

Louisiana Believes

**Superintendents' Advisory Council
November 5, 2015**

Agenda

- I. Consideration of proposed policies regarding the 2014-2015 and 2015-2016 assessment results and related accountability measures
- II. Consideration of proposed policies related to postsecondary planning for graduating high school seniors
- III. Consideration of a discussion regarding Act 3 of the 2012 Legislative Session to provide an update related to LEA superintendents' concerns
- IV. Consideration of a discussion regarding charter school enrollment and verification
- V. Consideration of a discussion regarding Act 1 of the 2012 Legislative Session concerning LEA Superintendent Evaluations

Agenda

December BESE

- Assessment Participation
- Social Studies Field Test in 2015-2016
- WorkKeys
- Middle School End of Course Assessments in Combination Schools

Assessment Participation: Background

Background

- No Child Left Behind requires that states measure the proficiency levels of all students.
- The focus on all students in state and federal laws exists to protect historically disadvantaged populations of students through transparently representing their performance and skills.
- There have always been a small number of students that have not participated in state assessments for various reasons.
- In all prior years, the state counted nonparticipants within school scores, so as to protect students of historically disadvantaged backgrounds.
- Typically more than 99 percent of students participate in grade 3-8 English and math assessments. In 2015, 98.2 percent of students participated.
- Because 2015 was a transition year, BESE, as advocated by superintendents, has required that the Department consider a one-year, one-time policy that fairly represents every school's efforts to educate children, where and if possible.

Assessment Participation: Options and Tradeoffs

Developing this one-year, one-time policy involves trade-offs. The Department's role is to balance the trade-offs in arriving at a proposal that is as fair as possible to as many schools and to as many students.

- **Trade-off 1:** Counting non-existent results as “zeroes” maintains the incentive to measure all students' learning. But in a transition year, it can be unforgiving for the small numbers of schools with larger numbers of non-participants.
- **Trade-off 2:** Substituting a past or estimated score for non-participants may be a more forgiving approach in a time of transition. But it may also unintentionally reward schools because past or estimated performance would have been better than real performance.
- **Trade-off 3:** The larger the number of non-participants in a school or district, the more the issue of non-participation impacts a score and the more benefit there is for a policy that softens the impact. However, the larger the number of nonparticipants, the less confident the state and public can be as to the real performance of the school in 2015. Thus, an impact-softening policy for schools with large numbers of non-participants risks precision.

Assessment Participation: One-time, One-year Proposal

- **Treat schools with large numbers of nonparticipants (more than 10 percent of eligible students) differently from the vast majority of schools.**
 - In these schools, the state does not have a legitimate basis of assessing school performance in 2015 because a full and diverse representation of student performance in 2014-2015. Therefore, the school's letter grade from 2013-2014 would remain its letter grade for 2014-2015 and a clear notation would be made on the school report card.
 - All consequences would be attached to these letter grades, as they are for the letter grades of all other schools (e.g., school choice).
 - No district exceeds 10% nonparticipation.
- **In the vast majority of schools, seek the most stable way of representing performance possible for one year.**
 - Use 2013-2014 grade 3-8 English and math assessment data where available for nonparticipants.
 - For students without previous year data, the school's 2014-2015 average for that grade and subject would be used.

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Social Studies Field Test

Background

Louisiana educators reviewed and adjusted social studies standards in 2011, but the state has yet to align assessments with the new standards. Doing so requires the development of new test questions. Thus social studies Louisiana social studies assessments for grades 3-8 will be *field tested only* in 2015-2016 and will be *fully operational* in 2016-2017.

Benefits for Teachers and Students

- End the historical practice of testing students in grades 4 and 8 on material learned in other years.
- Align assessments to standards updated and improved by Louisiana educators.
- Allow teachers to have a year of transition to the 2011 standards.

These changes to the quality of social studies assessments have long been desired by social studies teachers.

Note: Districts are free to use either the 2003 or the 2011 Louisiana Social Studies GLEs for grades 3-8 during the 2015-2016 school year.

Social Studies Field Test: Timeline

	2014-2015	2015-2016	2016-2017
Grades 3, 5, 6, and 7	<ul style="list-style-type: none">• iLEAP test	<ul style="list-style-type: none">• Field test only	<ul style="list-style-type: none">• LEAP 2025 social studies
Grades 4 and 8	<ul style="list-style-type: none">• LEAP test	<ul style="list-style-type: none">• Field test only	<ul style="list-style-type: none">• LEAP 2025 social studies
US History	<ul style="list-style-type: none">• EOC test	<ul style="list-style-type: none">• EOC test	<ul style="list-style-type: none">• EOC test

Social Studies and Accountability: Tradeoffs and Options

In evaluating school quality during transitions, the Department weighs trade-offs:

- **Trade-off 1:** Removing social studies from the formula for one year would measure 2016-specific achievements precisely but would not speak to the importance of social studies and may hurt schools with particular strengths in social studies. It also limits annual comparisons of SPS and could create instability in the overall distribution.
- **Trade-off 2:** Counting social studies results from the past year may represent the subject accurately, but it does not provide schools that had a down year in social studies with the chance to improve.

Social Studies and Accountability: Policy Recommendation

2014-2015	2015-2016	2016-2017
Current Year: ELA, Math, Science, and Social Studies Assessment Indices	Current Year: ELA, Math, Science Assessment Indices	Current Year: ELA, Math, Science, and Social Studies Assessment Indices
	Prior Year (13-14 or 14-15): Social Studies Assessment Index	

Recommendation

For one year only, carry forward a school's Social Studies Assessment Index from 2013-2014 or 2014-2015 (whichever results in higher SPS) for use in the 2015-2016 calculation.

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WorkKeys

Background

Students pursuing Jump Start credentials should have the option of validating their achievements through assessments used by four-year universities and assessments used by two-year colleges and employers. Thus, as superintendents advocated, WorkKeys is now an optional assessment for such students.

Timeline for Implementation

Spring 2015	Students in grade 11, particularly those on a Jump Start pathway, took the WorkKeys, in addition to the ACT.
July 2015	The Department analyzed the “baseline” to determine appropriate points for silver, gold, and platinum results.
Fall 2015	Public review of results
December 2015	BESE establishes school performance score points to be awarded.
October 2016	WorkKeys results count in 2015-2016 school performance scores for 2015-2016 grade 12 students.

How the ACT Index Works

The ACT index – like all other indices – ranges from 0 to 150.

Schools earn 100 points or an “A” for all students earning an 18 on the ACT. This is the level at which students are not required to take remedial courses when enrolled in college.

For any score above 18, schools earn incrementally more points along a sliding scale. For example:

- An ACT score of 24: 116.8 points
- An ACT score of 31: 136.4 points

WorkKeys: Policy Recommendation

- In calculating performance scores in 2016 and beyond, the Department will use either the ACT accountability points or WorkKeys accountability points, whichever is higher, for any grade 12 student with both an ACT and WorkKeys score.
 - *For example, if a student earned an 18 on the ACT (100 points) and a Gold on the WorkKeys (116.8), the school would be awarded 116.8 points.*
- Louisiana student performance on the ACT and WorkKeys assessments resulted in the concordance table below. It will be reviewed yearly to ensure continued alignment.

Points Awarded	ACT Score	Corresponding WorkKeys Score
136.4	31	Platinum
116.8	24	Gold
100	18	Silver

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Middle School End-of-Course Exams

Background

Currently, middle school students may access end-of-course (EOC) exams in order to earn high school credit. However, USDOE has always also required that students take the grade level exam. For example, if a student was in Algebra I as a 8th grader, they would take the Algebra I EOC exam, but must also take the 8th grade math LEAP exam.

Recently this requirement was relaxed in an effort to reduce testing times and align assessments with instruction.

In August, BESE approved the following policies:

- Use of the middle school EOC score in place of the grade level assessment, eliminating the need for a student to take both assessments;
- Continuation of incentive points in middle school for scores of Good and Excellent;
- Continued banking of Good and Excellent scores for use in high school school performance scores.

Issue

Combination schools, unlike middle schools, have not received incentive points for scores of Good and Excellent unless the student did not enroll in grade 9 at the same school.

End-of-Course Combination Schools: Policy Recommendation

Proposed Solution

As requested by superintendents, in combination schools, allow for:

- Use of the middle school end-of-course exam score in place of the grade level assessment in the combination school performance score,
- Continued banking of Good and Excellent scores for use in the high school portion of combination school performance scores, and
- Allow for combination schools with middle school EOC scores to also receive incentive points for Good and Excellent scores.

This would align policy for middle schools across both K-8 and combination schools.

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