

Louisiana Accountability Commission
November 1, 2016

Agenda

- Objectives
- Elementary/Middle School Formula
- Timeline and Next Steps

Objectives

In today's meeting, we will:

- Continue consideration of accountability proposals to establish ambitious 2025 goals, to reward progress, and to incorporate a non-assessment measure of school quality and student success

Accountability Commission Recommendations

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

What does the Accountability Commission do?

The Accountability Commission meets regularly to study and make recommendations to the LDE and BESE regarding school, district, and state accountability.

In the past, the Commission has made recommendations on a wide range of pressing issues related to Louisiana's teacher, leader, school, and district accountability systems, such as:

- The school and district accountability formula and star rating system
- Policies for the transition to higher academic expectations
- Revisions to Louisiana's teacher evaluation system (Compass)

Today, the Accountability Commission is tasked with considering recommendations to LDE and BESE on the timeline and benchmarks needed to gradually raise the standard for student proficiency such that the average student in a school or district with a letter grade of "A" achieves at least "mastery" on state assessments, per Bulletin 111—*The Louisiana School, District, and State Accountability System*, as well as other adjustments to the elementary and middle school formula for school performance scores, per ESSA.

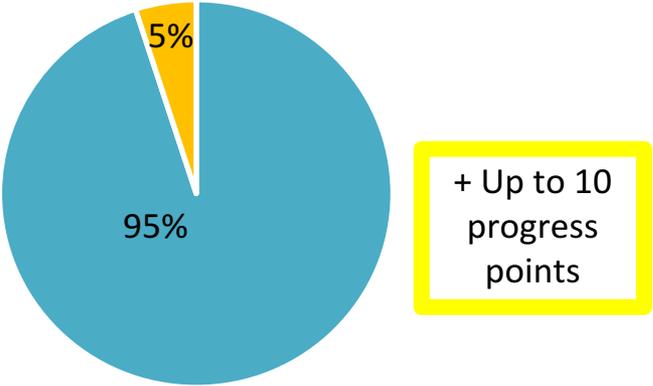
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Elementary/Middle School Student Growth Index

2016-2017 and before:

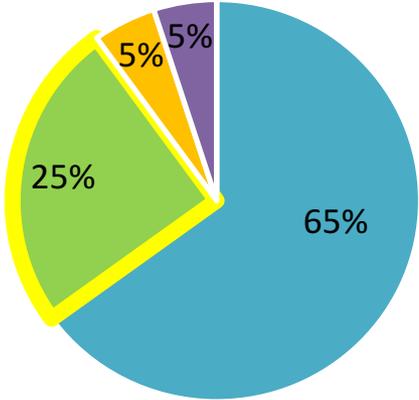
Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Student Growth Index
- Dropout Credit Accumulation Index
- Leading Indicators

Student Growth in Accountability

Across the country, states have included student-level growth in school accountability for many years. 32 states and the District of Columbia have a student growth indicator, and 12 states weight student growth as 50% or more of school ratings. States weight growth from 10% to 68% of school scores, with an average of 45% in elementary/middle school and 30% in high school accountability.

Over the summer, stakeholders expressed support for an accountability system that recognizes school performance as well as progress. Specifically, we heard a desire for a measure that is:

- An index within a school's score
- Includes all kids
- Weighted more heavily than Progress Points

Louisiana's draft ESSA framework introduces that schools would be rated based in part – 25 percent of the score – on the rate of annual progress all individual students make in their fundamental academic skills, no matter how high or low their ultimate performance. This element replaces the “progress points” that today are added to schools' scores but are not a core performance score index.

Student Growth School Accountability Calculations

How we measure, scale, and score student growth matters. Four main approaches to rating schools on student growth are as follows.

A: Achievement Level Growth

- Measures students moving up one or more achievement levels

B: Percentage of Students Exceeding Growth Expectations

- Measures the percentage of students who exceed growth expectations

C: Student Growth in Percentiles

- Measures the amount of growth each student makes in a year

D: Median of Student Growth in Percentiles

- Measures the median amount of growth all students make in a year

Student Growth Measure Priorities

All four approaches require trade-offs. Each approach can be evaluated against the growth measure priorities.

1. Accurately captures and differentiates student-level growth.
2. Easily understood by parents, teachers, and school leaders.
3. Reasonably stable over time.
4. Low correlation to students' race/ethnicity and household income.

Student Growth Measure Priorities

Growth Measure Priorities	A: Achievement Level Growth	B: % of Students Exceeding Growth Expectations	C: Student Growth in Percentiles	D: Median Student Growth in Percentiles
Accurately captures and differentiates student-level growth	No, rewards students “on the bubble” while not capturing growth of other students	Somewhat, does not capture <i>how much</i> students grow	Yes, differentiates based on how much students grow (e.g., schools rewarded more for students who grow significantly v. only slightly)	Yes, differentiates based on how much students grow (e.g., schools rewarded more for students who grow significantly v. only slightly)
Understood by parents, teachers, and principals	Yes	Mostly, percentage is easily understood	Mostly, percentiles are generally understood (e.g. height/weight percentile)	Limited, calculation is most complicated and only school-level
Stable over time	Mostly	Somewhat	Mostly	Somewhat
Low correlation to race/ethnicity and income	No	Yes, growth expectations are relative to similar students	Yes, student growth scores are relative to similar students	Yes, student growth scores are relative to similar students

Alternatives within Calculations

Measuring Growth of High Achieving Students

- In any of the four options, students who maintain a score of Advanced/Level from one year to the next may receive the same as the highest growth score.

Accounting for Volatility

- Volatility in school-level results could be minimized by averaging student growth scores over two or more years. In models, this significantly reduces volatility in school results from one year to the next.

A: Achievement Level Growth

How is it calculated?

Students earn points if they maintain or increase their achievement level from the prior year. Points vary based on prior year achievement level.

How do schools earn points?

Schools earn points based on each student's prior and current achievement level. Example below.

Prior Year Level	Current Year Level				
	1	2	3	4	5
1	0	100	150	150	150
2	0	50	100	150	150
3	0	0	50	100	150
4	0	0	0	100	150
5	0	0	0	0	150

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 4.4 points on the growth measure from 2013-2014 to 2014-2015
- No sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, nor from the highest to lowest rating
- 79% of sites stayed in the same rating category from one year to the next

B: Percentage of Students Exceeding Growth Expectations

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. Students “exceed growth expectations” if they score above their expected score.

How do schools earn points?

Schools earn points based on the percentage of students exceeding growth expectations.

On average, 50% of students statewide will exceed expectations. In the index shown to the right, schools with average growth results earn a 75 (C) rating.

The index increases by three points for each percentage point increase in students exceeding targets (e.g., 50% = 75, 51% = 78).

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 17.8 points on the growth measure from 2013-2014 to 2014-2015
- 2% of sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, and just 2% of sites moved from highest to lowest rating
- 39% of sites stayed in the same rating category from one year to the next

% Students Exceed Growth Targets	Index Points
≥75%	150
58%	99
50%	75
41%	48
<25%	0

C: Student Growth in Percentiles

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked by subject from the 1st to 99th percentile.

How do schools earn points?

Schools earn points based on each students' growth percentile. One possible index is shown to the right, which has five levels like our assessments. Students who perform about as expected (41-60th percentile) earn 100 points.

How much do results vary from year to year (using two-year averages)?

- On average, schools swung 7.1 points on the growth measure from 2013-2014 to 2014-2015
- 1 site in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2014-2015, and none moved from highest to lowest rating
- 64% of sites stayed in the same rating category from one year to the next

Student Growth Percentile	Growth Label	Index Points
81-99 th percentile	Advanced	150
61-80 th percentile	Mastery	125
41-60 th percentile	Basic	100
21-40 th percentile	Approaching Basic	50
1-20 th percentile	Unsatisfactory	0

D: Median Student Growth in Percentiles

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked statewide from the 1st to 99th percentile.
4. Lastly, the median of all student growth percentiles in a school is calculated.

How do schools earn points?

Similar to model B, schools earn points based on their median percentile. In the index shown to the right, schools with average growth results earn a 75 (C) rating.

The index increases by three points for each percentage point increase in students exceeding targets (e.g., 50% = 75, 51% = 78).

How much do results vary from year to year (using two-year averages)?

- On average, schools swung 15.1 points on the growth measure from 2013-2014 to 2014-2015
- 2% of sites in the lowest rating (0-49.9) in 2014 moved to the highest rating (100-150) in 2015, and 1% of sites moved from highest to lowest rating
- 45% of sites stayed in the same rating category from one year to the next

Median Student Growth Percentile	Index Points
≥75th percentile	150
58th percentile	99
50th percentile	75
41st percentile	48
<25th percentile	0

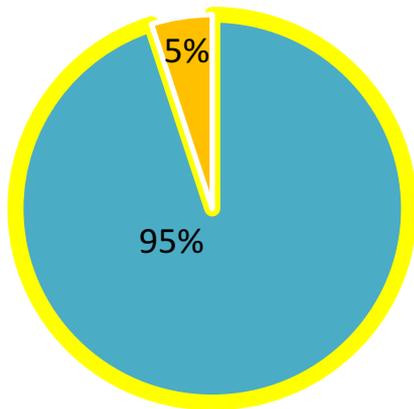
Student Growth Measure Priorities

Growth Measure Priorities	A: Achievement Level Growth	B: % of Students Exceeding Growth Expectations	C: Student Growth in Percentiles	D: Median Student Growth in Percentiles
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Understood by parents, teachers, and principals	Yes	Mostly, percentage is easily understood	Mostly, percentiles are generally understood (e.g. height/weight percentile)	Limited, calculation is most complicated and only school-level
Stable over time	Mostly	Somewhat	Mostly	Somewhat
Low correlation to race/ethnicity and income	No	Yes, growth expectations are relative to similar students	Yes, student growth scores are relative to similar students	Yes, student growth scores are relative to similar students

Grade 3-8 Assessment Index

2016-2017 and before:

Elementary/Middle Schools (with Grade 8)

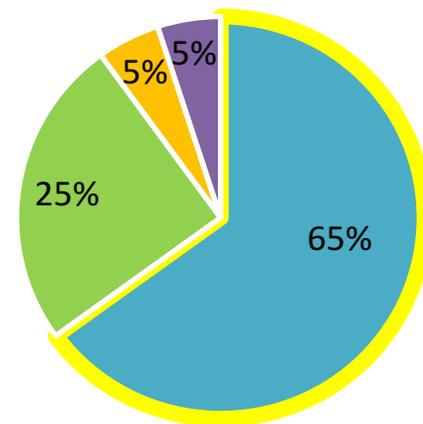


+ Up to 10 progress points

- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Progress Index
- Dropout Credit Accumulation Index
- Leading Indicators

Grade 3-8 Assessment Index

Measure	Current “A” Standard	Framework 2025 “A” Standard	Current % of Score	Framework % of Score
Student achievement on annual ELA, math, science and social studies assessments	Basic or above	Mastery or above	95-100%	65-70%

- Mastery (Level 4) comparable to 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.
- Since Louisiana began assessing all students in 1999, the percent of students scoring “Basic” or above has increased 15 percentage points in 4th grade ELA and 34 percentage points in 4th grade math.
- 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.

Grade 3-8 Assessment Index

2016-2017

Performance Label	Index Points
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0



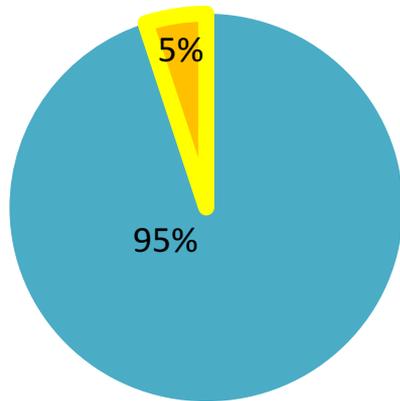
Proposed 2017-2018 and Beyond

Performance Label	Index Points
Advanced	150
Mastery	100
Basic	50
Approaching Basic	0
Unsatisfactory	0

Dropout Credit Accumulation Index (DCAI)

2016-2017 and before:

Elementary/Middle Schools (with Grade 8)

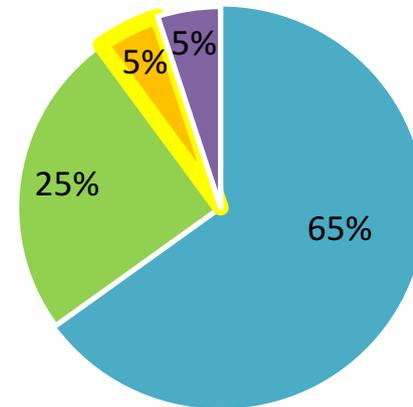


+ Up to 10 progress points

- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

Elementary/Middle Schools (with Grade 8)



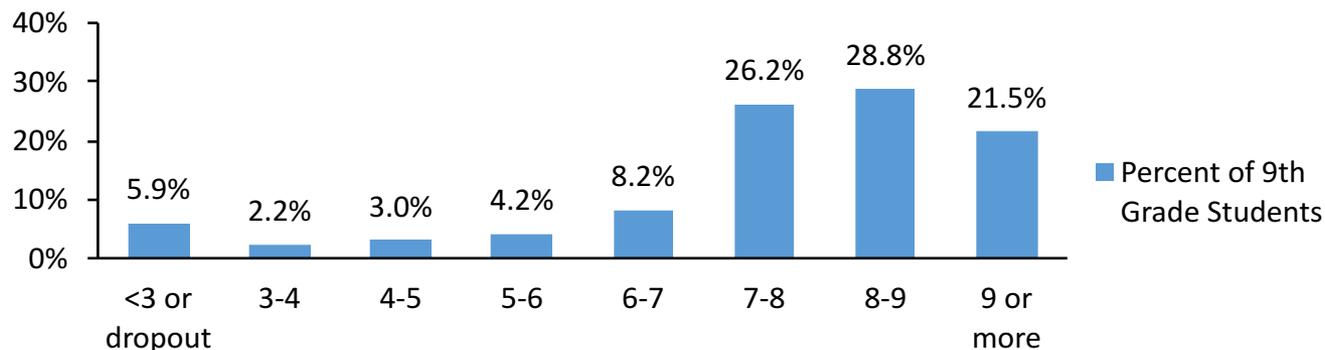
- Assessment Index
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Dropout Credit Accumulation Index (DCAI)

Measure	Current "A" Standard	Proposed 2025 "A" Standard	Current % of Score	Framework % of Score
9 th grade credit accumulation	5 or more credits	6 or more credits	5%	5%

- Feedback from the field revealed concerns that measuring only TOPS-aligned course credits in 9th grade would negatively impact schools serving students with disabilities and those in transitional 9th grade, creating a disincentive to provide students with remediation when needed.
- Students are required to earn 23 credits for a Jump Start diploma and 24 credits for a TOPS University diploma.

Credits Earned by 9th Grade Students



Dropout Credit Accumulation Index

2016-2017

Carnegie Units	Index Points
6 or more	150
5.5	125
5	100
4.5	75
4	50
3.5	25
3 or less	0
3rd year 8th grader	0
Dropout	0



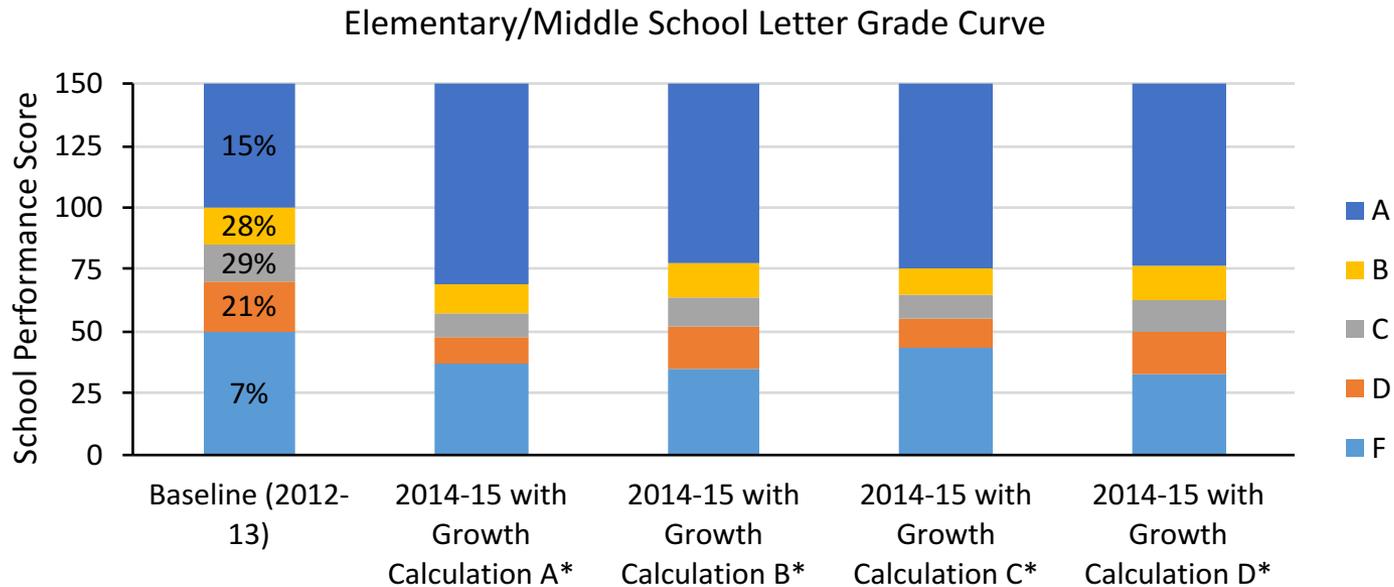
Proposed 2017-2018 and beyond

Carnegie Units	Index Points
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
3rd year 8th grader	0
Dropout	0

Transition to 2025

In order to ensure a fair representation of school improvements, the 2025 policies could go into effect in 2017-2018. However, the state would put in place a transition policy to protect school letter grade results, even as expectations for students increase.

The state could continue to require that the distribution of school letter grades – A, B, C, D, F – be no lower than it was in 2013 when the transition to higher standards began. Therefore, even if schools fall short of numeric targets initially, they will not lose ground in the letter grade system.

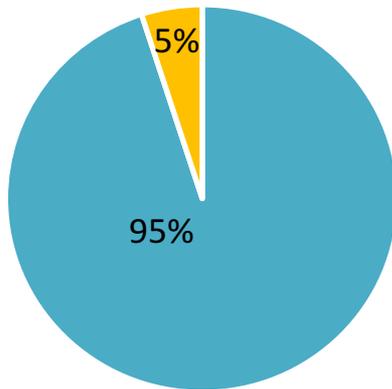


*Assumes all schools earn full points on Leading Indicators

Leading Indicators

2016-2017 and before:

Elementary/Middle Schools (with Grade 8)

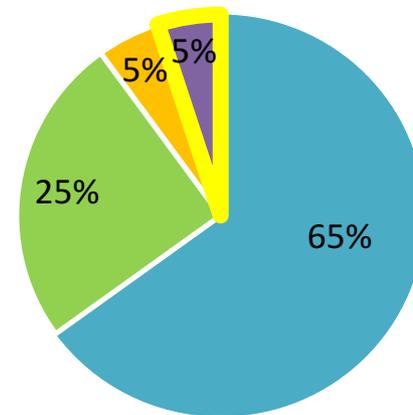


+ Up to 10 progress points

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Framework 2017-2018 and beyond:

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ESSA on Including a Non-Assessment Measure

ESSA requires that states include at least one non-academic indicator of school quality and student success that is valid, reliable, comparable, and statewide (ESSA § 1111 (c)(4)(B)). In making annual determinations, unlike the non-academic measure, the academic indicators must be given “substantial weight” and “in the aggregate, much greater weight” than the other indicator(s) (ESEA § 1111 (c)(4)(C)).

The draft regulations further address the school quality and student success indicator, proposing that it:

- Must be different from other indicators in state’s accountability system
- Cannot change the status of identified schools without significant progress on at least one other indicator
- Progress must be likely to increase student achievement or high school graduation rate
- Must aid in the meaningful differentiation of schools

Leading Indicators in Accountability

Schools and districts could earn up to five percent of a school's score for demonstrating evidence of "leading indicators" of success in addressing the core challenges identified by school and district leaders based on data.

Leading indicators are qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.

Research-Based

- These indicators constitute research-based practices likely to produce positive long-term results.

School and School System Flexibility

- Schools and school systems analyze past results to determine the key area requiring significant improvement, from a list of five potential options statewide.

Fairness Across the System

- The state audits outcomes.
- An independent review panels of content experts will validate sampled results.

Implementation Timeline

Timeline	Action
Fall/Winter 2016	Independent review committees design rubrics for each area
Spring 2017	Pilot rubrics in select schools
Summer 2017	Report on pilot results, refine rubrics, and release guidance for 2017-2018
2017-2018	Learning year with all schools reporting results, but no accountability
Spring/Summer 2018	Report on learning year results and finalize policies
2018-2019	Full implementation

Examples of Leading Indicators

Challenges	Leading Indicators
Mastery of Fundamental Skills	<ul style="list-style-type: none"> • Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels. • Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.
Serving Historically Disadvantaged Students	<ul style="list-style-type: none"> • Qualitative: A plan for appropriate and high quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited. • Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.
Fair and Equitable Access to Enriching Experiences	<ul style="list-style-type: none"> • Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, while high schools will do so in access to a wide range of Jump Start pathways and early college coursework. • All schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in reduction in out-of-school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.

Examples of Leading Indicators (cont.)

Challenges	Leading Indicators
<i>Struggling Schools</i>	<ul style="list-style-type: none"> • Qualitative: A comprehensive plan for school turnaround, including actions and indicators across all challenge areas, that is developed jointly with one or more partner organization with a demonstrated a track record of success in school improvement.
Celebrating and Strengthening the Teaching Profession	<ul style="list-style-type: none"> • Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. • Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.

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Upcoming Public Meetings

Date	Meeting	Location
November 1	Public Feedback Meeting	Bossier City
November 2	Superintendents' Advisory Council	Baton Rouge
November 3	Special Education Advisory Panel	Baton Rouge
November 4	Public Feedback Meeting	New Orleans
November 7	Public Feedback Meeting	Opelousas
November 16	Special Education Advisory Panel	Baton Rouge
November 16	Early Childhood Advisory Council	Baton Rouge
December 5	Accountability Commission	Baton Rouge
December 6-7	BESE Meetings	Baton Rouge

Visit www.louisianabelieves.com/essa for additional information.

Email thoughts and ideas directly to the Department at essalouisiana@la.gov.

Appendix

ESSA Plan Development

- This summer, the Department began a year-long process of developing its plan in compliance with the federal Every Student Succeeds Act (ESSA).
- From June through August, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana through ESSA. For a full list of organizations and groups, visit the [Department's ESSA website](#).
- All feedback collected from these meetings was captured in the [ESSA Listening Tour Feedback Report](#).
- Based on feedback heard during the listening tour and analysis of statewide student performance, the Department then released a [draft ESSA framework](#) to provide the general public with examples of what policies, supports, and resources could be used to address the state's biggest education challenges.

Purpose of Framework

The draft framework is an outline for public consideration and comment. It continues a statewide dialogue about Louisiana's ESSA plan and is intended to surface questions and new ideas.

The framework is grounded in a cycle of activities of goal setting, measuring outcomes, and planning for the use of federal funds.

- **Goal Setting and Measuring Outcomes:** The first step in the cycle calls on all schools and school systems to set goals based on a shared system of measurement and accountability. Every school and school system will be rated based on its performance within the shared framework.
- **Using Federal Funds:** In order to achieve strong results within the proposed framework, schools and schools systems will not only set goals, but also annually submit plans for spending federal funds on academic strategies. The success of Louisiana's plan will be dependent upon the extent to which school and school system spending plans represent a true attempt at systemic change.

Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement that will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

Reviewing the Framework

Each challenge area within the framework is broken down into five categories of information:

- **Leading indicators:** Qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.
- **Long-term indicators:** Quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials.
- **State support:** Depicts specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans.
- **School system plans and school plans:** Actions school and district leaders can take in developing and implementing their plans for improvement and spending federal funds.
- **Families in ESSA:** Information, guidance, and decisions in which parents should partake in order to assist in each child's growth.

Challenge: Mastery of Fundamental Skills

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels. • Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.
Long-Term Indicators	<p>Throughout elementary, middle, and early high school, students will demonstrate “mastery” of core academic content in order to ultimately achieve:</p> <ul style="list-style-type: none"> • A statewide high school graduation rate of 90 percent by 2025; • An average ACT score of 21 by 2025; and • Postsecondary success as indicated by completion of university or technical credentials.
State Support	<ul style="list-style-type: none"> • Reducing testing: one-week per student for state testing, and removing duplicative high school tests • Provide schools with a series of “check-up” tests that are aligned to the standards
School & School System Plans	<ul style="list-style-type: none"> • Schools set annual goals that align with each element of the accountability system
Families in ESSA	<ul style="list-style-type: none"> • Enhanced reporting and guides for parents that detail specific reading, writing, mathematics, and critical thinking skills in which students excelled or struggled

Challenge: Reducing Achievement Gaps

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: A plan for appropriate and high-quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited. • Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.
Long-Term Indicators	<ul style="list-style-type: none"> • Student growth accounts for 25% of a school’s rating in order recognize and incentivize growth for all students. • Each subgroup of students in a given school will receive its own performance score and rating so that achievement gaps are addressed with urgency.
State Support	<ul style="list-style-type: none"> • Schools needing “targeted” support for student subgroups will develop plans for improvement and be supported through curriculum, assessment and professional development resources, and/ or external expert partners • Grants for “targeted support” will be provided to schools in amounts of up to \$50,000 annually.
School & School System Plans	<ul style="list-style-type: none"> • Districts will submit plans that include performance goals for subgroups of struggling students in every school, and identify district- and school-level approaches to identifying and diagnosing student specific needs, and identifying approved outside partners to support the process.
Families in ESSA	<ul style="list-style-type: none"> • The state will provide parents accurate and instructive reports on individual student skills throughout a child’s public education process

Challenge: Fair Access to Enriching Experiences

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of school discipline, reduction in chronic absenteeism, and access to daily, high quality physical activity and nutritional options. High schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.
Long-Term Indicators	<p>Louisiana will provide to schools and school systems an annual series of reports on the postsecondary success and economic productivity of their graduates as a group, as well as increased postsecondary success recognition within the accountability system (e.g., associate degree in high school)</p>
State Support	<p>Louisiana will continue to bolster state support through BESE policies or legislation for non-traditional coursework and experiences (e.g., arts, STEM, Jump Start)</p>
School & School System Plans	<ul style="list-style-type: none"> School districts will be able to use federal funds to support plans to expand access to critical courses and experiences. Louisiana will set aside statewide Title I funds so that schools can provide families with choices of expansive courses and experiences through a new Direct Student Services (DSS) program. DSS allows three percent of Title I funding to be reserved for innovative courses, services, and experiences.
Families in ESSA	<p>Schools choosing to participate in DSS will be able to apply for competitive funding for courses and experiences not otherwise offered at the school that parents seek for their students. Courses and experiences will align with the specific goals they are working on to address the needs of low achieving students.</p>

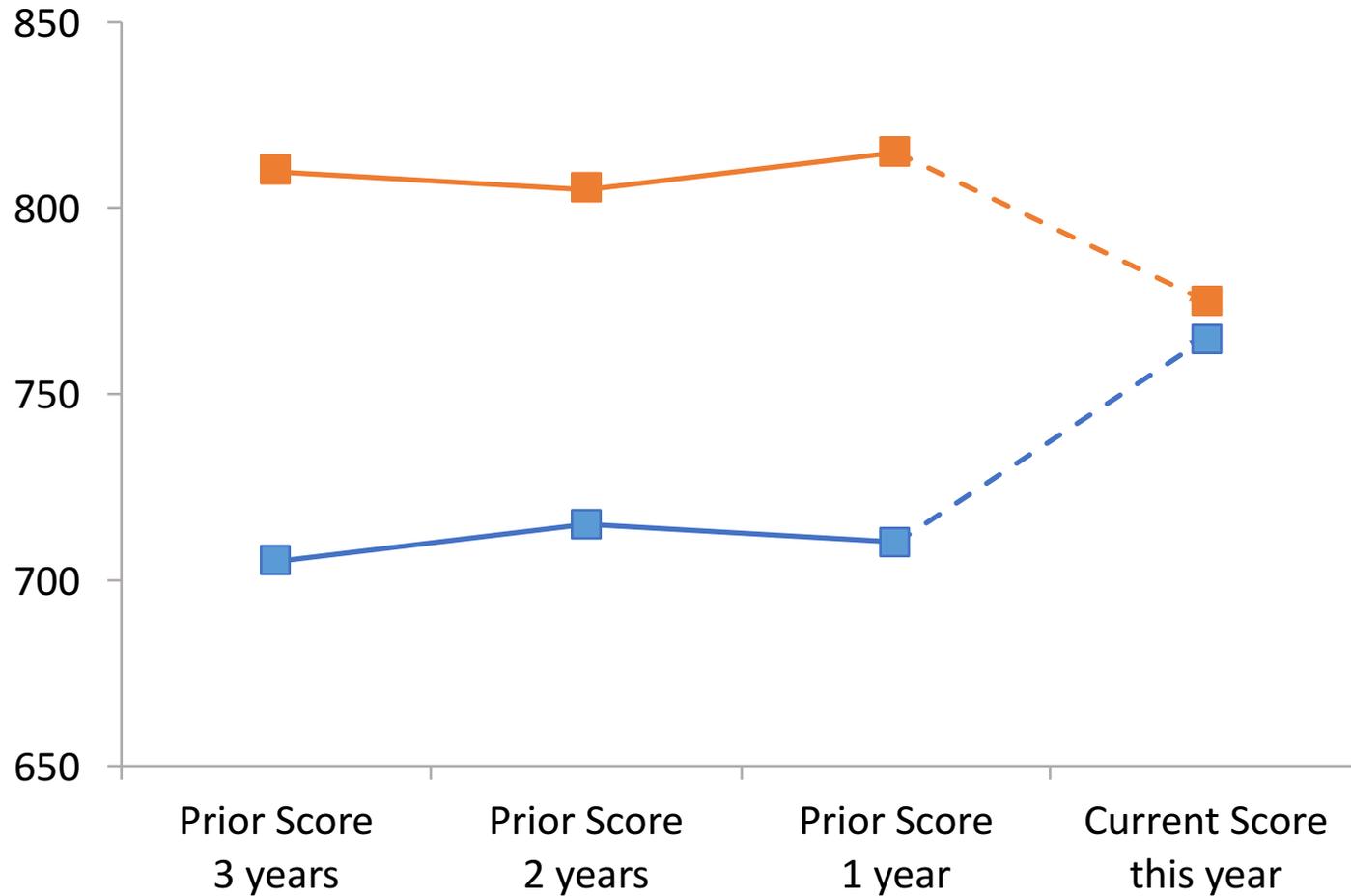
Challenge: Support for Struggling Schools

Category	Draft Framework
Long-Term Indicators	<ul style="list-style-type: none"> Any school rated 'F' based on results in either of the two preceding school years will be determined as in need of comprehensive support. Schools unable to make progress after comprehensive support has commenced will be eligible for significant state monitoring. If these strategies do not work, schools rated an 'F' for four consecutive years will become eligible for inclusion in the Recovery School District.
State Support	<ul style="list-style-type: none"> Louisiana will write its approach for comprehensive support in partnership with school systems and external organizations. The Department will first issue an RFI from school improvement providers in order to identify and catalogue those with a strong track record of school improvement. Then it will invite qualified groups to meet with Louisiana school systems likely to have schools on the comprehensive support list to brainstorm on ideas for improvement. Finally, it will solicit thoughts from school system leaders on the models and organizations they believe are most promising for persistently struggling schools and include them in the draft ESSA plan.
School & School System Plans	<p>School systems and schools in need of comprehensive support will build a plan for school turnaround in partnership with one or more of the organizations that have demonstrated a track record of success in supporting school improvement.</p>
Families in ESSA	<p>Louisiana's annual reporting will help parents to determine whether a school is academically high-achieving and whether students in the school typically make significant academic progress. Those families in schools rated 'F' will continue to have access to alternative educational options.</p>

Challenge: Strengthening the Educator Profession

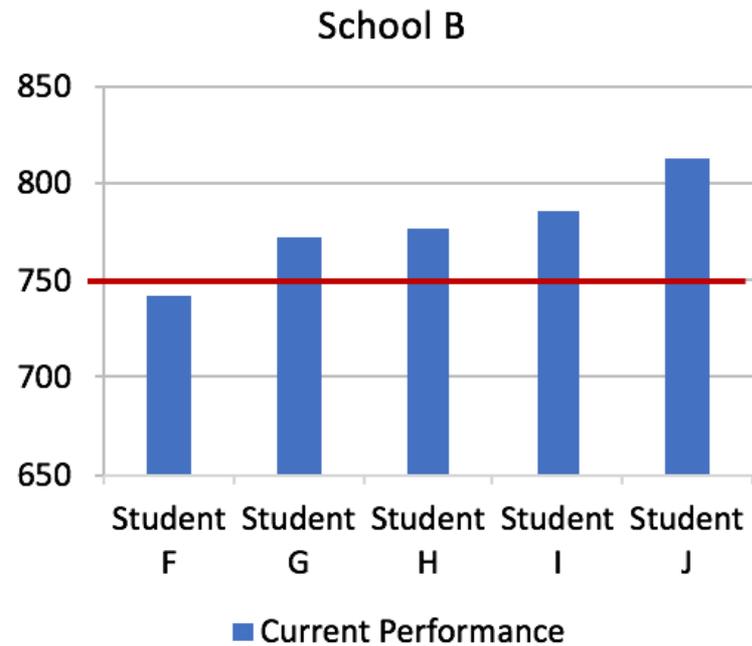
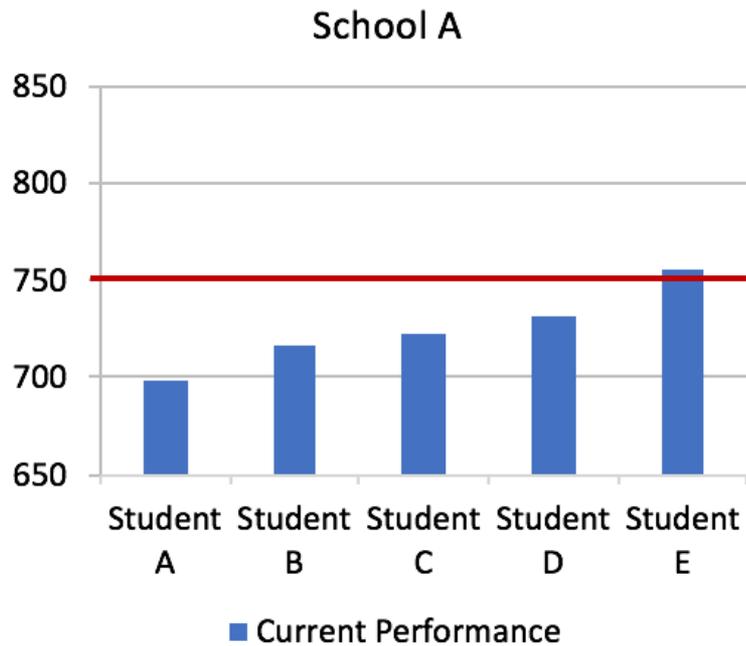
Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. • Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.
Long-Term Indicators	<ul style="list-style-type: none"> • The Educator Workforce Report will provide school system and school leaders with detailed information on the distribution of effective educators, their tenure status, their compensation, and the opportunities for advancement that await them.
State Support	<ul style="list-style-type: none"> • Certifications and funding to support stipends for teacher residents and mentor teachers. • Doubling the number of Louisiana Teacher Leaders and increasing access to superintendent and principal fellowships.
School & School System Plans	<p>Title II plans will provide a means for school systems to report on their approach to strengthening their educator pipeline and identify evidence that will be used to gauge success.</p>
Families in ESSA	<p>Louisiana will continue to report on teacher results at the school and district level. Parents and community members will also have access to information about the extent to which students in schools with high percentages of economically disadvantaged students or students of color are taught by qualified, effective teachers.</p>

Which student had the “better” year this school year?



Achievement Measures

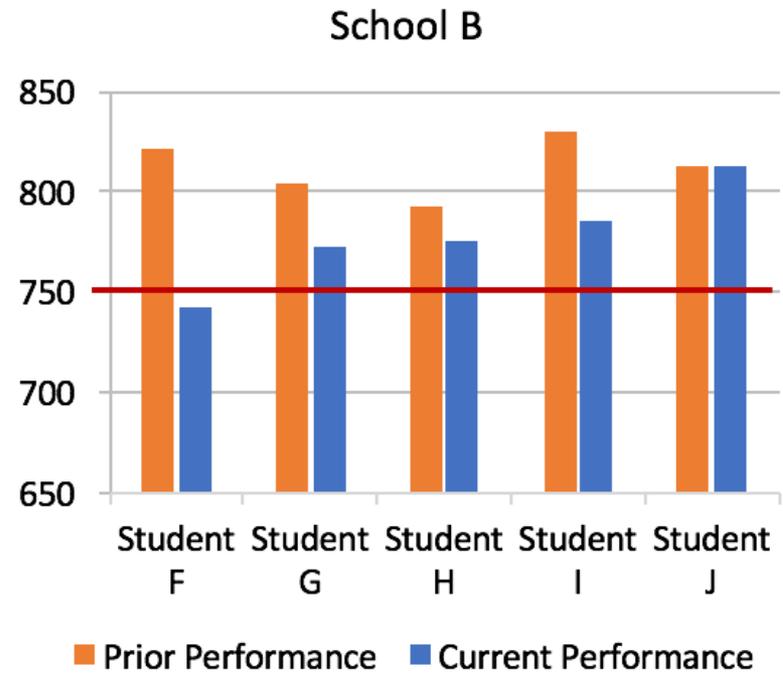
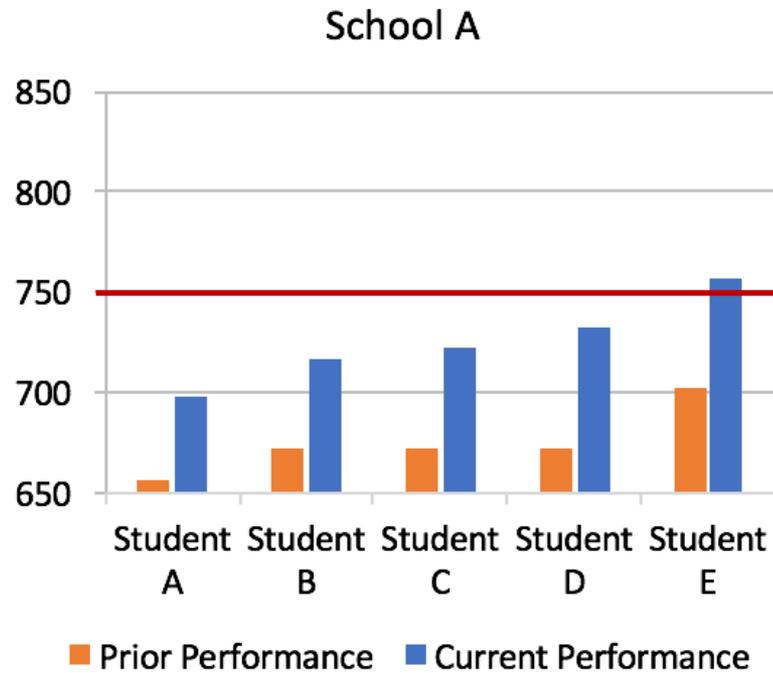
Based on this information alone, which schools' students had a better year?



— Mastery

Growth Measures

With this additional information, which schools' students had a better year?



Achievement and Growth

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%