



Accountability Commission
May 3, 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.

Agenda

The ACT/WorkKeys Index

The Strength of Diploma Index

The Interests & Opportunities Index

The K-8 Progress Index



Best Practices in Accountability Systems Development

“The theory of action that an accountability system embodies should be revisited periodically (e.g. [D’Brot, Keng, & Landl, 2018](#)). As states do so, system designers and practitioners should ensure that the accountability system still aligns with state priorities. For example, priority outcomes might include:

- bringing the lowest-performing students up to proficiency
- encouraging the academic improvement of all students, including those already proficient, and
- broadening the range of skills students acquire to ensure college or career success.

If a state’s priorities have shifted, it will be necessary to determine the extent to which the accountability system’s design, processes, and procedures align with those shifting priorities.” ([D’Brot et al., 2020](#))

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

These educational priorities are captured in the LDOE's recently released [Believe to Achieve](#) plan.

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

Alignment between TOPS and the ACT

Depending on the type of TOPS award, a minimum ACT Composite Score is required. The TOPS Tech award is the only TOPS award that recognizes a WorkKeys score in lieu of an ACT Composite Score. **WorkKeys cannot be used to qualify for TOPS Opportunity, Performance, or Honors.**

TOPS Award	Minimum Required ACT Composite Score	Minimum WorkKeys Score
TOPS Tech	17	Silver Level
TOPS Opportunity	“Prior year state average but never less than a 20”	N/A
TOPS Performance	23	N/A
TOPS Honors	27	N/A

What does the ACT measure?

The ACT is a nationally recognized assessment that is widely used across states and is accepted by virtually every university as part of their admissions process. It measures:

1. **English:** Assesses students' understanding of English, production of writing and knowledge of language skills.
2. **Math:** The mathematical skills students across the country have typically acquired in courses up to the beginning of grade 12.
3. **Reading:** Reading comprehension commonly encountered in first-year college curricula.
4. **Science:** The interpretation, analysis, evaluation, reasoning and problem-solving skills required in biology, chemistry, Earth/space sciences and physics.

What does WorkKeys Measure?

The WorkKeys assessment measures preparation for the workplace across three categories:

1. **Applied Math:** The Applied Math assessment measures critical thinking, mathematical reasoning, and problem solving techniques for situations that actually occur in today's workplace.
2. **Graphic Literacy:** The Graphic Literacy assessment measures the skill needed to locate, synthesize, and use information from workplace graphics.
3. **Workplace documents:** The Workplace Documents assessment measures the skill people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job.

WorkKeys Alignment with Louisiana's Workforce

An Industry-Based Credential (IBC) is tangible evidence that an individual has successfully demonstrated skill competencies in a specific set of work-related tasks, a single occupational area, or a cluster of related occupational areas as recognized by a specific industry. Employers, as members of a particular industry base, participate in setting the standards and creating criteria for certificate attainment. The State IBC Council, under the jurisdiction of the Louisiana Workforce Commission (LWC) maintain a compiled a [list of approved, recognized industry-based certifications](#). Statewide IBCs are acknowledged in accountability through the Strength of Diploma Index.

The ACT WorkKeys National Career Readiness Certificate verifies the skills found to be most essential across industries and occupations; however, it is not used by the Louisiana Workforce Commission as an Industry-Based Credential on the state's focus list.

Replacement Rate of ACT for WorkKeys in ACT/WorkKeys Index

In 2018-2019, across all testers, **31% of students had their ACT Composite Score replaced with their WorkKeys score** in the ACT/WorkKeys Index.

For students on the TOPS University diploma pathway, **26% of students had their ACT Composite Score replaced with their WorkKeys score** in the ACT/WorkKeys Index, compared to 48% of students on the Career Diploma pathway.

This means that approximately **one in four TOPS University diploma pathway students is having their ACT results masked in the ACT/WorkKeys Index by a WorkKeys score**. As a result, the accountability system is rewarding TOPS University diploma pathway students for their workplace preparedness rather than their preparedness to matriculate in a university.

ACT/WorkKeys Index Proposal

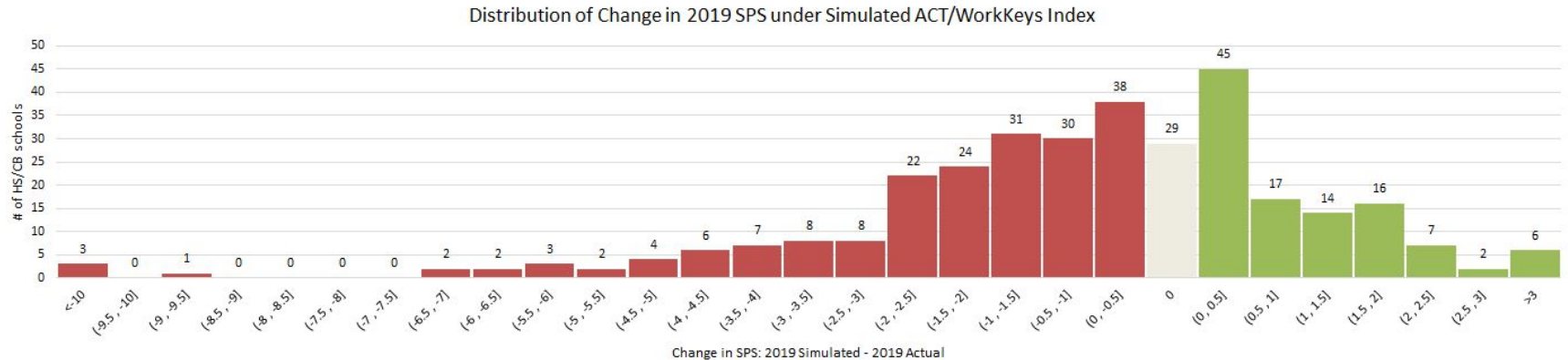
The ACT/WorkKeys Index currently assigns a different point value for every composite score of 18 or above. The LDOE is proposing a shift towards a “banded” approach that may better align to the intent of the Index.

ACT Composite Score	Index Points
<17	0 points
17-19 (TOPS Tech)	70 points
20-22 (TOPS Opportunity)	100 points
23-26 (TOPS Performance)	125 points
27-36 (TOPS Honors)	150 points

WorkKeys Score (Career Diploma Only)	Index Points
Bronze Level	0 points
Silver Level (TOPS Tech)	70 points
Gold Level	100 points
Platinum Level	150 points

Simulation: Change in 2019 SPS using different ACT/WorkKeys Points Structure Outlined in Proposal

Under this proposed points structure, 33% of High Schools and Combination Schools 2019 simulated SPS increased, 9% stayed the same, and 58% decreased. The average change in SPS across all High Schools and Combination Schools was a -0.8 SPS point change.



Simulation: Change in 2019 SPS using different ACT/WorkKeys Points Structure Outlined in Previous Slide

Across all High School and Combination School 2019 letter grades, the vast majority of schools do not change in letter grade under this proposed simulation.

2019 LG (Actual)	2019 LG Simulation				
	A	B	C	D	F
A	102 (96%)	4 (4%)	-	-	-
B	1 (1%)	112 (90%)	12 (10%)	-	-
C	-	1 (1%)	62 (90%)	6 (9%)	-
D	-	-	2 (11%)	16 (84%)	1 (5%)
F	-	-	-	1 (13%)	7 (88%)

Note: Due to rounding, percentages may not total exactly 100%

LDOE Recommendation

The LDOE recommends that the Accountability Commission endorse the proposal to amend Bulletin 111 to address the proposed changes to the ACT/WorkKeys Index as outlined in this presentation.

Public Comment



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SIX CRITICAL GOALS

Students enter kindergarten ready.

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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."

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.

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

LDOE Recommendation

The LDOE recommends that the Accountability Commission endorse the proposal to amend Bulletin 111 to address the proposed changes to the Strength of Diploma Index as outlined in this presentation.

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Purpose of Interests and Opportunities

Louisiana's ESSA plan proposed an Interest and Opportunities indicator to “measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents, including visual and performing arts, foreign language, technology, co-curricular activities, advanced coursework, health/PE, career pathways, etc.

Per BESE's motion, this will be measured through a “menu” approach that will allow districts to demonstrate a strong effort in a variety of ways. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.”

As part of the development of this indicator, the LDOE has specifically focused on exploring ways to measure the extent to which schools are providing **variety**, **accessibility**, and **quality** in the opportunities they offer to all students.

Background on Interests & Opportunities

Over the last several years, the LDOE has worked with local stakeholders and national experts to develop this new measure. Louisiana stakeholders have articulated the need for a measure that is:

- **Simple and easy to implement**, while also **valid and reliable** like all of Louisiana's accountability measures;
- **Fair** for all schools and school systems, regardless of size and access to resources;
- Provides a **menu** of means by which schools can demonstrate success; and
- Above all, **represents Louisiana's values and high expectations** for all students.

This has not been done anywhere in the nation. However, the Department is committed to finding a solution that represents stakeholder input and the vision articulated in its ESSA plan.

Stakeholder Groups Engaged Throughout Interests & Opportunities Development



- Teachers
- Principals
- Charter School Leaders
- Curriculum and Instruction Supervisors
- Secondary Supervisors
- School System Leadership
- Data Managers
- Superintendents
- Local Advocacy Organizations
- National Advocacy Organizations

2019-2020 and 2020-2021 Policy

For both the 2019-2020 and 2020-2021 school years, schools serving grades K-8 were evaluated based on course enrollment and completion of a survey, while schools serving grades 9-12 were only evaluated based on completion of a survey.

Component	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none">Completed by principals, validated by superintendentsSix categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & EngineeringA 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

Note: School Performance Scores were not calculated for the 2019-2020 school year due to COVID-19.

2020-2021 Survey Results

- **The results from the 2020-2021 school year are consistent with the results from 2019-2020.**
- In 2020-2021, just like in 2019-2020, there was **variation in results both across and within school systems** on enrichment variety, accessibility, and quality.
- Consistent with 2019-2020 results, in 2020-2021 in response to questions about the variety, accessibility, and quality of enrichment activities, **schools responded most positively towards questions on Health/PE and least positively for World Languages.** This was also reflected in the course enrollment results.
- In 2020-2021, **schools responded more positively** to questions related to enrichment variety, accessibility, and quality **when they had less Economically Disadvantaged students enrolled or higher overall enrollment.**
- There was a **4% increase** in the rate of enrollment in **World Languages** in 2020-2021 and a **decrease of 3% and 2%** respectively of the rate of students enrolled in **PE/Health and Performing Arts.** The rate of students enrolled in Visual Arts increased by 1%.

The “Menu” Approach

Starting with the 2022-2023 school year, the LDOE proposes adapting the Interests & Opportunities Index to a “**menu**” approach.

In a “menu” approach, the LDOE will annually publish a list of **domains** with associated **indicators** that schools will select as the basis for their Interests & Opportunities Index calculation.

Domains serve as broad groupings of offerings related to students’ interests.

Indicators are the specific measures that can capture the extent to which a school is advancing students’ interests and opportunities.

As part of this proposal, the LDOE proposes using the 2021-2022 school year as a “learning year” for school systems and schools to adjust to this new process. In 2022-2023, results under this “menu” approach would be included in accountability scoring.

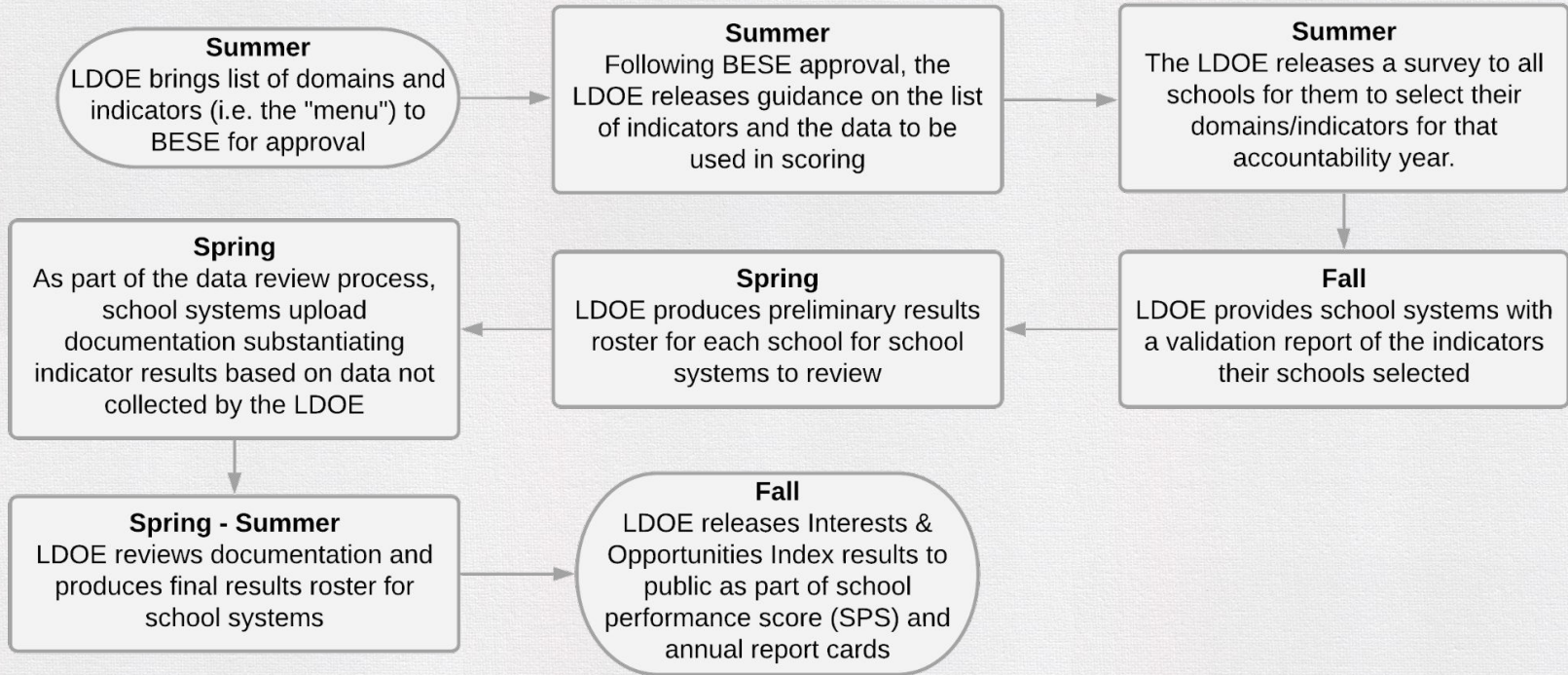
2021-2022 Learning Year

For school year 2021-2022, the LDOE proposes continuing the existing Interests & Opportunity policy (i.e. a survey for all schools and course enrollment rates in grades K-8) without a hold harmless approach.

During this time, the LDOE would use 2021-2022 as a learning year for schools and school systems to become familiar with the proposed “menu” of domains and indicators, ask any questions, and provide feedback via the annual survey that is already in place.

During school year 2021-2022, the LDOE would support school systems in transitioning to this new approach culminating with a full implementation in school year 2022-2023.

“Menu” Approach High-Level Annual Process Flow



Domains

The LDOE proposes updating Bulletin 111 with the following domains to use for Interests & Opportunities beginning in 2022-2023:

- **The Arts**
- **Extracurricular Activities**
- **STEM (Science, Technology, Engineering, and Math)**
- **World Languages**

Schools would be required to select indicators from at least two different domains. Schools would not be allowed to select ALL of their indicators from only one domain.

Schools would not be required to select all four domains.

Indicators

Indicators would be the measurable ways in which a school can demonstrate that they are providing opportunities for students interests.

Within each domain, there would be a variety of possible indicators that a school may select as the basis for their index score.

EXAMPLE: The percentage of students enrolled in at least one world language class taught by a World Languages teacher certified in the corresponding language.

Schools would be required to choose a certain number of indicators. The LDOE proposes that all but one of the selected indicators would be based on data already collected by the LDOE from school systems.

A draft list of indicators can be found [here](#).

Potential Number of Indicators

As part of this “menu” approach, the LDOE is evaluating the appropriate number of indicators to include in the Index. Various scenarios are presented below.

Number of Required Indicators	Number of Indicators based on Data Collected by LDOE	Number of Indicators based on School-Submitted Data	Points Per Indicator	Possible Index Points (assuming all indicators were scored as no points or full points)
2	1	1	75	0, 75, 150
3	2	1	50	0, 50, 100, 150
4	3	1	37.5	0, 37.5, 75, 112.5, 150
5	4	1	30	0, 30, 60, 90, 120, 150

Survey for Indicator Selection

In the summer, the LDOE would release an annual survey asking schools to identify the indicators that would be used to calculate their Interests & Opportunities Index score for the upcoming school year.

As part of this collection, the survey would solicit optional feedback from schools on the list of domains and indicators provided.

Once all submissions are complete, school systems would receive a validation report of school responses and superintendents would be asked to certify these responses. Once certified, the selected indicators for a school would not be allowed to be modified for that accountability year.

It would be recommended that school systems work with schools in their system when determining which indicators schools select.

Calculating Points at the Indicator Level

The Interests and Opportunities Index is based on a 150 point scale. The total points possible across all the number of selected indicators would have to add up to 150.

As part of the “menu” approach, guidance would be provided for each indicator that outlines how the indicator will be scored and what data or documentation would be used in the scoring determination for that indicator.

EXAMPLE: For the indicator “The percentage of students enrolled in at least one world language class taught by a World Languages teacher certified in the corresponding language,” the LDOE would leverage student course enrollment and teacher certification data already collected by the LDOE to determine the rate used in the scoring determination for that indicator.

Documentation Submission

To ensure accurate data reporting, the proposed process includes a submission window for school systems to submit any documentation needed to substantiate any indicator that is not based on data not already collected by the LDOE.

The guidance for indicators would include, for each indicator, what specific documentation would be necessary in order to earn points towards that indicator.

Like all other accountability data certification processes, the LDOE would work with school system accountability contacts throughout the year to build understanding of the measure and support them in understanding how to review and submit any needed documentation.

Producing Index Results

The LDOE would be responsible for maintaining the secure collection of all data and documentation needed to calculate indicator results. The LDOE will also be responsible for reviewing documentation to ensure it meets the scoring criteria outlined in the published menu guidance.

The LDOE would then use this data and documentation to calculate indicator results for each school along with an overall Interests & Opportunities Index score.

In the summer following the completion of the school year, the LDOE would provide a validation report of all indicator results for school systems to review and validate as part of an annual data certification process.

Public Reporting

Final Index results would be calculated and reported as a part of each school's public report card in the annual release of school results.

The LDOE would commit to annually reporting the following:

- The indicators selected by each school in an annual report, including school-level disaggregated student group results where possible
- Interests & Opportunities Index Results as part of the annual School Performance Score

Results will be published both in the [Louisiana School Finder](#) and on the [LDOE's website](#).



Timeline

Time	Action
June 2021	Interests & Opportunities “Menu” Approach Brought to BESE for consideration
Summer 2021	The LDOE releases additional guidance around proposed “indicators” The LDOE releases a survey for schools as part of the annual accountability process to solicit feedback on the proposed “indicators”
Fall 2021	The LDOE provides survey results to school systems, the Accountability Commission, and BESE for consideration
Fall 2021 - Spring 2022	The LDOE brings any proposed revisions in light of feedback to the Accountability Commission and BESE for consideration
Fall 2022	2022 SPS is released. Final year that current policy (survey and course enrollment) are used in accountability
SY 2022-2023	Full implementation of “Menu” Approach begins Results are used in 2023 SPS

LDOE Recommendation

The LDOE recommends that the Accountability Commission endorse the proposal to amend Bulletin 111 to address the proposed changes to the Interests & Opportunities Index as outlined in this presentation.

Public Comment



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The Strength of Diploma Index

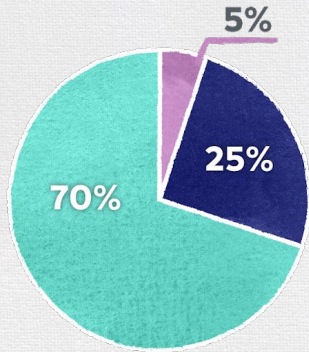
The Interests & Opportunities Index

The K-8 Progress Index



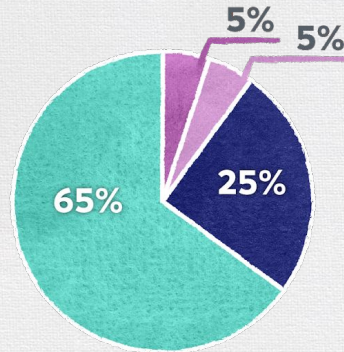
Louisiana's K-12 Accountability System

Elementary Schools



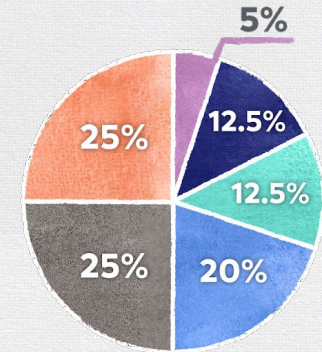
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

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

2019 Simulated SPS under different K8 Progress Index Weights

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%	47.5%	50%
A	12%	13%	14%	15%	16%	16%	17%	18%	19%
B	32%	33%	34%	34%	35%	36%	38%	38%	39%
C	29%	30%	31%	31%	31%	31%	31%	31%	31%
D	15%	14%	13%	13%	12%	12%	10%	9%	9%
F	11%	8%	8%	6%	5%	5%	3%	3%	2%
Average SPS Change	0.0	+1.3	+2.1	+2.6	+3.4	+3.9	+5.3	+5.9	+6.6

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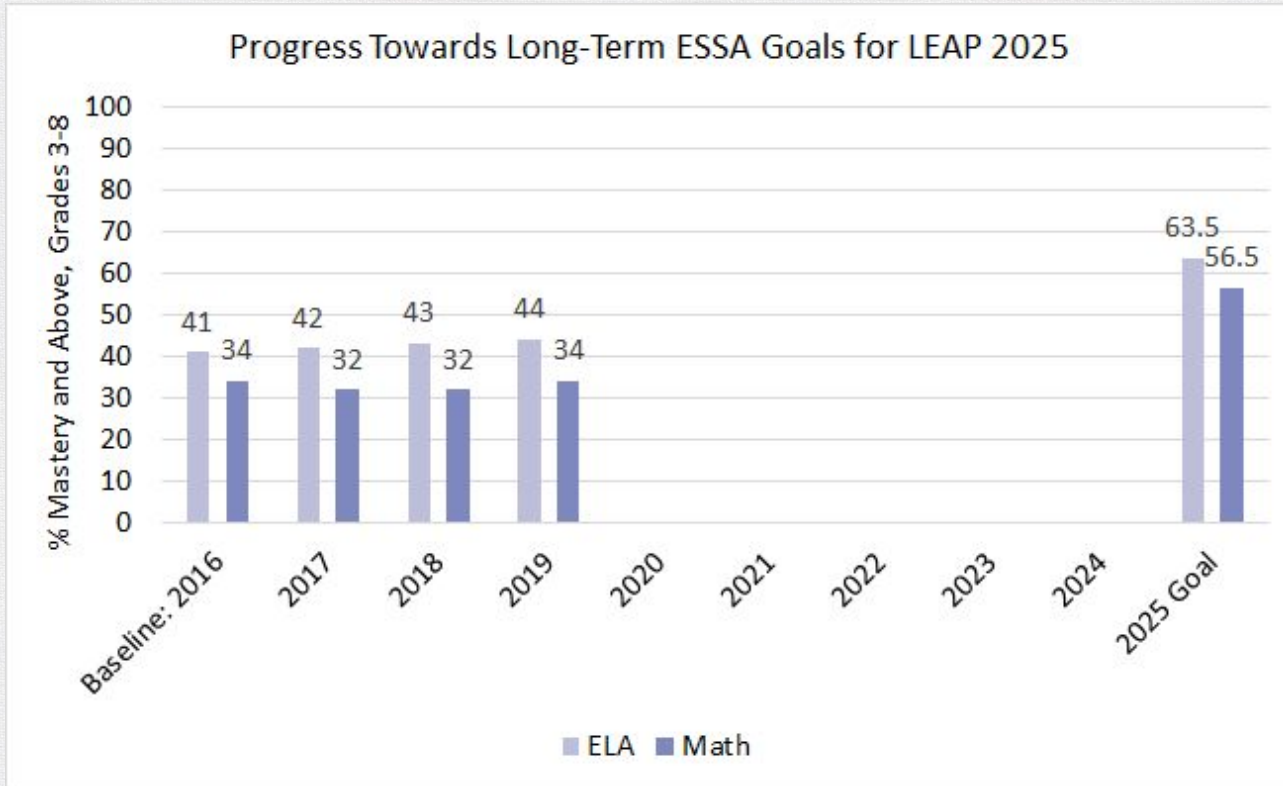
Grade 8 NAEP and LEAP 2025 Results

Louisiana ranks **48th** in nation among states on the percentage of students scoring at proficient or above on the **8th grade NAEP Math** assessment. 23% of Louisiana students scored proficient or better compared to the national average of 33%.

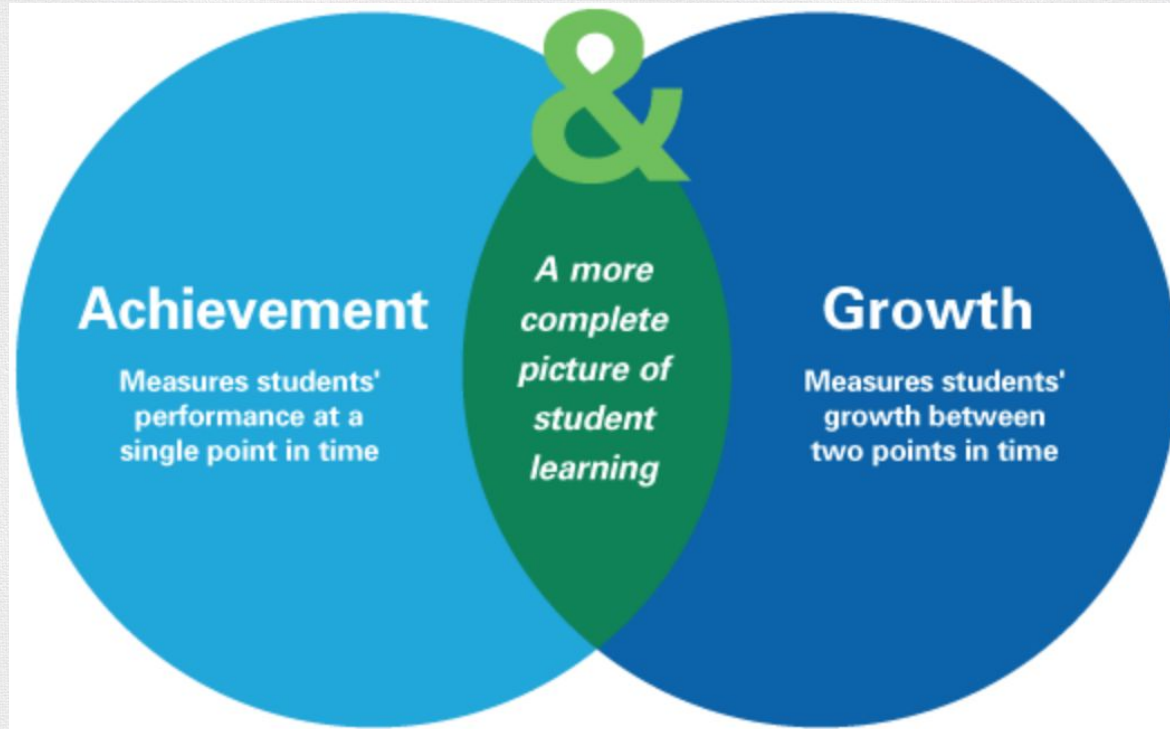
Louisiana ranks **43rd** in nation among states on the percentage of students scoring at proficient or above on the **8th grade NAEP Reading** assessment. 27% of Louisiana students scored proficient or better compared to the national average of 32%.

In 2019, **47%** of Louisiana 8th graders scored Mastery or better on LEAP 2025 ELA, and **28%** of Louisiana 8th graders scored Mastery or better on LEAP 2025 Math.

ELA & Math Goals Articulated by LA's ESSA Plan



Why Measure Student Progress?



Celebrating 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 8th or 10th 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.
 - 80th-99th percentile (150 points)
 - 60th-79th percentile (115 points)
 - 40th-59th percentile (85 points)
 - 20th-39th percentile (25 points)
 - 1st-19th percentile (0 points)

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

Advanced Policy

Bulletin 111 §501 (D) A score of advanced in the current year will be awarded 150 points in the progress index.

Grade	2019 % of students earning Advanced on LEAP 2025	
	ELA	Math
Grade 4	9%	3%
Grade 5	4%	4%
Grade 6	5%	4%
Grade 7	14%	2%
Grade 8	9%	2%
Grade 4-8	8%	3%

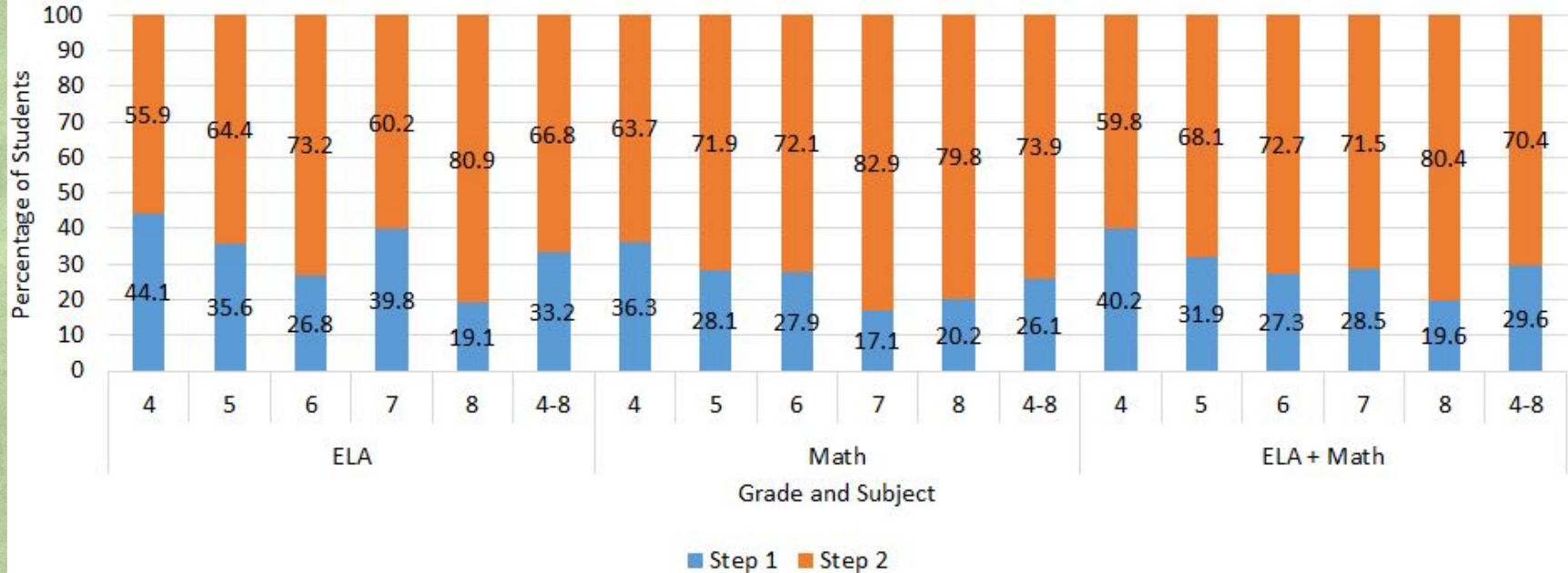
“Floor for Mastery” Policy

Bulletin 111 §501 (E)(5) Students scoring mastery in the current year shall be awarded up to 150 points, **but no fewer than 85 points** in the progress index, including students who score in the 1st to 39th percentiles of VAM. In 2019, roughly 8% of students benefited from this policy.

Student Growth Percentile	Index Points
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

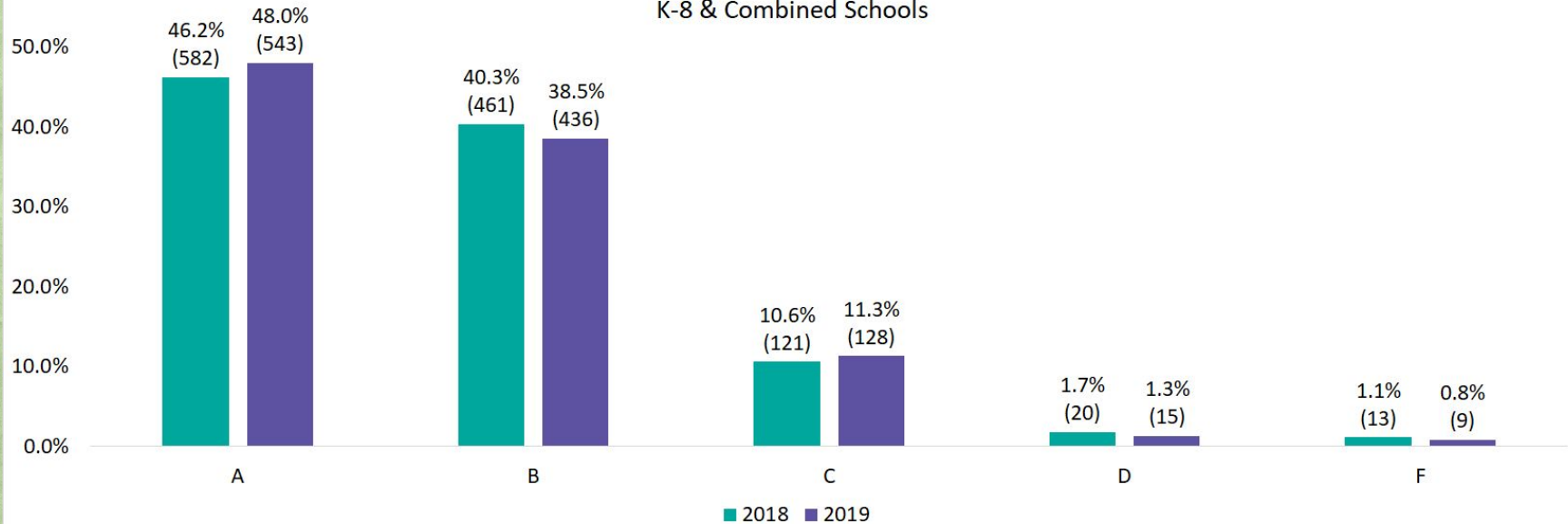
In 2019, How Many Students were included in Step 1 vs Step 2?

2018-2019 Percent of Students Counted in Step 1 vs Step 2 of Progress Index by Subject and Grade

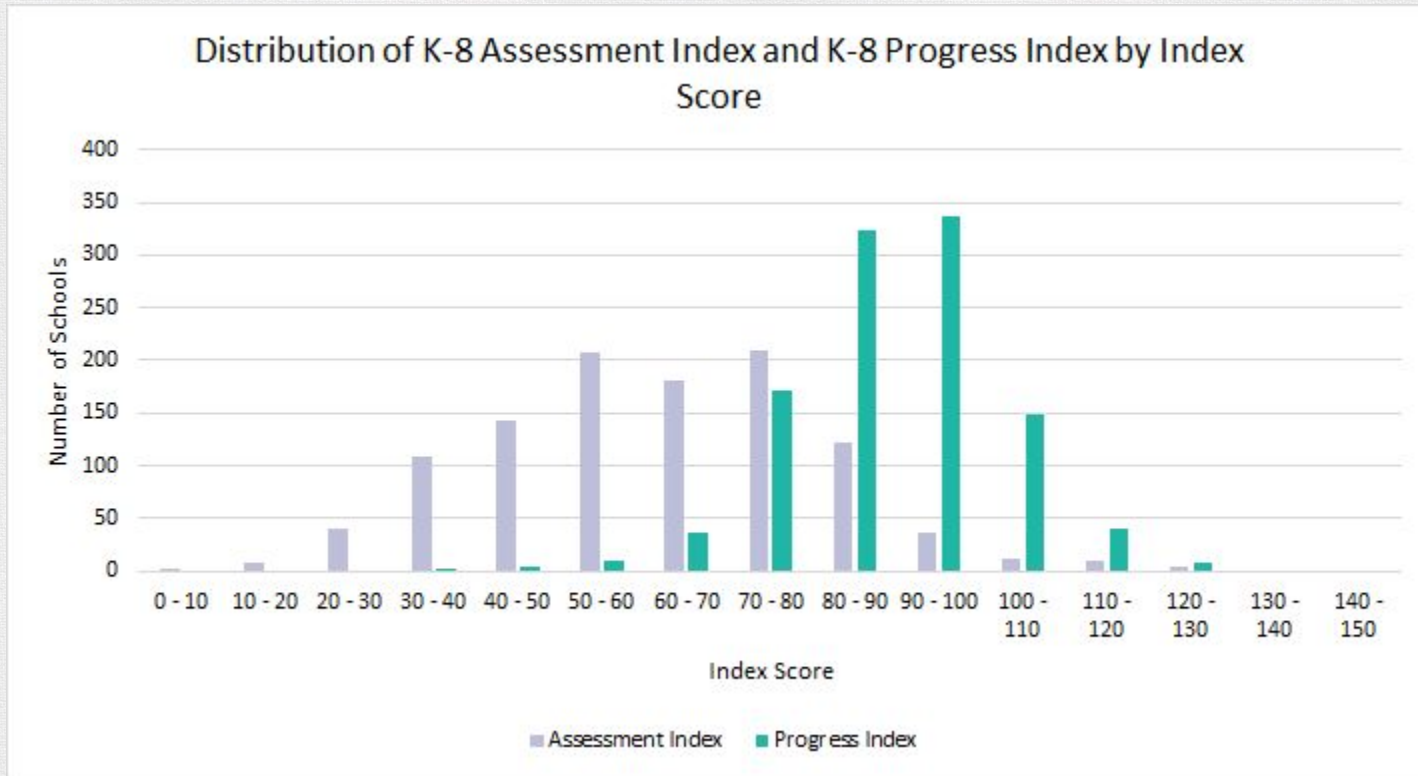


Distribution of K8 Progress Index Letter Grade Equivalent

2018 and 2019 Statewide K8 Progress Letter Grade Distribution
K-8 & Combined Schools

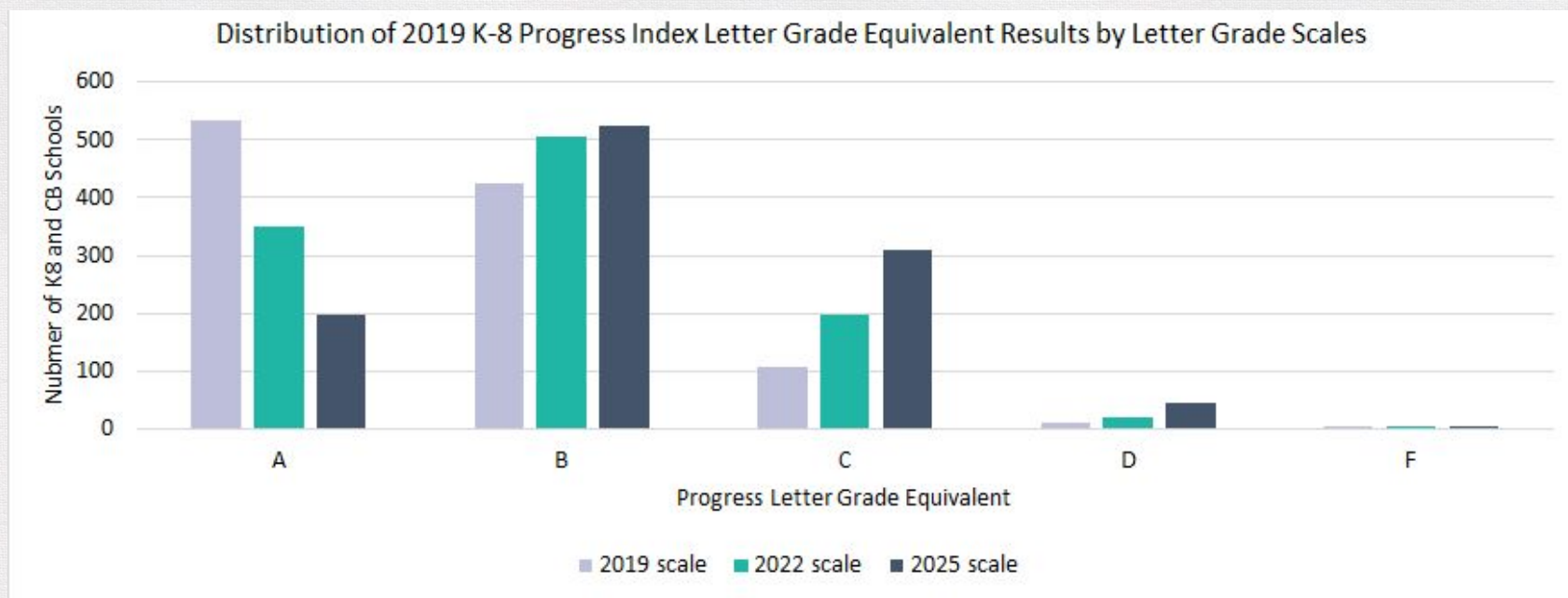


How does performance on the assessment index compare to the progress index?



Shifting to Higher Expectations

The Progress Index was designed with the 2025 letter grade scale in mind. Currently, the K8 Progress Index is not normally distributed across letter grades. By design, as expectations increase in the letter grade scale, the K8 Progress Index shifts to a more normal distribution.



Timeline for a Return to LA's Standard Growth Model

Louisiana's Value-Added Model (VAM) leverages up to three years of prior assessment results. In 2019, this meant including 2018, 2017, and 2016 assessment results in the calculation. Given the lack of assessments in 2020 and concerns over full testing participation in 2021, it may take several years before Louisiana can return to calculating VAM using three sequential years as the basis for prior year scores.

School Year	Prior Year 1	Prior Year 2	Prior Year 3
2020-2021	2018-2019	2017-2018	2016-2017
2021-2022	2020-2021	2018-2019	2017-2018
2022-2023	2021-2022	2020-2021	2018-2019
2023-2024	2022-2023	2021-2022	2020-2021

Note: Red indicates non-consecutive school year from current school year

Public Comment



Upcoming 2021 Meetings

- August 9
- October 4
- December 6

