Louisiana Believes

Accountability Commission
July 17, 2017

DEPARTMENT of EDUCATION

Agenda

- **2016-2017 LEAP Results and High School Student Outcomes**
- Update on Louisiana's ESSA State Plan
- 2017-2018 Accountability Commission Considerations
- Upcoming meetings

Progress Towards Higher Expectations

Today's results are part of a four-year baseline evaluation of student skills in Louisiana. By 2025, schools rated 'A' in the accountability system's assessment index will average 'Mastery' performance, indicating full readiness for the next level of education.

1999

Grades 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. "Approaching Basic" (level 2) and levels above earn schools performance score points.

2006

Grades 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2014

LEAP assessment measures new standards shared by multiple states, but questions are specific to Louisiana and not comparable to other states.

2015

LEAP assessment measures shared standards; includes only questions shared by other states; results are significantly comparable to other states for the first time.

2016

LEAP assessment measures shared standards, and partially uses state-shared test questions. Test results remain significantly comparable with those in other states. Review of the Louisiana Student Standards completed. State testing reduced to one week; minutes of testing dropped by 38 percent.

2017 TO 2019

LEAP 2025 online assessments for English, math, and social studies. Tests will be Louisiana-specific but English and math tests will remain comparable to other states. Science standards will be reviewed.

2025

Schools earning ratings of "A" will average "Mastery" performance rather than "Basic."

2015-2017 Mastery and Above Growth: ELA, Math and Science

Subject	2015 % at Mastery and Above (all subjects)	2016 % at Mastery and Above (all subjects)	2017 % at Mastery and Above (all subjects)	Growth from 2015 to 2017
English Language Arts	37	41	42	+5
Math	30	34	32	+2
Science	22	24	24	+2

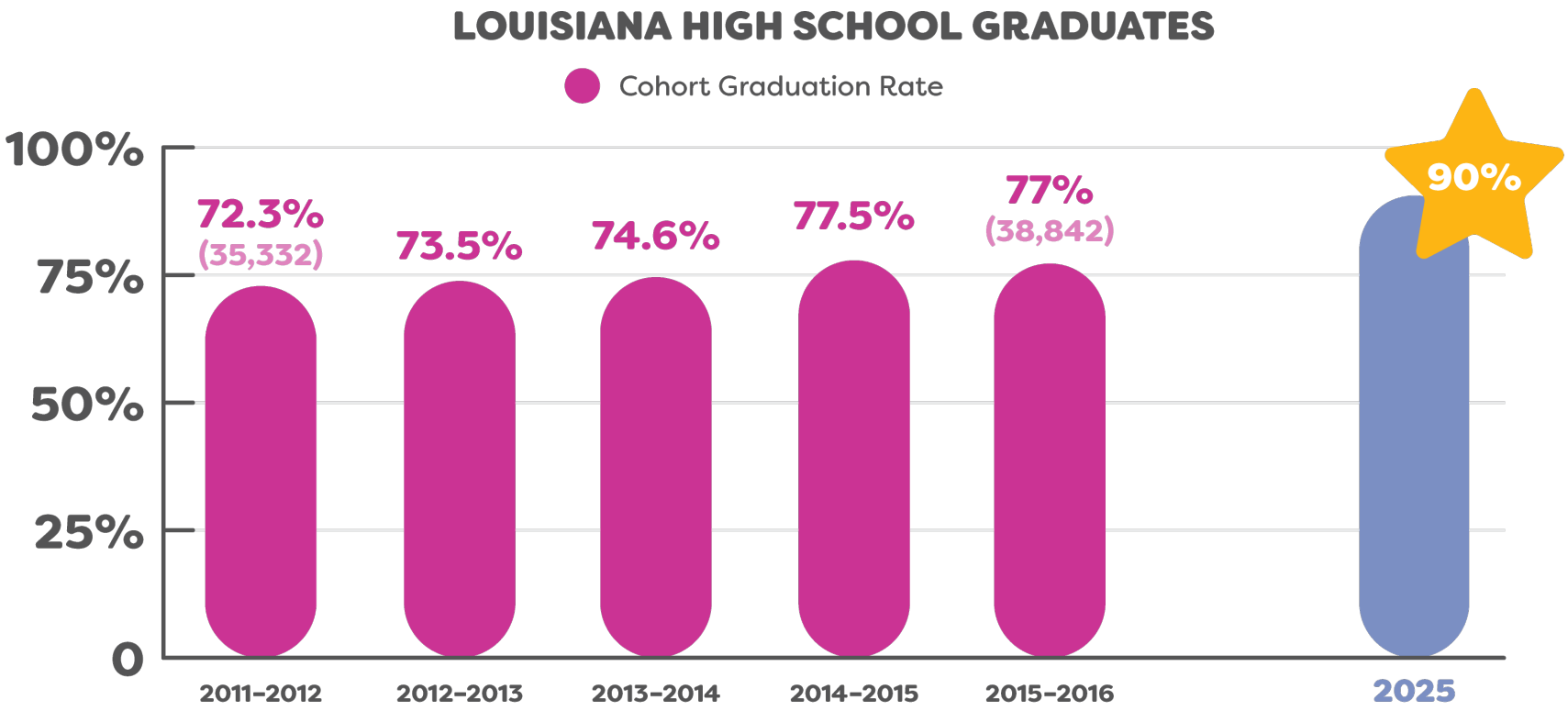
School Systems Improving Over Time

School System	**2015 % Mastery and above** *(all subjects)*	**2016 % Mastery and above** *(all subjects)*	**2017 % Mastery and above** *(all subjects)*	**Growth from 2015 to 2017**
Cameron Parish	28	37	39	**11**
LaSalle Parish	30	35	39	**9**
St. Helena Parish	7	9	16	**9**
St. James Parish	28	32	36	**8**
DeSoto Parish	31	34	38	**7**
Iberia Parish	28	34	35	**7**
Sabine Parish	25	28	32	**7**
Terrebonne Parish	30	34	37	**7**

As Expectations Rise, Gaps Can Widen

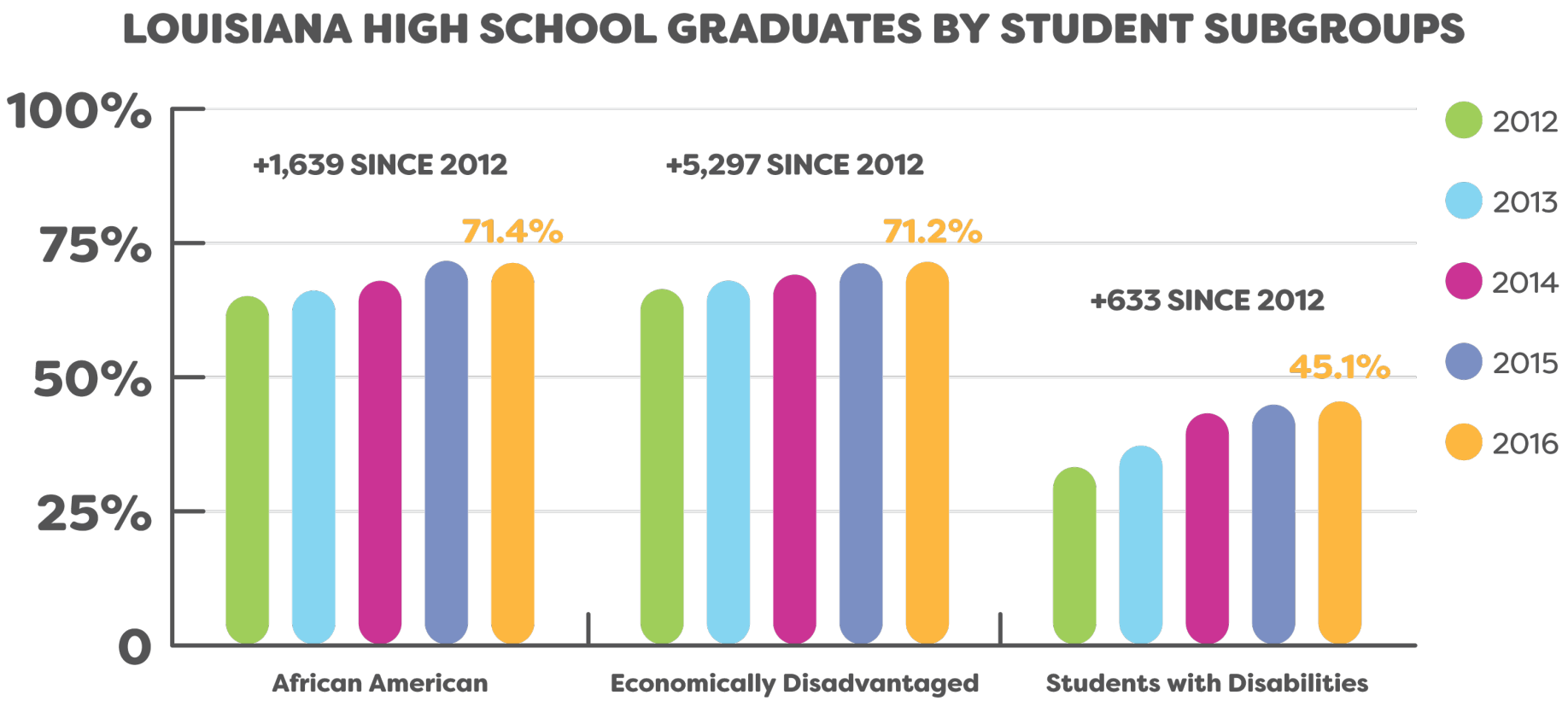
Subgroup	2015 % Mastery and above *(all subjects)*	2016 % Mastery and above *(all subjects)*	2017 % Mastery and above *(all subjects)*	Growth from 2015 to 2017
Not Economically Disadvantaged	48	53	52	4
Economically Disadvantaged	21	25	25	4
Difference	*27*	*28*	*27*	*0*
White	42	45	45	3
African American	17	20	19	2
Difference	*25*	*25*	*26*	*1*
Students without Disabilities	32	35	35	3
Students with Disabilities	9	10	11	2
Difference	*23*	*25*	*24*	*1*
Students without Limited English Proficiency	30	33	33	3
Students with Limited English Proficiency	12	14	13	1
Difference	*18*	*19*	*20*	*2*

Class of 2016: Sustained Increase in Graduates



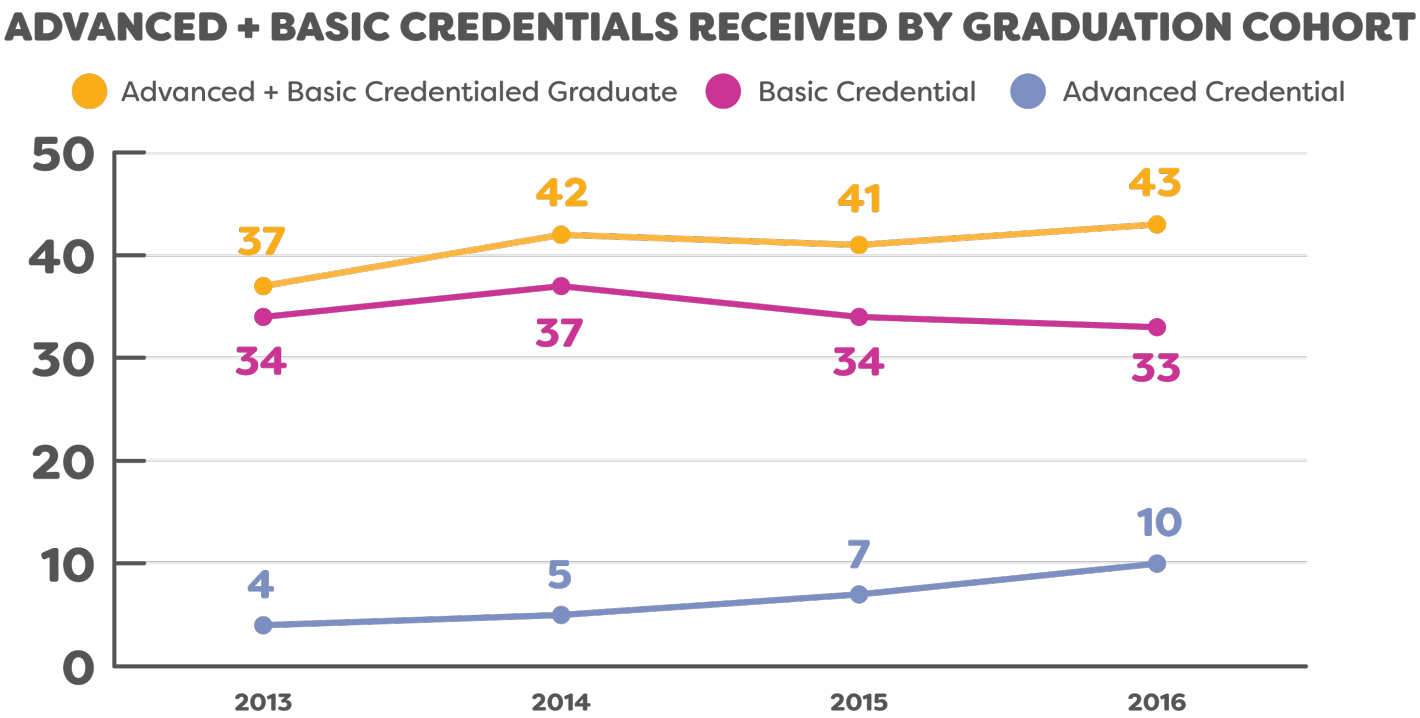
The number of graduates in the class of 2016 is more than 3,500 greater than in the class of 2012.

Class of 2016: Sustained Increase in Graduates



**Over the past five years, the economically disadvantaged definition was adjusted per federal guidance.*

Class of 2016: Increasing Advanced Credentials

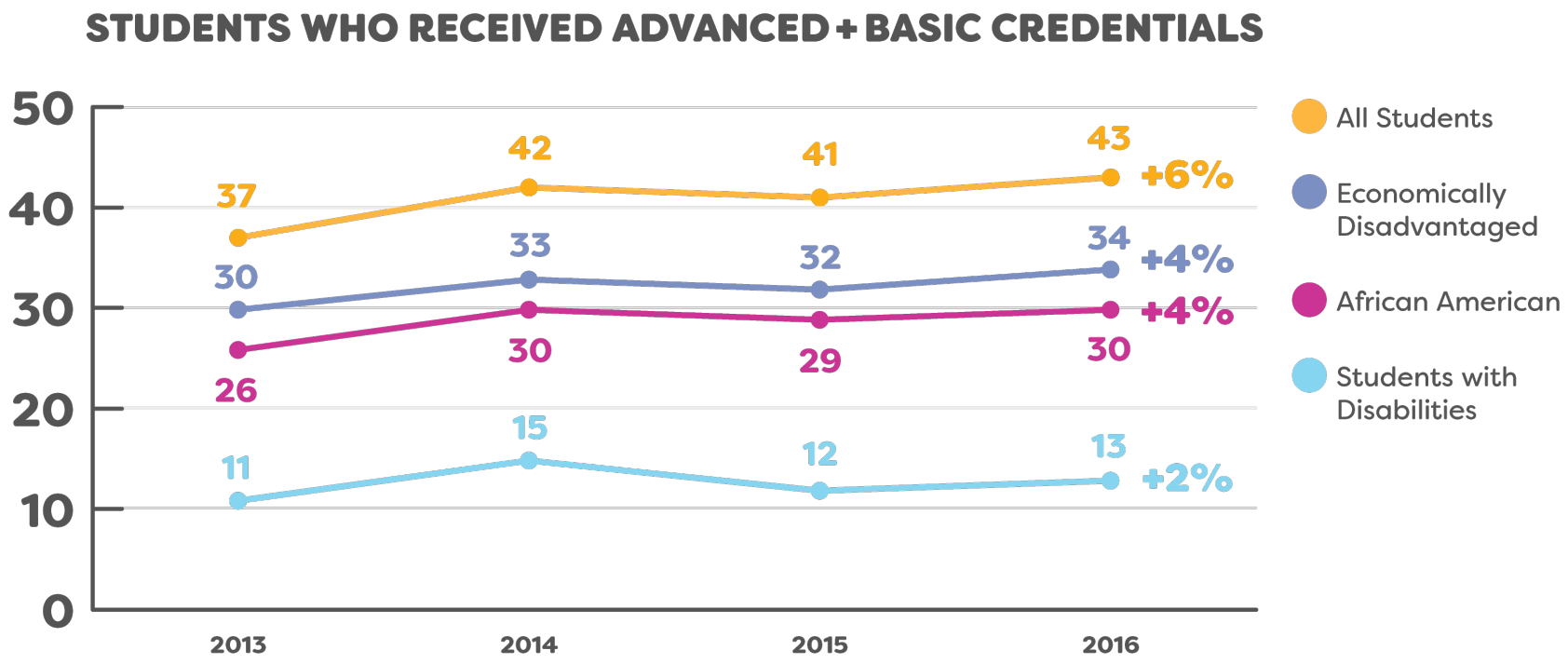


- **3,108** more graduates earned relevant credentials in 2016 than in 2013.
- **3,130** more graduates earned an advanced credential in 2016 than in 2013.

**Beginning in 2015, dual enrollment credits earned must be aligned to TOPS requirements in order to receive credential-level credit.*

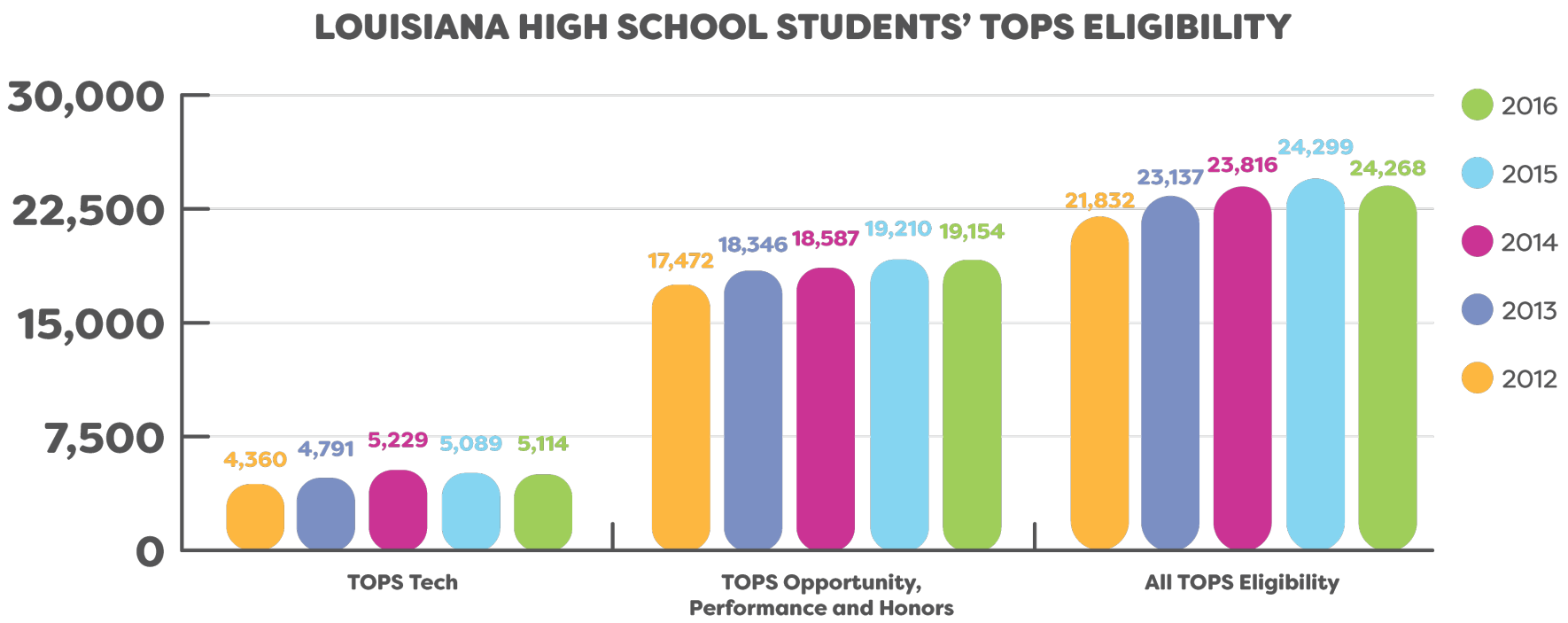
Class of 2016: Increasing Credentials, Gaps Persist

While nearly half of the Class of 2016 earned a credential during high school, this opportunity is not being experienced equally by all students. Historically disadvantaged students have less access to college or career opportunities than their peers.



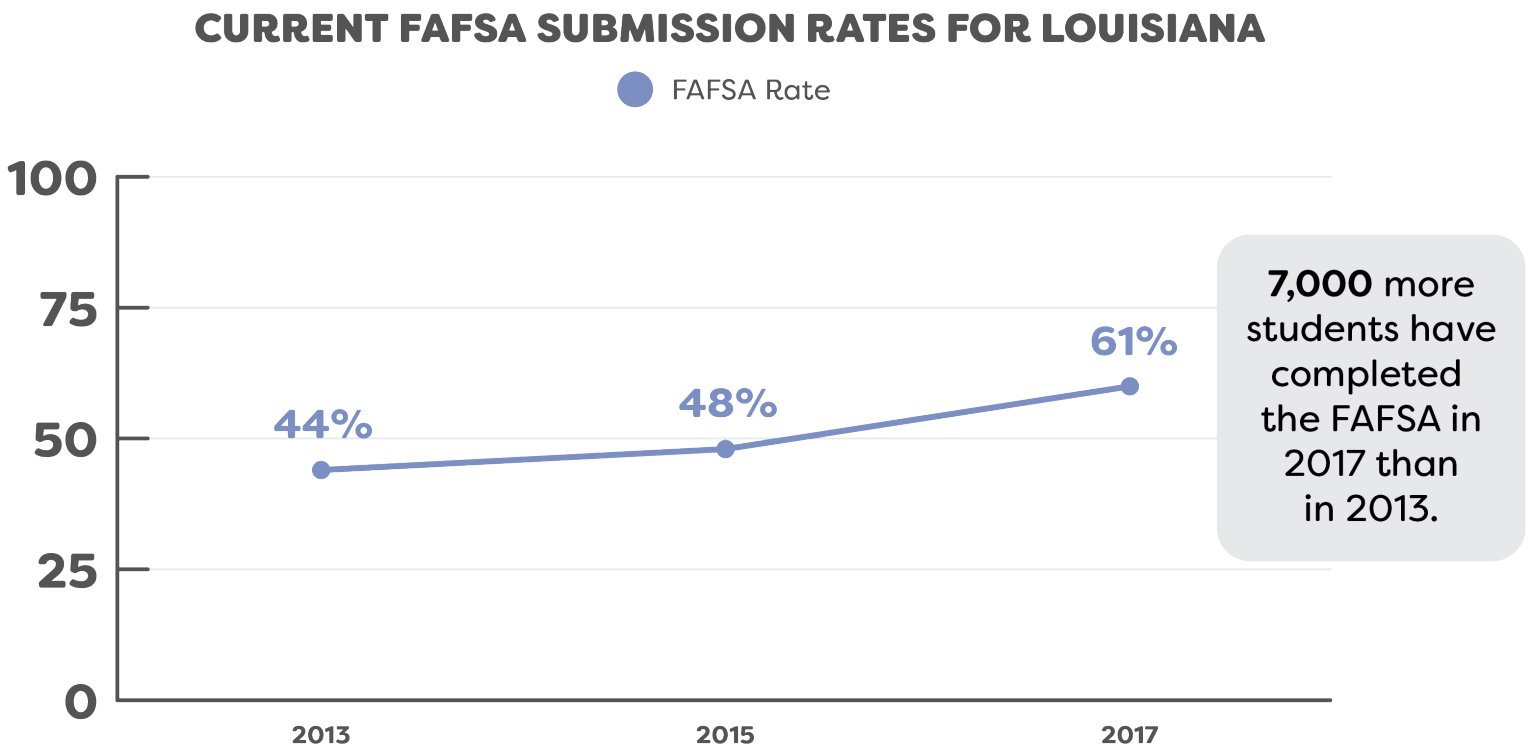
**Beginning in 2015, dual enrollment credits earned must be aligned to TOPS requirements in order to receive credential-level credit.*

Class of 2016: Increasing Access to Financial Aid



Class of 2016: Increasing Access to Financial Aid

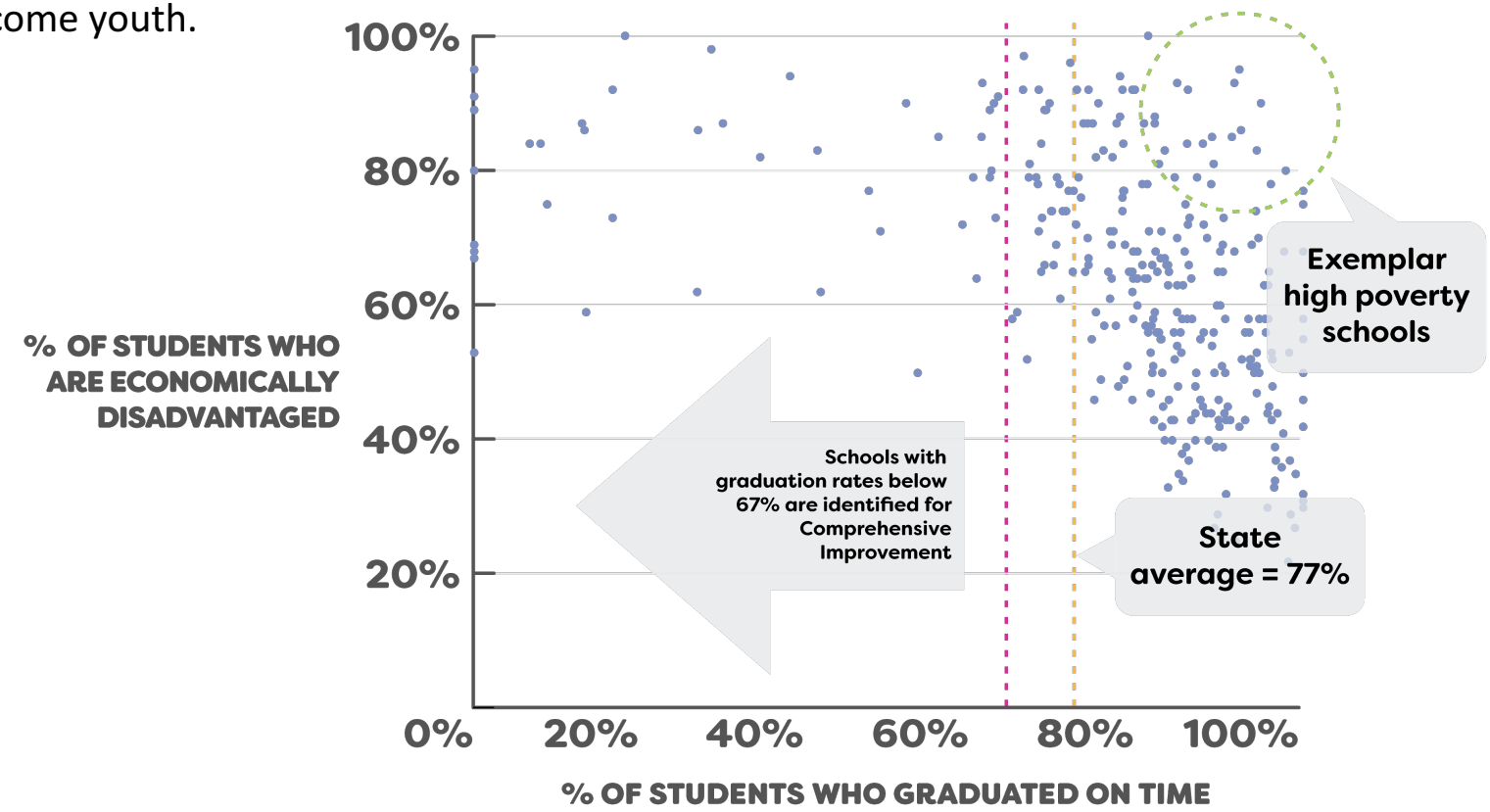
Starting in the 2017-2018 school year, all students that graduate high school will apply for financial aid or decide not to do so.



Class of 2016: Students Not Graduating on Time

While the number of students graduating with a credentialed diploma is increasing, more than 11,000 students in the Class of 2016 did not graduate on time.

This phenomenon is particularly evident in high schools schools serving the highest concentrations of low-income youth.



Agenda

- 2016-2017 LEAP Results and High School Student Outcomes
- **Update on Louisiana's ESSA State Plan**
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- Upcoming meetings

Feedback on Louisiana's ESSA State Plan

- On April 15, following a year of stakeholder engagement and directives received from BESE, the LDE submitted Louisiana's proposed ESSA State Plan to the U.S. Department of Education for review and approval.

- The proposed plan addresses requirements tied to the receipt of federal education funding and sets forth Louisiana's long-term K-12 education plan for increasing student achievement and ensuring equitable student access to a high-quality education.

- Independent organizations have evaluated state plans and issued national reports summarizing their strengths and weaknesses.
- The U.S. Department of Education has begun communicating with states to ask questions and to provide preliminary feedback.

Bellwether Education Partners & Collaborative for Student Success

- High marks in 8 out of 9 areas (ranked at least 4 out of 5)

- **Strengths:** *"Louisiana has a **high-quality plan** that presents a **strong vision** for students in the state, and it sets **high expectations for results**. The state's plan is grounded in strong standards and assessments, it places a strong emphasis on academic proficiency and growth, and its clearly defined school-rating system will ensure that stakeholders, schools, and students will have a clear understanding of how schools are serving all children…. The state's plan goes well beyond the minimal federal requirement to identify low-performing schools, and the state has shown an **impressive commitment to significantly raising its expectations over time**."*

- **Weaknesses:** "*There's some concern that Louisiana does not do enough to flag schools with **subgroups of students who are not well served** by the school…. The state's plan also may not adequately address schools with low-performing student groups that remain low performing over long periods of time, and its **exit criteria for targeted support schools** could allow schools to exit improvement status after only minor improvements in subgroup scores."*

Access the review here

Alliance for Excellent Education

- Rated states on 13 indicators focused on long-term goals, accountability, and support and intervention, using a green-yellow-red dashboard

- **Louisiana was rated green (top rating) in 11 out of 13 categories;** yellow in two categories.

- Indicators rated yellow were the state's proposed method of including English language proficiency in school accountability and the standard for identifying schools in need of targeted support based on subgroup performance.

  - Important to note that Louisiana has taken an unconventional approach to addressing English language proficiency that will more effectively support progress and reflect the extent to which these student populations are present within Louisiana schools

- Called Louisiana's plan **one of the "most promising in the United States"**

Access the review here

USDOE Feedback

- USDOE provided preliminary feedback on Louisiana's ESSA state plan on Friday, June 30.
- Feedback sought clarification and suggested minor adjustments to the categorization of indicators within the accountability system in order to align with specific language in federal law (e.g., academic v. other academic indicator).
- Feedback also addressed programmatic aspects of managing federal programs that serve neglected and delinquent, migratory, and and homeless students, as well as rural schools.
- Response requested by July 17; additional discussions expected thereafter
- Several states are addressing the same issues based on USDOE's interpretation of the federal ESSA law.

USDOE Feedback: Accountability

Feedback	Planned Response
8th grade math assessment exception	Clarify exemption only for 8th grade math
Placement of science and social studies within accountability system	Re-categorize in template; does not change measure
Placement of growth within accountability system	Re-categorize in template; does not change measure
English language proficiency indicator	Clarify proposed method
Interests & Opportunities indicator	Clarify plan and timeline to implement
Weighting of English language proficiency and academic indicators over other indicators	Clarify weightings based on re-categorizations above
Accountability for schools with fewer than 40 units	Clarify that such schools are also eligible for comprehensive/targeted funds
Length of time expected for schools to exit comprehensive and targeted support status	Clarify that schools must meet exit criteria of C or higher letter grade for 2 years
Comprehensive support schools identified for more rigorous interventions	Clarify that comprehensive support schools may become eligible for the RSD after 4 years

Updates on BESE Requests for Further Study

At its March 29, 2017 meeting, BESE requested the LDE to incorporate the following into Louisiana's ESSA state plan following further study:

Request	Status/Outcome
Study access to courses for students in low-income, rural, or struggling schools; as needed, make recommendations in future years for intervention in schools failing to provide course access to students	Preliminary data analyses reveal that economically disadvantaged and racial/ethnic minority students have disproportionally lower rates of access to advanced courses than their peers. Additional information will be provided at the August BESE meeting.
Study and consider the effect on student learning of no longer requiring Biology or U.S. History End-of-Course examinations, presenting findings no later than the June 20-21, 2017, Committee and Board meetings	The LDE studied high school assessment practices of other states and countries, and convened focus groups of teachers, principals, and school district staff. Preliminary recommendations have been to continue biology and pursue replacing US History with Civics. The Commission on Assessment Review and Use in Public Schools will provide further study.
Opportunities indicator should include a menu of means by which schools could demonstrate success; the LDE should convene school system administrators to develop the measures necessary to create this indicator	A workgroup will be convened early fall 2017 to provide recommendations on this indicator for full implementation no later than 2019-2020.

Timeline for Implementing Louisiana's ESSA State Plan

- The LDOE will continue to dialogue with USDOE to address the feedback provided.
- ESSA directs the Secretary of Education to act on state proposed plans within 120 days of submission. Thus, Louisiana can expect a final determination in mid-August.
- ESSA requires many provisions to become effective with the start of the 2017-2018 school year. Specific timelines are outlined within the plan.
- The LDOE will recommend that BESE approve adjustments to state policy (bulletins) to align with the state's plan and with related state laws recently enacted by the Louisiana Legislature.

Policy Updates

BESE regulations will be revised to align with the state's ESSA plan and recently enacted state laws, as follows:

- Bulletin 118 – Assessments
- Bulletin 111 – Accountability
- Bulletin 1566 – Pupil Progression
- Bulletin 130 – Compass
- Bulletin 741 – Miscellaneous references to above policies

Initial revisions are tentatively scheduled to be considered at the August 2017 BESE meeting, barring additional feedback from USDOE that necessitates further development.

Additional updates will be recommended at a later date for items requiring further study and stakeholder engagement.

Policy Updates: Assessments

- Updates to remove outdated language and reflect all assessments aligned to Louisiana Student Standards for all core subjects

- Updates to End-of-Course exams
  - Five achievement levels to mirror grades 3-8
  - Replaces English III with English I

- Updates to reflect new LAA 1 and English language proficiency exams that align to state standards

- Clarify the 30-day window between WorkKeys assessment retests

Policy Updates: Accountability

- Update policy to reflect formula changes as outlined in ESSA plan
  - Academic achievement expectations (what it takes to earn an "A")
  - Measure of student growth in ELA and math
  - Phase in of Interests and Opportunities over time
  - Inclusion of English language proficiency within the SPS formula, as required by ESSA
  - Transition plan that adjusts each index in 2017-2018, but allows gradual transition of overall scale (what earns an "A," "B," etc.) between now and 2025

- Comprehensive and targeted support
  - Comprehensive: Any school rated "D" or "F" in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year
  - Targeted/urgent intervention required: Any school demonstrating subgroup performance (with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be an "F" rating for an entire school population for two consecutive years

Policy Updates: Pupil Progression

- State law and BESE policy recognized that student test results would be delayed during the years in which the state transitioned to new tests.
- For the past three years, 4th and 8th grade promotion requirements have been suspended; however, during that time, BESE permitted students struggling to successfully complete 8th grade to advance to high school through a transitional 9th grade option.
- Unless updated, BESE policy will revert back to previous promotion requirements, which are tied to test results but continue to include a transitional 9th grade.
- In August, the LDE will recommend 4th grade promotion policies to retain LEA flexibility with expectations for supports made available to struggling students.
- Proposed policy will address unique needs of English learners and students with disabilities (eligible per Act 833 of 2014).
- Proposed policy will also increase the ability of LEAs to place struggling students in transitional 9th grade.
- Guidance on Pupil Progression Plans will be provided in newsletter next week.

Policy Updates: Compass

- Likewise, state law and BESE policy recognized that value-added data would be unavailable during the years in which the state transitioned to new tests.
- Value-added data will be available again, beginning with the 2017-2018 school year (summer 2018).
- State law now requires that value-added data comprise 35 percent of total evaluation; remaining 15 percent of student growth portion (50 percent total) will be based on student learning targets.
- The law does not permit adjustments to value-added ratings, as is currently outlined in policy.
- Guidance will be included in Back-to-School materials and will be addressed in upcoming teacher and leader regional collaboratives.

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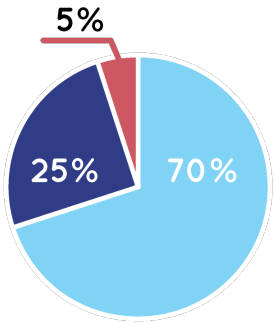
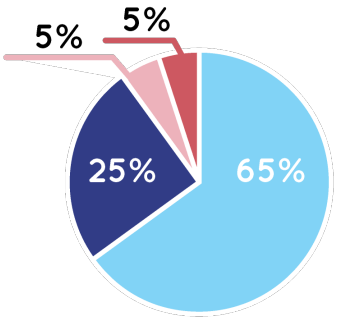
School Performance Score Formulae

Elementary Schools



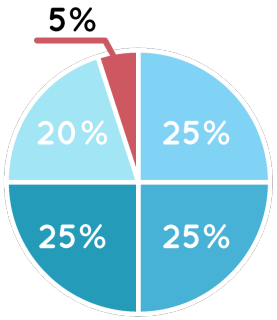
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

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

Improvements to Louisiana's Accountability System

These formulae represent three critical shifts in the design of the accountability system.

1. **Ensuring an "A" in Louisiana's letter grade system signals mastery of fundamental skills.** This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.

2. **Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers.** This growth index will replace the current progress point system.

3. **Expanding the school performance score formula to emphasize interests and opportunities for students, in addition to traditional assessment and graduation outcomes, as five percent of school scores.**

2017-2018 Accountability Commission Policy Considerations

Building on the Commission's work over the past year and the ESSA accountability plan approved by BESE, the Accountability Commission has important policies to consider in the year ahead.

- Interests and Opportunities index
- District-level accountability
- K-2 measurement
- Alternative school measurement
- English language proficiency

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Upcoming Meetings

All meetings will begin at 1pm at the Claiborne Building in Baton Rouge.

- August 28
- September 18