



Accountability Council
May 9, 2022

Reminders and Updates

1. Please turn on your microphone when you are speaking. This is both for those in the audience in person and watching the livestream.
2. Public comment cards must be turned in to Ashley Townsend to be recognized for public comments during discussion.

Agenda

Consideration of an update report regarding procedures of the Accountability Council

Consideration of revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System: §307. LEAP 2025 Humanities Assessment Pilot*

Consideration of revisions to Bulletin 111, The Louisiana School, District, and State Accountability System: §3901. Assessment of Students with Disabilities, §3903. LEAP Alternate Assessment Participation Criteria, §4001. Proficient in English

Consideration of an update report regarding the BESE Work Group/Study Group



Codification of Accountability Council

Bulletin 111 - The Louisiana School, District, and State Accountability System, §103. Accountability Council

- BESE approved promulgation of §103 in *Bulletin 111* at the April 2022 meeting.
- The rule includes the following:
 - Council functions and responsibilities
 - Membership composition and provisions
 - Attendance and leadership guidelines
 - Procedures for conducting business

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Bulletin 111 Revisions Background

In December 2021 the Accountability Commission endorsed 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.

Additional Bulletin 111 Revisions Required

- In 2019 BESE adopted a policy that would calculate School Performance Scores (SPS) using the higher of a school's IAP score or prior to pilot student data in their SPS.
- In preparation to bring this forward as an amendment to its ESSA plan, the department was advised by the US Department of Education that this is not permissible as part of the Innovative Assessment Pilot.

Additional Bulletin 111 Revisions Required

- To comply with the advice from US ED, the LDOE is bringing an amendment to *Bulletin 111, The Louisiana School, District, and State Accountability System* for the June 2022 BESE meeting.
- The Assessment Index and Progress Index will not be calculated with prior year LEAP 2025 scores and will only be calculated with the ELA Innovative Assessment Program (IAP) grade 7 operational assessment scores. This change results in the calculation of school performance scores using results from Spring 2022 assessments in school performance scores released in the fall of 2022.

Proposed Language

LDOE requests an endorsement of the proposed changes to the Innovative Assessment Pilot as found in Bulletin 111 regarding the change in the calculation of School Performance Scores to be compliant with our application with the US Department of Education. Language is below and revisions are available in your folder.

- B. For purposes of accountability calculations (assessment index and progress index) a student's end of year Innovative Assessment Program achievement level and scale score shall be used when available. If a student does not receive a score for the pilot they shall be required to take the traditional LEAP 2025 assessment in ELA.
- C. The LDE will annually update BESE on the status of the assessment pilot transition beginning December 2019.

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Language Updates for ELPT Connect

The LDOE will be administering an ELPT Connect starting in the 2022-2023 School Year. This assessment will be administered to grades K-12.

To be aligned with the new assessment, Bulletin 111 must be revised to include it. There are two sections that include ELPT Connect in the language-§3901. Assessment of Students with Disabilities and §3903. LEAP Alternate Assessment Participation Criteria

Language Updates for ELPT Connect

§3901. Assessment of Students with Disabilities

- A. All students, including those with disabilities, shall participate in Louisiana's testing program. The scores of all students who are eligible to take the 3-8 or high school LEAP 2025~~;~~, ACT, LEAP Connect, or Louisiana English language proficiency test (ELPT and ELPT Connect) shall be included in the calculation of the SPS. Students with disabilities shall take the assessments with accommodations, if required by their individualized education program (IEP).

Language Updates for ELPT Connect

§3903. LEAP Alternate Assessment Participation Criteria

- A. Students with disabilities participating in the LEAP and ELPT alternate assessments ~~LEAP Alternate Assessment, LEAP Connect~~, must meet specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities*.

Additional Revision for ELPT Connect

Previously, Chapter 40 of Bulletin 111 included the opportunity to reclassify and exempt students from future ELPT participation if their “disability directly impacts language acquisition.”

This process was designed as a temporary policy until the LDOE administered an alternate assessment for ELPT. With the design and implementation of ELPT Connect, this is no longer necessary. Additionally, this policy is in direct conflict with USDOE guidance, as a result we propose removing it from Bulletin 111.

Language Updates for ELPT Connect

The recommendation is to remove section D in its entirety to align with US Department of Education guidance.

- D. Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition may be reclassified and exempt from future ELPT participation, but will be required to take statewide assessments. In such cases, the IEP team determines that the student's disability directly impacts language acquisition; then, the student's reclassification and exit is decided by consensus of the members of the School Building Level Committee (SBLC). Students with significant cognitive disabilities who meet the participation criteria for LEAP Connect may be reclassified and exited sooner until such time as an alternate ELPT is available.

Consideration of Revisions to Bulletin 111

LDOE requests an endorsement of the proposed changes to the Chapters 39 and 40 as found in Bulletin 111 regarding the change in language to include ELPT Connect and remove the exit opportunity for ELPT to be aligned with guidance from the US Department of Education.

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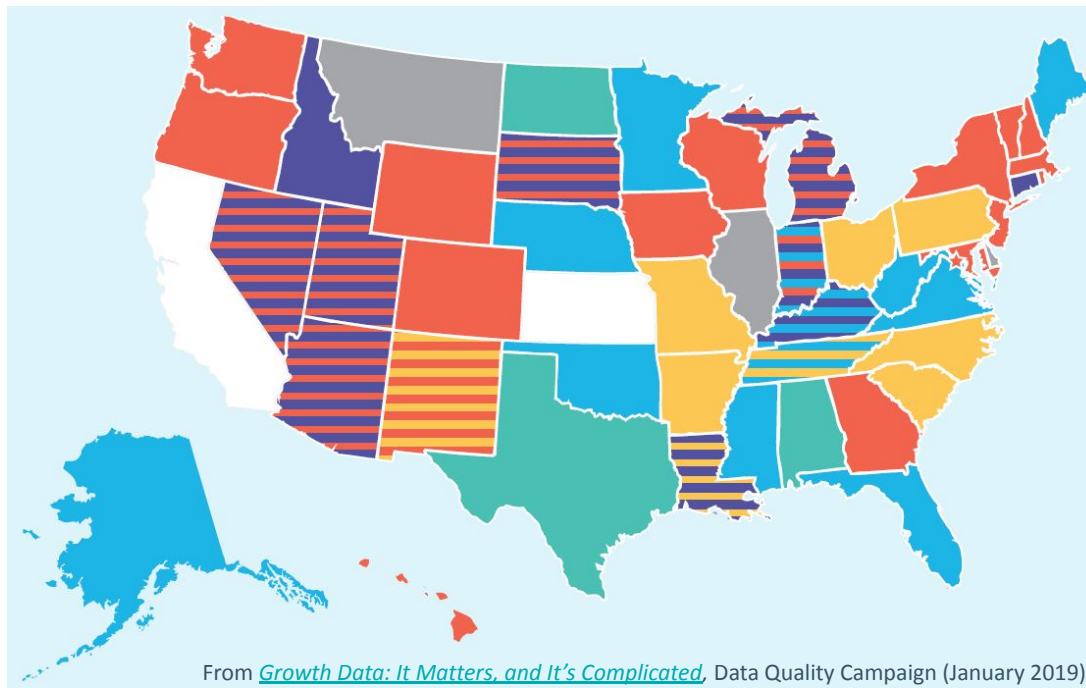
Overview of Growth Measures

Chris Domaleski, Center for Assessment

April 26, 2022



State of the Union – Growth Model Edition



State of the Union – Growth Model Edition

23 states are using student growth percentile.

This measure is the most common.

12 states are using a value table.

10 states are using a growth-to-standard measure.

9 states are using a value-added measure.²

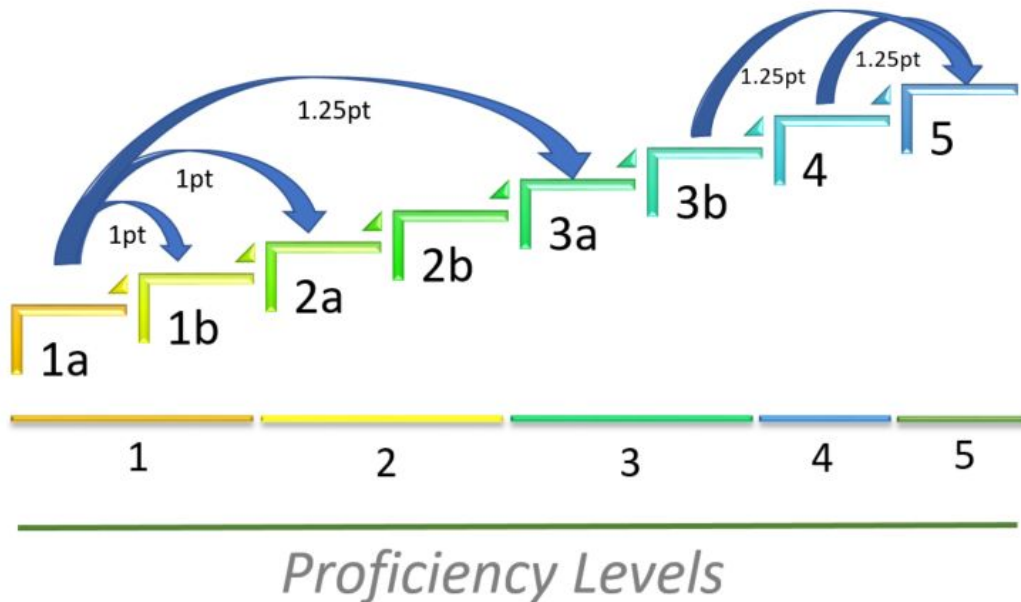
3 states are using a gain-score measure.

3 states are using a less common growth measure. Based on our review, these states are using a measure of individual student progress that, as described in the plan, cannot be classified as one of the more common measures above.

10 states are using multiple measures. These states will use more than one measure to evaluate student growth, combining the measures in various ways. Five states are pairing a growth-to-standard measure with a student growth percentile measure, which will give them insight into both how students are performing compared to their academic peers and how they are progressing toward state standards.³

From [*Growth Data: It Matters, and It's Complicated*](#),
Data Quality Campaign (January 2019)

Mississippi



Earning Growth Points:

- Moving 1 *Growth** level = 1 pt
- Moving 2 *Proficiency** levels = 1.25 pts
- Moving from any lower level to level 5 = 1.25 pts
- Staying at level 5 = 1.25 pts

Potential Next Steps

- Evaluate and address the assessment features necessary to ensure the growth model works as intended. In particular, bolster the sensitivity of the test in lower region.
- Examine specifications of the current growth model to include:
 - the right conditioning factors are included
 - whether the growth expectations are set at the appropriate level
- Study the impact of potential changes with respect to:
 - technical factors (e.g., reliability of scores)
 - practical/ policy considerations (e.g., relationship to status and other indicators of performance)

Potential Timeline to Study and Implement Changes to Growth Model

- Fall 2022/ Spring 2023
 - Adjustments to LEAP to augment sensitivity of the assessment
- Spring 2023
 - First administration of augmented assessment
- Spring 2024
 - Second administration of augmented assessment
- Summer/ Fall 2024
 - Sufficient information available to adequately evaluate and document the impact of growth model changes
 - Submission to BESE and Department of Education (ED)
- Fall 2025
 - Implementation of revised growth model in school accountability



High School Simulation

Assumptions & Notes

- ACT removes WorkKeys for non TOPS University students
- 4 year cohort graduation weight on 100 point scale by removing the additional weight
- Growth on EOCs uses the same methodology as 3-8 simulation
- Utilizes data from 2019 SPS for all analysis.

Formula Weights

- **Academic Achievement / Other Academic Indicators (60%)**
 - EOC Index: 20%
 - Growth Index: 20%
 - Graduation Rate: 20%
- **School Quality Indicators (40%)**
 - Interests & Opportunities: 5%
 - ACT: 15%
 - Strength of Diploma: 20%

Growth in High Schools

- The high school formula does not have a meaningfully high growth component.
 - 12.5% weight of growth is not enough to differentiate schools.
 - Increasing the rigor of our less rigorous High School indicators could have a negative impact on students who are already less likely to graduate.
- One group of students for whom we could explore are students exiting 8th grade far below proficiency (Below Basic) in ELA and/or Math. Another group is English Language Learners.

If some high schools are doing a better job of growing these students than others, should our High School formula differentiate and reward schools doing exceptional work?

Strength of Diploma Overview

- This index now works in concert with the graduation rate index
 - The current formula double counts a graduate, which is the key driver of inflated high school scores as it gave 100 points for on-time graduation in the 4 year cohort grad rate and 100 points in the Strength of Diploma.
- We've modified the SOD to no longer award 100 points for a graduate, which significantly decreases the points generated by the SOD.
- Points are included for graduating students who were less likely to graduate based on prior assessment results.

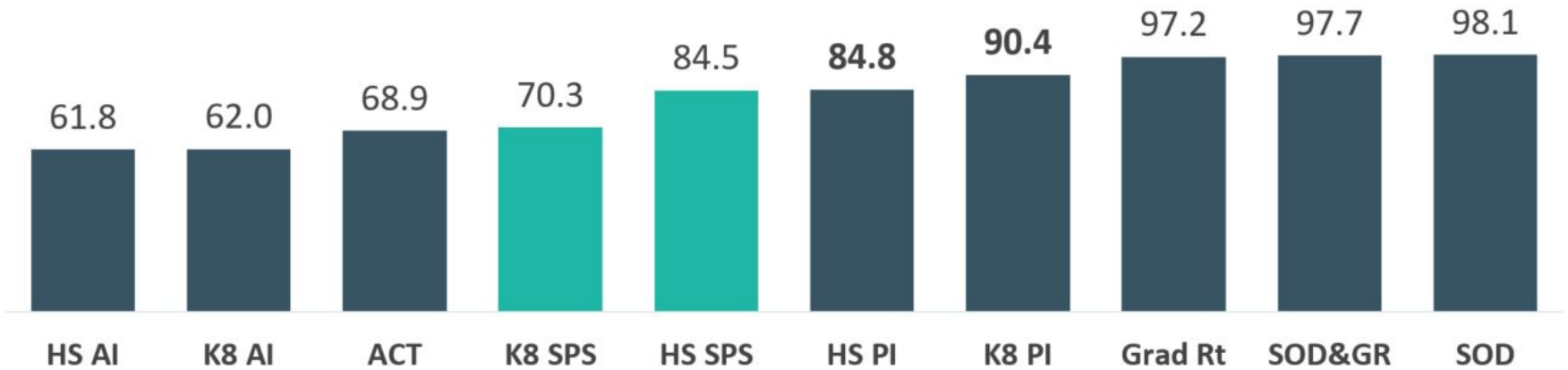
Letter Grade Scale

Aligned with the clarity, transparency, ease of understanding, the scale is reduced to a 100 point system with 25 incentive points.

	2025 Scale	Simulation Scale
A	100-150.0	80.0-125
B	85-99.9	65.0-79.9
C	70-84.9	56.0-64.9
D	50-69.9	46.0-55.9
F	0-49.9	0.0-45.9

Scale adjustments may be needed after 2021-22 assessment results.

Points earned by index distribution on 2019 SPS



3-8 & HS Indices are much more closely aligned than the previous model.



An updated index provides meaningful differentiation, increased expectations, builds off of the previous proposal, and is aligned to the new scale.

Points	
125	Fast Forward Aligned Associates Degree, 3 Passing AP/IB Exams (ex: AP Scholar), Advanced Level III/IV, or Fast Forward Aligned Full Apprenticeship.
100	Passing 2 AP/IB/CLEP Exams, 12 DE Credits (with a C+) that are TOPS CORE Aligned or Advanced Credential
75	TOPS CORE Aligned 1 Passing AP/IB/CLEP Exam, 9 DE Credits (with a C+)
50	TOPS CORE Aligned 1 Passing AP/IB Course (and took exam), 6 DE Credits (with a C+), or Basic JS Credential
0	Graduates who do not falling into one of the categories

We must also work to raise the rigor of our Industry Based Credentials

- Identify Basic credentials that should no longer be incentivized because of their value in the real world.
- Explore the creation of a credential between Basic and Advanced to fit into our 75 point category.
- Explore bundling & grouping Basic Credentials that combined have more value than individually.

By thinking about the Strength of Diploma working in concert with 4 year cohort grad rate we have shifted the incentives to “beyond” a diploma.

There could be consequences for students that are less likely to graduate.

Students who score below basic in 8th grade ELA & Math are much less likely to graduate from high school.

	2018 Cohort not Graduating on time
Below Basic on 8th Grade ELA & Math	35%
Below Basic on 8th Grade ELA or Math	20%
Basic or better on 8th Grade ELA & Math	8%
English Learners	64%

Being below Basic Proficiency means their previous school earned an “F” for these students in status at the end of 8th grade.

Incentivizing Diploma attainment in this index in the formula

For student groups who are less likely to graduate a small number of incentive points are provided to the school to recognize additional effort.

Graduates who:

- Scored below Basic on ELA and Math in 8th grade (25 points)
- Were/are limited English proficient entering High School (25 points)
- Scored below Basic on ELA or Math in 8th grade (10 points)

Why incentivize graduation for these students?

- We want to create an additional incentive for schools to make certain these students graduate.
- Students are coming in significantly below grade level & as a result are much less likely to graduate, said differently, to drop out.
- It not only requires additional effort to ensure students behind grade level graduate, it also requires additional effort in every other index, which does not have have any form of growth measure (for example the ACT Index).

On what timeline should we consider to phase in new policy?

- For 3-8 & High School Assessment based outcomes are generally measures and aligned with previous incentives (Basic & Mastery proficiency & student growth).
- For High School, graduation outcome based factors have a delay in their inclusion in the formula.
 - Balancing the urgency of implementing these incentives with the timeline on which school systems could reasonably react and support students toward these new goals.

SPS Year	Cohort in formula	9th Grade Entry Year	When will cohort be juniors?
Fall 2023	2022 Cohort	Fall 2018	Fall 2020
Fall 2024	2023 Cohort	Fall 2019	Fall 2021
Fall 2025	2024 Cohort	Fall 2020	Fall 2022
Fall 2026	2025 Cohort	Fall 2021	Fall 2023

Freshmen who entered high school in Fall of 2021 will be juniors in the fall of 2023.

- This would allow for schools to plan during the 2022-23 school year to provide rigorous, aligned, and student centered programming.
- This cohort of students would impact accountability in the fall of 2026.
- Implementation of changes prior to this cohort would mean:
 - 2025 SPS: fall of 2022 Juniors
 - 2024 SPS: fall of 2021 Juniors

This means that we would need to address a short-term need to reassign points in our current index to a 125 point scale as part of a gradual transition to this increased expectation.

Discussion

- Do these feel like the right categories and levels?
- Are these credentials rigorous enough to justify points in our model?
- Does it feel appropriate to raise the expectation beyond graduation?
- Does it feel appropriate to include a small number of incentive points to focus and encourage improving graduation likelihood for specific students?
- How do we balance the importance of these high school incentives with the time needed for systems to develop and implement programming?