Louisiana Accountability Commission

April 24, 2017

Agenda

- **Meeting Objectives**
- Briefing on ESSA Plan and Timeline
- District Accountability
  - How does Louisiana currently measure school district performance?
  - What other important metrics of success exist for districts and what do those data tell us?
- Next Steps

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.

Objectives

In today's meeting, the Accountability Commission will:

- Receive an update on the accountability provisions in Louisiana's ESSA plan as endorsed and directed for submission by the state Board of Elementary and Secondary Education (BESE) to the U.S. Department of Education

- Receive a briefing on current district-level accountability

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Transition Overview

The Accountability Commission developed a series of proposals for how student achievement and growth should be valued in Louisiana, as well as how Louisiana should transition to the more challenging school rating system over time – ensuring a high bar for students without precipitously dropping scores.

By endorsing Louisiana's draft ESSA plan, BESE accepted the majority of the Commission's recommendations.

However, in response to specific concerns raised, BESE directed the Department to make two changes to framework.

Index Transition

First, beginning in 2018, schools will earn an "A" (100 points) in the accountability formula for students scoring Mastery on LEAP/EOCs, for earning a 21 on the ACT and for a 90% or higher cohort graduation rate. Schools will earn a "C" (70 points) for students scoring Basic on LEAP/EOCs or an ACT/WorkKeys of 18/Silver.

LEAP/EOC Achievement Level	Current	2018 & Beyond
Advanced	150	150
Mastery	125	100
Basic	100	70
Approaching Basic	0	0
Unsatisfactory	0	0

ACT / WorkKeys	Current	2018 & Beyond
0-17	0	0
18/Silver	100	70
19	102.8	80
20	105.6	90
21	108.4	100
24/Gold	116.8	110.2
31/Platinum	136.4	134
36	150.4	150

Letter Grade Scale Transition

Second, individual indices will be updated next year (e.g., Mastery = 100, Basic = 70); however, the overall letter grade scale will be made easier in 2017-2018. The bar for A, B, and C will rise in 2022 and one final time in 2025.

Letter Grade Scale	2018	2022	2025
A	90.0 - 150.0	95.0 - 150.0	100.0 - 150
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

Reporting Growth and Achievement Performance

School report cards will continue to include the overall letter grade, as well as information about performance in each index (e.g., percentage of students Mastery and above, graduation rate percentage).

However, the Department will enhance the report cards in two ways:

1. The report cards will include a letter grade equivalent for the assessment index and the growth index, as if they were their own letter grade.
2. The report cards will include a greater number of metrics through a dashboard format.

Next Steps

1. Receive and respond to feedback from USDOE, and continue dialogue with stakeholders
2. USDOE has 120 days in which to render a decision on Louisiana's proposed plan
3. Conduct study of US History and Biology EOCs by June 2017 BESE meeting
4. Convene Interest and Opportunities workgroup in summer 2017
5. BESE will consider policy updates in June 2017

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School and District Accountability

ESSA obligates states to measure the individual performance of schools primarily on assessments and graduation rates. The Accountability Commission discussed extensively for the past nine months how to meet these obligations in a way that best serves Louisiana's students, including serving two important purposes: first, to motivate and focus educators through clear expectations for student outcomes; and second, to provide accurate information about school quality for parents and other community stakeholders.

In Louisiana, like in many other states, state law also requires that BESE measure, through letter grades, the performance of school districts. However, district leaders' responsibilities and the information stakeholders seek on school districts extends beyond grade 3-10 assessments and graduation rates (e.g., early childhood, postsecondary success of graduates, teacher talent development).

Therefore, in the coming months, the Accountability Commission will consider district ratings and how, if at all, to better represent the comprehensive role of a district.

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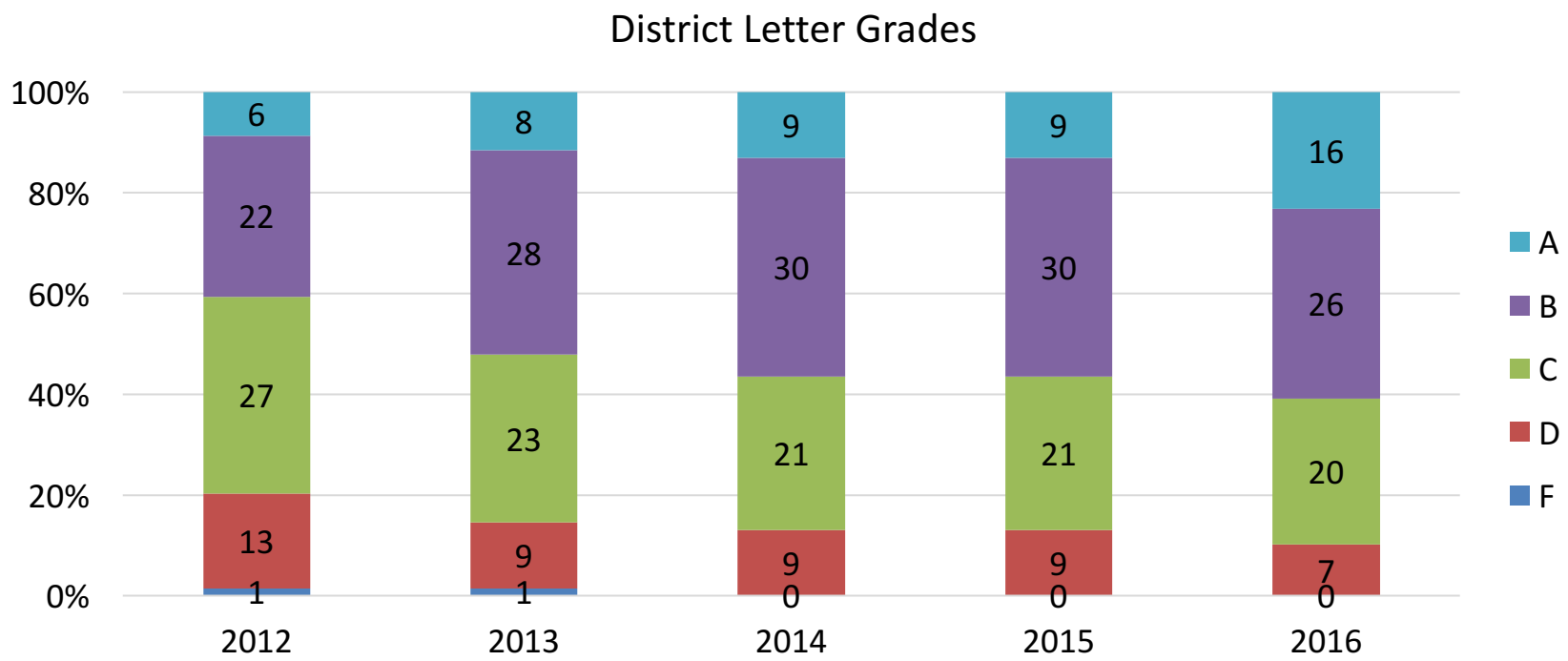
How does Louisiana currently measure district performance?

BESE Bulletin 111 defines the current school district accountability system. Each school district earns a District Performance Score and corresponding letter grade calculated in the same manner as a combination school performance score, aggregating all of the students in the district.



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District Planning Process

The Department has led the district planning process for the last three years, annually producing the District Planning Guide, providing districts with data, and supporting districts through Network teams.

The 2017-18 academic planning process consists of three phases. Each phase comes with resources and supports.

PHASE 1: Reflect & Prioritize	• Use Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance • Prioritize specific improvements for 2017-2018
PHASE 2: Plan & Align Resources	• Create a plan to implement projects and initiatives that will lead to the prioritized improvements identified in Phase 1 • Align the 2017-2018 budget to fund prioritized initiatives and projects
PHASE 3: Communicate Plans	• Share plan with key stakeholders ensuring that each group (e.g. teachers, parents, community members) are clear on how the plan impacts them and the next steps they should take

District Workstreams

- **Early Childhood**
- High Quality Teachers and Leaders
- High School Pathways

Vision for Ensuring Kindergarten Readiness

Information and Choice for Families

Louisiana is unifying the early childhood system, birth to pre-K, so all children are ready for kindergarten.

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

Unified Early Childhood Network In Every Community

Louisiana has a unified network of child care, Head Start and PreK in every community.

Community Networks:

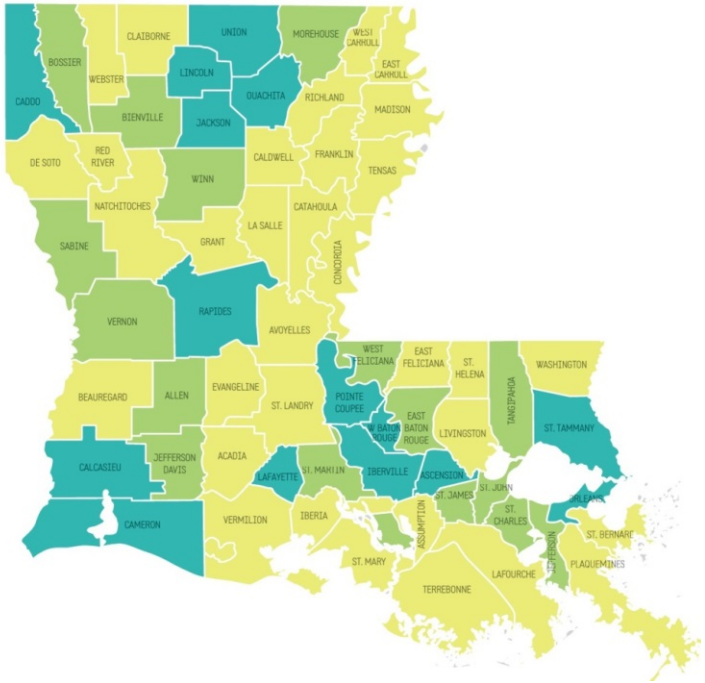
- From 2013-2015, all parishes voluntarily established unified local early childhood networks
- State Board set formal expectations in 2015

Each Community Network:

- Has a lead agency
- Includes all publicly-funded early childhood programs (child care, Head Start, pre-K)

Activities of Each Community Network:

- Account for every birth-to-age-5 at-risk child
- Provide 2 *CLASS* observations per classroom
- Coordinate enrollment to improve process for families
- Request slots as a community based on family demand



Unified Accountability with Incentives and Consequences

Louisiana has fully established a statewide unified rating system to help families choose the best option for their children.

In 2015-2016, Louisiana launched a unified rating and improvement system to:

- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

Louisiana's unified rating and improvement system has two core components:

1. Rating that relates to positive child outcomes

- *Adult-child interactions and instruction, as measured by CLASS; and*
- *Access for at-risk children (Community Networks only).*

2. Information on classroom best practices

- *E.g., using curriculum, assessing children for learning, credentialing of teachers*

Starting in 2016-2017, there are incentives and consequences for performance:

- Tax credits and bonuses have been re-aligned to reward performance and improvement.
- Programs that do not participate or fail to meet minimum standards may lose license or funding.

Ratings Focus on Children's Experiences

Louisiana will continue to evaluate programs based on how children are supported to develop and learn in the classroom.

Louisiana uses CLASS, a nationally-regarded system of measures that

- Assesses children's experience in the classroom, specifically:

Expectation for the Classroom:	PreK Domain	Toddler Domain
Warm, positive environment with trusting relationships	**Emotional Support**	**Emotional & Behavioral Support**
Daily routines are organized and disruptions are minimal	**Classroom Organization**	
Children learn concepts and connect ideas through dialogue and play	**Instructional Support**	**Engaged Support for Learning**

- Correlates with child outcomes
  - *Classrooms that do better on CLASS have better child outcomes*
- Supports teachers by providing useful information for coaching
- Has been validated in thousands of classrooms nationwide
- Widespread support statewide, across programs and regions

Why Interactions and Instruction Matter for Children

Interactions and instruction predict child outcomes.

Research Shows:

- ✓ Children's academic and social growth is predicted by quality of interactions.
- ✓ Children have more academic growth with effective *Instructional Support* and improved social competence and reduced behavior problems with effective *Emotional Support.*
- ✓ Children in classrooms with higher Toddler *CLASS* scores demonstrate better early language skills and reduced behavior problems.
- ✓ Children from low-income families and families with lower levels of education benefit the most and benefits last through later grades.
- ✓ Teachers with varying credentials or degrees (e.g., CDA, AA, BA, MA) can demonstrate effectiveness on *CLASS.*
- ✓ Professional development that enables teachers to see and identify effective interactions results in improved quality of instruction and improved academic outcomes for children.

Practice Year Results: Sites

98% of classrooms were observed using CLASS – one million minutes of insight into how young children are cared for and taught – positioning the state well for 2016-2017.

EARLY CHILDHOOD SITE
2015-2016 • Community Network
Publicly-Funded Children Enrolled

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

AP APPROACHING PROFICIENT 4.11 OUT OF 7

Infants: Yes • **1yr olds:** No • **2yr olds:** Yes • **3yr olds:** No • **4yr olds:** Yes • **Providing Special Education?** No

MEASURES OF CLASSROOM QUALITY
High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

	CLASS MEASURES (1-7 Scale)	SITE	STATE
PREK (3-4 years)	EMOTIONAL SUPPORT	Excellent (6.10)	P (5.57)
	CLASSROOM ORGANIZATION	Proficient (4.60)	P (5.27)
	INSTRUCTIONAL SUPPORT	Approaching Proficient (3.25)	AP (3.37)
TODDLER (1-2 years)	EMOTIONAL & BEHAVIORAL SUPPORT	Proficient (5.60)	P (5.06)
	ENGAGED SUPPORT FOR LEARNING	Approaching Proficient (3.12)	AP (3.28)

U = Unsatisfactory	AP = Approaching Proficient	P = Proficient	E = Excellent
1-2.99	3-4.49	4.5-5.99	6-7

USE OF BEST PRACTICES
This is self-reported information that is not included in the rating.

ASSESSMENT	CHILDREN PER TEACHER	CURRICULUM QUALITY	
ARE TEACHERS MEASURING CHILD PROGRESS?	WILL MY CHILD RECEIVE CLOSE ATTENTION?	WHAT IS THE QUALITY OF THE CURRICULUM?	
		PREK	Infant/Toddler
★★★	★★☆	★☆☆	✕ NONE OR NOT RATED

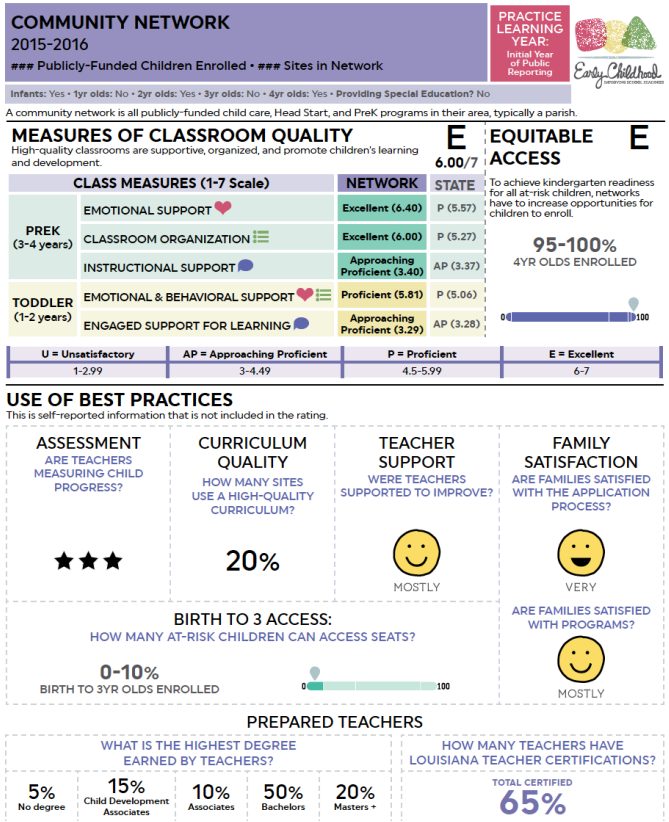
PREPARED TEACHERS

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?					HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS?
5% No degree	15% Child Development Associates	10% Associates	50% Bachelors	20% Masters +	TOTAL CERTIFIED 65%

- The four ratings from high to low are Excellent, Proficient, Approaching Proficient and Unsatisfactory.
- Classrooms scored well on climate and organization.
  - *Classrooms are positive environments where children are supported.*
  - *Classrooms run smoothly with consistent routines and behavioral expectations.*
- Classrooms scored low on instruction.
  - *Learning activities are rote (e.g., naming a letter, color or shape) and rarely encourage analysis and reasoning.*
  - *Young children receive few, if any, opportunities to learn through back-and-forth dialogue and are not encouraged to connect concepts and ideas.*
- Unsatisfactory sites had low scores across the board.

Practice Year Results: Community Networks

91% of community networks scored Proficient using CLASS, while 25% of Community Networks had at least 1 Excellent site.



COMMUNITY NETWORK
2015-2016
Publicly-Funded Children Enrolled • ### Sites in Network

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

A community network is all publicly-funded child care, Head Start, and PreK programs in their area, typically a parish.

MEASURES OF CLASSROOM QUALITY — E — 6.00/7
High-quality classrooms are supportive, organized, and promote children's learning and development.

	CLASS MEASURES (1-7 Scale)	NETWORK	STATE
PREK (3-4 years)	EMOTIONAL SUPPORT	Excellent (6.40)	P (5.57)
	CLASSROOM ORGANIZATION	Excellent (6.00)	P (5.27)
	INSTRUCTIONAL SUPPORT	Approaching Proficient (3.40)	AP (3.37)
TODDLER (1-2 years)	EMOTIONAL & BEHAVIORAL SUPPORT	Proficient (5.81)	P (5.06)
	ENGAGED SUPPORT FOR LEARNING	Approaching Proficient (3.29)	AP (3.28)

U = Unsatisfactory	AP = Approaching Proficient	P = Proficient	E = Excellent
1-2.99	3-4.49	4.5-5.99	6-7

EQUITABLE ACCESS — E
To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.

95-100%
4YR OLDS ENROLLED

0 — 100

USE OF BEST PRACTICES
This is self-reported information that is not included in the rating.

ASSESSMENT: ARE TEACHERS MEASURING CHILD PROGRESS?	CURRICULUM QUALITY: HOW MANY SITES USE A HIGH-QUALITY CURRICULUM?	TEACHER SUPPORT: WERE TEACHERS SUPPORTED TO IMPROVE?	FAMILY SATISFACTION: ARE FAMILIES SATISFIED WITH THE APPLICATION PROCESS?
★★★	20%	MOSTLY	VERY

BIRTH TO 3 ACCESS: HOW MANY AT-RISK CHILDREN CAN ACCESS SEATS?
0-10%
BIRTH TO 3YR OLDS ENROLLED
0 — 100

ARE FAMILIES SATISFIED WITH PROGRAMS?
MOSTLY

PREPARED TEACHERS

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

5% No degree	15% Child Development Associates	10% Associates	50% Bachelors	20% Masters +

HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS?
TOTAL CERTIFIED
65%

- Nearly two-thirds (63%) of Community Networks enrolled 90% or more of the at-risk four year olds in their region in early education programs.
- In 98% of Community Networks, families reported being very or mostly satisfied with early education programs. However, in just 52% of Networks families said they were very or mostly satisfied with the enrollment process.
- The Department is working to support Community Networks and sites to choose and implement quality curriculum.
  - Only 41% of publicly-funded sites used a high-quality curriculum.
  - Only 39% of Community Networks had 75% or more sites using a high-quality curriculum.

District Workstreams

- Early Childhood
- **High Quality Teachers and Leaders**
- High School Pathways

Strengthening the Educator Workforce

A skilled educator workforce is necessary to achieve academic success with students. To this end, school systems and schools create a "talent pipeline" at every level of the system by:

Assessing and addressing workforce needs, particularly in high-need schools, as portrayed in annually released educator workforce reports. This includes decisions relative to compensation, placement, and tenure.

Establishing and/or expanding teacher preparation partnerships that:

- Meet identified workforce needs, as portrayed in annually-released educator workforce reports;
- With preparation partners, establish yearlong teaching residencies in which aspiring teachers train alongside expert mentor teachers.

Identifying excellent teachers to serve as mentor teachers, who are prepared to support aspiring and new teachers.

Strengthening the Educator Workforce

The District Educator Workforce Report, an annual report, provides district leaders with a data to support decisions regarding teachers and leaders in their district.

Data in the Educator Workforce Report provides data related to:

Recruiting and hiring	• Percentage of teachers who are uncertified or teaching out of field, by subject area, particularly in high-need schools • Partnerships with teacher preparation programs
Evaluating results	Teacher success rates by subject area, using value-added measures
Compensating teachers and school leaders	Compensation trends for teachers with consistently effective results with students and for teachers and school leaders in high need areas and schools
Retaining, promoting, and granting tenure	• Teacher retention trends; • Leadership pipeline trends, including the results of those who are identified for leader roles. • Teachers on track to earn tenure

Recruiting and Hiring

This table depicts teacher shortages, as shown by the number of teachers who are uncertified or who are teaching at least one class out-of-field.

TEACHER CERTIFICATION STATUS* 2016-2017			
	Number of Teachers	Percentage of Teachers Out-of-field** or Uncertified	
STATE	40,120	8,588	21%
Top Quartile	17,270	2,257	13%
Bottom Quartile	8,108	2,752	34%

**Does not include charter schools.*
***A teacher who holds a valid teaching certificate, but does not hold the certification area for their teaching assignment in at least one class.*

Evaluating Results

This table depicts teacher results with students, as measured by an objective metric – transitional student growth data.

TRANSITIONAL STUDENT GROWTH DATA (TSGD) OF TEACHERS IN 2015-2016					
	Number of Teachers with TSGD*	Ineffective		Highly Effective	
STATE	9,709	937	10%	2,084	21%
Top Quartile	1,332	73	5%	383	29%
Bottom Quartile	906	138	15%	123	14%

**Those with TSDG results include only teachers in the grades and subject areas listed below:*

4th – 8th grades *English Language Arts, Math, Science, Social Studies (No TSGD results for Social Studies, as this test was piloted last year)*

Up to 9th grade *Algebra 1*

Up to 10th grade *Geometry*

Evaluating Results

This table shows the percentage of teachers with consistently strong – and consistently weak – results with students.

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE TRANSITIONAL STUDENT GROWTH DATA			
	Number of Teachers with three years of TSGD*	Highly Effective	Ineffective
STATE	6,128	302	46
Central	549	23	6
Northern	1,410	47	8
Southeast	2,365	136	7
Southwest	1,527	76	16

**Includes teachers with transitional student growth data results in:*

4th – 8th grades	*English Language Arts, Math, Science, Social Studies (No TSGD results for Social Studies, as this test was piloted last year)*
Up to 9th grade	*Algebra 1*
Up to 10th grade	*Geometry*

Retaining, Promoting, and Granting Tenure

This table shows departure trends for Louisiana's novice teachers; those with five years of experience or less in the classroom.

TEACHERS WITH 0-5 YEARS OF EXPERIENCE DEPARTING FROM DISTRICTS IN 2014-2016			
	Number of Teachers Departing	Teachers with 0-5 Years of Experience	
STATE	20,651	8,047	39%
Top Quartile	4,576	1,293	28%
Bottom Quartile	6,269	2,935	47%

Departing teachers include teachers who were employed as teachers at the end of one academic year and who were not employed as teachers at the beginning of the next academic year.

- Districts in the top quartile have the lowest percentages of novice teachers departing
- Districts in the bottom quartile have the highest percentages of novice teachers departing

District Workstreams

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High School Pathways

The greatest factor in both the growth of Louisiana's economy and the ability of the state's high school graduates to become productive citizens will be the skills with which young people are equipped. While most jobs do not require a four-year college degree, high-growth, high-wage jobs in Louisiana almost always require education after high school.

Postsecondary education provides expansive opportunities across a wide range of career paths and interests. Regardless of the area of study, completion of even some college makes a person more likely to secure a job with a living wage.

Together with district and school leaders, the Department has worked on establishing two equally-valued high school pathways:

- TOPS University: Students earn the credits necessary to enter a four-year college or university, and often pursue college-level coursework (AP, IB, dual enrollment, CLEP) while still in high school.
- Jump Start: Students are prepared to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors.

Demonstrating Success

TOPS University	TOPS Tech Jump Start
• A diverse array of college-level courses offered • Students participating in and earning college credit through Advanced Placement, International Baccalaureate, and Dual Enrollment courses	• Quality Jump Start Pathways offered • Industry Based Certificate (IBC) attainment aligned to High Wage/High demand sectors • Students completing a Jump Start internships/apprenticeships • Teachers earning advanced credentials

Post-Secondary success, including students entering college or a high-wage career and the students attaining post-secondary financial aid.

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Upcoming Meetings

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

- *May 15 (Canceled)*
- June 12
- July 17
- August 28
- September 18