

# Louisiana Believes

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**Accountability Commission  
September 21, 2020**

# 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.

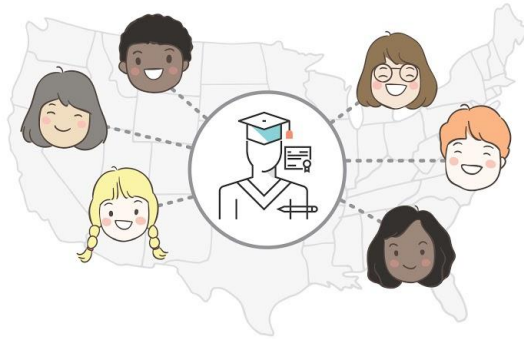
As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Every day in Louisiana, educators are committed to making sure that all students and schools have the opportunity to grow and thrive.

By 2025, Louisiana's K-12 education system will...



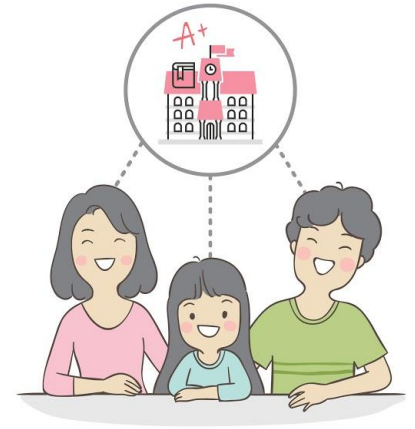
ensure students are ready for the next level of study,



give all students access to the same opportunities as their peers across the country,



require comprehensive support for struggling schools and groups of students, and



provide families and communities with an accurate picture of school, center, and system performance and quality.

# Louisiana's Accountability System

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

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

# Louisiana's Accountability System

## WHAT DOES IT TAKE FOR A SCHOOL TO EARN AN "A" IN LOUISIANA?

### Student Performance on State Assessments:

Students are achieving **"Mastery" or higher** on state assessments.



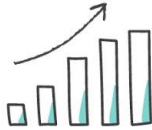
### ACT:

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



### Student Progress:

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



### Strength of Diploma:

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



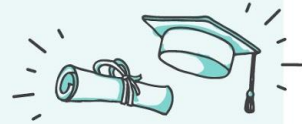
### Dropout Credit Accumulation Index:

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



### Cohort Graduation Rate:

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



# Agenda

- 2020 Accountability Release
- Student Growth
- Upcoming Meetings

# Relevant Background

- On March 13, 2020, Louisiana Governor John Bel Edwards signed a [proclamation](#) closing all schools statewide.
- On March 20, 2020, the U.S. Department of Education approved Louisiana's [waiver request](#) of assessment, accountability, and reporting requirements under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.
- As a result of both of these actions, Louisiana did not require standardized testing for the 2019-2020 school year.
- Additionally, BESE Bulletin 111, Section 4501 and 4503 provides for a one-year waiver of school and district performance scores and letter grades for schools closed from disaster for 18 or more consecutive days. The waiver is limited to the year in which the disaster occurred.

# 2019-2020 School and District K-12 Accountability Results

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

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





# Mockup of Louisiana School Finder Disclaimer

The screenshot shows the Louisiana School Finder interface for Alligator Elementary School. At the top, there is a navigation bar with a link to '< Back to School Finder'. The school name 'ALLIGATOR ELEMENTARY SCHOOL' is prominently displayed, with a dropdown menu set to 'Kindergarten-12'. Below this, the 'K-12 REPORT CARD GRADE' is shown as 'B', with other options A, C, D, F, and T. A navigation menu includes 'ABOUT OUR SCHOOL', 'ACADEMIC PERFORMANCE', and 'SCHOOL SPENDING'. A grey banner contains a disclaimer: 'Due to COVID-19, accountability results were not calculated for the 2019 – 2020 school year. For available data from the 2019 – 2020 school year, please visit the [LDOE Data Center](#).' The main content area is titled 'OVERALL PERFORMANCE' and features a large 'B' in a blue circle representing the '2018-2019 LETTER GRADE'. A green bar below the grade indicates the school is a 'Top Gains Honoree >'. A link to 'Download PDF Report Card' is also visible.

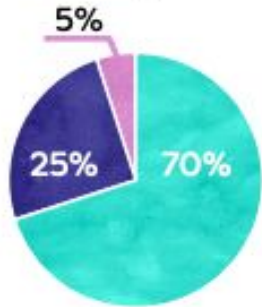
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# School Performance Score Formulae

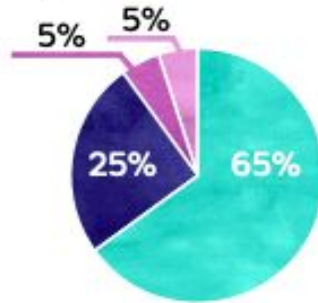
SPS is reported on a scale from zero to 150, and is measured by how well schools perform on the following indices.

### Elementary Schools



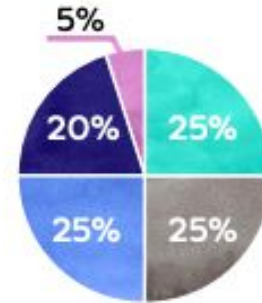
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

### Elementary/Middle Schools (with Grade 8)



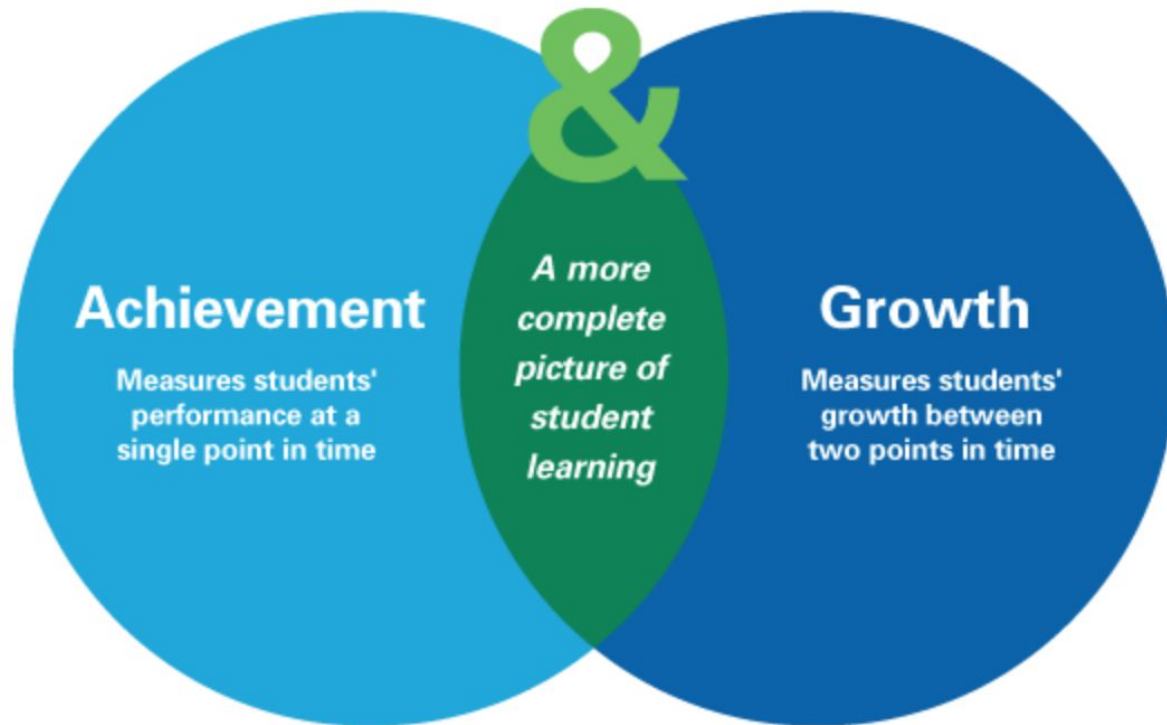
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

### High Schools



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

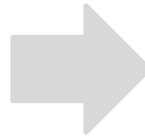
# Why Measure Student Progress?



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

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

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



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

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

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

# What is “VAM”?

The value-added model (VAM) measures students’ success compared to similar peers year to year. The *term value-added* refers to the difference between achievement that is predicted for the student and the actual value that is earned by the student.

The VAM predicts how well students will perform on the test in comparison to their peers with similar prior test scores and background.

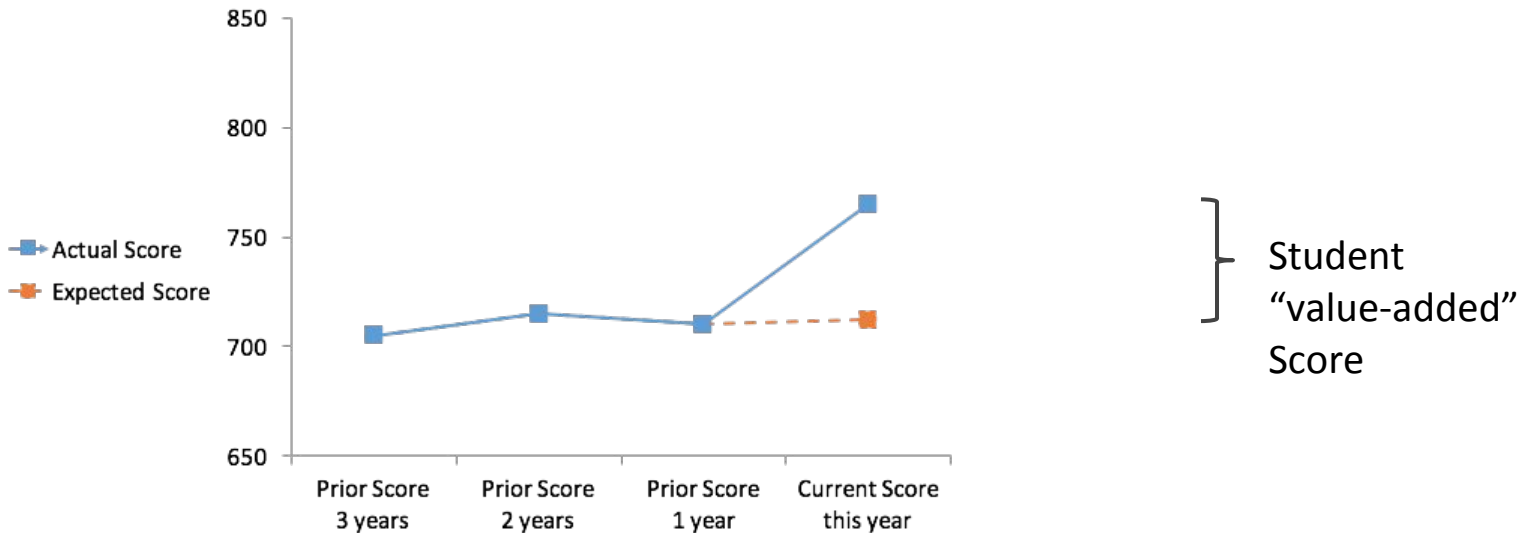
Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student’s actual achievement and his or her expected achievement is known as the “value added.”

# How is VAM Scored?

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.



# Which Data are used in VAM?

The value-added model includes the following student characteristics as reported to the LDOE by school systems.

Data Included in model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent
Student Suspension	Total number of times a student is suspended from school
Student Mobility	Yes or No (based on if student is enrolled in more than one school in an academic year)
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Health Impairment



# How are VAM results calculated for students?

The actual score for each student is compared to the expected score to determine if he or she has made more, less, or an expected amount of progress. The following example illustrates how these variables would apply to a student in normal circumstances.

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. Comparing Suzy to students with the same prior year pattern, her peers, she is expected to score Approaching Basic (719) this year.
- Suzy has a speech/language disability. All students with speech/language disabilities scored, on average, 1.5 points below their peers. Thus, her expected score is reduced to 717.5.
- Suzy missed ten days of school. All students missing ten days of school scored, on average, 1.5 points below their peers. Thus, her expected score is further adjusted to 716.
- No other characteristics (e.g., mobility, discipline, retention) apply to Suzy, so they do not impact her expected score.
- Suzy's actual score was 726, thus Suzy exceeded her expected score by ten points.
- Suzy's value-added score was a +10.

# The challenge for calculating growth in 2021

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

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

# Does a “skip-year” VAM work?

To determine if a “skip-year” VAM can reliably work, a simulation of 2018-2019 VAM was conducted, excluding prior year data from 2017-2018. This means that assessment results from the 2016-2017 school year were used as the most recent prior test score.

This same simulation was conducted for 2017-2018 VAM as well to compare multiple years of simulated results. This means that assessment results from the 2015-2016 school year were used as the most recent prior test score.

To test reliability for the 2018-2019 simulation, student residuals (the difference between expected scores and actual scores) were compared to the average of the 2018-2019 and 2017-2018 official VAM results. The same procedure was conducted to test the 2017-2018 simulation. The hypothesis is that two-years of growth measured by the simulation would be similar to the average of two single-years of value-added model results.

# Does a “skip-year” VAM work?

The LDOE hypothesized that a “skip-year” VAM will behave similarly to the traditional VAM. The reason why is because in the “skip-year” VAM, student achievement is still being considered as part of the model. Since statewide, student achievement does not drastically vary from year to year, “skip-year” VAM should be able to produce a similar expected score to the traditional VAM.

To test this hypothesis, the LDOE explored the correlations between actual VAM results and simulated “skip-year” VAM results. Correlations can range between -1 and +1, where a correlation of +1 indicates a perfect relationship and a correlation of 0 indicates no relationship.

# “Skip-year” VAM is strongly correlated with actual VAM

Average correlation across all years and contents: 0.87

		Correlation					
		ELA	Math	English I	English II	Algebra I	Geometry
1718 & 1819 official results averaged	1819 simulation	0.893	0.908	0.864	N/A	0.894	0.856
1617 & 1718 official results averaged	1718 simulation	0.888	0.907	0.844	N/A	0.871	0.752

# Are spring 2020 school closures considered in the “skip-year” VAM?

Effective March 13, all public school buildings were closed for the remainder of the 2019-2020 school year.

VAM analytics require measures that vary statewide so that they can differentiate students and reliably assess growth. Since building closure affected all students, it is not included in the “skip-year” VAM. Additionally, because there is no reliable statewide data available to capture the learning opportunities offered for students during the pandemic, there is no additional variable included in the model.

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

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

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

# What subjects are included in the “skip-year” VAM? (HS)

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

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



# Teacher Accountability and “skip-year” VAM

Value-added results can not be produced for teachers using “skip-year” VAM. Because students traditionally have new teachers every year, it cannot be determined over a two-year timespan using VAM how much each of the two teachers ultimately contributed to a student’s assessment results. This will impact the approximately 25% of teachers statewide who normally received value-added results as 35% of their COMPASS evaluation.

In the example below, a “skip-year” VAM score can be produced for the example student in 2020-2021. However, attributing the results to Teacher B would assume that Teacher A had no impact on the example student, which is not a reasonable assumption.

	<b>2019-2020</b>	<b>2020-2021</b>
<b>Example Student</b>	Teacher A	Teacher B

# Growth-to-Mastery Targets for SY 2020-2021

The LDOE proposes calculating growth-to-mastery targets for use in Step 1 of the Progress Index consistent with the targets set using the 2018-2019 assessment results.

Example:

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

# Growth-to-Mastery Targets for SY 2020-2021

## High School Example:

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

# Proposed Recommendations for 2020-2021

- Produce student “growth to mastery” targets for the 2020-2021 school year using available assessment data for use in 2020-2021 school and district accountability
- Calculate student VAM results using the “skip-year” methodology for inclusion in school and district accountability for the 2020-2021 school year

# Agenda

- 2020 Accountability Release
- Student Growth
- Upcoming Meetings

# Upcoming 2020 Meetings

- November 9

The LDOE will send out a survey for proposed dates for the 2021 meeting calendar prior to the next Accountability Commission meeting