



Accountability Commission
February 1, 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

K-2 Accountability

The ACT and WorkKeys Assessments

FAST FORWARD - Jump Start and TOPS University Associate Degree Opportunities

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.
- 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:

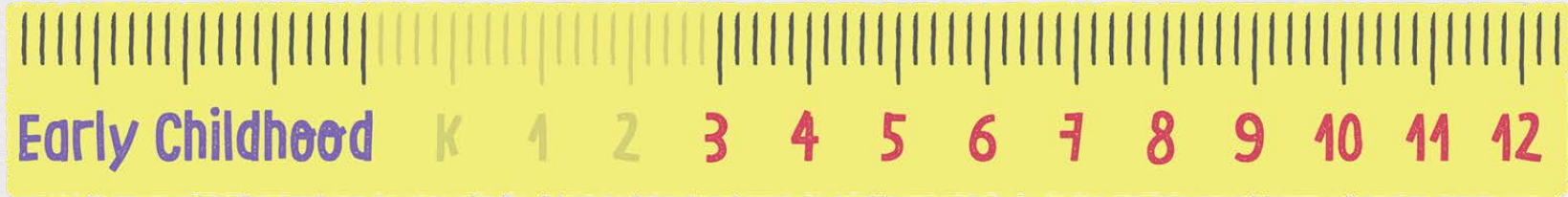
- Define a cohesive set of expectations for teachers and school systems birth-grade 2
- Utilize a limited, coherent, and efficient set of tools to monitor outcomes across school systems and schools
- Provide maximum consistency across grade levels to support ease of use by educators
- Reflect the academic 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 ECE and 3-12 accountability to create a cohesive birth through 12th grade system
2. Pilot, refine, and scale K-2 accountability to **reach full implementation by no later than 2022-2023**, with ratings with stakes attached released by no later than by Fall 2023
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 potential 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 

K-2 Accountability Timeline

School Year 2020-2021

- Vendor selected through a competitive RFP process to facilitate development of a literacy indicator
- K-2 Accountability policy structures vetted with Accountability Commission and BESE
- Updates to systems on the current state of K-2 Accountability at the May 2021 Teacher Leader Summit

School Year 2021-2022

- Large-scale piloting of K-2 CLASS observations
- Large-scale certifications for CLASS and large-scale training on literacy instrument
- Initial use of literacy instrument by the end-of-year

School Year 2022-2023

- K-2 Accountability is operational using a literacy instrument and CLASS observations

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)
- The beginning and middle of the year administration will be used by districts to diagnose student needs. Instructional decisions can then be made to match student needs throughout the school year.

Student Literacy Accountability Proposal

- Measure both **performance** and **growth**:
 - **Performance:** For grades K-2 based on end-of-year indicator
 - Will generate a composite score at the end of each year for grades K, 1, and 2 that would indicate whether a child is on track for reading on grade level.
 - **Growth:** For grades 1-2 only based on end-of-year indicator
 - Based on progress made from end-of-year screener from prior year to end-of-year screener in current year

Instructional Quality Proposal

Bulletin 140 already outlines a clear process for how to implement CLASS® in early childhood for accountability. The LDOE will work to align these processes with K-2, including:

- Participants
- Coordinated Observation Plan and Observation Requirements
- Performance Profiles & Performance Rating Calculations for schools and systems
- Informational Metrics of Best Practices
- Reporting for the Accountability System
- Data Verification
- Waivers and Appeals



Currently, the LDOE anticipates K-2 CLASS® as fully operational in **SY 2022-2023**.

Participants

GOAL: All public sites and nonpublic scholarship sites with at least one classroom serving any combination of grades K-2 as of October 1 are observed. Classrooms with students on October 1, February 1, and the End-of-Year enrollment counts are included in accountability.

GOAL: Full K-2 implementation at scale with stakes for 2022-2023.

Coordinated Observation Plan and Observation Requirements

GOAL: Every K-2 classroom is observed locally (system or school-level employees) once per semester.

GOAL: A certain minimum percentage (to be determined, e.g. 30%) of ALL K-2 classrooms at every site are observed by a 3rd party evaluator once annually AND in at least one classroom of each applicable grade annually.

GOAL: Every school system is supported in creating a coordinated observation plan that includes:

- a) the number of certified observers who will conduct observations
- b) the number of classrooms that must be observed
- c) an observation schedule that includes two observations per K-2 classroom
- d) a plan for ensuring reliability (e.g. mitigating conflicts of interest, observer reliability, etc.)

Informational Metrics of Best Practices

GOAL: The LDOE additionally reports on informational metrics that are not included in an index score but inform stakeholders on the K-2 classroom setting.

Example: The ELA and Math instructional materials (curricula, assessment) used at the site

Example: Student-to-teacher ratios

Reporting for the Accountability System

GOAL: All results are published in the Louisiana School Finder concurrent with the release of all other accountability results.

GOAL: Classroom profiles are developed for each site that elaborate on the composition of the average K-2 classroom at each site based on federal reporting categories (racial/ethnic group, ED, ELL, SWD, etc.).

GOAL: The LDOE's data systems are enhanced such that there is a clear and valid link between students, teachers, classrooms, and observations.

Data Verification

GOAL: Schools and systems use the existing CLASS portal to upload results to the state.

GOAL: Data validation reports are routinely provided to schools and systems.

GOAL: A data certification process is implemented that allows systems to review their results, identify any issues for the LDOE, and appeal results with appropriate documentation prior to the release of any data for high-stakes accountability purposes.

Waivers and Appeals

GOAL: The LDOE develops and implements an appeals process for sites and systems to challenge observations that have demonstrated concerns around protocol or reliability.

GOAL: A comprehensive waiver process is developed that gives the state superintendent authority to grant waivers for specific requirements in instances where needed.

Possible 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%



Public Comment



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Student Growth



2019 Distribution of Letter Grades by School Type

In 2019, 67.7 percent of high schools were either an A or B, compared to only 40.0 percent of K-8 schools and 62.0 percent of Combination schools.

2019 Letter Grade	Percent of K-8 Schools	Percent of High Schools	Percent of Combination Schools
A	10.2%	35.9%	22.7%
B	29.8%	31.8%	39.3%
C	30.8%	22.4%	22.7%
D	16.7%	6.8%	8.0%
F	12.3%	3.1%	7.4%
T	0.2%	0.0%	0.0%

Louisiana High School Outcomes

	2013	2014	2015	2016	2017	2018	2019
Cohort Graduation Rate	73.5	74.6	77.5	77	78.2	81.4	80.1

	2013	2014	2015	2016	2017	2018	2019
College Enrollment Rate	57.7	59.2	58.0	57.1	57.7	57.4	56.6

Louisiana has made consistent progress increasing the percentage of students who graduate on time in four years. However, cohort graduation rates and college enrollment rates have recently dropped.

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.

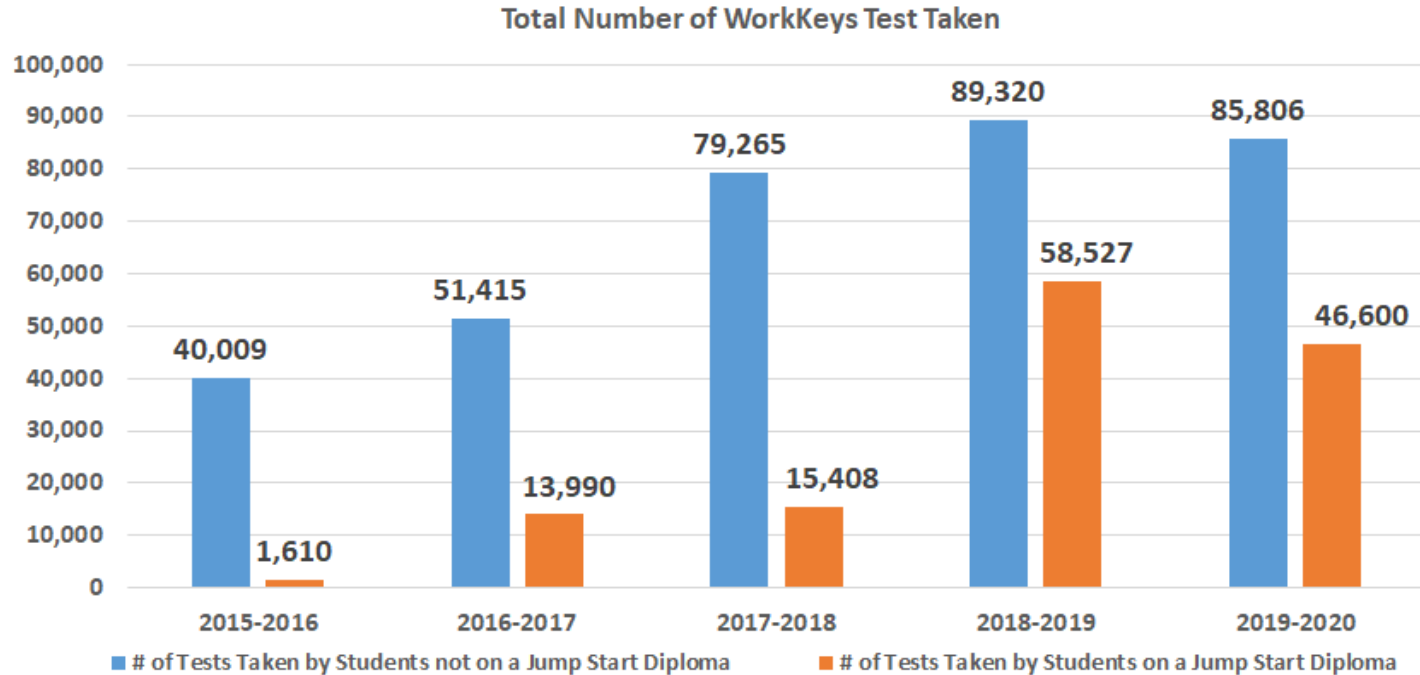
ACT/WorkKeys Index Background

- Current policy allows students to use their highest ACT Composite Score earned by grade 12. “Superscores” are currently not used.
- WorkKeys went into effect as a component of the ACT Index in 2015-2016.
- All students are eligible to have their WorkKeys score used in lieu of their ACT score for the ACT/WorkKeys Index in instances where a student takes both assessments and earns a greater number of index points for WorkKeys than for ACT.
- WorkKeys index points are based on a concordance table provided by ACT that equates Composite Scores with WorkKeys levels.
- Though intended for students in the Jump Start program, WorkKeys index points are available for all students. As a result, **65% of ACT WorkKeys tests taken in 2019-2020 were taken by students not on a Jump Start diploma pathway.**

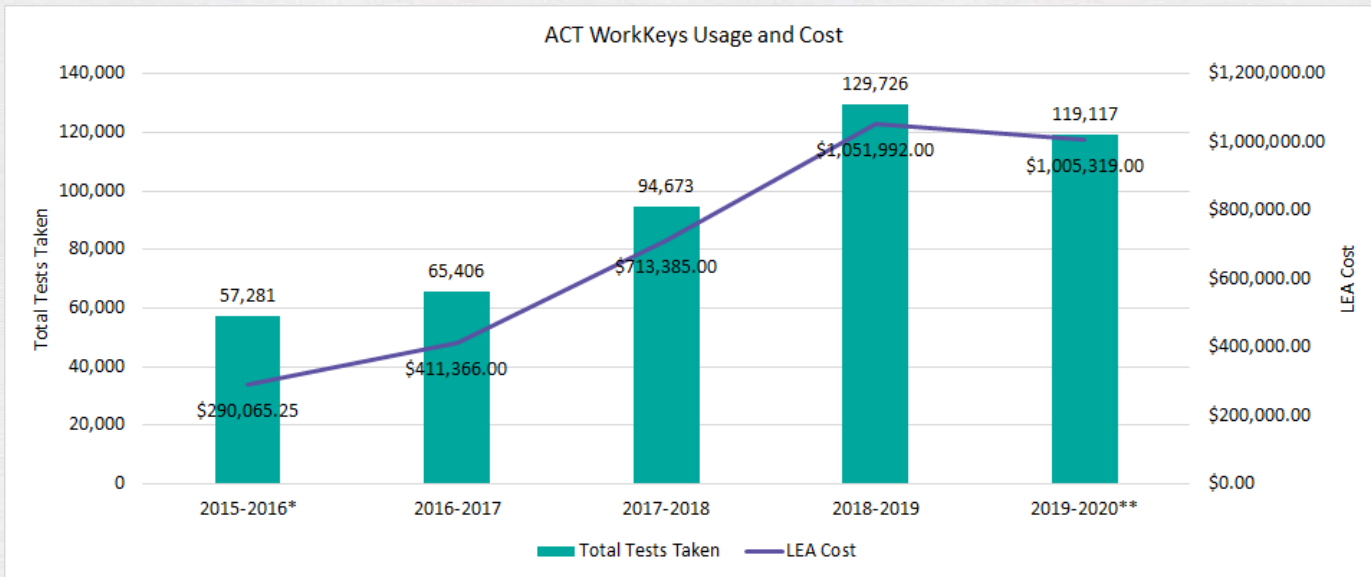
Current ACT/WorkKeys Index Accountability Points

ACT/WorkKeys Score	Points	ACT/WorkKeys Score	Points
0-17	0	27 or PLATINUM WORKKEYS	120.4
18 or SILVER WORKKEYS	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	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?



*WorkKeys 1.0 was given. WorkKeys 2.0 began in 2017-18.

**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.

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.

ACT Score of 17

The TOPS Tech Award was created by the Louisiana Legislature with the sole intention of promoting a skilled workforce in Louisiana. Currently, the TOPS Tech Award is offered to qualified high school graduates and provides up to two years of skill or occupational training to be pursued at an accredited Louisiana postsecondary institution that offers a vocational or technical education certificate/diploma.

In order to qualify for TOPS Tech, a student must have a minimum ACT Score (or SAT equivalent) **of 17** or the Silver level score on ACT WorkKeys.

A shift in point values for an ACT Composite Score of 17 would allow students potentially eligible for TOPS Tech to receive points towards the ACT/WorkKeys Index.

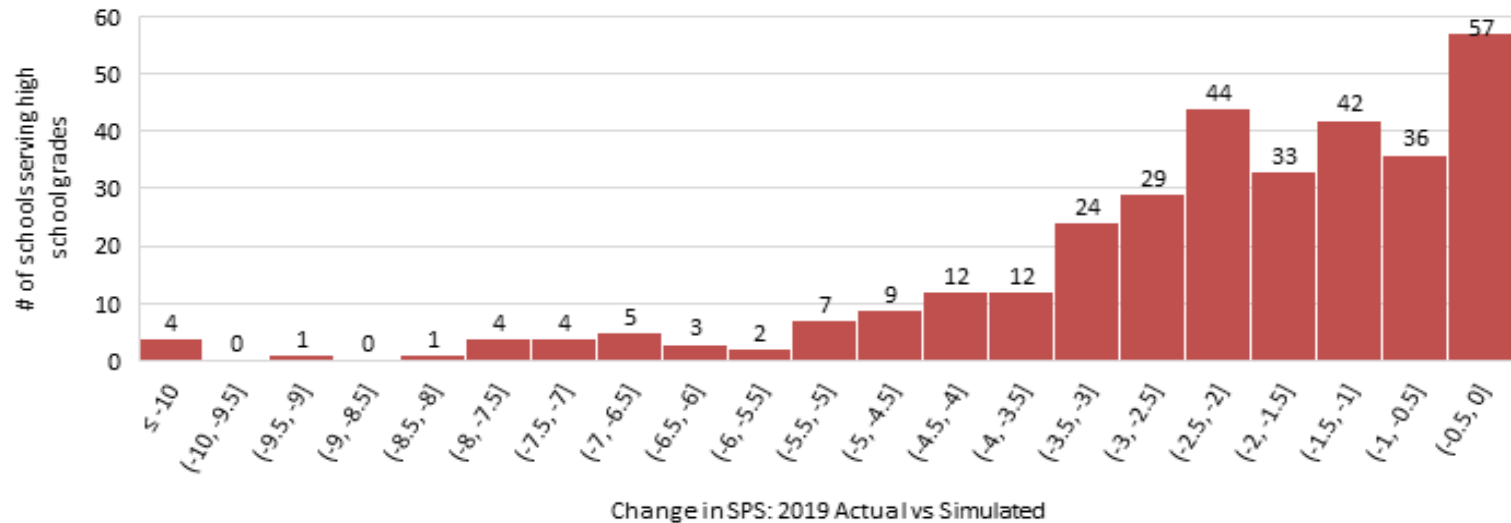
Possible ACT/WorkKeys Index Accountability Points

ACT/WorkKeys Score	Points	ACT/WorkKeys Score	Points
0-16	0	27 or PLATINUM WORKKEYS (Jump Start Only)	120.4
17	60.0	28	123.8
18 or SILVER WORKKEYS (Jump Start 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 (Jump Start 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		

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 are heavily relying on 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

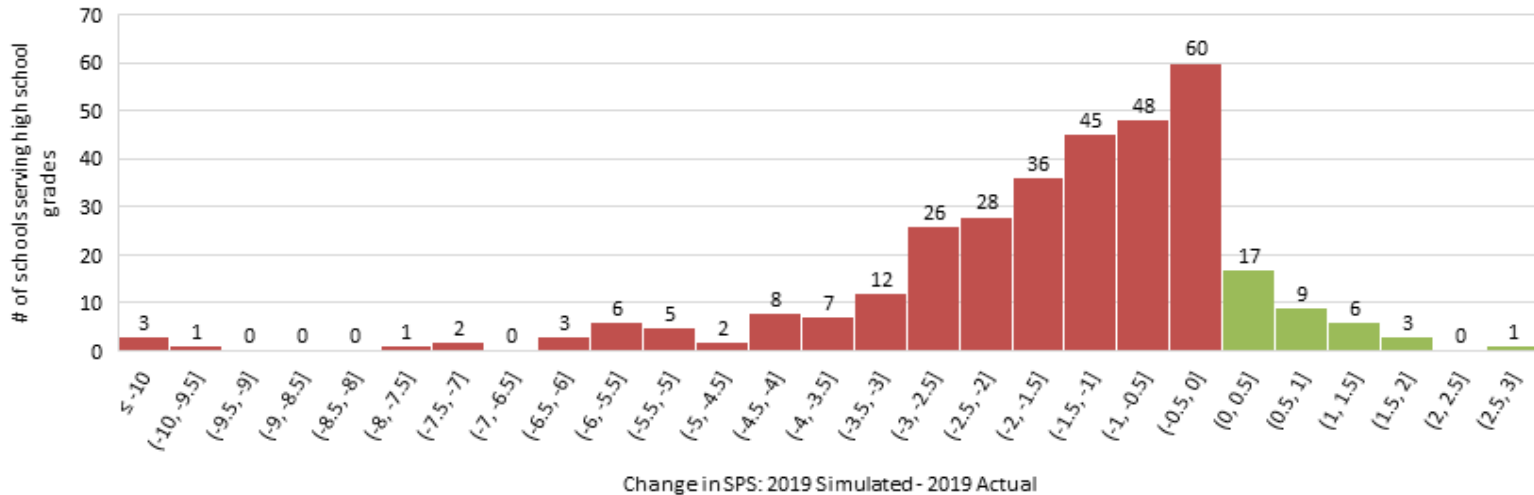
15% of sites saw a negative change in letter grades when WorkKeys scores could not be used for TOPS University students. This negative change affected schools across all letter grades somewhat equally.

	2019 LG (Simulation: TOPS University Students DO NOT receive credit for WorkKeys)				
2019 LG (Actual)	A	B	C	D	F
A	91 (86%)	15 (14%)	-	-	-
B	-	105 (84%)	20 (16%)	-	-
C	-	-	59 (86%)	10 (14%)	-
D	-	-	-	16 (80%)	4 (20%)
F	-	-	-	-	9 (100%)

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. One hypothesis is that this decline will shift to a more positive trend if systems reduce administering WorkKeys for TU students at present rates

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



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

When removing WorkKeys for TU students *and* giving 60 points for an ACT of 17, declines are still seen in the A-C range, with nominal increases in D-F. 9% of sites decline in LG, while only 1% improves in LG overall.

2019 LG (Simulation: TOPS University Students DO NOT receive credit for WorkKeys AND ACT of 17 = 60 pts)					
2019 LG (Actual)	A	B	C	D	F
A	99 (93%)	7 (7%)	-	-	-
B	-	109 (87%)	16 (13%)	-	-
C	-	-	63 (91%)	6 (9%)	-
D	-	-	2 (10%)	17 (85%)	1 (5%)
F	-	-	-	1 (11%)	8 (89%)

Public Comment



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FAST FORWARD - Jump Start and TOPS University Associate Degree Opportunities

Student Growth



Aligning Pathway Opportunities

- **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.
- **Dual Enrollment Task Force** recommended each high school student have the opportunity to enroll in at least four dual enrollment courses before graduation, and that the accountability system provide corresponding incentives that reflect the need for career and college readiness.
- **Louisiana legislature** 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.”*

Fast Forward Jump Start/TOPS University Associate Degree Pathway Program

The proposed Fast Forward Associate Degree Pathway Program will provide Louisiana students access to an **immersed high school experience with a segue to college or the workforce** that leads to both a high school diploma and an associate degree. This is not a replacement for high school diploma options presently in place; it simply adds more options for schools, families and students.

- Students will spend grades 9 and 10 on the high school campus earning required diploma coursework in core academic areas.
- Students will have an opportunity to spend the majority of grades 11 and 12 on a postsecondary campus, on a high school postsecondary satellite campus, or fully immersed in a state recognized pre-apprentice/apprentice program.

Importance of Access to Dual Diploma Programs

The U.S. Department of Education published the [What Works Clearinghouse Intervention Report](#) which documented a medium to large extent of evidence in **dual enrollment programs having positive effects on students** in the below domains:

- Students' college degree attainment
- College access and enrollment, credit accumulation, completing high school
- General high school academic achievement, staying in high school, college readiness and high school attendance

The James Irvine Foundation published the [Broadening the Benefits of Dual Enrollment](#) report with a focus on its **positive impact on reaching underachieving and underrepresented students** in career focused programs which found that career pathway students participating in dual enrollment programs were:

- More likely to graduate from high school, transition to a four year college and persist in postsecondary education
- Less likely to take basic skills courses in college
- Accumulating more college credits than comparison students

Importance of Access to Dual Diploma Programs

Dual Enrollment Has Large Benefits for Students but Rigor and Location Are Critical, New Studies Find

- **Dual enrollment students were substantially more likely to be White and female and to not participate in free or reduced-price lunch** than students who did not participate in dual enrollment.
- Students who participated in dual enrollment (DE) were 12 percent more likely to go to college and 7 percent more likely to earn a bachelor's degree than similar students who did not participate.

Dual Enrollment: A Strategy to Improve College-Going and College Completion among Rural Students

- **Dual enrollment can greatly benefit students in rural areas**, which report lower college-going and postsecondary attainment rates than other locales.
- Rural areas face unique challenges in providing high-quality dual enrollment programs: (1) Securing qualified instructors; (2) Covering program costs, as many rural districts face declines in enrollment and the funding that follows students in many states; and (3) Addressing program logistics, including the challenges of offering a course to a small number of students and offering career/technical education coursework when high schools may not have the latest technical equipment but the nearest community college is a long drive away.

Dual Diploma Attainment

There are an increasing number of students in the state graduating with both a diploma and associate degree. While the number of traditional school systems with this option has increased, the numbers of students remain small.

With the appropriate collaboration, structures, incentives and blueprint frameworks in place we believe there is room to increase this opportunity for all Louisiana students. The average age of an attaining an associate degree is 27.

- **The 2019 Graduation Cohort Data indicated that 159 students out of 42,650 graduates, or 0.37 percent, received both a diploma and an associate degree upon graduation.**
- 77 percent of students are graduating with a TOPS University college prep focused diploma yet only 57 percent are enrolling in college the year after graduation.

Associate Degree Attainment and Demographics

- 159 Associate Degrees were earned by the 2019 graduation cohort
- 55 percent were earned by females, 45 percent were male
- 44 percent were economically disadvantaged, 56 percent were not economically disadvantaged
- 57 percent were white, 33 percent were black, 5 percent were Asian, 3 percent were Hispanic, 2 percent were multirace

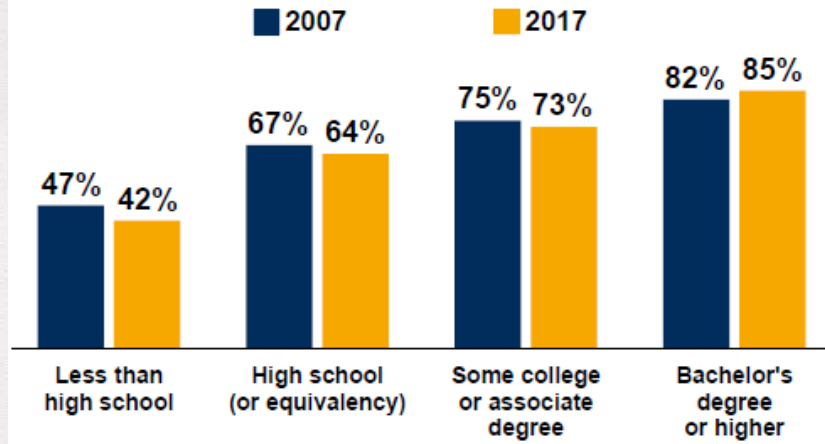


Louisiana Workforce

The entry point for work has shifted

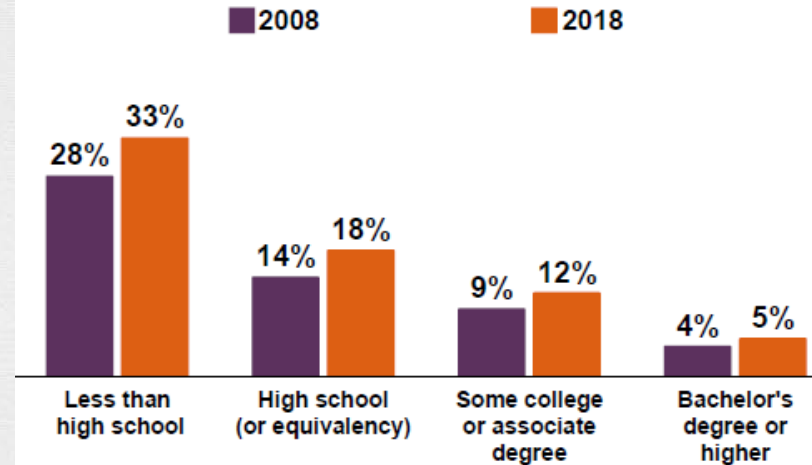
Employment Rates by Education Level

Percentage of All Adults 25-64 in Louisiana



Percentage of Adults in Poverty by Attainment

Adults 25 and Older in Louisiana



Strength of Diploma Index - Current Policy

Strength of Diploma Index				
College Credit		Passing course grade in DE, AP, IB *Students must take AP/IB exam and pass the course	Any AP score of 3+ Any IB score of 4+ Any CLEP score of 50+	Associate's Degree
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Point Value	100 points	110 points	150 points	160 points

Strength of Diploma Index - Possible Sample

Strength of Diploma Index				
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	Associate's Degree OR Full Apprenticeship (Advanced Plus) OR Statewide Advanced Plus Level III/IV credentials
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Point Value	TBD	TBD	TBD	TBD

Public Comment



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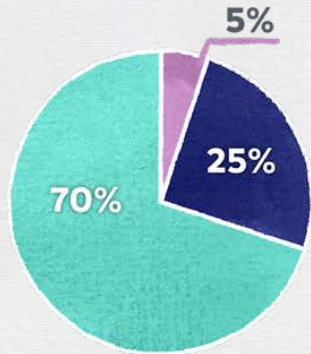
FAST FORWARD - Jump Start and TOPS University Associate Degree Opportunities

Student Growth



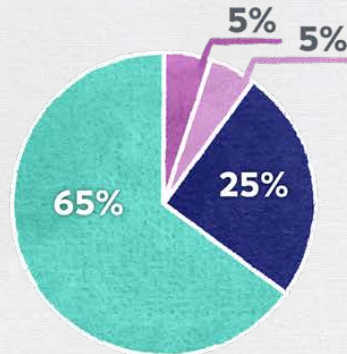
Current SPS Formula Weights

Elementary Schools



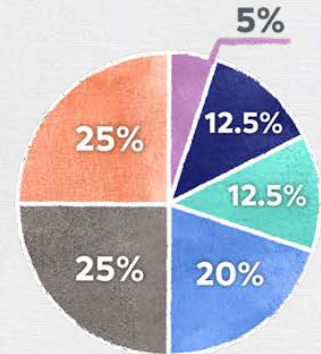
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

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

Ways to Measure Growth



Louisiana celebrates student growth through two different methods.

STEP 1 - Step 1 is a “Growth to Standard” measure that asks if students are on track to achieving Mastery by grade 8 (for elementary/middle) or grade 10 (for high school).

Nine other states include a “Growth to Standard” model: AZ, CT, ID, IN, KY, MI, NV, SD, and UT

STEP 2 - Step 2 uses the “Value Added Model” (VAM) to measure student growth relative to their peers.

Eight other states include VAM: AR, MO, NM, NC, OH, PA, SC, and TN

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 receives 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 earns 150 points, equivalent to an A+. Otherwise, the student earns points under question 2.

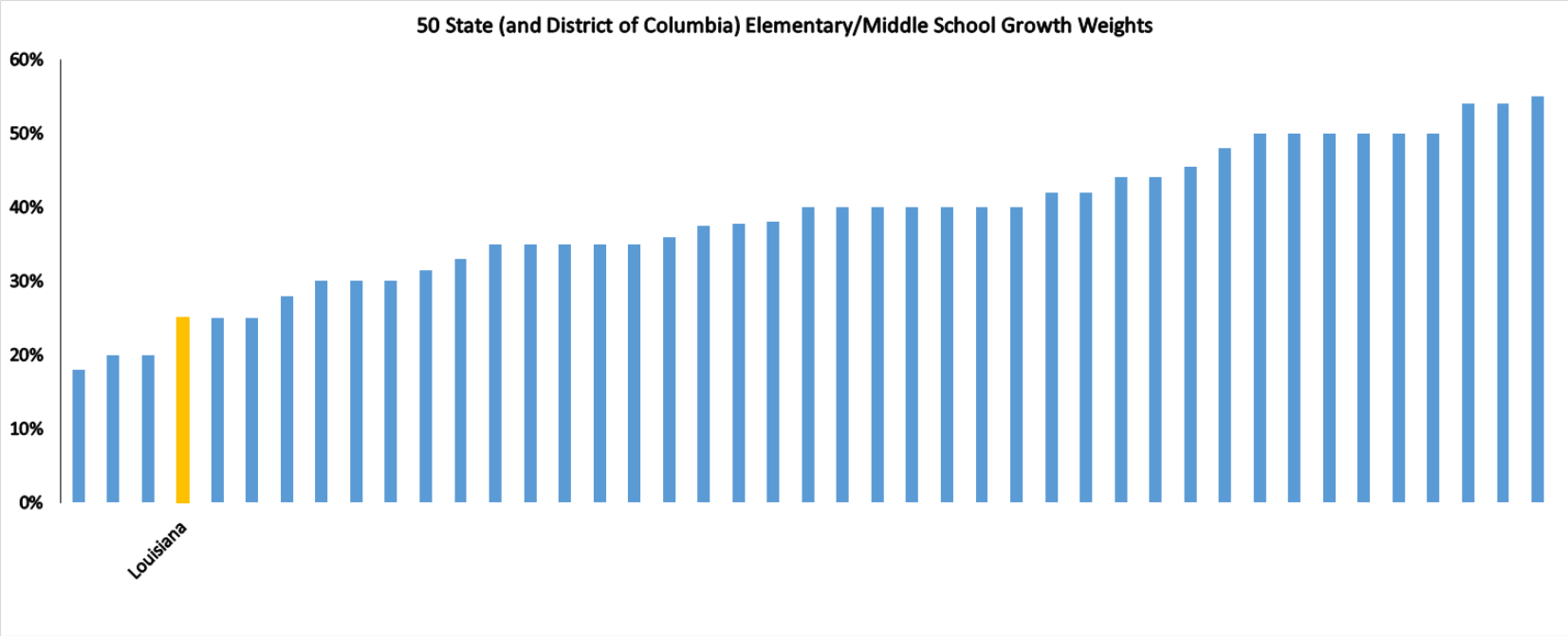


Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added model, students' individual performance is compared to that of similar peers.
- Schools 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)*

Growth Weight	# of States	State(s)
55%	1	Nevada
54%	2	Mississippi, Utah
50%	6	Arizona, Arkansas, Florida, Illinois, Texas, Washington
48%	1	Colorado
45.5%	1	Indiana
44%	2	Iowa, Oregon
42%	2	Connecticut, New Mexico
40%	7	Alabama, Alaska, Delaware, District of Columbia, Hawaii, New Jersey, South Dakota
38%	1	Maine
37.8%	1	Michigan
37.5%	1	Wisconsin
36%	1	Idaho
35%	5	Kentucky, Ohio, South Carolina, Tennessee, Vermont
33%	1	Oklahoma
31.5%	1	Georgia
30%	3	Missouri, Montana, North Dakota
28%	1	West Virginia
25%	3	Louisiana, Maryland, Wyoming
20%	2	North Carolina, Massachusetts
18%	1	Rhode Island
Other	8	California, Kansas, Minnesota, Nebraska, New Hampshire, New York, Pennsylvania, Virginia

National Elementary/Middle School Growth Weights



Public Comment



Upcoming 2021 Meetings

- **March 8**
- **May 3**
- **August 9**
- **October 4**
- **December 6**

