

Louisiana Accountability Commission
October 17, 2016

Agenda

- Objectives
- Louisiana's Draft ESSA Framework
- Consideration 1: Measuring Fundamental Skills
- Consideration 2: Rewarding Progress
- Consideration 3: Non-Assessment Measure
- Next Steps

Objectives

In today's meeting, we will:

- Discuss Louisiana's draft ESSA framework
- Consider preliminary accountability opportunities to establish ambitious 2025 goals, to reward progress, and to incorporate a non-assessment measure of school quality and student success

Accountability Commission Recommendations

Louisiana Priorities	Summary of Issues for Consideration	Date
Aligned Expectations to Higher Ed and Workforce	Consideration 1: Establish ambitious 2025 goals for academic achievement, graduation rate, ELL proficiency, and other indices including for all students and for subgroups	Fall
Serving Struggling Students	Consideration 2: Determine the appropriate role of progress within Louisiana’s system of accountability	Fall
Ensuring Access to Enriching Experiences for All Students	Consideration 3: Incorporate a non-assessment measure in elementary school accountability, and consider whether/ how to add middle and high school measures	Fall
	Consideration 4: Determine how, if at all, to better measure K-2 outcomes and alternative school performance	Fall
Transforming Struggling Schools	Consideration 5: Determine what measures are used to identify schools for comprehensive and targeted support	Winter
	Consideration 6: Reconcile recent Compass legislation re: VAM with Compass policies passed one year ago	Winter
Aligned Expectations to Higher Ed and Workforce	Consideration 7: Revise high school graduation assessment requirements	Winter/ Spring

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- Consideration 3: Non-Assessment Measure
- Timeline and Next Steps

ESSA Plan Development

- This summer, the Department began a year-long process of developing its plan in compliance with the federal Every Student Succeeds Act (ESSA).
- From June through August, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana through ESSA. For a full list of organizations and groups, visit the [Department's ESSA website](#).
- All feedback collected from these meetings was captured in the [ESSA Listening Tour Feedback Report](#).
- Based on feedback heard during the listening tour and analysis of statewide student performance, the Department then released a [draft ESSA framework](#) to provide the general public with examples of what policies, supports, and resources could be used to address the state's biggest education challenges.

Purpose of Framework

The draft framework is an outline for public consideration and comment. It continues a statewide dialogue about Louisiana's ESSA plan and is intended to surface questions and new ideas.

The framework is grounded in a cycle of activities of goal setting, measuring outcomes, and planning for the use of federal funds.

- **Goal Setting and Measuring Outcomes:** The first step in the cycle calls on all schools and school systems to set goals based on a shared system of measurement and accountability. Every school and school system will be rated based on its performance within the shared framework.
- **Using Federal Funds:** In order to achieve strong results within the proposed framework, schools and schools systems will not only set goals, but also annually submit plans for spending federal funds on academic strategies. The success of Louisiana's plan will be dependent upon the extent to which school and school system spending plans represent a true attempt at systemic change.

Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement that will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

Reviewing the Framework

Each challenge area within the framework is broken down into five categories of information:

- **Leading indicators:** Qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.
- **Long-term indicators:** Quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials.
- **State support:** Depicts specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans.
- **School system plans and school plans:** Actions school and district leaders can take in developing and implementing their plans for improvement and spending federal funds.
- **Families in ESSA:** Information, guidance, and decisions in which parents should partake in order to assist in each child's growth.

Challenge: Mastery of Fundamental Skills

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels. • Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.
Long-Term Indicators	<p>Throughout elementary, middle, and early high school, students will demonstrate “mastery” of core academic content in order to ultimately achieve:</p> <ul style="list-style-type: none"> • A statewide high school graduation rate of 90 percent by 2025; • An average ACT score of 21 by 2025; and • Postsecondary success as indicated by completion of university or technical credentials.
State Support	<ul style="list-style-type: none"> • Reducing testing: one-week per student for state testing, and removing duplicative high school tests • Provide schools with a series of “check-up” tests that are aligned to the standards
School & School System Plans	<ul style="list-style-type: none"> • Schools set annual goals that align with each element of the accountability system
Families in ESSA	<ul style="list-style-type: none"> • Enhanced reporting and guides for parents that detail specific reading, writing, mathematics, and critical thinking skills in which students excelled or struggled

Challenge: Reducing Achievement Gaps

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: A plan for appropriate and high-quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited. • Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.
Long-Term Indicators	<ul style="list-style-type: none"> • Student growth accounts for 25% of a school’s rating in order recognize and incentivize growth for all students. • Each subgroup of students in a given school will receive its own performance score and rating so that achievement gaps are addressed with urgency.
State Support	<ul style="list-style-type: none"> • Schools needing “targeted” support for student subgroups will develop plans for improvement and be supported through curriculum, assessment and professional development resources, and/ or external expert partners • Grants for “targeted support” will be provided to schools in amounts of up to \$50,000 annually.
School & School System Plans	<ul style="list-style-type: none"> • Districts will submit plans that include performance goals for subgroups of struggling students in every school, and identify district- and school-level approaches to identifying and diagnosing student specific needs, and identifying approved outside partners to support the process.
Families in ESSA	<ul style="list-style-type: none"> • The state will provide parents accurate and instructive reports on individual student skills throughout a child’s public education process

Challenge: Fair Access to Enriching Experiences

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of school discipline, reduction in chronic absenteeism, and access to daily, high quality physical activity and nutritional options. High schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.
Long-Term Indicators	<p>Louisiana will provide to schools and school systems an annual series of reports on the postsecondary success and economic productivity of their graduates as a group, as well as increased postsecondary success recognition within the accountability system (e.g., associate degree in high school)</p>
State Support	<p>Louisiana will continue to bolster state support through BESE policies or legislation for non-traditional coursework and experiences (e.g., arts, STEM, Jump Start)</p>
School & School System Plans	<ul style="list-style-type: none"> School districts will be able to use federal funds to support plans to expand access to critical courses and experiences. Louisiana will set aside statewide Title I funds so that schools can provide families with choices of expansive courses and experiences through a new Direct Student Services (DSS) program. DSS allows three percent of Title I funding to be reserved for innovative courses, services, and experiences.
Families in ESSA	<p>Schools choosing to participate in DSS will be able to apply for additional funds for courses and experiences that align with the specific goals they are working to achieve, that parents seek for their students, and that might not typically be offered by the school.</p>

Challenge: Support for Struggling Schools

Category	Draft Framework
Long-Term Indicators	<ul style="list-style-type: none">• Any school rated 'F' based on results in either of the two preceding school years will be determined as in need of comprehensive support.• Schools unable to make progress after comprehensive support has commenced will be eligible for significant state monitoring.• If these strategies do not work, schools rated an 'F' for four consecutive years will become eligible for inclusion in the Recovery School District.
State Support	<ul style="list-style-type: none">• Louisiana will write its approach for comprehensive support in partnership with school systems and external organizations.• The Department will first issue an RFI from school improvement providers in order to identify and catalogue those with a strong track record of school improvement.• Then it will invite qualified groups to meet with Louisiana school systems likely to have schools on the comprehensive support list to brainstorm on ideas for improvement.• Finally, it will solicit thoughts from school system leaders on the models and organizations they believe are most promising for persistently struggling schools and include them in the draft ESSA plan.
School & School System Plans	School systems and schools in need of comprehensive support will build a plan for school turnaround in partnership with one or more of the organizations that have demonstrated a track record of success in supporting school improvement.
Families in ESSA	Louisiana's annual reporting will help parents to determine whether a school is academically high-achieving and whether students in the school typically make significant academic progress. Those families in schools rated 'F' will continue to have access to alternative educational options.

Challenge: Strengthening the Educator Profession

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. • Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.
Long-Term Indicators	<ul style="list-style-type: none"> • The Educator Workforce Report will provide school system and school leaders with detailed information on the distribution of effective educators, their tenure status, their compensation, and the opportunities for advancement that await them.
State Support	<ul style="list-style-type: none"> • Certifications and funding to support stipends for teacher residents and mentor teachers. • Doubling the number of Louisiana Teacher Leaders and increasing access to superintendent and principal fellowships.
School & School System Plans	<p>Title II plans will provide a means for school systems to report on their approach to strengthening their educator pipeline and identify evidence that will be used to gauge success.</p>
Families in ESSA	<p>Louisiana will continue to report on teacher results at the school and district level. Parents and community members will also have access to information about the extent to which students in schools with high percentages of economically disadvantaged students or students of color are taught by qualified, effective teachers.</p>

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2025 Goals

Today a school's students must only demonstrate "basic" literacy and math skills, have a high school graduation rate of 75 percent, or have students earn an 18 on the ACT in order for the school to earn an "A" in the state's rating system's indexes. More ambitious goals, aligned with the demands of education and work after high school, are necessary for more Louisiana students to complete college and workplace credentials and, ultimately, to succeed in the workforce of tomorrow.

Throughout elementary, middle, and early high school, students will demonstrate "mastery" of core academic content in order to ultimately achieve:

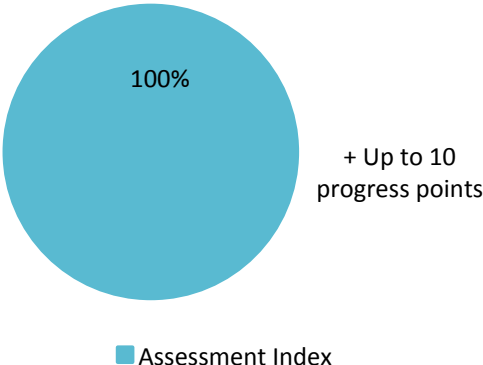
- A statewide high school graduation rate of 90 percent by 2025;
- An average ACT score of 21 by 2025; and
- Postsecondary success as indicated by completion of university or technical credentials.

In each of these areas, the state's system of rating schools would adopt these goals as new benchmarks for achieving a score of 100. The achievements of students who fall short of these ambitious goals will continue to be rewarded in the school rating system with scores below 100.

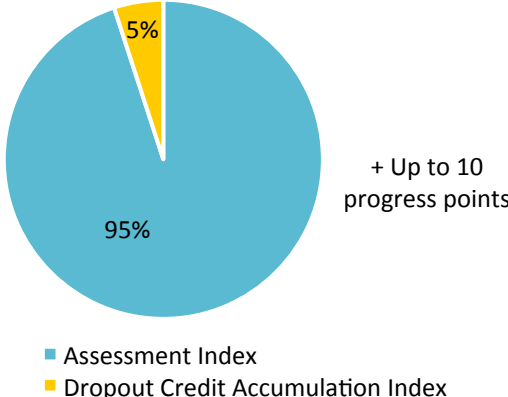
School and District Performance Scores

2016-2017 and before:

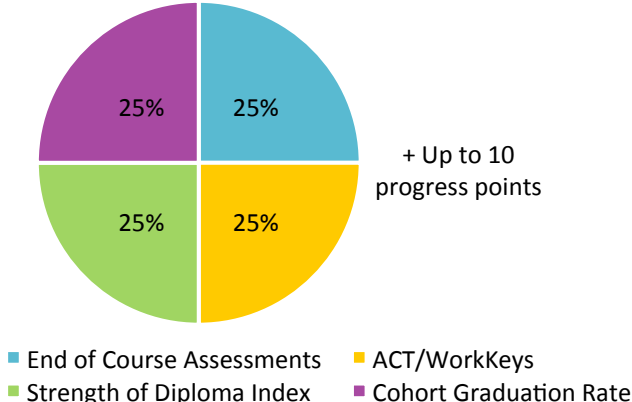
Elementary Schools



Elementary/Middle Schools (with Grade 8)

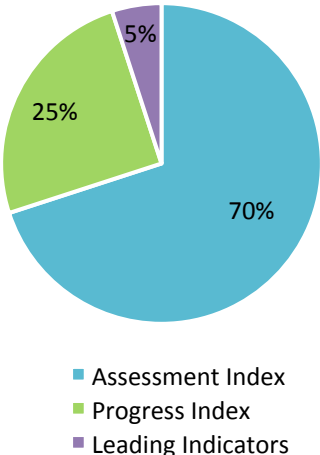


High Schools

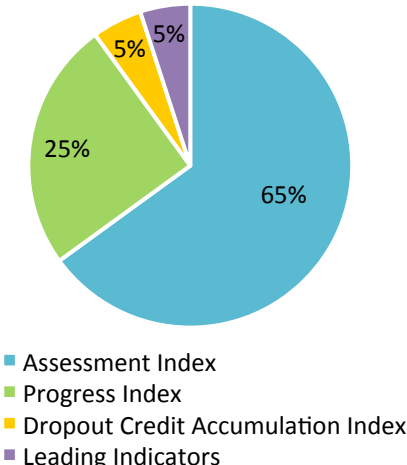


Framework 2017-2018 and beyond:

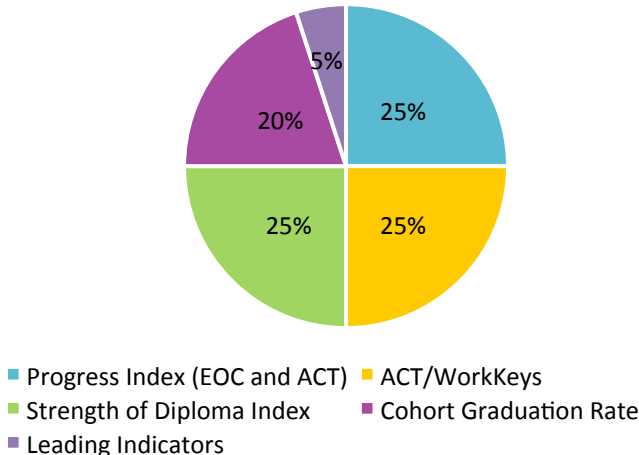
Elementary Schools



Elementary/Middle Schools (with Grade 8)



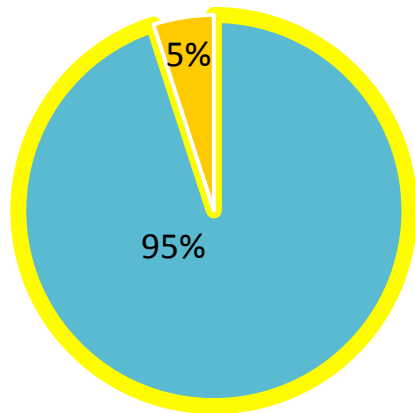
High Schools



Elementary/Middle School Assessment Index

2016-2017 and before:

Elementary/Middle Schools (with Grade 8)

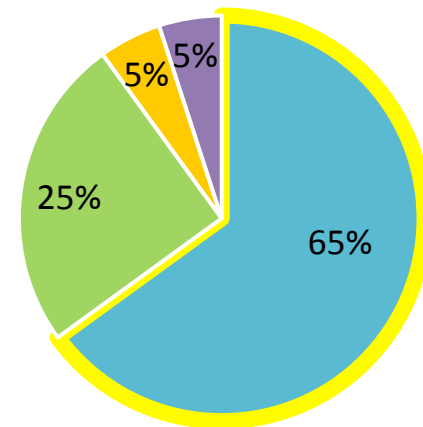


+ Up to 10 progress points

- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Progress Index
- Dropout Credit Accumulation Index
- Leading Indicators

Elementary/Middle School Assessment Index

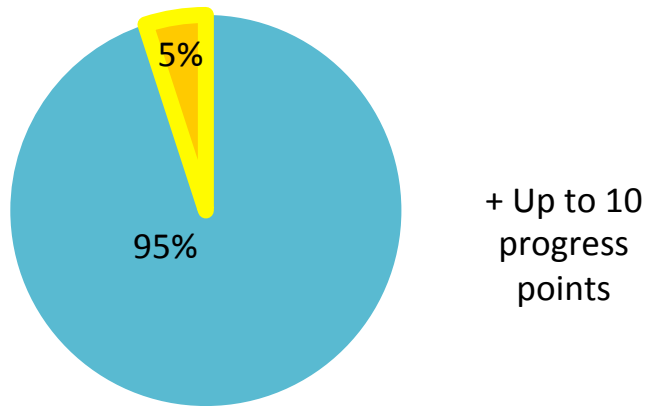
Measure	Current “A” Standard	Framework 2025 “A” Standard	Current % of Score	Framework % of Score
Student achievement on annual ELA, math, science and social studies assessments	Basic or above	Mastery or above	95-100%	65-70%

- Mastery (Level 4) comparable to the standard for proficiency on NAEP.
- Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills approximate to the subject matter.
- Since Louisiana began assessing all students in 1999, the percent of students scoring “Basic” or above has increased 15 percentage points in 4th grade ELA and 34 percentage points in 4th grade math.
- The percent of grade 3-8 ELA and math tests scoring “Mastery” or above in 2016 increased to 38 percent, up from from 33 percent in 2015. The trend indicates that students, educators, and schools are adjusting to higher expectations implemented through a four-year transition period.

Dropout Credit Accumulation Index (DCAI)

2016-2017 and before:

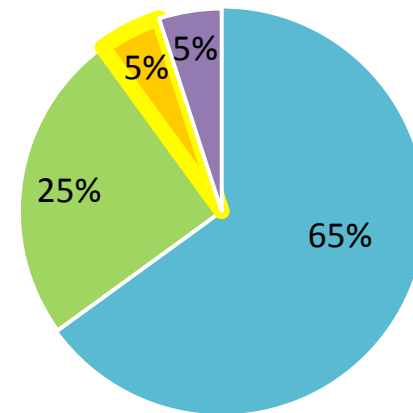
Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Progress Index
- Dropout Credit Accumulation Index
- Leading Indicators

Dropout Credit Accumulation Index (DCAI)

Measure	Current "A" Standard	Framework 2025 "A" Standard	Current % of Score	Framework % of Score
9 th grade credit accumulation	5 or more credits	5 or more TOPS-aligned course credits	5%	5%

- All 9th and 10th graders, regardless of diploma pathway, are required to earn 10 foundational skills course credits in core subjects.
- Researchers in Chicago found that students who are on-track to graduate their first year of high school are more than 3.5 times more likely to graduate in four years. The researchers also found that [the most important factor for staying on track was not failing core academic courses in 9th grade.](#)
- In Louisiana, students arriving to 9th grade on-time and on-level are 88% likely to graduate on-time, compared to 70% for students who arrive on-time but not on-level.

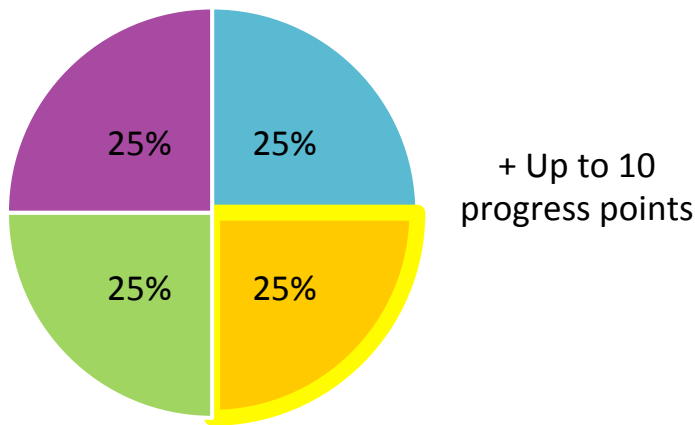
DIPLOMA FOUNDATIONAL SKILLS COURSE REQUIREMENTS

SUBJECT	FOUNDATIONAL SKILLS CORE CREDITS	EXAMPLE COURSES
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Chemistry
Social Studies	2	Civics, U.S. History
Total	10	

ACT and WorkKeys

2016-2017 and before:

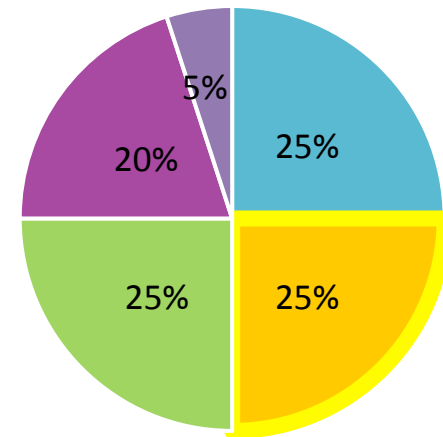
High Schools



- End of Course Assessments
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate

Framework 2017-2018 and beyond:

High Schools



- Progress Index (EOC and ACT)
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate
- Leading Indicators

ACT

Measure	Current “A” Standard	Framework 2025 “A” Standard	Current % of Score	Framework % of Score
ACT composite score	18 or above	21 or above	25%	25%

According to [ACT’s college readiness benchmarks](#), students who score 21 or higher on the ACT are more likely to be successful in college. Students meeting ACT’s score benchmarks have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in credit-bearing first-year college courses.

Additionally, a score of 21 or above gives students access to the TOPS Opportunity awards.

- [Board of Regents minimum admission standards](#):
 - Regional (Grambling, LSU-A, LSU-S, McNeese, Nicholls, NSU, SLU, SU, SUNO, ULM): 20
 - Statewide (LA Tech, ULL, UNO): 23
 - Flagship (LSU): 25
- [TOPS ACT requirements](#)
 - Tech (2-year): 17
 - Opportunity (4-year): 20
 - Performance (4-year +): 23
 - Honors (4-year ++): 27

WorkKeys

Beginning in 2015-2016, student performance on the WorkKeys is included within the ACT index if a student takes both assessments and earns a greater number of index points for WorkKeys than for ACT based on the concordance table shown here.

What is WorkKeys?

WorkKeys is a career readiness assessment measuring reading, math, and locating information as a way to build an understanding of how to improve skills and increase prospects for securing high-wage jobs in today's 21st century workplace.

Who takes WorkKeys?

WorkKeys is intended primarily for students on track for a Jump Start diploma.

How many students take WorkKeys?

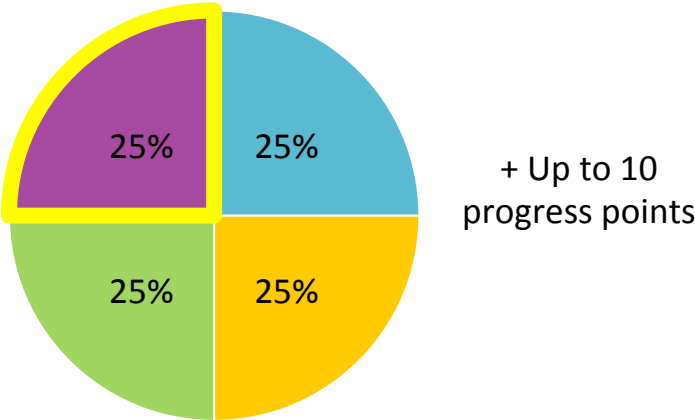
In 2015-16, over 10,500 12th grade students took WorkKeys, up from 2,500 testers in 2014-15.

ACT Composite	WorkKeys Level	Index Points
0-17	Bronze	0
18	Silver	100
19 - 23		102.8 - 114
24	Gold	116.8
25 - 30		119.6 - 133.6
31	Platinum	136.4
32 - 36		139.2 - 150.4

Cohort Graduation Rate

2016-2017 and before:

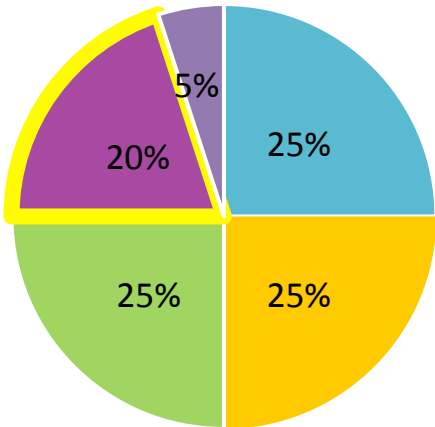
High Schools



- End of Course Assessments
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Framework 2017-2018 and beyond:

High Schools



- Progress Index (EOC and ACT)
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- Cohort Graduation Rate
- Leading Indicators

Cohort Graduation Rate

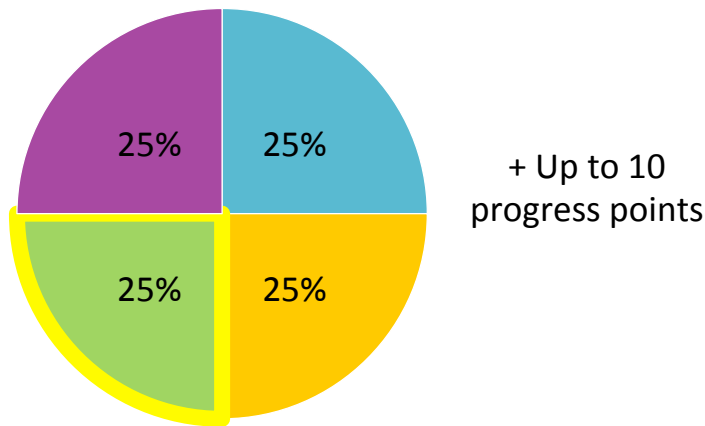
Measure	Current “A” Standard	Framework 2025 “A” Standard	Current % of Score	Framework % of Score
Percent of 9 th grade cohort who graduate in four years	75%	90%	25%	20%

- Research shows that [students who graduate high school on-time have better outcomes](#) across all measures – academic, work, civic life, and even health—compared to students who graduate late.
- Louisiana’s graduation rate for the class of 2015 [reached an all-time high](#) of 77.5%, up more than 10 percentage points from 66.3% in 2006-07.
- The average graduate rate among “A” rated high schools in 2015 was 88.5%. The most recent [national average](#) is 82%.

Strength of Diploma

2016-2017 and before:

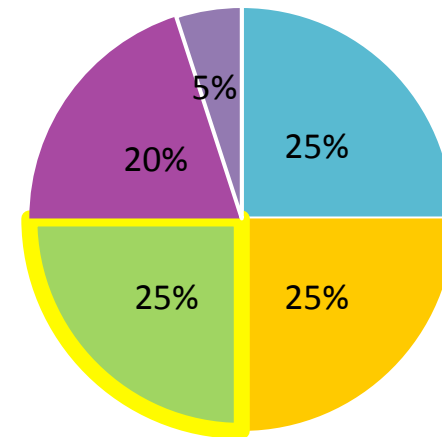
High Schools



- End of Course Assessments
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate

Framework 2017-2018 and beyond:

High Schools



- Progress Index (EOC and ACT)
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate
- Leading Indicators

Strength of Diploma

Measure	Current “A” Standard	Framework 2025 “A” Standard	Current % of Score	Framework % of Score
Percent of 9 th grade cohort who graduate with credentials or AP/IB/Dual Enrollment, and students who graduate in 5 or 6 years or who complete HiSet	Diploma	Diploma + Credential, or Diploma + AP/IB/DE (current 110 points)	25%	25%

- Forecasts show jobs requiring associate degrees or other credentials that take less than a year to achieve will grow by 19% through 2018.
- At least 55% of all new jobs in LA will require 1-2 years of specialized education and training, and 85% of these jobs will be filled by people with industry-valued certificates and associate degrees.
- Students may also earn points in the Strength of Diploma Index by completing the following:
 - Associate Degree
 - HiSet plus a Jump Start credential
 - 5th or 6th year graduate plus a Jump Start credential

Transition to 2025

In order to ensure a fair representation of school improvements, the 2025 policies could go into effect in 2017-2018. However, the state would put in place a transition policy to protect school letter grade results, even as expectations for students increase.

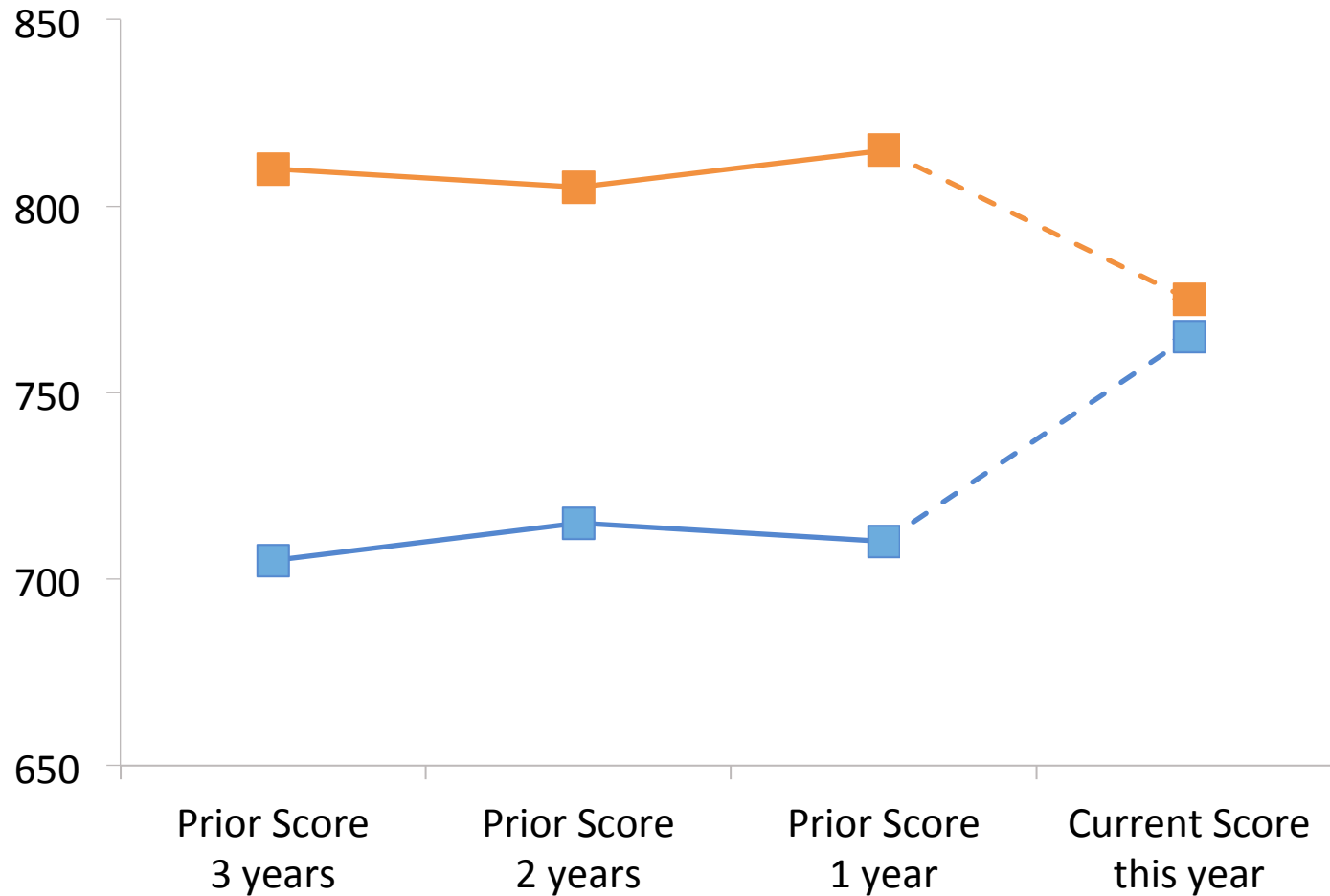
There are different ways to manage the transition. For example:

1. The state could continue to require that the distribution of school letter grades – A, B, C, D, F – be no lower than it was in 2013 when the transition to higher standards began. Therefore, even if schools fall short of numeric targets initially, they will not lose ground in the letter grade system.
2. Alternatively, the state could stagger the implementation of the new standards by slowly raising the bar each year or every few years.

Agenda

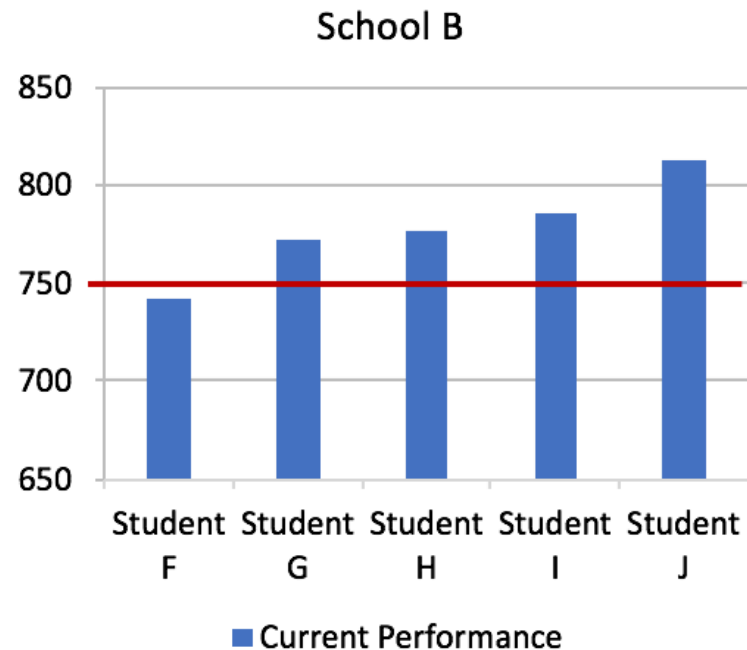
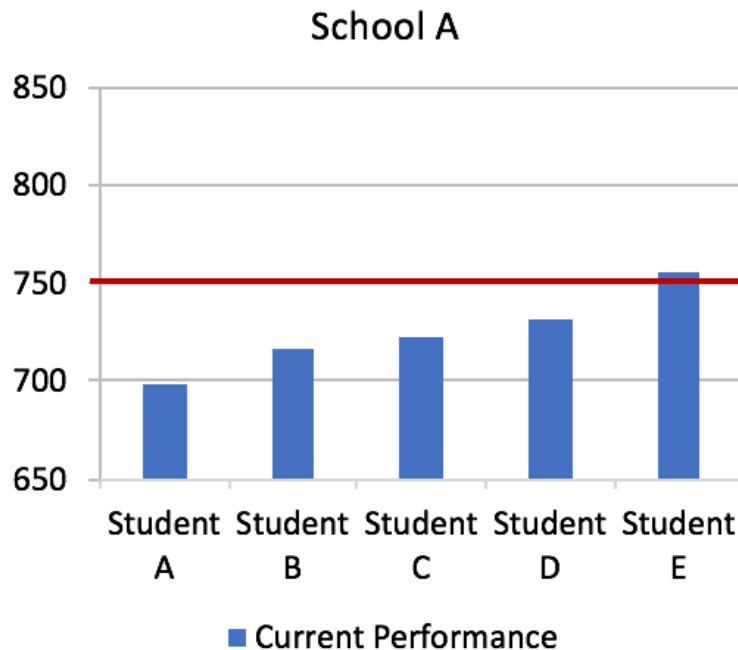
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Which student had the “better” year this school year?



Achievement Measures

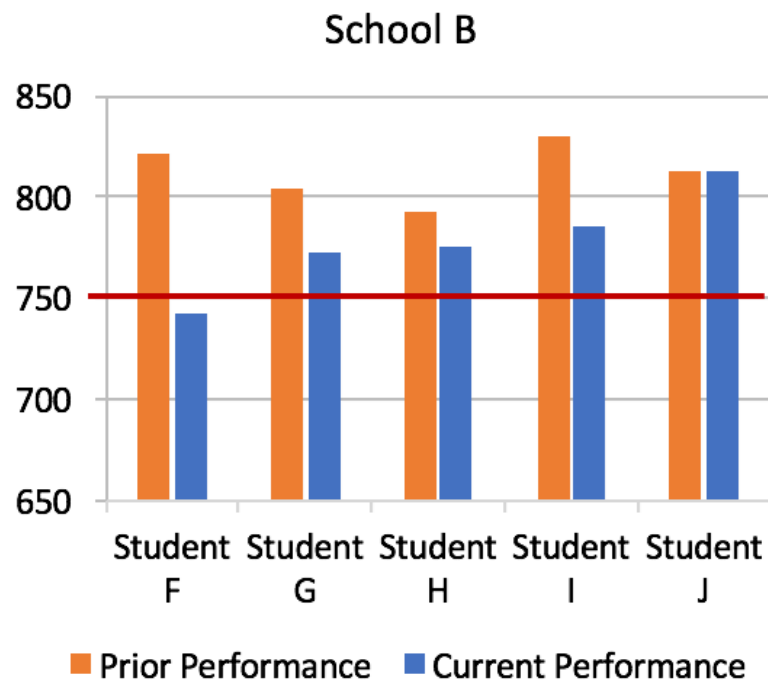
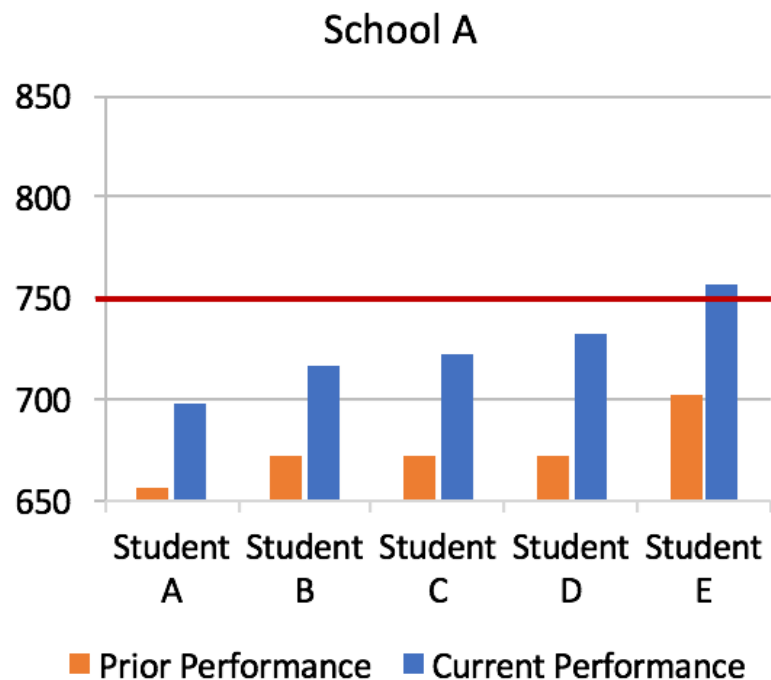
Based on this information alone, which schools' students had a better year?



— Mastery

Growth Measures

With this additional information, which schools' students had a better year?



Achievement and Growth

On average, high achieving schools excel on student-level growth, but the ranges indicate that there are strong and weak growth results across each letter grade band.

Today, Louisiana has “A” schools where only 37 percent of non-proficient students exceed growth targets. Louisiana also has “F” schools where 58 percent of non-proficient students exceed targets.

2015 Letter Grade	Non-Proficient Students % Exceeding Target	Non-Proficient Students Range of % Exceeding Target
A	60%	37% - 92%
B	55%	31% - 83%
C	53%	24% - 86%
D	48%	18% - 68%
F	39%	22% - 58%
Total	50%	18% - 92%

Student Growth in Accountability

Across the country, states have included student-level growth in school accountability for many years. 32 states and the District of Columbia have a student growth indicator, and 12 states weight student growth as 50% or more of school ratings. States weight growth from 10% to 68% of school scores, with an average of 45% in elementary/middle school and 30% in high school accountability.

Over the summer, stakeholders expressed support for an accountability system that recognizes school performance as well as progress. Specifically, we heard a desire for a measure that is:

- An index within a school's score
- Includes all kids
- Weighted more heavily than Progress Points

Louisiana's draft ESSA framework introduces that schools would be rated based in part – 25 percent of the score – on the rate of annual progress all individual students make in their fundamental academic skills, no matter how high or low their ultimate performance. This element replaces the “progress points” that today are added to schools' scores but are not a core performance score index.

How we measure, scale, and score student growth matters. Some ways to do this include:

- Schools earn points based on the percentage of all students who exceed growth expectations
- Schools earn points for each student based on the amount of growth relative to similar students
- Schools earn points based on the average growth of all students in the school

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Non-Assessment Measures

ESSA requires that states include at least one indicator of school quality or student success, which must:

- allow for meaningful differentiation of school performance;
- be valid, reliable, comparable, statewide, and disaggregate by subgroup;
- be supported by research that progress on the indicator is likely to increase student achievement or the high school graduation rate;
- be weighted less than substantially weighted indicators of achievement, growth, English language proficiency, and graduation rates.

In recent months, stakeholders and members of the Accountability Commission have provided feedback on the non-assessment component, including:

- Support for a variety of specific quantitative and qualitative non-assessment accountability metrics
- A desire for flexibility for schools and districts balanced with reasonable regulation to ensure fairness across the system

This feedback suggested there is no single, research-based right answer.

Leading Indicators in Accountability

Schools and districts could earn up to 5 percent of a school's score for demonstrating evidence of "leading indicators" of success in addressing the core challenges identified by school and district leaders based on data.

Leading indicators are qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to success resolving their most critical issues.

Research-Based

- These indicators constitute research-based practices likely to produce positive long-term results, as measured by nationally recognized instruments.

School and School System Flexibility

- Schools and school systems analyze past results to determine one key area requiring significant improvement, from a list of four potential options statewide.

Fairness Across the System

- The state audits outcomes and independent review panels of content experts will validate the results.

Examples of Leading Indicators

Challenges	Leading Indicators
Mastery of Fundamental Skills	<ul style="list-style-type: none">• Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels.• Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.
Serving Historically Disadvantaged Students	<ul style="list-style-type: none">• Qualitative: A plan for appropriate and high quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited.• Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.

Examples of Leading Indicators (cont.)

Challenges	Leading Indicators
Fair and Equitable Access to Enriching Experiences	<ul style="list-style-type: none"> • Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of school discipline, reduction in chronic absenteeism, and access to daily, high quality physical activity and nutritional options. • High schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of-school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.
Celebrating and Strengthening the Teaching Profession	<ul style="list-style-type: none"> • Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership. • Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.

Implementation Timeline

Timeline	Action
Fall/Winter 2016	Independent review committees design rubrics for each area
Spring 2017	Pilot rubrics in select schools
Summer 2016	Report on pilot results, refine rubrics, and release guidance for 2017-2018
2017-2018	Learning year with all schools reporting results, but no accountability
Spring/Summer 2018	Report on learning year results and finalize policies
2018-2019	Full implementation

Agenda

- Objectives
- Louisiana's Draft ESSA Framework
- Consideration 1: Measuring Fundamental Skills
- Consideration 2: Rewarding Progress
- Consideration 3: Non-Assessment Measure
- Timeline and Next Steps

Upcoming Public Meetings

Date	Meeting	Location
November 1	Accountability Commission	Baton Rouge
November 1	Public Feedback Meeting	Bossier City
November 2	Superintendents' Advisory Council	Baton Rouge
November 4	Public Feedback Meeting	New Orleans
November 7	Public Feedback Meeting	Opelousas
November 16	Special Education Advisory Panel	Baton Rouge
November 16	Early Childhood Advisory Council	Baton Rouge
December 5	Accountability Commission	Baton Rouge
December 6-7	BESE Meetings	Baton Rouge

Visit www.louisianabelieves.com/essa for additional information.

Email thoughts and ideas directly to the Department at essalouisiana@la.gov.