



# SUMMIT 2024

LEADING THE NEXT LEVEL

## Making Connections: Assessment and Accountability Contacts Workshop

#LATEACHERLEADERS





# Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Foundational math** instruction advancing to conceptual understanding
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families



#LATEACHERLEADERS





# Objectives

Upon completion of the presentation, participants will

- Understand sources of data that are used for accountability calculations
- Understand the importance of accurate data reporting to state systems
- Identify common sources of error that lead to the loss of points in accountability calculations
- Identify important points of contact in their own school systems
- Share experiences about working as a team with other district staff to assure sound data collection and review of data submitted



#LATEACHERLEADERS





# Agenda

- I. State Systems and Types of Data Collection
- II. Sources of Data for Accountability Calculations
- III. Common Sources of Error
- IV. Collaborating to Check Data to Assure Accuracy
- V. Special Populations Testing



#LATEACHERLEADERS





# State Systems and Types of Data Collection



#LATEACHERLEADERS





# EdLink 360 Enrollment

Most Louisiana accountability formulas use students as the unit of analysis. Their enrollment in a school determines what data are used in every index.

Assessment scores of all types are included in the SPS, based on a Louisiana-defined full academic year rule for the assessment and progress indices.

DCAI, Interests and Opportunities, and Cohort Graduation indices use unique student inclusion rules.



#LATEACHERLEADERS





# Enrollment Data for Testing

The department provides student files to testing vendors to assure that all students are tested at the appropriate grade level, as well as for identifying students eligible for alternate assessment. Accurate data in EdLink reduces additional work that could be required of DTCs and STCs when assessment windows open. Student files are provided for:

- K-3 Literacy Screening
- LEAP 2025 Spring Grades 3-8, High School Third Year Assessment Cohort
- LEAP Connect
- ELPT and ELPT Connect
- Innovative Assessments for English language arts
- ACT



#LATEACHERLEADERS





# Full Academic Year for Assessments

To determine full academic year, two steps are required.

1. First, determine if the student meets the full academic year criteria to be included in district accountability calculations.
2. If the student counts at the district level, then check to see if the student will count at a school in the district. If the student doesn't count at the district level, stop checking. A student cannot count at a school if they don't first count for the district.

Inclusion Level	Dates to Check	Included?
School District (LEA)	Student is enrolled in any school in the district on 10/1 and testing date (testing date varies with test)	Yes
School (Site)	LEA is Yes, and enrolled at the school on 2/1	Yes



#LATEACHERLEADERS





# Sources of Data for Accountability Calculations



#LATEACHERLEADERS





# DCAI

DCAI uses two sets of LEA and site flags:

1. Prior year in grade 8 at accountable prior year school (determined by assessment inclusion rules).
2. Current year in any Louisiana public or scholarship school at the beginning of the year and does not have an exit before the end of the year. Students who transfer schools within the year will not be included.
3. Dropouts are counted at the accountable prior year school for both years.



#LATEACHERLEADERS





# Graduation Cohort

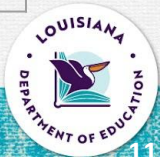
Students do not belong to any district or school cohort until the third year of high school. They are only cohort members of the state until then.

A student must count at the district level to count at any school.

Inclusion Level	Determination of Inclusion and Assignment	Source of Data
School System	Enrolled on 10/1 in third and fourth year of high school; does not have to be the same school.	EdLink
School	Inclusion at school system level is yes, and student is enrolled at the school on 10/1 in year 4	EdLink
<b>A dropout counts at the last school of record regardless of October 1 enrollment.</b>		



#LATEACHERLEADERS





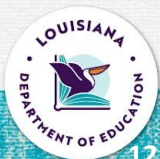
# Interests and Opportunities

Scoring for data-based indicators is dependent on the following data sources:

- CLASS Snapshot
- Super App Submissions
- Student Transcript System
- Ad Hoc Collections
  - World Languages team collections for World Languages programs
  - Annual Alternative Site application
  - Annual diploma endorsement submissions



#LATEACHERLEADERS





# I & O Credit Requirements

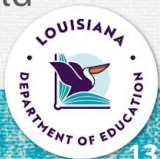
Non-Carnegie credit courses must meet the requirements for awarding a Carnegie Unit; or meet the following requirements for non-Carnegie Unit bearing courses:

- Be part of the normal school schedule and included on the master schedule, so instructional minutes are documented and preserved.
- Courses should meet for at least 60 minutes each week over the course of an entire school year.
- Courses include graded course work and are content-rich in design.
- Courses are well-articulated and demonstrate a natural progression of learning over the years studied (i.e. students should not learn the same material from year to year).

Schools and school systems should follow these requirements when reporting Arts, World Languages and STEM courses for the Interests and Opportunities Index.



**#LATEACHERLEADERS**





# Class and Course Collections

The October 1 submission has historically collected an entire year's schedule for students.

Prior to the submission deadline, districts should make sure that students' entire year's schedule is submitted, including courses that do not begin until second semester.



**#LATEACHERLEADERS**





# Assessment Data Sources

Assessment score results are provided to the department directly from vendors.

To reduce error and increase accurate matching across records, the department uploads students who are expected to test into testing platforms.

Districts should update Edlink data often and completed accurately. Errors in EdLink will carry over to testing platforms.

Most assessments create expectations to test based on official enrollment. Students must test on grade level.

Students are assigned to subgroups based on demographic data posted in EdLink.



#LATEACHERLEADERS





# Common Sources of Error



#LATEACHERLEADERS





# Dropouts

One of the most common issues that negatively impact school performance scores is identification of students as dropouts due to data errors.

**The only way to remove errors in dropout reporting is by cleaning up all potential dropouts on school rosters in [EdLink](#). Dropouts cannot be corrected through accountability data certification.**

Errors include:

- Incorrect exit codes OR no exit code at all with no additional enrollments
- More than one LASID for a student
- Prematurely sending a request for records to a sending school



#LATEACHERLEADERS





# Collaboration for Dropout Cleanup

The teams that comprise the Office of Assessment, Accountability, and Analytics collaborate to coordinate communications across their individual [office hours and monthly calls](#).

During AAA Office Hours/Monthly Meetings, accountability contacts receive:

- Notice of deadlines for dropout cleanup in EdLink, as well as information about how each index of the SPS is affected by dropouts
- Detailed information about the only codes that can be used as legitimate leavers for the four-year adjusted cohort rate
- Reminders that dropouts cannot be changed in data certification



#LATEACHERLEADERS





# Common Graduation Cohort Errors

Each year, the department reviews request for change due to:

- No graduation date on the transcript in STS
- Failure to post credentials for IBCs, associate degrees
- Incorrect diploma pathway-the only students who are eligible for an extended period to graduate are students who are pursuing a Jump Start diploma for students who participate in alternate assessment.
  - If students do not take high school level LEAP Connect assessments, they cannot be counted as a graduate under this pathway.

Dropouts that cannot be corrected in EdLink are not reviewed again in data certification.



#LATEACHERLEADERS





# Appeals of SPS Released in the Fall

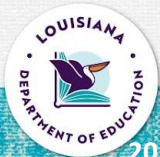
Data certification creates a delay in the release of school performance scores in the fall. ***It is the final opportunity*** for school systems to review all of the data that will be used in accountability calculations.

Per BESE policy, when data is not corrected during the appropriate data certification period, incorrect data cannot be used as the basis of an appeal of the SPS.

The department will continue to examine potential opportunities for finalizing data prior to data certification in an effort to reduce the kinds of data that will be eligible for change.



#LATEACHERLEADERS





# Checking Data in Collaboration



#LATEACHERLEADERS





# Collaboration at the School System Level

Data collection and reporting is improved when DTCs and accountability contacts collaborate with data managers to create systems of cross-team support.

Data managers should

- Make sure that all data that are [uploaded](#) are correct and accepted ([no error messages](#)).
- Reporting is done on time

Accountability contact should

- Remind school and system leaders of the impacts from incorrect or incomplete reporting
- Review dropout records using an accountability lens



#LATEACHERLEADERS





# Collaborating with District Staff and School Leaders

Accountability contacts will reduce the work required in data certification by:

- Meeting with the transcript manager to check that transcripts are completed and dated prior to issuing a diploma and that AP and DE courses are recorded with appropriate course codes
- Reminding schools that credentials must be added to the transcript to be awarded additional points in the strength of diploma index
- Working with special education leaders to assure that all students who are pursuing the Jump Start diploma pathway participate in LEAP Connect high school alternate assessments and checking for April Dunn alternate measures that meet criteria and were written within the first 30 days of the course



#LATEACHERLEADERS





# Share Out

How is your school system building in time for collaboration?



#LATEACHERLEADERS





# Special Populations Testing



#LATEACHERLEADERS





# eSER

IEPs in eSER are used to determine:

- Accommodations that should be applied during testing
- Student eligibility for alternate assessment
- Student inclusion in the Students with Disabilities subgroup calculations for federal and state reporting
- Student eligibility to graduate under April Dunn policy



#LATEACHERLEADERS





# Common Errors in eSER

The most common errors that affect subgroup calculations are:

- Failure to accurately record appropriate accommodations for testing at least 30 days prior to the opening of the state testing window
- Misidentification of students who are eligible for alternate assessment
  - Grade levels are outdated by years
  - The wrong criteria is selected for LEAP Connect eligibility
- April Dunn alternate measures are written retroactively for prior year courses or are written for courses that have no corresponding LEAP assessment (such as English IV)



#LATEACHERLEADERS





# Accommodations Errors During Testing

Every year, state tests are voided because test administrators failed to appropriately apply accommodations to the test administration. Accommodations should always be a regular part of the instructional experience for students. A lack of routine use of an accommodation can result in a student refusing the accommodations.

*Hear from school systems about how district test coordinators can partner with IEP, IAP, and EL supervisors to minimize accommodations errors during testing.*



#LATEACHERLEADERS





# Closing

Data reported by school districts to state data collection systems are considered the source of truth for accountability, finance, and official state/federal reports.

Inaccurate data reporting can have a significant impact on school performance scores.

***It is critically important that assessment and accountability contacts work collaboratively with district staff to ensure that data reporting is accurate and timely.***

For accountability policy, please refer to [Bulletin 111](#).

Send questions to [accountability@la.gov](mailto:accountability@la.gov).



#LATEACHERLEADERS





# Contact Information

For questions to:

- Jennifer, [Jennifer.Baird@la.gov](mailto:Jennifer.Baird@la.gov) or Phone: 225.695.6778
- Accountability: [Accountability@la.gov](mailto:Accountability@la.gov)
- Assessment: [Assessment@la.gov](mailto:Assessment@la.gov)
- EdLink and the Student Transcript System: [SystemSupport@la.gov](mailto:SystemSupport@la.gov)
- IEPs/IAPs: [DiverseLearners@la.gov](mailto:DiverseLearners@la.gov)



#LATEACHERLEADERS





# Presenter Information

## Jennifer Baird, Ph.D.

Deputy Assistant Superintendent, Assessment and  
Accountability Administration

Louisiana Department of Education



#LATEACHERLEADERS





**Thank you**



**#LATEACHERLEADERS**

