, students earned an average of 4.7 credits.
- Researchers in Chicago found that students who are on-track to graduate their first year of high school are 3.5 times more likely to graduate in four years. The researchers also found that the most important factor for staying on track was not failing core academic courses in 9<sup>th</sup> grade.

## DIPLOMA FOUNDATIONAL SKILLS COURSE REQUIREMENTS

SUBJECT	FOUNDATIONAL SKILLS CORE CREDITS	EXAMPLE COURSES
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Chemistry
Social Studies	2	Civics, U.S. History
<b>Total</b>	<b>10</b>	

# Consideration 1: Graduation Outcomes

**Half of a high school's School Performance Score is based on graduation outcomes. Schools earn 100 points, or an "A" score, for students who graduate within 4 years.**

## Graduation Rate Index

- Louisiana's graduation rate for the class of 2015 was an all-time high of 77.5%,. The average among "A" rated high schools in 2015 was 88.5%. The national average is 82%.
- Examples of other state graduation rate targets for the highest school rating:
  - MO: 92%
  - RI: 90%
  - DC: 85%
  - NC: 85%
  - CO: 80%
  - MA: 80%

## Strength of Diploma Index

- Schools earn 110 points for students who participate in AP/IB/dual enrollment or earn a Basic Jump Start credential. They earn 150 points for students who earn college credit with passing AP/IB/CLEP scores or an Advanced Jump Start credential.
- Forecasts show jobs requiring associate's degrees or other credentials that take less than a year to achieve will grow by 19% through 2018.
- At least 55% of all new jobs in LA will require 1-2 years of specialized education and training, and 85% of these jobs will be filled by people with industry-valued certificates and associate degrees.

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# Challenge: As Expectations Rise, Gaps Can Widen

ESSA allows for states not just to measure how students perform given a definition of proficiency but also how much annual progress students and schools achieve, no matter their level of performance.

## **Stakeholder Feedback**

- The accountability system should recognize school performance as well as progress/growth, and should do so in a way that keeps school performance scores and ratings generally stable over time.
- Schools should be motivated to focus on the improvement of all students to achieve at their full potential.
- Low-performing schools that are experiencing growth should be recognized for that growth in the school accountability system.
- Louisiana's plan should move students with special needs to the forefront among school administrators.
- Academically gifted students need to be challenged and prioritized too, just as students who are below proficient.
- Teachers should have incentives and rewards for teaching large numbers of struggling students and teaching at low-performing schools.

## Consideration 2: Rewarding Progress

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 37 percent of non-proficient students exceed growth targets. Louisiana also has “F” schools where 58 percent of non-proficient students exceed targets.

2015 Letter Grade	Non-Proficient Students % Exceeding Target	Non-Proficient Students Range of % Exceeding Target
A	60%	37% - 92%
B	55%	31% - 83%
C	53%	24% - 86%
D	48%	18% - 68%
F	39%	22% - 58%
Total	50%	18% - 92%

## Consideration 2: Rewarding Progress

ESSA requires that state accountability systems include, for elementary and secondary schools, student growth or another valid and reliable indicator that allows for meaningful differentiation in student performance.

**For Consideration:** Establishing a progress index that is a significant component of school performance scores and measures growth for all students.

The progress index could address the challenges expressed by stakeholders about Progress Points:

- Progress Points do not measure growth for all kids (prior non-proficient students only)
- Progress Points are perceived as volatile because they are an add-on with a threshold, rather than an index
- Progress Points are not well understood by parents, teachers, or leaders

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# Challenge: Access to Enriching Experiences

ESSA allows states to expand their definitions of what makes for a quality school. The law also creates avenues through which states and districts can spend funding specifically on access to coursework that otherwise might not be provided.

## **Stakeholder Feedback**

- All students should be given greater access to the arts, world languages, and physical activity while in school, not as add-ons or optional activities, but as an integrated strategy to increase student achievement and support whole child development.
- Louisiana should incentivize and reward schools for having students who earn industry credentials and transition into good jobs, not just those who are prepared to enter universities.
- School ratings based entirely on test scores don't provide all of the necessary information about a school. The accountability system should include other indicators of school quality.
- The state should consider the unique needs of rural districts when developing this plan. Giving all students access to teachers, specialized courses, etc., is very challenging in these districts.
- Indicators of school quality should be chosen carefully in order to reconcile valid, reliable data on student outcomes with what could be less valid and reliable data derived from surveys. Louisiana's strong accountability system must be preserved.

# Consideration 3: Non-Assessment Measure

ESSA requires that states include at least one indicator of school quality or student success, which must:

- allow for meaningful differentiation of school performance;
- be valid, reliable, comparable, statewide, and disaggregate by subgroup;
- be supported by research that progress on the indicator is likely to increase student achievement or the high school graduation rate;
- be weighted less than substantially weighted indicators of achievement, growth, English language proficiency, and graduation rates.

## **For Consideration:**

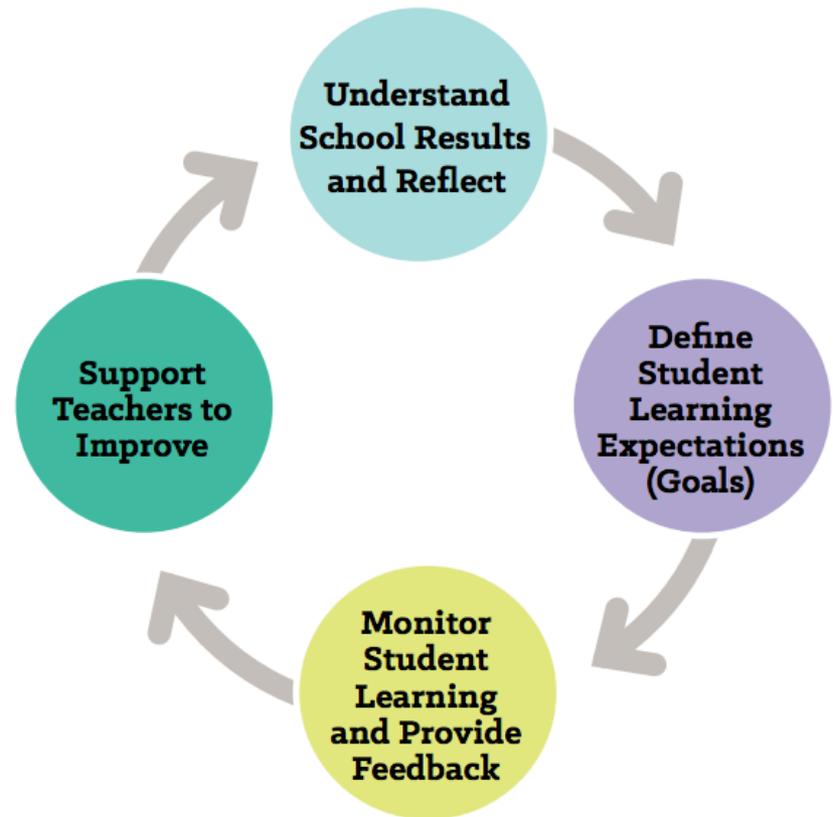
Establishing a non-assessment measure of school quality and student success that reinforces schools' goals and objectives.

Schools establish and report on these “whole school” leading measures to provide early signals of progress towards lagging measures of growth and achievement.

## Consideration 3: Non-Assessment Measure

Through the annual goal-setting cycle, school leadership teams identify areas for improvement, establish ambitious goals, and commit to a set of leading measures that track their progress toward achievement goals.

These measures and the school's reported performance on them would make up a non-assessment index portion of the school's performance score.



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# Consideration 4: K-2 Accountability

Gaps in higher-order skills start well before third grade. Pre-kindergarten is evaluated based on the teaching of higher-order concepts. However, there remains no statewide measure of K-2 outcomes.

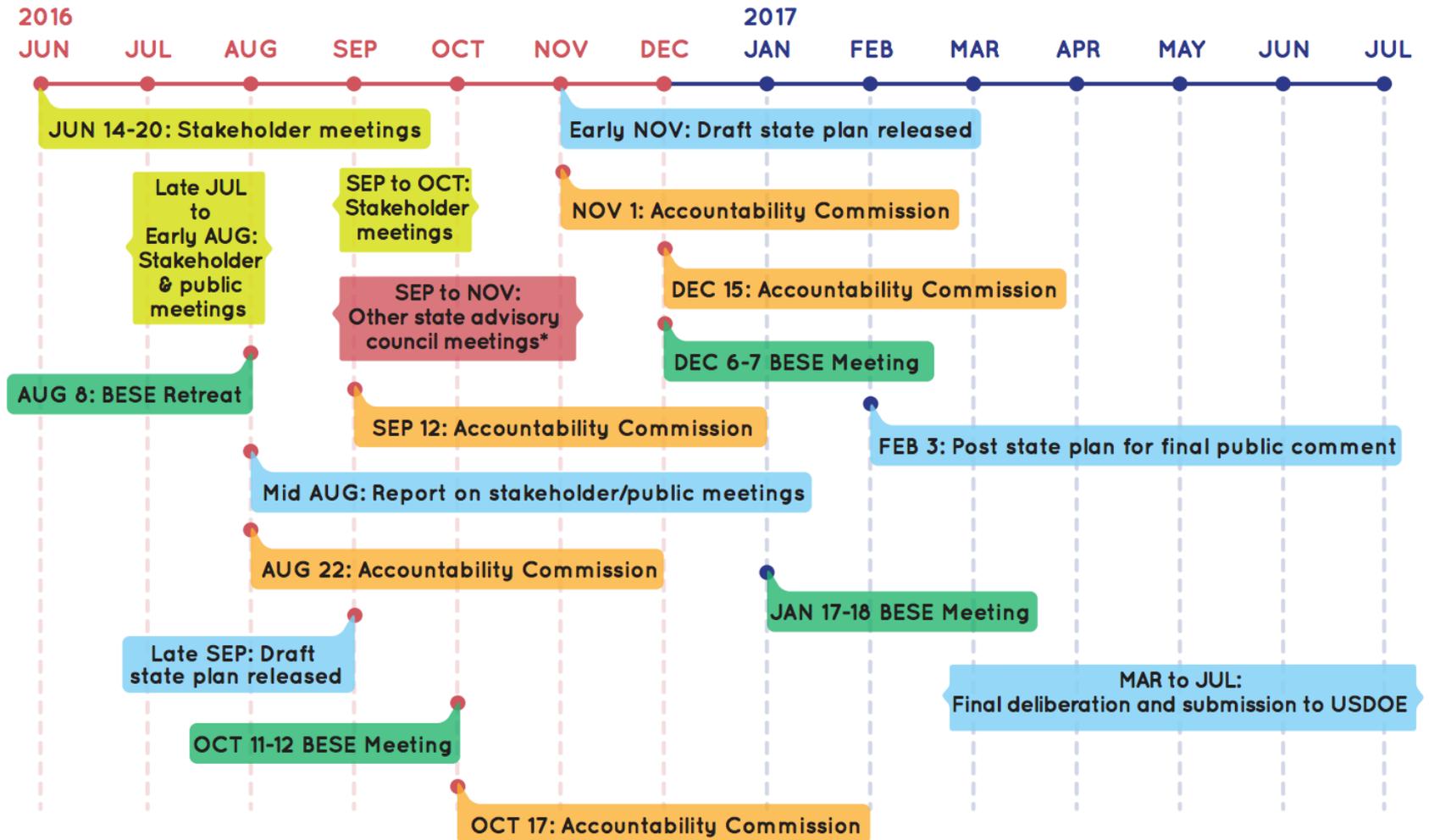
**For Consideration:** Twelve districts are piloting the following K-2 student learning measures in 2016-2017. The pilot results will be analyzed to inform a later recommendation around measurement of K-2 school success.

Indicator	Measure
K Readiness	<ul style="list-style-type: none"><li>• Desired Results Developmental Profile-Kindergarten<sup>®</sup> (DRDP-K 2015) CA DOE/West Ed, or</li><li>• Teaching Strategies Gold<sup>®</sup> Survey</li></ul>
Student Achievement	<ul style="list-style-type: none"><li>• Second Grade Pre/Post Reading and Math Fluency Measures</li></ul>
Instructional Quality	<ul style="list-style-type: none"><li>• CLASS Pre/Post Observations</li></ul>

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# ESSA State Plan Development Timeline



# Upcoming Accountability Commission Meetings

Meeting Date	Purpose
October 17, 2016	<ul style="list-style-type: none"><li>• Continue consideration of proposals</li></ul>
November 1, 2016	<ul style="list-style-type: none"><li>• Consider proposals in total</li></ul>
December 5, 2016	<ul style="list-style-type: none"><li>• Recommend final proposals prior to BESE consideration</li></ul>