Louisiana Believes

Supervisor and Principal Collaborations

December 2016

DEPARTMENT of EDUCATION

Agenda

- Louisiana's Draft ESSA Framework
- Accountability Updates
  - 2025 Goals
  - Student Growth
  - Leading Indicators

ESSA Plan Development

- This summer, the Department began a year-long process of developing Louisiana's ESSA plan to provide targeted support for disadvantaged students.

- 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. This process yielded a set of distinct "challenges" included in the draft framework issued in September by the Department. For a full list of organizations and groups, visit the Department's ESSA website.

- All feedback collected in these meeting was captured in the ESSA Listening Tour Feedback Report released on September 14, 2006.

- Based on feedback heard during the listening tour, and analysis of statewide student performance, the Department then released a draft ESSA framework on September 28, to provide the general public with examples of what policies, supports, and resources could be used to provide targeted support for disadvantaged students.

Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement among disadvantaged students that were gleaned from public comment and analysis of student performance and 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

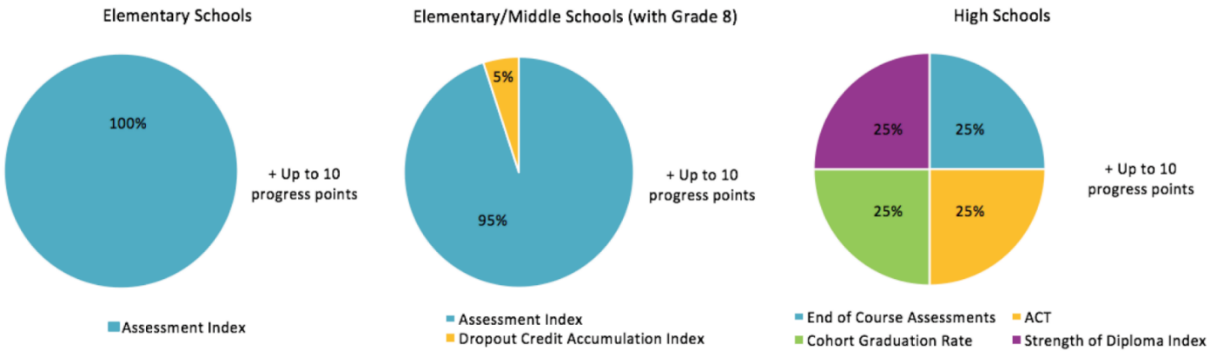
ESSA requires educators to set goals, monitor progress, and evaluate results. It also requires creating plans that use federal funds to provide targeted support for disadvantaged students. Everything in the draft framework addresses these two functions:

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

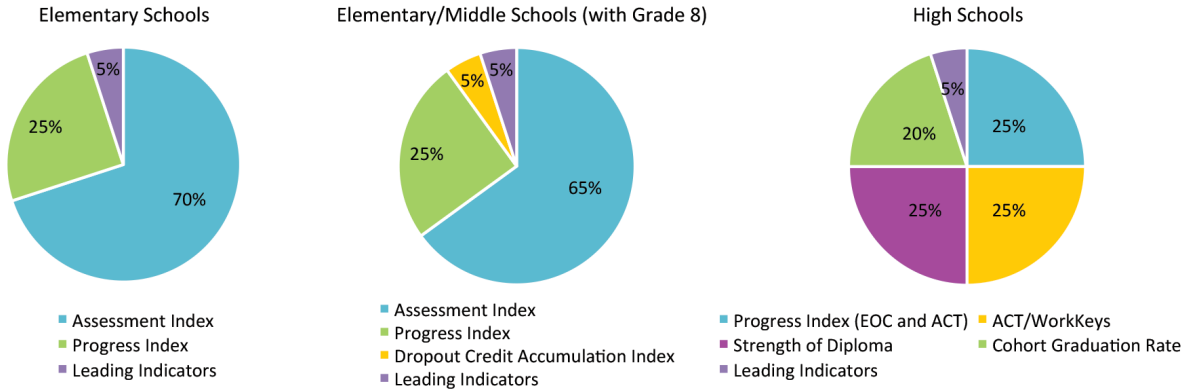
Goals, Monitoring, and Evaluating: Accountability

ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.

ACCOUNTABILITY TODAY



DRAFT FRAMEWORK ACCOUNTABILITY



Combination Schools with students in both K-8 and 9-12 grades will receive a school performance score based on both the K-8 and 9-12 formulas, weighted by students included in the formula.

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Grade 3-8 Assessment Index

The proposed "A" target for 2025 is Mastery.

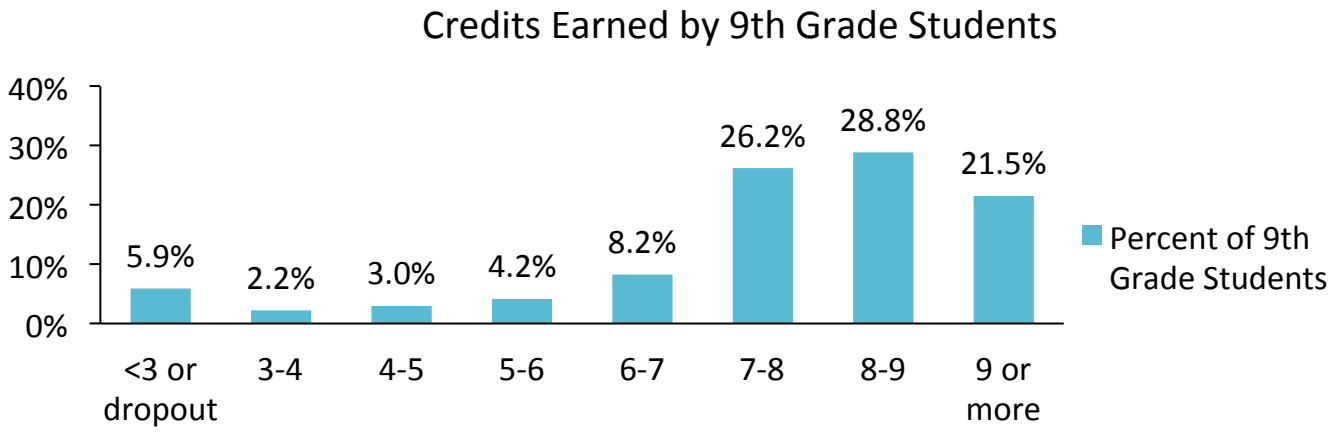
- Mastery (Level 4) comparable to the standard for proficiency on NAEP.
- Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills approximate to the subject matter.
- Since Louisiana began assessing all students in 1999, the percent of students scoring "Basic" or above in ELA has increased 16 percentage points in 4th grade and 34 percentage points in 8th grade. The percent of students scoring "Basic" above in math has increased 28 percentage points in 4th grade and 19 percentage points in 8th grade.
- 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)

The proposed "A" target is 6 credits completed by the end of 9th grade.

- Feedback from the field revealed concerns that measuring only TOPS-aligned course credits (original suggestion in ESSA framework) in 9th grade would negatively impact schools serving students with disabilities and those in transitional 9th grade, creating a disincentive to provide students with remediation when needed.

- Students are required to earn 23 credits for a Jump Start diploma and 24 credits for a TOPS University diploma.



ACT Index

The proposed "A" target is a composite ACT score of 21.

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

Cohort Graduation Rate Index

The proposed "A" target is 90 percent of students graduating in four years.

- 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 Graduation Index

2016-2017

Student Result	Index Points
HS Diploma plus (a) Passing AP/IB/CLEP score OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET	25

Proposed 2017-2018

Student Result	Index Points
HS Diploma plus Associate's Degree	*160*
HS Diploma plus (a) Passing AP/IB/CLEP score OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET plus any Jump Start credential	*40*
HiSET	25

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Why Include Growth in Accountability?

Letter grades should provide a clear picture of schools' impact on students.

1. **How well are students achieving Mastery?** The Assessment Index (status) does this.

However, parents and educators are also interested in:

2. **How well are students progressing toward Mastery?**
3. **How well are students growing relative to academic peers?**

The Accountability Commission is considering details regarding a number of methodologies for measuring growth and answering (2) and (3). As the Commission narrows its focus on a smaller subset of growth models, it may be that the Commission actually decides on more than one, as different models answer different questions.

Growth Index Models

The Commission recommended moving forward with Model F (and C and E, which make up F).

1. **Value tables (A1 and A2):** How often are students changing achievement levels?
   - 5 levels, by achievement level
   - 10 levels, with each achievement level split into upper/lower

2. **Value-Added (B and C):** How well are students growing relative to similar peers?
   - "Yes/No" measure awards points based on the percentage of students who exceed expected scores regardless of "amount" of growth
   - Percentiles measure awards points based on how much students exceed or fall below expected scores

3. **Growth to Mastery (E)**: How well are students progressing toward Mastery?

4. **Combination of Growth to Mastery and Value-Added (F)**

What Should the Growth Index Do?

In the last meeting, the Commission discussed five things that should be true about the student growth measure in the accountability system:

- **Accurate** and meaningful differentiation of student-level growth.
- **Simple** and transparent, with clear expectations at the start of the school year and results that can be understood by parents, teachers, and school leaders.
- **Fair** for all kids, with a low correlation to the assessment index and income.
- **Stable** from year-to-year to minimize inaccurate swings in school letter grades.
- **Ambitious** in establishing student growth targets that reinforce the goal of Mastery.

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? AND How well are students growing relative to similar peers?

Step 1: Growth to Mastery

Growth to Mastery targets represent the score needed for a student to reach or maintain Mastery within three years, for example.

Targets would be easily calculable and available publicly so that parents, teachers, and school leaders know exactly what is expected of every student prior to the school year.

If students meet or exceed their Growth to Mastery target, they earn 150 points in the Growth Index.

Step 2: Value-Added

For some students—particularly those with significant disabilities and those performing at the lowest achievement levels—even the most exceptional gains will not be sufficient to achieve Mastery in three years.

If a student does not meet or exceed his/her Growth to Mastery target but exceeds expected growth relative to similar peers, the growth index will award points based on the amount of growth as measured in value added (e.g., model C (percentiles)).

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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	School and School System Flexibility	Fairness Across the System
• These indicators constitute research-based practices likely to produce positive long-term results, as measured by nationally recognized instruments.	• Schools and school systems analyze past results to determine one key area requiring significant improvement, from a list of four potential options statewide.	• The state audits outcomes and independent review panels of content experts will validate the results.

Implementation Timeline

Timeline	Action
Fall/Winter 2016	Independent review committees design rubrics for each area
Spring 2017	Pilot rubrics in select schools
Summer 2017	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

Appendix

Accountability Commission Recommendations

Louisiana Priorities	Summary of Issues for Consideration
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
Serving Struggling Students	**Consideration 2:** Determine the appropriate role of progress within Louisiana's system of accountability
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
	Consideration 4: Determine how, if at all, to better measure K-2 outcomes and alternative school performance
Transforming Struggling Schools	**Consideration 5:** Determine what measures are used to identify schools for comprehensive and targeted support
	Consideration 6: Reconcile recent Compass legislation re: VAM with Compass policies passed one year ago
Aligned Expectations to Higher Ed and Workforce	**Consideration 7:** Revise high school graduation assessment requirements

Student Growth Calculations and Core Values

Core Values	A1) Value Tables: 5 levels	A2) Value Tables: 10 levels	E) Growth to Mastery	B) Value Added: Yes/No	C) Value Added: Percentiles
Question Answered	How often are students changing achievement levels?		How well are students progressing toward Mastery?	How well are students growing relative to similar peers?	
Accurate	No, rewards students "on the bubble" while not capturing growth of others	Mostly no, still rewards students "on the bubble" of sub-levels	Somewhat, targets are unlikely for very low achieving students	Somewhat, does not capture *how much* students grow	Yes, differentiates based on how much students grow
Simple	Yes	Yes	Yes	Mostly, percentage is easily understood	Mostly, percentiles are generally understood
Stable	Mostly	Mostly	Mostly	Somewhat	Mostly
Fair	Somewhat, still rewards "bubble' students more	Somewhat, still rewards "bubble" students more	Somewhat, very difficult for students farthest from Mastery	Yes, growth expectations are relative to similar students	Yes, student growth scores are relative to similar students
Ambitious	Yes	Mostly	Yes	Mostly	Mostly

Growth and Economically Disadvantaged Students

Value-added model results have the lowest correlation with the percent of students who are economically disadvantaged. This means value-added does not disadvantage schools serving students who are low-income.

- 65% of the variance in elementary/middle school assessment index results can be explained by the percent of students who are economically disadvantaged.
- 44% of the variance in elementary/middle school value table growth index (model A2) results can be explained by the percent of students who are economically disadvantaged.
- 4% of the variance in elementary/middle school value-added growth index (model B) results can be explained by the percent of students who are economically disadvantaged.
- 22% of the variance in elementary/middle school value-added growth index (model C) results can be explained by the percent of students who are economically disadvantaged.

Growth and Students with Disabilities

Value-added model results also have the lowest correlation with the percent of students with disabilities meaning value-added does not disadvantage schools serving students with disabilities.

- 18% of schools earn an assessment index for students with disabilities within same level of their results for all students.
- 21% of schools earn a value table growth index (model A2) for students with disabilities within the same level of their results for all students.
- 41% of schools earn a value added growth index (model B) for students with disabilities within the same level of their results for all students.

A1) Value Tables with 5 Levels

How often are students changing achievement levels?

How is it calculated?
Students earn points if they maintain or increase their achievement level from the prior year. Points vary based on prior year achievement level.

How do schools earn points?
Schools earn points based on each student's prior and current achievement level.

Prior Year Level	Current Year Level				
	1	2	3	4	5
1	0	100	150	150	150
2	0	50	100	150	150
3	0	0	50	100	150
4	0	0	0	100	150
5	0	0	0	0	150

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 4.4 points on the growth measure from 2013-2014 to 2014-2015
- No sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, nor from the highest to lowest rating
- 79% of sites stayed in the same rating category from one year to the next

A2) Value Tables with 10 Levels

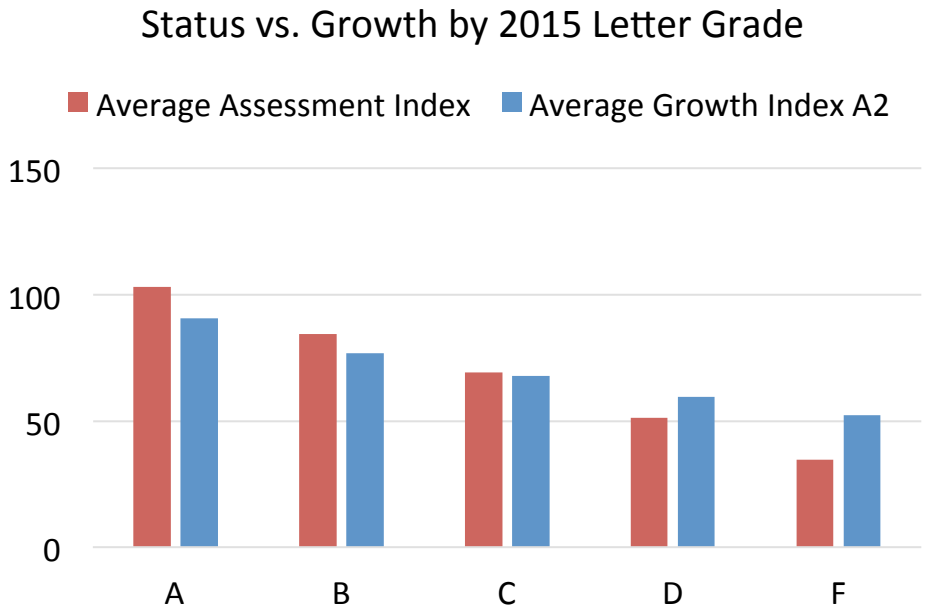
How often are students changing achievement levels?

Prior Year Level	Current Year Level								
	Unsat. Low	Unsat. High	AB Low	AB High	Basic Low	Basic High	Mastery Low	Mastery High	Advanced
Unsatisfactory Low	50	75	100	125	150	150	150	150	150
Unsatisfactory High	0	50	75	100	125	150	150	150	150
Approaching Basic Low	0	0	50	75	100	125	150	150	150
Approaching Basic High	0	0	0	50	75	100	125	150	150
Basic Low	0	0	0	0	50	75	100	125	150
Basic High	0	0	0	0	0	50	100	125	150
Mastery Low	0	0	0	0	0	0	100	125	150
Mastery High	0	0	0	0	0	0	100	100	150
Advanced	0	0	0	0	0	0	100	100	150

Value Tables (A1 and A2) Impact on School Performance

How often are students changing achievement levels?

Because value tables answer the same question that the assessment index measures, it does not provide additional information. The charts below show that value table model results are, on average, similar to assessment index results with relatively little variation from the average.



2015 Letter Grade	Growth Index A2 Average	Growth Index A2 Range
A	90.5	73.4 - 127.7
B	76.8	63.5 - 100.0
C	67.7	51.6 - 90.0
D	59.4	40.6 - 75.4
F	52.4	32.2 - 62.9

C) Value-Added Growth in Percentiles

How well are students growing relative to similar peers?

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked by subject from the 1st to 99th percentile.

How do schools earn points?

Schools earn points based on each students' growth percentile. One possible index is shown to the right, which has five levels like our assessments. Students who perform about as expected (41-60th percentile) earn 100 points.

How much do results vary from year to year (using two-year averages)?

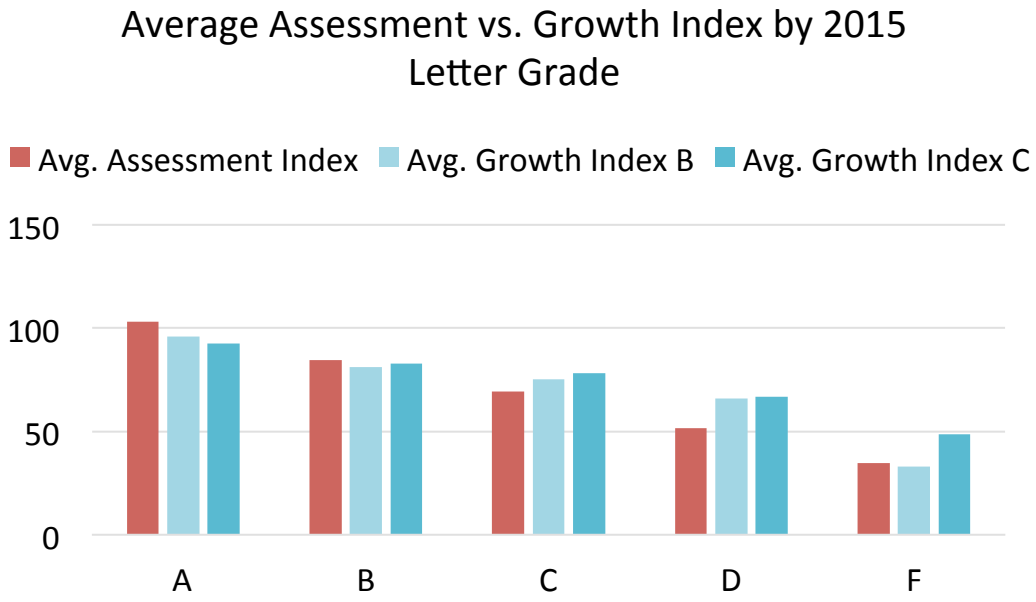
- On average, schools swung 7.1 points on the growth measure from 2013-2014 to 2014-2015
- 1 site in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2014-2015, and none moved from highest to lowest rating
- 64% of sites stayed in the same rating category from one year to the next

Student Growth Percentile	Index Points
81-99th percentile	150
61-80th percentile	125
41-60th percentile	100
21-40th percentile	50
1-20th percentile	0

Value Added (B and C) Impact on School Performance

How well are students growing relative to similar peers?

Because value-added models answer a different question than the assessment index, the results vary somewhat from assessment index results. Though schools with higher performance still tend to do better on growth as well, there is wider variation of growth results across each letter grade band as compared to value tables (Models A1 and A2).



2015 Letter Grade	Growth Index C Average	Growth Index C Range
A	92.6	59.2 - 117.0
B	82.7	46.1 - 117.5
C	78.2	36.1 - 114.8
D	66.6	36.8 - 101.3
F	48.6	22.6 - 74.7

E) Growth to Mastery

How well are students progressing towards Mastery?

Growth to Mastery targets represent the score needed for a student to reach or maintain Mastery within three years, for example.

Targets would be easily calculable and available publicly so that parents, teachers, and school leaders know exactly what is expected of every student prior to the school year.

If students meet or exceed their Growth to Mastery target, they would earn 150 points in the Growth Index.

As the example table to the right shows, the goals for lower achieving students are more ambitious than the goals for higher achieving students.

Example of what a Growth to Mastery ELA goal table might look like:

Grade	Scale Score	Achievement Level
3rd	675	Unsatisfactory
4th	700	Approaching Basic
5th	725	Basic
6th	750	Mastery
Points Needed Per Year	25	

B) Value Added Growth as Percent Exceeding (Yes/No)

How well are students growing relative to similar peers?

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. Students "exceed growth expectations" if they score above their expected score.

How do schools earn points?

Schools earn points based on the percentage of students exceeding growth expectations.

On average, about 50% of students exceed targets. In the index shown to the right, schools with average growth results earn a 75 (C) rating.

The index increases by three points for each percentage point increase in students exceeding targets (e.g., 50% = 75, 51% = 78).

How much do the results vary from year to year (using two-year averages)?

- On average, schools swung 17.8 points on the growth measure from 2013-2014 to 2014-2015
- 2% of sites in the lowest rating (0-49.9) in 2013-2014 moved to the highest rating (100-150) in 2015, and just 2% of sites moved from highest to lowest rating
- 39% of sites stayed in the same rating category from one year to the next

% Students Exceed Growth Targets	Index Points
≥75%	150
58%	99
50%	75
41%	48
<25%	0

Grade 3-8 Assessment Index

2016-2017

Performance Label	Index Points
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0

Commission to recommend implementation timeline.

Proposed 2024-2025

Performance Label	Index Points
Advanced	150
Mastery	100
Basic	50
Approaching Basic	0
Unsatisfactory	0

If we applied the 2025 standard today:

2015 Letter Grade	Avg. Index: Current	Avg. Index: Proposed
A	103	70.5
B	84.6	54.9
C	69.2	42.2
D	51.4	29.9
F	34.8	19.6
All Schools	75.3	47.8

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average assessment index results by 27.5 points. Commission will recommend a gradual timeline over eight years.

Dropout Credit Accumulation Index (DCAI)

2016-2017

Carnegie Units	Index Points
6 or more	150
5.5	125
5	100
4.5	75
4	50
3.5	25
3 or less	0
3rd year 8th grader	0
Dropout	0

Commission to recommend implementation timeline.

Proposed 2024-2025

Carnegie Units	Index Points
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
3rd year 8th grader	0
Dropout	0

If we applied the 2025 standard today:

2015 Letter Grade	Avg. DCAI: Current	Avg. DCAI: Proposed
A	143.6	124.5
B	136.9	112
C	132.3	105.4
D	126.4	100.8
F	95.9	71.5
All Schools	134.4	108.4

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average DCAI results by 26 points, though most schools maintain an “A” average.

ACT Index

2016-2017

ACT/WorkKeys Score	Index Pts
0-17	0
18/Silver	100
19	102.8
20	105.6
21	108.4
22	111.2
23	114
24/Gold	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31/Platinum	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

Commission to recommend implementation timeline.

Proposed 2024-2025

ACT/WorkKeys Score	Index Pts
0-17	0
18/Silver	70
19	80
20	90
21	100
22	103.4
23	106.8
24/Gold	110.2
25	113.6
26	117
27	120.4
28	123.8
29	127.2
30	130.6
31/Platinum	134
32	137.4
33	140.8
34	144.2
35	147.6
36	150

ACT Index

As seen in the table below, applying the 2025 standards to 2015 achievement reduces average assessment index results by 7.7 points.

If we applied the 2025 standard today:

2015 Letter Grade	Avg. ACT Index: Current	Avg. ACT Index: Proposed
A	91.8	83.4
B	72.8	64.6
C	57.3	50.3
D	42.3	36.2
F	19.4	13.8
All Schools	69.4	61.7

Cohort Graduation Rate Index

2016-2017

75% = 100 points

Cohort Grad Rate	Formula Used
0% to 60%	CGR × 1.166667
61% to 100%	(CGR × 2) - 50

Commission to recommend implementation timeline.

Proposed 2024-2025

90% = 100 points

Cohort Grad Rate	Formula Used
0% to 67%	CGR × 1
68% to 90%	CGR x 1.1111
91% to 100%	CGR x 1.5

If we applied the 2025 standard today:

2015 Letter Grade	Avg. Grad Rate Index: Current	Avg. Grade Rate Index: Proposed
A	126.2	97.7
B	114.8	91.5
C	100.2	83.4
D	81	65.5
F	38.4	37.6
All Schools	106	87.4

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average assessment index results by 18 points.