

LOUISIANA DEPARTMENT OF EDUCATION



**Accountability System
Board Member
Work Group Meeting #5**

April 1, 2022 | 9:00am

Topics to Discuss

- Recap where we've been & what we've agreed upon
- 3-8 simulations:
 - 3-8: growth measure
 - 3-8: SPS
- High School Options
 - ACT Index (WorkKeys and Career only)
 - Discussion of the Strength of the Diploma
 - Phase in considerations (re: cohorts) & transition policy
- K-2 Accountability discussion
- Next steps now until adoption

What is the purpose of school accountability?

- 1) improve student academic achievement - it should motivate adults in the building to focus on student academic growth & measurable outcomes
- 2) provide a fair assessment of performance for the purposes of:
 - a) communication
 - i) easy for parents and educators to understand
 - ii) communicating the right things
 - b) Allowing us to prioritize resources, energy, and interventions on schools in need of improvement

What are we trying to accomplish in assessing our current Accountability System?

- Strengthen the system's growth component so that real growth is incentivized and rewarded.
- Maintain our proficiency goals.
- That High School accountability reflects college and career readiness standards and is in alignment with 3-8.
- Ensure the results are clear and easy to understand.

Problems we wanted to solve in growth

1. Awards points for non-growth (including students who declined).
2. Growth is not recognized equally in how the formula rates a school's overall performance.
 - a. Step 1 does not value all growth equally.
 - b. Achievement is mixed into the growth index
3. No matter how much growth a student below Basic has, the school will still earn an F in the calculation of the School Performance Score until they reach Basic.

Some Guiding Principles that informed the ensuing recommendations

- We should be consistent in our expectations across K-12. Performance levels should be valued consistently in the model.
- We should minimize double counting indicators, this only serves to magnify its weight and add complexity.
 - For example on-time graduates are worth 100 points in both the graduation and strength of diploma indices.
 - If we are going to measure assessment it should be in the assessment index, and growth should reside in growth.

Guiding Principles Continued

- Moving from 150 to 100 point scale.
- Our current accountability formula awards up to 150 points.
 - 100 points represent the expected outcome and goal for all of our students.
 - Up to 50 additional points are awarded for exceeding that outcome.
- Rigorous expectations at the 100 points allows us to reduce the additional points awarded
 - 100 points reflect meeting a high expectation.
 - On some indicators 25 incentive points being offered for exceeding that expectation.

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.





3-8 Formula Changes

Changes to 3-8

- New way of measuring growth
- New weight for growth
- The remaining indicators have no additional changes
 - Assessment Index
 - Interests & Opportunities
 - Dropout Credit Accumulation Index

New Growth Measurement

- This simulation does not utilize VAM in the model
- A student must grow at least one scale point to earn any growth points (it does not reward 0 or “negative growth”).
- Student Growth expectations are the same for all non-proficient students.
 - Students who have achieved Mastery or above are not included in the growth index.
 - Schools will receive 100+ points for these students, or will lose points in the assessment index if they decline.
 - Schools can earn incentive points for exceptional growth.



K-8 ELA Scale Score Growth Points Index

ELA Scale Score Change	% of students	Points
14	34	125
13	2	120
12	2	115
11	2	110
10	2	105
6	8	100
3	6	75
2	2	60
1	2	50
0	41	0

K-8 Math Scale Score Growth Points Index

Math Scale Score Change	% of students	Points
9	33	125
8	2	120
7	2	115
6	2	110
5	3	105
4	2	100
3	2	75
2	3	60
1	3	50
0	49	0



Believes

This simulation varies the weight of growth based on the # of students needing improvement.

There has been a significant conversation about how much growth should count.

This model has a variable growth weight

- Growth & assessment weights vary based on the % of students scoring below mastery.
- The more students previously below mastery, the more weight counts. All schools have an expectation to grow students who are not yet at Mastery.
- All schools will have a significant percentage of their formula be based on assessment.

Index	Minimum %	Maximum %
Growth	25%	45%
Assessment	45%	65%

The more students need improvement, the higher the weight of growth.

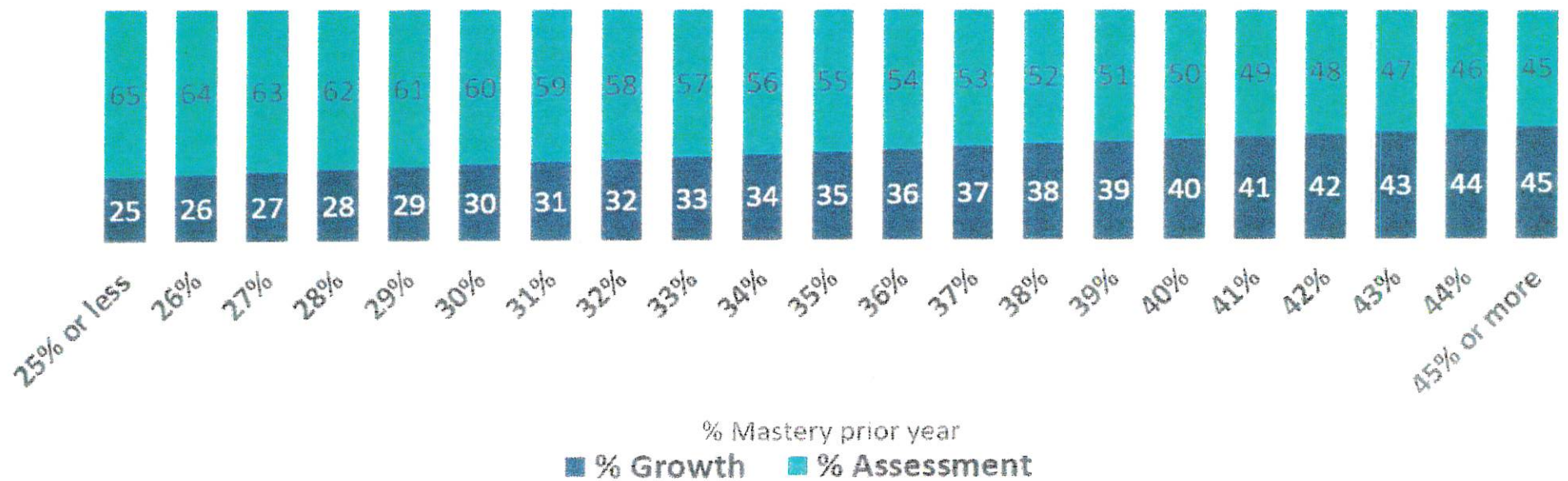
Three schools that use the 3-8 formula are displayed to show their AI vs. PI weight and overall outcome.

	Sim SPS	Release SPS	AI	PI	AI Weight	PI weight	How growth weight was determined
School A	62.2 C	~58 D	44.2 F	71.0 B	45%	45%	At least 45% students below mastery
School B	90 A	104.4 A	92.4 A	83.2 A	65%	25%	25% or fewer students below mastery
School C	78.7 B	~ 95 A	86.3 A	73.7 B	50%	40%	40% of students below mastery



Believes

This chart compares the percentage Assessment vs. Growth Based on % of students below mastery.



Believes

Under the current model, a student is always an F in the calculation of the SPS until they reach Basic.

Student A scored Approaching Basic (0 points) this year and met their step 1 growth target and earned maximum points (150).

Points earned for Student ~39.5

	Growth Points	Assessment Points	Overall Score
Student A	150	0	39.5

If a school starts with all Approaching Basic Students, there is no way to earn anything higher than an F.

Now a student below mastery with exceptional growth can earn a C.

Student A scored Approaching Basic (0 points) this year and met their step 1 growth target and earned maximum points (125). The school had 45% of its students below mastery last year.

Points earned for Student ~62.5

	Growth Points (45%)	Assessment Points (45%)	Overall Score
Student A	125	0	62.5

This school can earn a C for this student.

The proportion of student growth (3-8) grades are more distributed across A-F.

	<u>2018-19</u>	<u>Simulation</u>
A	47%	7%
B	40%	35%
C	11%	36%
D	1%	20%
F	<1%	2%

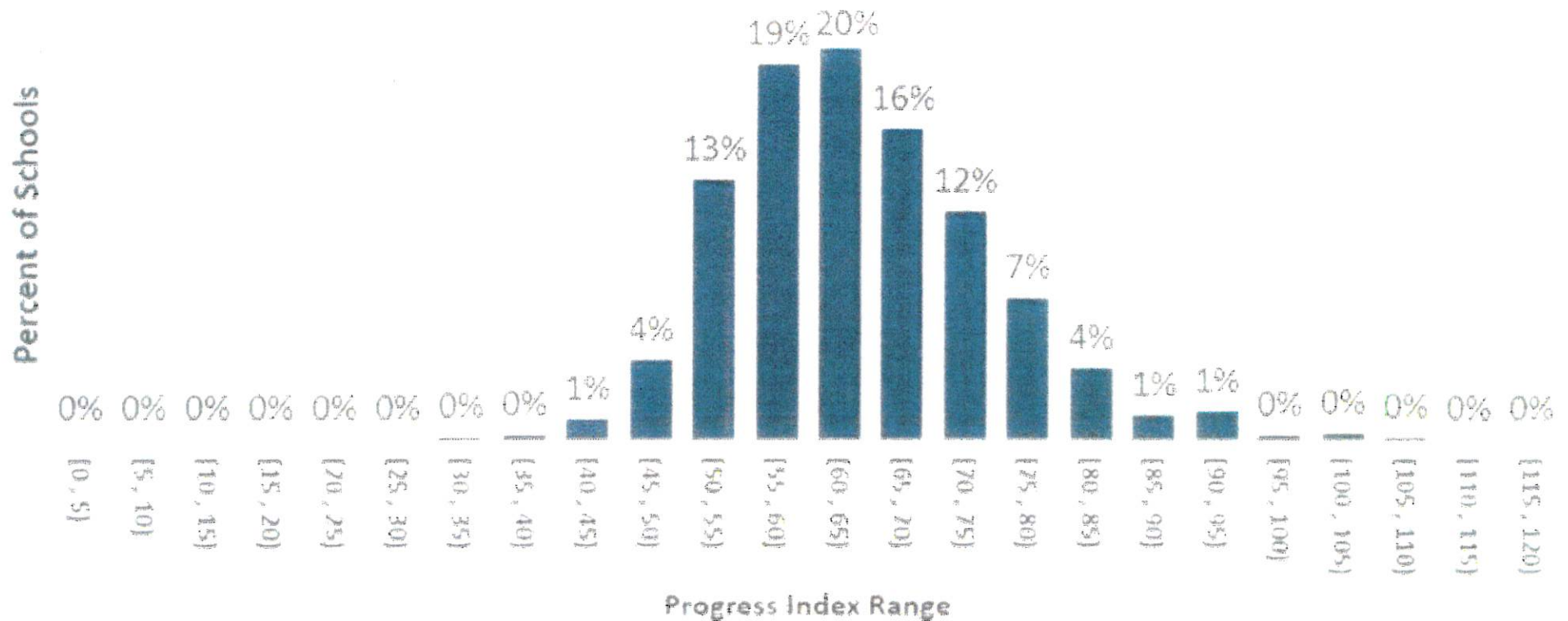


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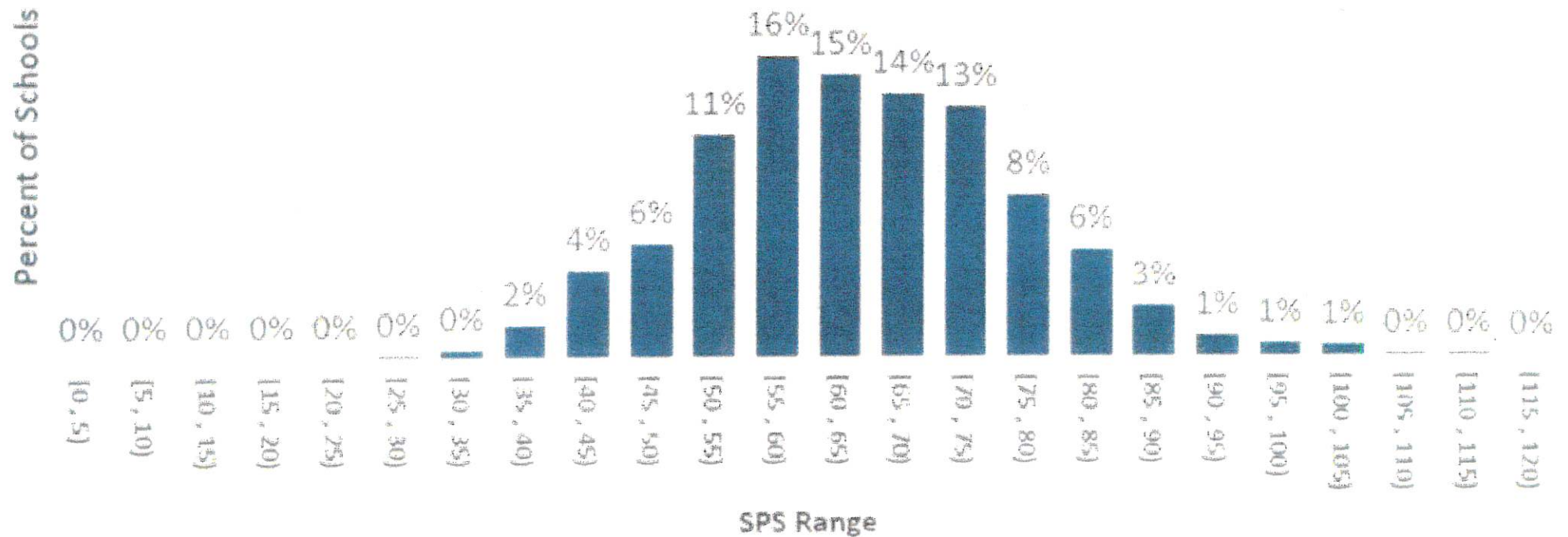
The distribution of (3-8) letter grades remains consistent including the percentage of A-C to D-F.

	<u>2018-19</u>	<u>Simulation</u>
A	10%	11%
B	30%	34%
C	31%	26%
D	17%	20%
F	12%	9%

Progress Index Distribution Under Simulation: K8 Schools



SPS Score Distribution Under Simulation: K8 Schools



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High School

Problems we were trying to solve for High School

- 1) Scores looking significantly different & inconsistent with how 3-8 schools are graded.
- 2) We are not communicating – nor are we motivating – the rigor needed for our graduates to be College and Career Ready.

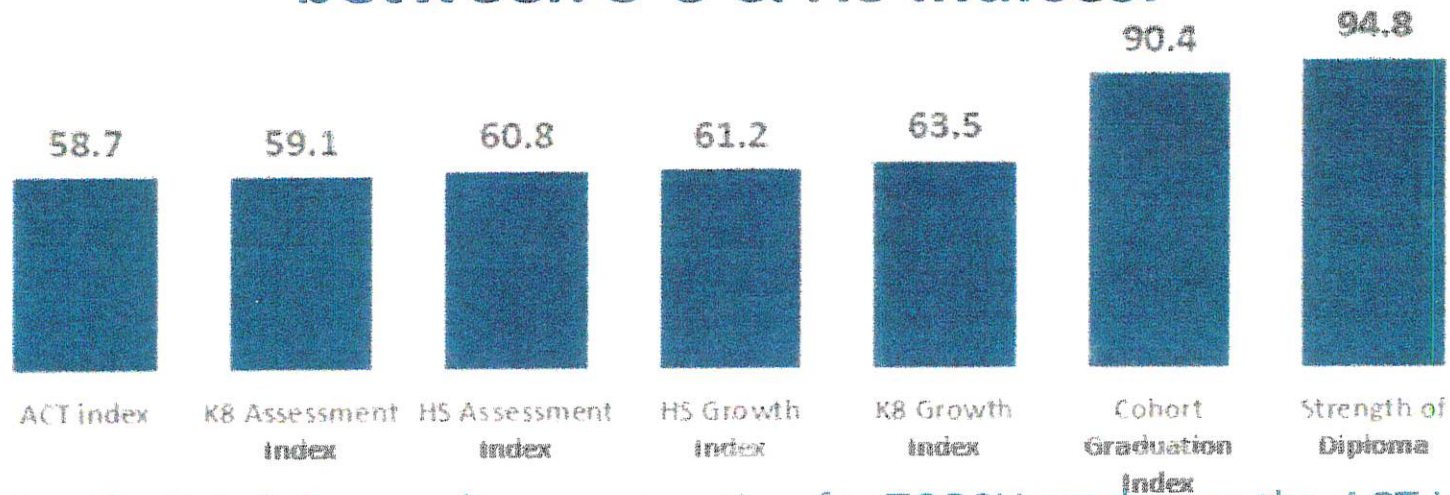
Removing ACT / WorkKeys replacement for TOPS U students would decrease the ACT Index 15 points to 58.7

	Old Formula	Close WorkKeys
Average Site	~73	58.7



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ACT & Growth adjustments will help with alignment between 3-8 & HS indices.



- By removing the WorkKeys replacement option for TOPSU graduates the ACT index comes into alignment with K-8 Assessment Index.
- We've also implemented the same growth methodology in this simulation.
- The cohort graduation rate and SOD are difficult to bring into alignment, because one fundamental issue is that it double counts graduation outcomes.



What is the purpose of school accountability?

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Measuring Growth in High Schools

- In the 3-8 formula we're varying the weight of growth 25-45% of the formula based on how students enter the school year.
- The high school formula does not have a meaningfully high growth component. 12.5% weight of growth is not enough to differentiate schools.
- We know there are students exiting 8th grade Unsatisfactory, or Approaching Basic in ELA and/or Math.

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?

- We need to better understand:
 - What does the data say about how these students, who are performing well below grade level, perform on EOCs, ACT, and Graduation?
 - What's the distribution of these students among high schools?
 - If we can ascertain which high schools are doing a much better job than others.

On what timeline should we consider to phase in results?

- 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.

SPS Year	Cohort in formula	9th Grade Entry Year
Fall 2023	2022 Cohort	Fall 2018
Fall 2024	2023 Cohort	Fall 2019
Fall 2025	2024 Cohort	Fall 2020
Fall 2026	2025 Cohort	Fall 2021



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K-2 Accountability

Next Steps to Adoption

- Additional April Meeting (week of April 18) to further discuss high school accountability.
- After another round of 3-8 simulations:
 - provide simulated data to districts for review & discussion
 - Provide engagement opportunities via organizations representing parents, schools, and systems.
 - How we should communicate results in the future?
 - How do we communicate incentives & supports linked to the system?
- May 2022: Department begins drafting policy language.
- June 2022: Administration provides a presentation at BESE & BESE considers changes to Bulletin.
- August 2022: LDOE begins process to amend ESSA plan.



Next steps now to adoption
