



Accountability Commission
April 8, 2021

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.

Louisiana's Accountability Research Agenda

Louisiana is focused on strengthening the rigor of our accountability system to ensure ambitious outcomes for all students. This will be achieved through:

1. **Unifying** our Early Childhood Accountability Systems and K-12 Accountability Systems into a **cohesive** Birth through Grade 12 accountability system with aligned **transitions** between major grade bands
2. Reviewing and revising current accountability structures to ensure that policy is aligned to **Louisiana's goals** for its students
3. Pursuing **innovative** structures to improve student performance in areas where it is needed

Agenda

Accountability and Assessment Structures for the 2020-2021 School Year

K-2 Accountability

High School Accountability

Student Growth



Louisiana BESE Statement in response to letter from USDOE

“As BESE Leadership responsible for the education of over 804,000 students across Louisiana, we believe there are few issues more critical to ensuring equity, transparency, and student learning than assessing students. Not assessing all students prevents families and teachers from gathering invaluable student data and insights that can then be used to support student learning. In a year of a sustained global pandemic, impactful hurricane season, and recent winter storms unlike anything we have seen in decades, the lost learning for students was inevitable. Assessing all students not only helps us understand what learning gaps have been created or widened, but also what we must do to close them.”

Full BESE statement available here:

<https://bese.louisiana.gov/about-bese/bese-news/2021/02/24/statement-from-bese-officers-210224>

BESE Update

On March 9 2021, the BESE Academic Goals and Instructional Improvement Committee met to discuss an update report regarding 2020-2021 school and district accountability.

Two notable outcomes came out of that meeting:

1. A motion regarding graduation requirements for current seniors
2. A motion regarding school and district accountability for the 2020-2021 school year

Regulatory Flexibility Guidance: Graduating Seniors

Due to the ongoing COVID-19 pandemic, the Board of Elementary and Secondary Education (BESE) has granted [additional opportunities for high school seniors to meet the LEAP 2025 and Career Diploma IBC credentialing requirement.](#)

The aforementioned opportunities are available to high school seniors who meet the following qualifications:

1. Met all other graduation requirements
2. Attempted all required LEAP 2025 assessments at least one time
3. Were enrolled during the spring 2021 semester and are graduating by August 31, 2021

Regulatory Flexibility Guidance: Graduating Seniors

All high school seniors who meet the qualifications have the option to substitute the following in lieu of the LEAP 2025 high school assessment requirement and/or Career Diploma credential requirement:

LEAP 2025 Substitution Opportunities

1. An ACT composite score of 17 or higher for all students; or
2. An ACT subject score of 17 or higher in the corresponding LEAP 2025 high school assessment; or
3. A score of Silver or better on ACT WorkKeys for students pursuing a Career Diploma; or
4. The student participates in 20 or more extended learning hours per LEAP 2025 high school assessment subject pair for which the student has yet to achieve level 2 (approaching basic/fair) or above, with such instruction provided by a qualified teacher. [A template will be provided to LEAs](#) to document the extended learning hours and the level of achievement.
 - a. School systems will determine the number of extended learning hours needed (**minimum 20**) and the assessment method used to determine whether or not the student is performing at the equivalent of Approaching Basic.
 - b. Qualified teacher is defined as holding a valid and current teaching certification or a final COMPASS evaluation of Effective:Emerging or better.

Regulatory Flexibility Guidance: Graduating Seniors

Career Diploma IBC Credentialing Requirement Substitution

1. WorkKeys Silver and above can substitute for the IBC credentialing requirement for the purpose of meeting graduation requirements.

A [dynamic FAQ document](#) has been provided with more details on inputting the updated waiver into STS and answers additional questions surrounding the policy.

March 2021 BESE Motion on Accountability

1. Issue guidance to schools related to test administration and provide communications resources to aid parents and students in understanding the importance of measuring student learning for purposes of instructional planning and student support;
2. provide, as quickly as available, a report of aggregate 2020-2021 test results and the extent to which results are misaligned with historical trends;
3. recommend any adjustments, Federal waivers, or other forms of relief required to ensure that school ratings and scores fairly communicate school performance and achieve the intended purpose of identifying where supports and interventions are needed;
4. draft proposed revisions to Bulletin 111 that address accountability for the 2020-2021 school year at the appropriate time; and
5. work with state legislators and BESE leadership regarding legislation proposed for the 2021 Regular Legislative session concerning Louisiana state assessments and accountability for the 2020-2021 school year.

Public Comment



Agenda

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K-2 Accountability

High School Accountability

Student Growth



Landscape of K-2 Achievement Data

- Louisiana ranks **48th in the nation** among states on 4th grade NAEP Reading and Math assessments on the percentage of students scoring proficient or better.
 - In 2019, 26 percent of 4th grade students scored Proficient or better on NAEP Reading, compared to the national average of 34 percent.
 - In 2019, 29 percent of 4th grade students scored Proficient or better on NAEP Math, compared to the national average of 40 percent.
- On 2019 LEAP 2025 assessments, **46%** of 3rd graders scored Mastery or better on ELA and **43%** of 3rd graders scored Mastery or better on Math.
- Across all literacy screeners, **40.4%** of Kindergarteners scored on or above level in the fall of 2020.

K-2 Accountability Priorities

Louisiana's accountability system (1) informs and focuses educators through clear expectations for student outcomes; and (2) provides objective information about school and site quality to parents and other community stakeholders.

In developing tools to measure K-2 performance, Louisiana seeks to:

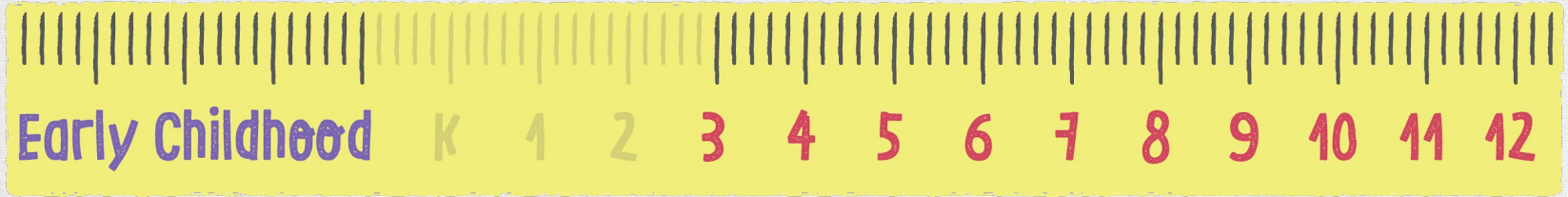
- Define a cohesive set of expectations for teachers and school systems birth-grade 2
- Utilize a limited, coherent, and efficient set of tools to monitor outcomes across school systems and schools
- Provide maximum consistency across grade levels to support ease of use by educators
- Reflect the academic goals of K-2 in the way that schools are measured

Operational Goals of K-2 Accountability System Development

1. **Design a K-2 accountability system** that is aligned to the Department's Academic Strategy and state standards, and bridges between early childhood and 3-12 accountability to create a cohesive birth through 12th grade system
2. Pilot, refine, and scale K-2 accountability **with the full implementation of a learning year in 2022-2023 and full implementation with stakes in 2023-2024**
3. Design and implement an **improvement strategy aligned to ratings** that drives literacy achievement for children in K-2 classrooms

The LDOE's Office of Teaching and Learning has identified proposed lenses through which to measure K-2 success in the accountability system, including **Measures of Instructional Quality** and **Measuring Student Literacy**.

Proposed K-2 Accountability System



 CLASS®



K-2 SPS:

- Literacy
- CLASS®
- Interests & Opportunities

School Performance Scores 

Student Literacy Indicator Proposal



- Administer a Literacy Indicator to K-2 students at beginning of year, middle, and end of year (Grade 3 students will use the new literacy indicator only at the beginning of the year to streamline the existing literacy screening process required by state law and BESE policy)
- The beginning of year administration will be used to identify student needs. The middle of the year administration should be used to monitor student progress. Both of these administrations will serve to support student needs throughout the school year and will not be included in accountability results. The end of year administration will be secure and results will be used in accountability.

Student Literacy Accountability Proposal

- Measure both **performance** and **growth**:
 - **Performance** will be measured in grades Kindergarten through 2nd grade based on results from the end-of-year literacy indicator
 - A composite score will be generated at the end of each year for grades K, 1, and 2 that would indicate the extent to which a child is on track for reading on grade level.
 - **Growth** will be measured in grades 1st through 2nd based on results from the end-of-year indicator literacy indicator
 - Growth scores will be based on progress made from the end-of-year indicator results from the prior year to the end-of-year indicator results in current year

Student Literacy Indicator Features

- The vendor for the literacy indicator will be selected via a competitive bid process.
- The literacy indicator will calculate a reading composite score upon administration of a battery of literacy measures.
- The literacy indicator will be constructed to yield valid and reliable results when reporting student performance and measuring growth.
- The indicator will be accessible for use by the widest possible range of students, including but not limited to students with disabilities and English Learners. An alternate literacy indicator for students with significant cognitive disabilities is being explored as part of the development of the literacy indicator.
- The literacy indicator results will be captured in a web-based delivery platform. This may look like a student or group of students taking the literacy indicator on the computer or a teacher administering the indicator in a one-to-one setting and entering student responses into the platform.

Student Literacy Indicator Components

The literacy indicator will include multiple measures of literacy resulting in subscores and an overall composite score. Below is a sampling of the minimum literacy measure(s) to be included at each grade level.

- Kindergarten
 - Phonological Awareness (e.g., initial word fluency)
 - Letter Naming Fluency
 - Letter Sound Recognition
- First Grade
 - Phonological Awareness
 - Phonics (e.g., nonsense word fluency)
 - Oral Reading Fluency
- Second Grade
 - Oral Reading Fluency
 - Comprehension
- Third Grade
 - Comprehension

Literacy Indicator Training Resources

The LDOE has requested that the literacy indicator vendor produce an online resource library to house and distribute all user guides, training materials, documentation, guidance, FAQs, and other materials related to the LDOE's literacy indicator.

Additional training on how to interpret results and how to provide instructional supports to students based on results will be ongoing throughout the development of the literacy indicator.

Trainings will be provided in various formats, including but not limited to slides, video training clips, assessment administration demonstration videos, and handouts based on the medium which best fits training guidance.

Instructional Quality

- Use the CLASS[®] tool to measure instructional quality in Kindergarten through 2nd Grade classrooms.
- Every K-2 classroom would be observed using the CLASS[®] tool once in the fall and once in the spring by a certified local observer.
- A certain percentage of classrooms would additionally be observed by a certified third-party CLASS[®] observer. Third-party observations that differ significantly from local observations would replace local observations at the domain level. Systems demonstrating irregular scoring patterns may additionally be observed by third party observers.



Research Background on CLASS[®]

CLASS[®] was developed based on an extensive literature review as well as on scales used in large-scale classroom observation studies in the National Institute of Child Health and Human Development (NICHD) Study of Early Care (NICHD Early Child Care Research Network, 2002; Pianta, La Paro, Payne, Cox, & Bradley, 2002) and the National Center for Early Development and Learning MultiState Pre-K Study (Early et al., 2005).

The CLASS[®] dimensions are based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning (Greenberg, Domitrovich, & Bumbarger, 2001; Hamre & Pianta, 2007; Morrison & Connor, 2002; Pianta, 2006; Rutter & Maughan, 2002).

Research Background on CLASS®

The organizational structure for classroom interactions, as measured by CLASS®, have been validated in more than 3,000 classrooms from preschool to fifth grade (Hamre, Mashburn, Pianta, & Downer, 2006).

Research has found that students demonstrated stronger reading comprehension and literacy skills at the end of third grade if they had more years of better teaching. While all students benefited from access to more effective teachers, it was most critical for students who entered kindergarten with low literacy skills. (Vernon-Feagans et al., 2019)

Research has also found that first-grade children who experienced higher overall interaction quality in kindergarten were more likely to score well on tests of sight words and decoding skills than first-graders who were in classrooms with less effective interactions. (Lee, P., & Bierman, K.L., 2016)

K-2 CLASS[®] Pilot Participation

K-2 CLASS [®] Pilot					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total # of School Systems	5	22	26	29	24
Total # of Schools	15	37	73	84	105
# of K Classrooms	35	80	280	331	361
# of First Grade Classrooms	-	-	-	32	104
# of Second Grade Classrooms	-	-	-	-	64

Initial Findings from K-2 CLASS[®] Pilot Participants

- Collaboration between pre-K and kindergarten teachers increased significantly, with teachers sharing how they are using their curriculum to improve teacher-student interactions.
- For one school system, the percentage of incoming first grade students reading on or above grade level increased from 42% to 54% between Fall 2018 and Fall 2019 as measured by DIBELS.
- For one school system, within nine months of starting CLASS[®], most kindergarten teachers achieved the LDOE's equivalent of "high proficient" on the tool according to both local and third party observations.

CLASS[®] Observation Performance Rating Scale

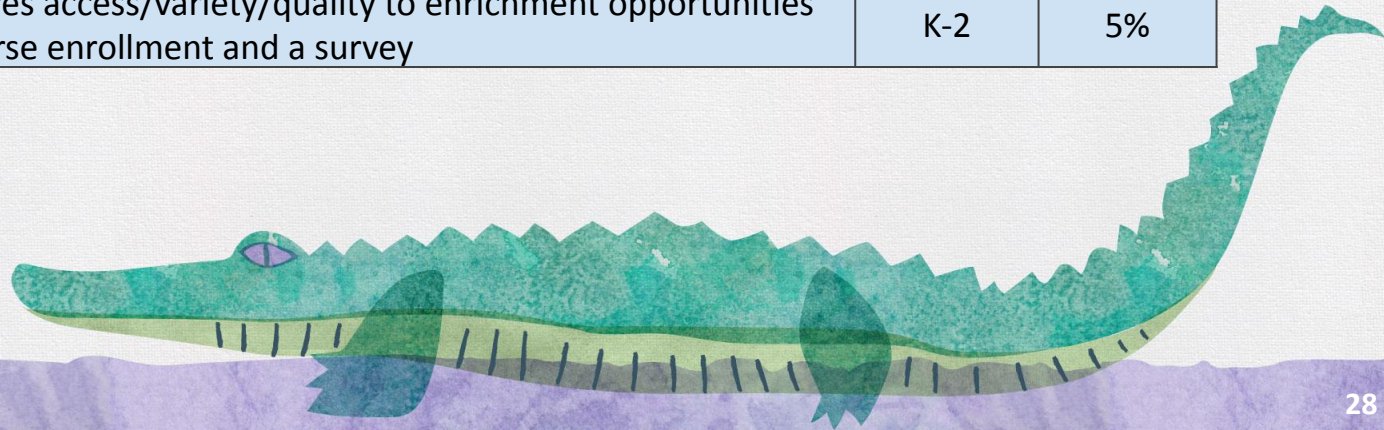
For Early Childhood Accountability, the LDOE uses the following scoring system:

6.00 - 7.00	Excellent
5.25 - 5.99	High Proficient
4.50 - 5.24	Proficient
3.00 - 4.49	Approaching Proficient
1.00 - 2.99	Unsatisfactory

The LDOE will review K-2 pilot and learning year results in determining the appropriate cutoffs for performance levels in K-2.

Proposed Structure of K-2 Accountability Formula

Index	Description	Grades Included	Possible Weight
Literacy Achievement Index	Measures degree to which students are on track for their grade level on literacy <i>Note: Also includes English Learner Progress on ELPT</i>	K-2	25%
Literacy Growth Index	Measures progress from prior year End-of-Year assessment to current year End-of-Year assessment	1-2	25%
CLASS® Index	Measures quality of teacher-student interactions using the CLASS® rubric	K-2	45%
Interests & Opportunities Index	Measures access/variety/quality to enrichment opportunities via course enrollment and a survey	K-2	5%



The 2021-2022 Pilot Year

The 2021-2022 school year will serve as a pilot year for school systems to participate in a large-scale pilot of the CLASS[®] tool in K-2 classrooms.

Throughout this time, the LDOE will support school systems in securing and funding K-3 CLASS[®] observer certification.

Findings from the 2021-2022 pilot year will be used to inform future implementation and policy guidance around the use of the CLASS[®] tool in grades K-2.

K-2 Accountability Timeline

SCHOOL YEAR	ACTIONS
2020-2021	<ul style="list-style-type: none">-Literacy indicator RFP released-Smaller scale K-2 CLASS[®] Pilot
2021-2022	<ul style="list-style-type: none">-Selection and pilot of literacy indicator-Large-scale K-2 CLASS[®] pilot
2022-2023	Learning Year for Literacy Indicator and CLASS [®] Observations
2023-2024	Full Implementation of K-2 Accountability at scale with stakes

LDOE Recommendation

The LDOE recommends that the Accountability Commission endorse the proposal for a K-2 accountability system to take effect starting in 2023-2024 that includes:

- Indicators of student literacy achievement and growth, as measured through a literacy indicator selected through an RFP
- An indicator of instructional quality, as measured by CLASS[®]
- Interests and Opportunities

Public Comment



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How can Louisiana support students in getting to college?

Over the last several years, Louisiana's ACT scores have seen a consistent decline.

Louisiana's Average ACT Composite Score							
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
19.1	19.2	19.4	19.5	19.6	19.3	18.9	18.7

In 2018-2019, **6,997 graduates were not eligible for TOPS due solely to ACT scores**, or 17 percent of total students (41,756). This equated to approximately \$21 million lost in potential scholarships.

High School Assessment Opportunities in Louisiana

As of 2013, all students in Louisiana have access to a paid opportunity to take the ACT assessment.

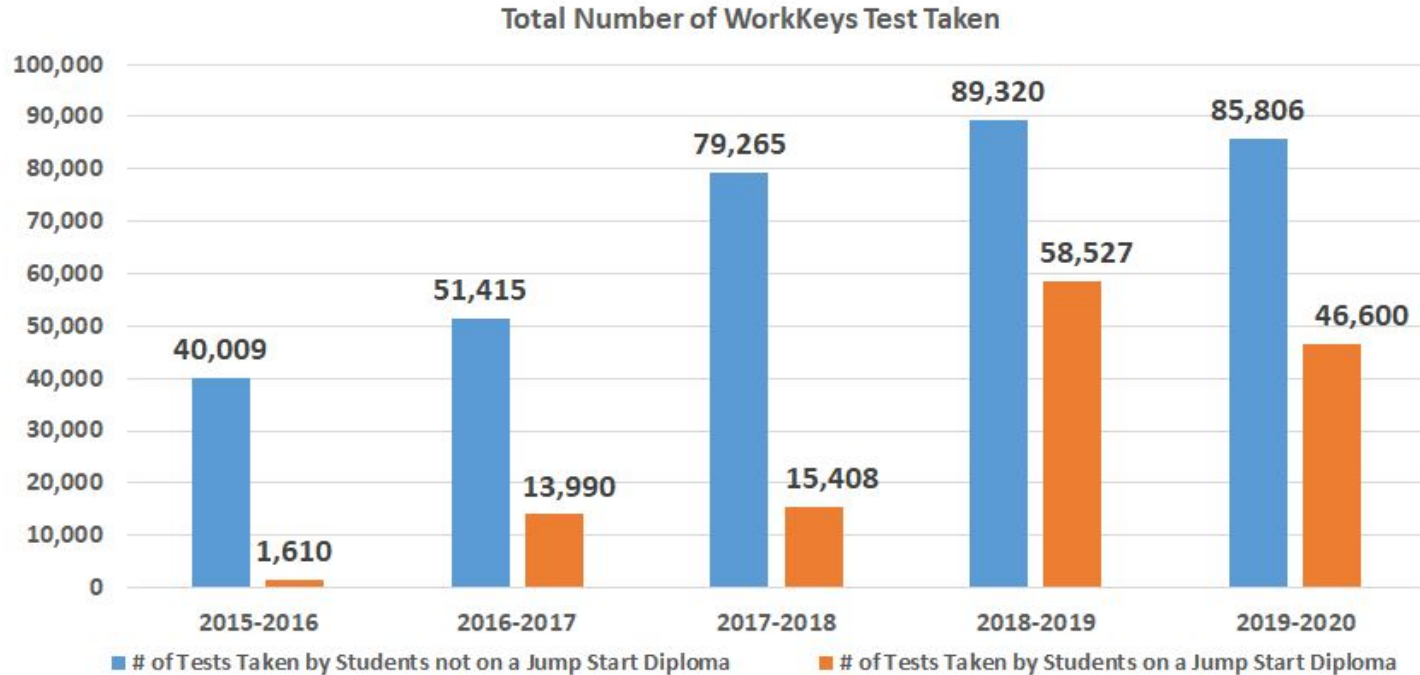
Additionally, students on the Jump Start Career diploma have a paid opportunity to take the WorkKeys assessment.

For both assessments, **school systems have full discretion** in determining retesting opportunities for students within the allowable windows set by BESE policy. There is no reduction in the opportunities school systems wish to offer for their students.

Current ACT/WorkKeys Index Accountability Points

ACT/WorkKeys Score	Points	ACT/WorkKeys Score	Points
0-17	0	27 or PLATINUM WORKKEYS (all students)	120.4
18 or SILVER WORKKEYS (all students)	70.0	28	123.8
19	80.0	29	127.2
20	90.0	30	130.6
21	100.0	31	134.0
22 or GOLD WORKKEYS (all students)	103.4	32	137.4
23	106.8	33	140.8
24	110.2	34	144.2
25	113.6	35	147.6
26	117.0	36	150

ACT WorkKeys: Tests Taken



ACT WorkKeys: How Much Does It Cost?

School Year	Cost Per Test	Total Tests Taken	LEA Pay Tests Taken	LEA Cost	LDOE Pay Tests Taken	LDOE Cost
2015-2016*	\$7.25	57,281	40,009	\$290,065.25	17,272	\$125,222.00
2016-2017*	\$8.00	65,406	51,417	\$411,336.00	13,989	\$111,912.00
2017-2018	\$9.00	94,673	79,265	\$713,385.00	15,408	\$138,672.00
2018-2019	\$9.50	129,726	110736	\$1,051,992.00	18990	\$180,405.00
2019-2020**	\$9.50	119,177	105823	\$1,005,319.00	13,354	\$126,863.00

*WorkKeys 1.0 was given. WorkKeys 2.0 began in 2017-2018.

**Schools closed on March 13 due to Covid-19, shortening the testing window for WorkKeys. The state realms testing window would have closed on April 10, 2020.

PROPOSED ACT/WorkKeys Index Accountability Points

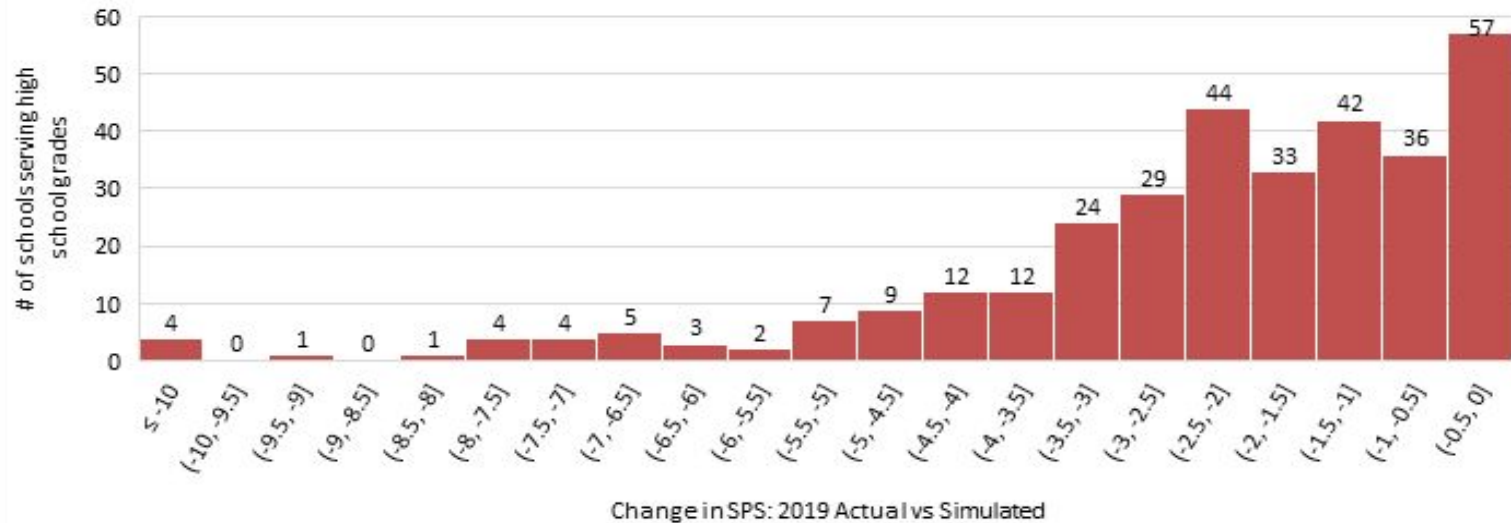
ACT/WorkKeys Score	Points	ACT/WorkKeys Score	Points
0-16	0	27 or Platinum WorkKeys (Career Diploma Only)	120.4
17	60.0	28	123.8
18 or Silver WorkKeys (Career Diploma Only)	70.0	29	127.2
19	80.0	30	130.6
20	90.0	31	134.0
21	100.0	32	137.4
22 or Gold WorkKeys (Career Diploma Only)	103.4	33	140.8
23	106.8	34	144.2
24	110.2	35	147.6
25	113.6	36	150
26	117.0		

This proposed shift would occur beginning in SY 2022-2023 for all students.

Simulation: 2019 High Schools & Combination School Letter Grade Results when TOPS University Students DO NOT earn credit for WorkKeys in ACT/WorkKeys Index

While 12% of sites had no change in results, 88% saw some decrease to their SPS when Tops University students' WorkKeys scores could not be used. The average change in SPS was -2.3 SPS points. This indicates that systems across the state are using WorkKeys scores for TU students in the ACT/WorkKeys Index

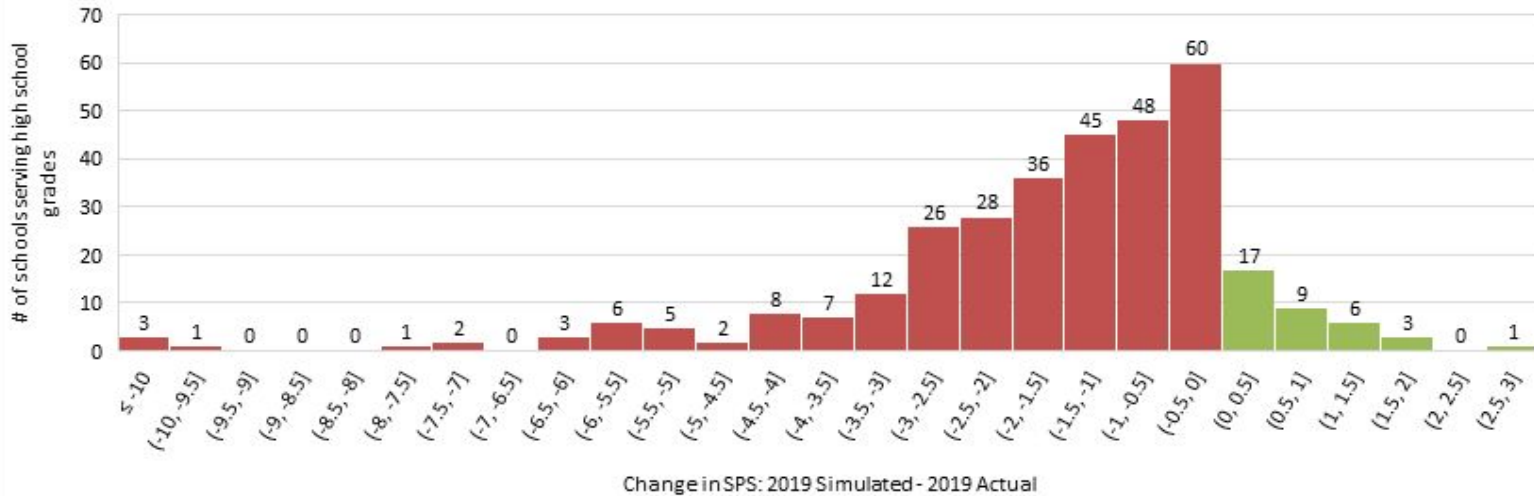
Distribution of 2019 SPS Change when TU Students do not earn credit for WorkKeys



Simulation: 2019 High Schools & Combination School Letter Grade Results when TOPS University Students DO NOT earn credit for WorkKeys in ACT/WorkKeys Index AND ACT of 17 = 60 pts

80% of sites decreased in SPS, 11% increased, and 9% had no change. The average change in SPS was -1.6.

Distribution of 2019 SPS Change when TU students do not earn credit for WorkKeys AND ACT of 17 is worth 60 pts



Room for Improvement in Graduation Pathways

The Board of Regents and BESE have a joint goal that beginning with the freshman class of 2025 all Louisiana public high school graduates will complete high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both.

The Dual Enrollment Task Force recommends each high school student have the opportunity to enroll in at least four dual enrollment courses before graduation, and that Louisiana's school and district accountability system provide corresponding incentives that reflect the need for career and college readiness.

The Louisiana legislature has stressed through ACT 204 of the 2020 Regular Legislative Session that "the availability of dual enrollment, Advanced Placement, International Baccalaureate courses, or any combination thereof, in core academic areas in all high schools is critical."

Impact of Dual Enrollment

With national trends in tuition rates increasing and states divesting in higher education, student loan debt has skyrocketed to over \$1.54 trillion, more than double the 2010 amount. The share of this debt is disproportionately felt by Black communities, who owe \$7,400 more on average than their white peers. A recent study by New Pharos concludes that, “with dual enrollment programs, parents and students realize significant cost savings with lower tuition or debt payments in the future.”

Board of Regents Dual Enrollment Supports

Training in Quality Assurance for Louisiana Institutions: The Board of Regents is partnering with a technical provider to provide a professional development workshop series focused on quality assurance mechanisms for dual enrollment specifically for Louisiana Institutions.

Reporting and Monitoring by Regents Colleges: Board of Regents Academic Affairs Policy 2.22 requires institutions to report on the training of high school faculty that serve as instructors or facilitators of dual enrollment courses. The Board of Regents is working with institutions to create a more robust system of reporting to monitor college and university practices of instructor training.

Strength of Diploma - Current Point Structure

STRENGTH OF DIPLOMA				
College Credit		Passing course grade in DE, AP, IB *Students must take the AP/IB exam and pass the course	Any AP score of 3+ Any CLEP score of 50+ Any IB score of 4+	Associates Degree
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Value	100 PTS	110 PTS	150 PTS	

Note: For the sake of simplicity, some point structures (e.g. 5th and 6th year graduates, HiSET, etc.) are not included in this diagram.

SAMPLE Strength of Diploma Points Structure Proposal

STRENGTH OF DIPLOMA				
College Credit		6 BoR recognized TOPS CORE College Credit Hours attained via DE, AP, CLEP, or, IB	12 BoR recognized TOPS CORE College Credit Hours attained via DE, AP, CLEP, or, IB	Associates Degree <u>OR</u> Full Apprenticeship (Advanced Plus) <u>OR</u> Statewide Advanced Plus Level III/IV credentials
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Value	100 PTS	125 PTS	150 PTS	175 PTS

This possible shift would occur beginning in SY 2023-2024 for all students.

Statewide Articulation and Transfer Council

The Statewide Articulation and Transfer Council, established by Act 356 of 2009, coordinates, oversees, and makes recommendations relative to the transfer of college credit between institutions and related matters, including but not limited to: the statewide course catalog, the master course articulation matrix, and the Associate of Art/Science Louisiana Transfer degrees.

Membership on the council includes a representative from each of the four systems, LAICU, and LDOE. The current Chair is Vice Provost Matt Lee who represents the LSU institutions. As an example of the work the group does, current topics under discussion include adding private institutions to the matrix, developing a Prior Learning Assessment policy, and researching a statewide transcript system. SATC recently approved creating a technical course matrix, which we will be working on in the coming year

<https://regents.la.gov/wp-content/uploads/2020/08/CmnCrCatalog-2020-21-FINAL-APPROVED.pdf>

https://regents.la.gov/assets/docs/PRAA/Academic_Affairs/Minimum-AP-Scores-Summary-Table-Jun2014.pdf

Civics

- Research shows troubling trends in levels of civic knowledge and engagement
 - Only 1 in 4 Americans (26 percent) can name all three branches of the U.S. government, according to a [survey by the Annenberg Public Policy Center](#), a 12 percent decline from five years earlier when 38 percent of Americans could name all three branches. The most recent survey also shows misunderstandings about the purposes, powers, and functions of government.
 - Voter turnout in national elections has remained below 70 percent for decades, with voter rates for Black, Hispanic, and other non-White or non-Hispanic ethnicities consistently below that of Whites ([Pew](#), [U.S. Census](#)). Voting rates for those ages 18 to 29 have remained below 55 percent during the same time period, leaving 45 percent or more of people in this age range disengaged ([U.S. Census](#)). Additionally, the United States lags behind most of its peer nations in terms of voting-age population turnout ([Pew](#)).

High School Civics

- “Research has shown that students who receive effective civic learning are more likely to vote and discuss politics; four times more likely to volunteer and work on community issues; and more confident in their ability to speak publicly and communicate with their elected representatives” ([Levinson](#)).
- A shift in the social studies assessment in high school from U.S. History to Civics would ensure that LEAP 2025 assessments occur primarily in the freshman and sophomore years. The junior and senior years would focus in on college and career opportunities for students.

National Landscape of Civics Assessments

High School Social Studies Assessment: What Other States are Doing

- **Four states** have a required an end-of-course **Civics test** available for students as of spring 2021.
- **Eight states**, including Louisiana, have a required end-of-course **U.S. History test** available for students as of spring 2021.
- **Three states** have a required **U.S. History and Civics/Government test** (combined) as of spring 2021.
- **Six states** have high school social studies tests covering **multiple subjects/disciplines or in a subject other than Civics/Government or U.S. History** as of spring 2021.
- **Eleven states** require a **citizenship test** consisting of items from the civics portion of the naturalization test used by the United States Citizenship and Immigration Services as of spring 2021.

Civics Update

- Louisiana plans to transition its high school social studies assessment from U.S. History to Civics
 - The transition to a high school Civics assessment reflects our priority that students graduate ready not only for college and career but also for civic life.
 - The shift also supports the social studies vision that our students become productive and engaged members of society able to critically consume information and express well-informed opinions.
- Students will continue to learn U.S. History
 - The new K-12 Social Studies Standards will continue to include both Civics and U.S. History.
 - The Social Studies Standards revision process will include the [Louisiana Standards for Civics](#), along with the other high school courses that have standards ([U.S. History](#), [Geography](#), [World History](#)).
 - U.S. History will remain a [graduation requirement](#) for students no matter their diploma pathway (e.g., TOPS University or Jump Start TOPS Tech).
 - The Department will continue to offer resources and support for the high school U.S. History course.

Timeline of Events

School Year	U.S. History	Civics
2021–2022	Operational Test	N/A
2022–2023	Operational Test	<ul style="list-style-type: none">● Implementation of new K-12 Social Studies Standards● State Administered Field Test
2023–2024	Operational Test for relevant cohorts (state administered)	State Administered Operational Test
2024–2025	Operational Test for relevant cohorts (school administered)	State Administered Operational Test
2025–2026	Operational Test for relevant cohorts (school administered)	State Administered Operational Test

Freshman Cohort Timeline

Freshman Cohort	Required Social Studies Assessment
2021-2022	U.S. History
2022-2023	U.S. History
2023-2024	Civics
2024-2025	Civics
2025-2026	Civics

The U.S. History assessment will be available through 2025-2026 for those that will need to retest to fulfill graduation requirements.

Supporting School Systems in the Transition to Civics

- The LDOE will provide support to school systems as they:
 - adjust course progressions to avoid offering Civics at grades 11 & 12
 - select instructional materials that align with the new standards and the instructional priorities for social studies
 - become responsible for administration of the U.S. History assessment to students in the relevant cohorts by 2024–2025 (use English III transition as a model)
 - provide support to educators (teachers, counselors, etc.) as well as students and families throughout the transition

LDOE Recommendation

The LDOE recommends that the Accountability Commission endorse the proposal to amend Louisiana's ESSA state plan, Bulletin 111, and other Bulletins as may be needed, to address the high school accountability proposal outlined in this presentation.

Public Comment



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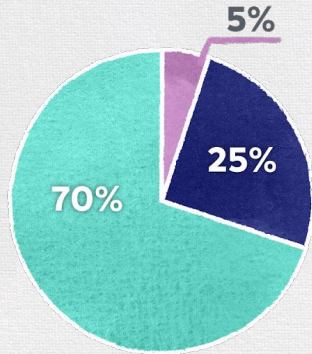
High School Accountability

Student Growth



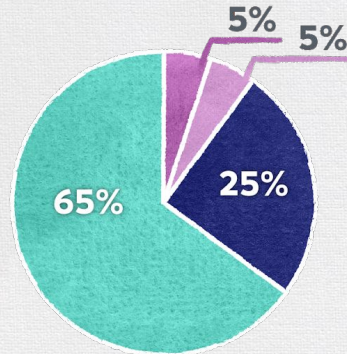
Current SPS Formula Weights

Elementary Schools



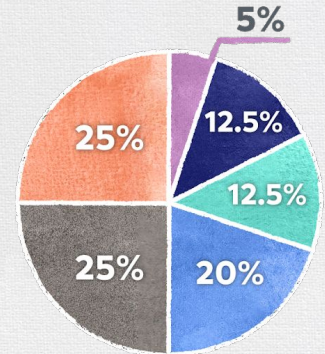
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



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

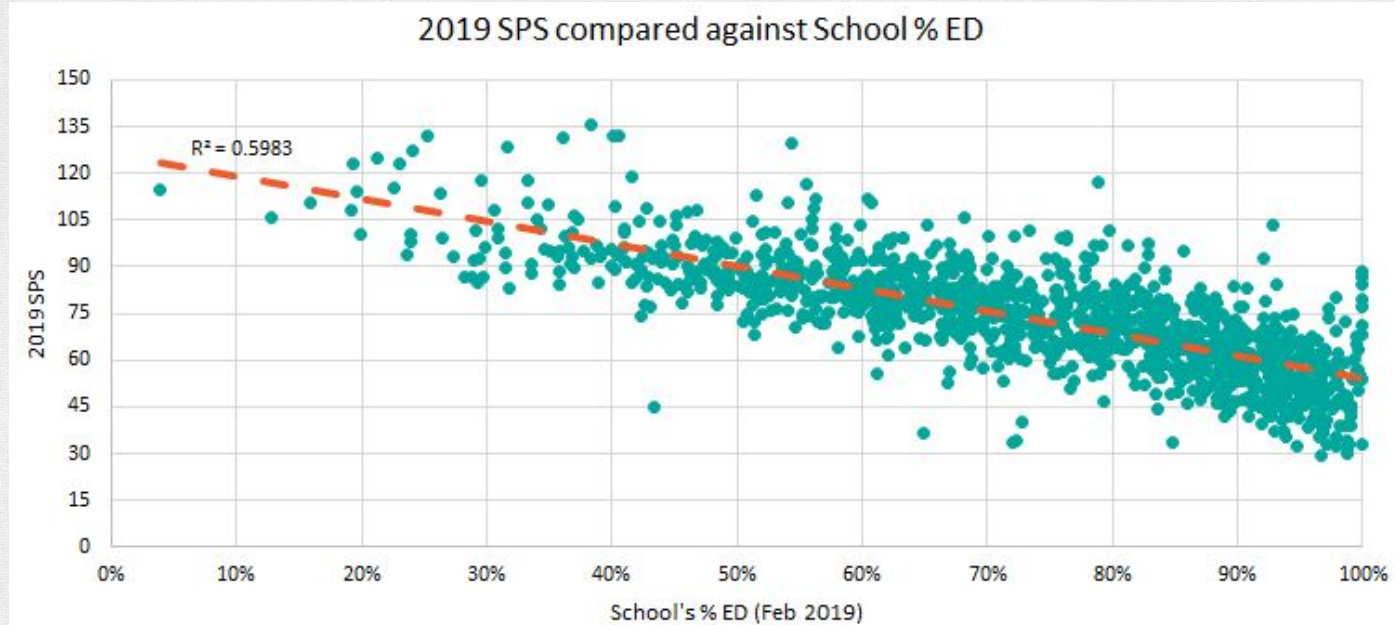
High Schools



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

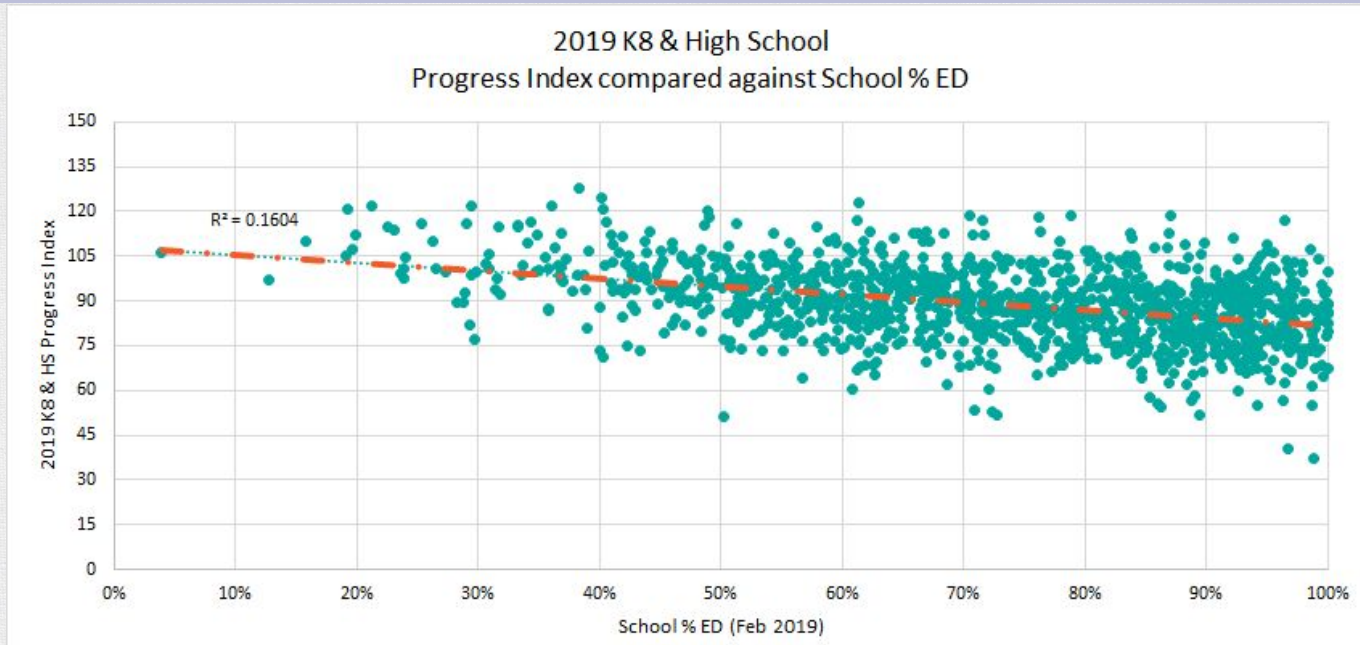
Relationship between SPS and Economically Disadvantaged Status

There is a strong negative correlation ($r = -0.77$) between a school's SPS and the percentage of economically disadvantaged (ED) students that school serves. This indicates that ED is somewhat predictive of SPS: a school that serves a larger percentage of ED students may be predicted to do worse on SPS than a school serving a smaller percentage of ED students.



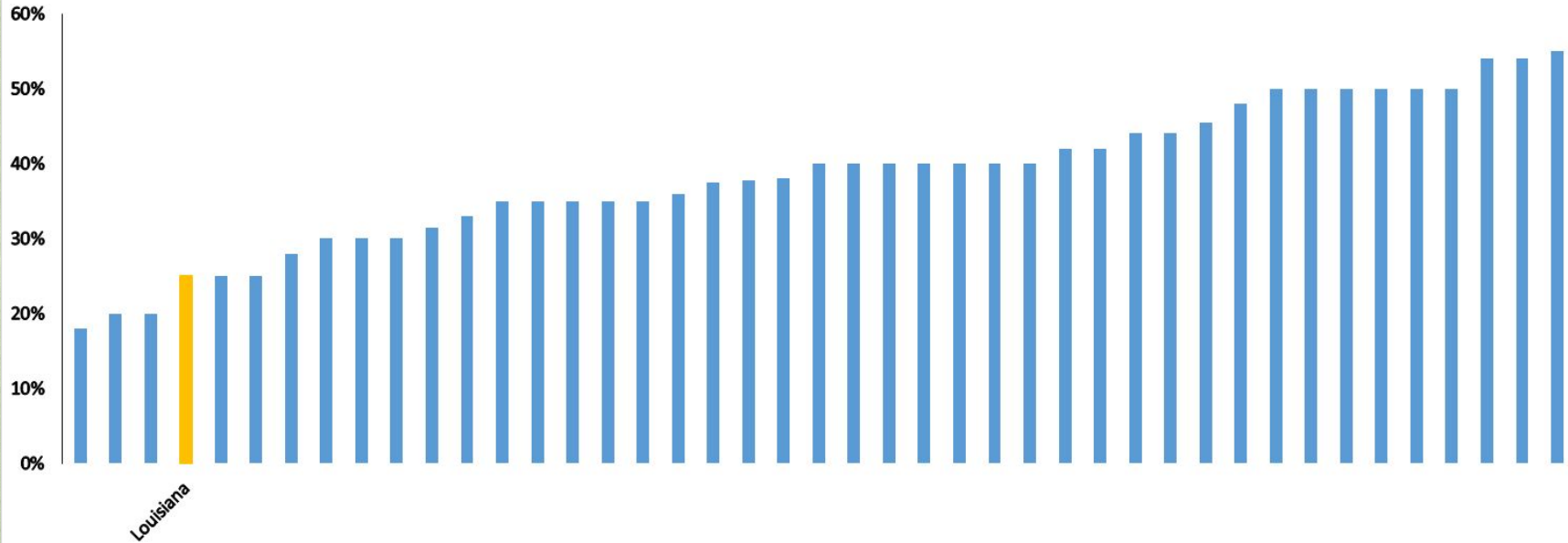
Relationship between Progress Index and Economically Disadvantaged Status

There is a weak negative correlation ($r = -0.40$) between a school's Progress Index and the percentage of economically disadvantaged (ED) students that school serves. This indicates that the percentage of ED students a school serves is not a particularly strong predictor of their Progress Index results.



Student Growth

50 State (and District of Columbia) Elementary/Middle School Growth Weights



Distribution of Letter Grades for K8 and Combination Schools

2019 Letter Grade	Percent of 2019 K8 and CB Schools at Each Letter Grade by Progress Index Simulated Weight							
	25% (Actual)	30%	33%	35%	38%	40%	45%	50%
A	12.3%	13.4%	14.0%	14.8%	15.6%	15.7%	17.3%	18.9%
B	31.8%	33.2%	33.9%	34.3%	35.1%	36.3%	38.0%	39.4%
C	29.3%	30.3%	31.2%	31.1%	31.4%	31.1%	31.2%	30.8%
D	15.5%	14.5%	13.2%	13.2%	12.4%	11.8%	10.3%	8.6%
F	10.9%	8.5%	7.5%	6.4%	5.4%	4.9%	3.1%	2.1%
Average SPS Change	0.0	+1.3	+2.1	+2.6	+3.4	+3.9	+5.3	+6.6

Note: Percentages do not include T schools, which made up 0.2% of K8 and CB schools statewide in 2019.

Public Comment



Upcoming 2021 Meetings

- May 3
- August 9
- October 4
- December 6

