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**Accountability Commission**  
**December 6, 2021**

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# 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

## Review Bylaws to the Accountability Commission

Accountability Commission Membership

LEAP 2025 Results

Simulated School Performance Scores

LEAP 2025 Humanities Assessment Updates

BESE Task Force

2022 Accountability Commission Meeting Dates



# Bylaw Review

In October, BESE passed a motion to request that the Accountability Commission consider adding a BESE member to the commission at the next Accountability Commission meeting.

# Review Bylaws

## SECTION 1 – Membership

The Accountability Commission shall consist of no less than eighteen (18) voting members. Nine (9) of the Accountability Commission members shall be appointed by BESE, and six (6) members shall be appointed by the State Superintendent of Education. The majority of the Accountability Commission membership must be representatives of local educational agencies.

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## **Accountability Commission Membership**

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# Accountability Commission Membership

BESE is requesting an additional member be added to the Accountability Commission from their Board Members.

# Public Comment





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# LEAP 2025 Results

- In 2020-2021, instruction looked substantially different for many students, with many students learning virtually for all or part of the year. About 4 in 10 students in grades 3-8 learned virtually for some part of the year. About 9% attended virtually the entire year.
- Although down from 2019 levels, we saw strong participation rates during a pandemic year (98.5% in grades 3-8 school and 93.4% in high school)
- Lower elementary students had a disproportionate decline in students scoring Mastery and above they also experienced a disproportionate increase in students scoring Unsatisfactory
- Several subgroups saw larger increases in students scoring Approaching Basic and Unsatisfactory.
- While all subject areas experienced decreases in Mastery & Above rates, Math had the most significant decline - especially in the earlier grades.
- A full presentation is available in the [October 2021 BESE Retreat Materials](#)

# Public Comment



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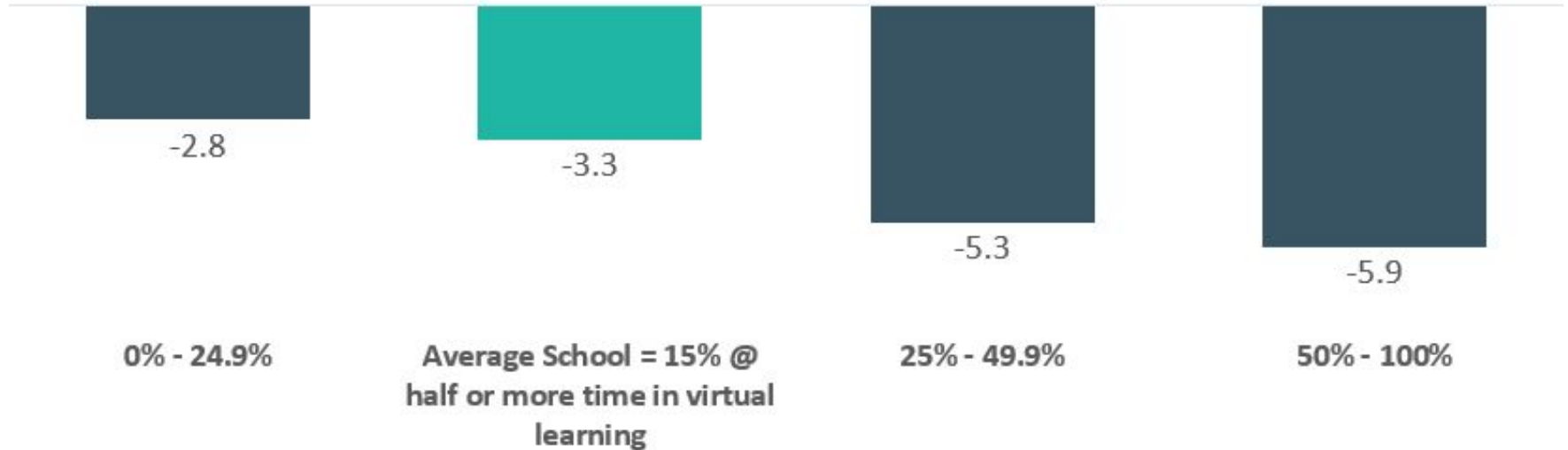


# Summary of Data and Trends

- 2021 simulated SPS was, on average, lower than 2019 SPS at all levels
  - Statewide performance scores were 1.8 points lower
  - 71% of districts had a simulated DPS that was lower than their 2019 DPS
  - 70% of schools had a simulated SPS that was lower than their 2019 SPS
- Reflecting national trends in standardized assessments and echoing Louisiana's LEAP assessment results, performance scores would have shown the most decline in:
  - high-poverty and high-minority schools
  - schools where virtual learning was more prevalent
- High schools and combination schools would have fared better than K-8 schools, which can mostly be attributed to increases in the Graduation Index and Strength of Diploma

# Change in SPS: The Impact of Virtual Learning

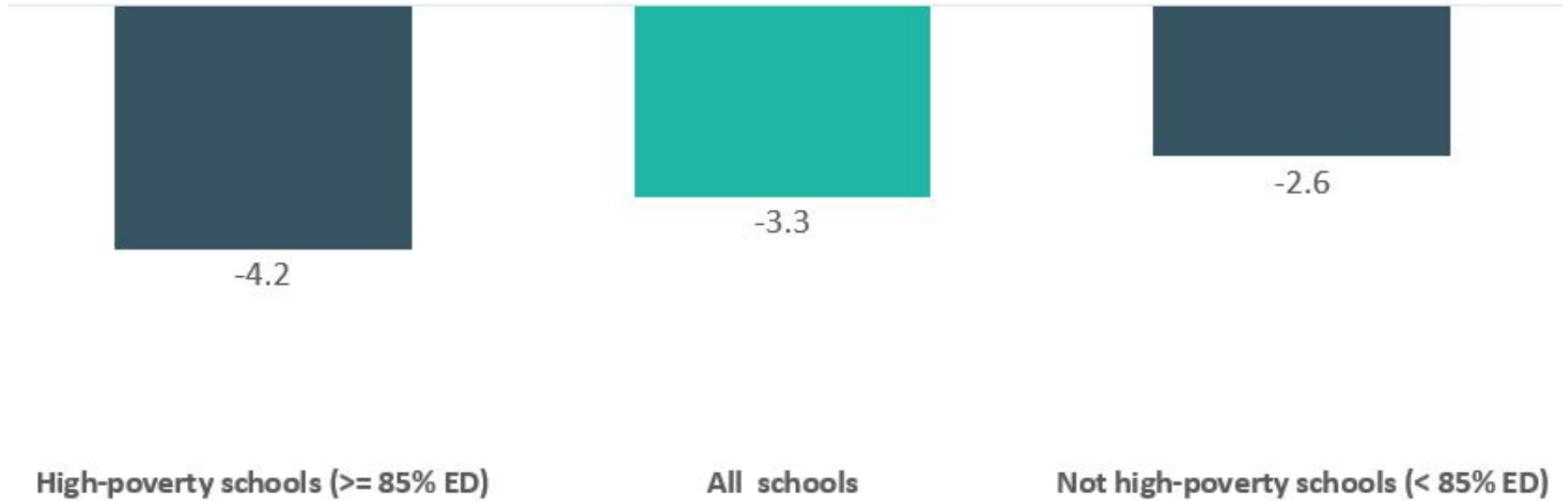
Schools where a significant number of students spent large amounts of time in virtual instruction had sharper SPS declines than schools where few students were engaged in virtual learning.



Percent of LEAP Testers at School That Spent Half or More of Year in Virtual Learning

# Change in SPS: High Poverty Schools

On average, high-poverty schools (ones where at least 85% students are economically disadvantaged) declined by 4.2 SPS points. This compares with a decline of 2.6 SPS points among schools that were not high-poverty.



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# Louisiana's Innovative Assessment Pilot



Louisiana submitted a proposal for the pilot in April 2018 in response to a provision in ESSA which allowed selected states to develop and pilot new high-quality assessment formats in lieu of their existing statewide achievement tests.

Louisiana's proposal to pilot an innovative English assessment was the first to be [approved by the U.S. Department of Education](#).

Louisiana now has five years to develop, pilot and expand the innovative assessment.

# Pilot Highlights

Louisiana's Innovative Assessment will provide the following:

- **Integration:** Several brief assessments are administered throughout the year to measure students' deep knowledge of books or passages that they have studied in class with a true integration of instruction and assessment.
- **Focus:** Teachers can focus instruction on background knowledge and making meaning of full texts.
- **Equity:** All students have the opportunity to develop background knowledge together so that no student is at a disadvantage due to a lack of life experiences.
- **Preserves local control:** School systems continue to decide which ELA curriculum is used during instruction and which assessments students take.

# Social Studies Integration



- Louisiana's K-12 social studies standards are currently under review. Due to the misalignment of the standards review and adoption schedule for ELA and social studies, the Innovative Assessment Program will no longer include a crossover unit that measures both ELA and social studies standards.
- The assessment will continue to integrate informational texts from all disciplines and align with the knowledge built in the curricular unit.
- The units of study which were once considered the ELA/Social Studies crossover units are still part of the ELA Guidebooks curriculum and will continue to be taught. We will also continue to require those units as the final unit for assessment each year.

# Adjustments for the Pandemic

- Because we were not able to administer all assessments for each window in 2019-2020, we will need to begin that process again.
- This means that districts who were field testing items in 2019-2020 will need to remain in the field testing category this academic year.
- Those districts who were scheduled to administer the Grade 7 operational assessment in 2019-2020 are the **only** districts who will administer the operational assessments this year.



# Name Changes to the Innovative Assessment Pilot

Formerly known as the LEAP Humanities Pilot, the language in Bulletin 111 refers to what is now known as the Innovative Assessment Program (IAP). The current assessments under the Innovative Assessment Program are: LEAP ELA Guidebooks and LEAP ELA Wit and Wisdom<sup>®</sup> Assessments Pilot.

# Proposed Changes to Bulletin 111

Requesting endorsement of the proposed changes to the Innovative Assessment Pilot as found in Bulletin 111 regarding the name change, account for the removal of Social Studies from the pilot, and a delay in the referenced years caused by pandemic interruptions.

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## BESE Motion

- As a result of ongoing discussion about adjustments to the accountability system interest in focusing on the mechanics of the student growth formula and a workgroup of the board was recommended to study beginning in August.
- At the October BESE meeting the board expanded the scope of the workgroup to include a full review of the Accountability System.
- The board requested that proposed revisions to the formula come by the June BESE meeting.

# Role of the BESE Accountability Task Force

- Guides and direct the development of simulations
- Informs recommendations
- Participates in stakeholder engagements as appropriate
- Provides recommendations for simulations and seeks the input of various commissions (including Accountability Commission)

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# Upcoming 2022 Meetings

A Doodle poll will be sent via email to commission members immediately following the meeting. Please respond by the end of day Monday, December 13<sup>th</sup>.

