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Louisiana Growth Metrics: Progress Index and VAM

VAM is a component in the evaluation of teachers, schools, districts, and teacher prep programs

Program	How VAM is Included
Teacher Evaluations (Compass)	Included in overall evaluation score for applicable teachers (35%)
School Accountability – Student Growth	Step 2 of Progress Index in School Performance Score calculations
Teacher Advancement Program (TAP) Schools	Used for performance-based incentives
Teacher Preparation Accountability	Included in Teacher Preparation Quality Rating (25%)
Board of Regents Teacher Preparation Program Effectiveness	Included as measure of teacher preparation program effectiveness
Afterschool Accountability	Included in evaluation of afterschool providers

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What is the Value-Added Model (VAM)?

- The value-added model (VAM) measures students' success compared to similar peers year to year.

- The VAM predicts how well students will perform on the assessment in comparison to their peers with similar prior assessment scores and background.

- Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

- The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

How is VAM Measured?

- A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

- The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.
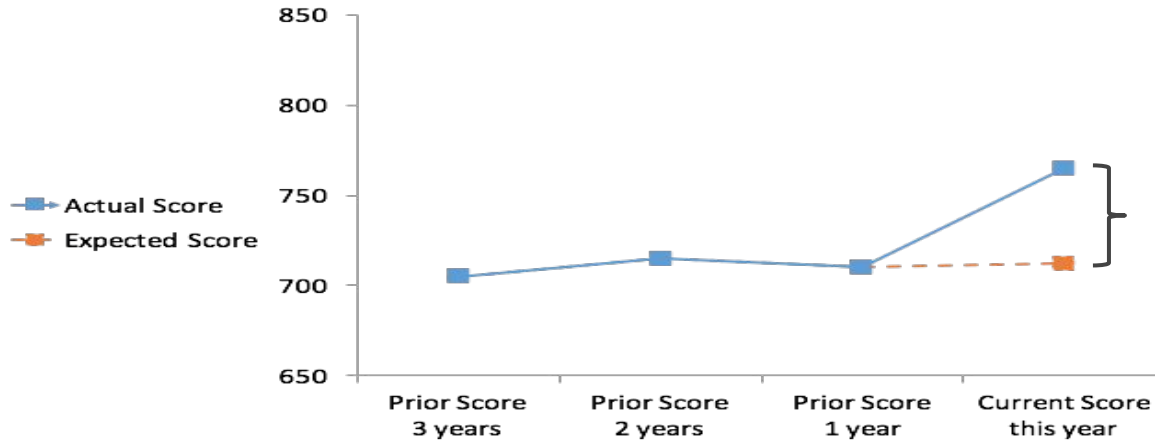
- In this example, the student's expected score is 710
- her actual actual score is 775.
- the student's VAM score is +65 (the difference)

Data Used in VAM Calculations

Data Included in Model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent
Student Suspension / Expulsion	Total number of times a student is suspended or expelled from school
Student Mobility	Yes or No (based on enrollment in more than one school in an academic year)
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Autism, Other Health Impairment, Special Education - Other
Economically Disadvantaged	SNAP, TANF, Medicaid, Free Lunch, Reduced-price Lunch, and Economically Disadvantaged - Other
English Language Learner	Yes or No

Additional Parts of the VAM Calculation

- Promotion and Retention patterns of students

- Class composition to account for peer-to-peer effects within classes

- Capitation method to avoid ceiling effects, thus preventing expected scores to be beyond the results of the assessment.

- Bayesian shrinkage to reduce the impact of extreme variability across students in some teachers' classes and to account for the fact that some teachers' results are based on a relatively small number of students

How is VAM Calculated for Students?

The actual score for each student is compared to the expected score to determine if he or she has made more, less, or an expected amount of progress. The following example illustrates, in simplistic terms, how these variables would apply to a student.

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. Comparing Suzy to students with the same prior year pattern, her peers, she is expected to score Approaching Basic (719) this year.
- Suzy has a speech/language disability. Based on regression, the unique contribution of speech/language disability is -1.5, meaning that all students with speech/language disabilities scored, on average, 1.5 points below their peers. Thus, her expected score is reduced to 717.5.
- Suzy missed 15 days of school. Regression results indicated that the unique contribution of absences is -0.1, meaning that students missing 15 days of school scored, on average, 1.5 point below their peers (15 X -0.1). Thus, her expected score is further adjusted to 716. No other characteristics (e.g., mobility, discipline, retention) apply to Suzy, so they do not impact her expected score.
- Suzy's actual score was 726, thus Suzy exceeded her expected score by 10 points.
- Suzy's VAM score was a +10.

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What is the School Performance Score (SPS) Progress Index?

- The Louisiana accountability system includes an index that recognizes the growth made by all students in grades 3 through high school for ELA and math.

- Representing 25% of an elementary or middle school's overall SPS

- All students in grades 3-8 who have a valid, earned score from the prior spring LEAP ELA and math assessment administration will be included in the progress index for the current school year.

- There are two steps in determining a student's progress score.

K-8 and 9-12 Progress Index
Step 1: Trajectory | Step 2: Comparison

Step 1: If students are not yet achieving Mastery, are they on track to doing so?

Every student scoring below Mastery will receives a growth target for the following year that show the growth required to be on track to Mastery (ELA and math) by 8th or 10th grade.

If a student achieves the target, the school earns 150 points, the maximum points possible. Otherwise, move to question 2.
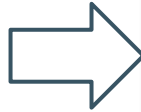
Step 2: Are students growing at a rate comparable to their peers?

Points are assigned based on Louisiana's value-added model (VAM).

Schools earn points based on students' growth percentile as compared to peers.
- 80th-99th percentile (150 points)
- 60th-79th percentile (115 points)
- 40th-59th percentile (85 points)
- 20th-39th percentile (25 points)
- 1st-19th percentile (0 points)

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How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points or an A+.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (step 2).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th grade. If a student achieves this target, then the school is awarded 150 points or an A+.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (step 2).

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In Summary: How Does the Progress Index Work?

The progress index is a 2 year weighted average.

- Step 1: Is the student on track to get to mastery? (150 points or goes to step 2)

- Step 2: How did their VAM result look in comparison with their peers?
  - 80th-99th percentile (150 points)
  - 60th-79th percentile (115 points)
  - 40th-59th percentile (85 points)
  - 20th-39th percentile (25 points)

- Students who score mastery receive a minimum of 85 points.

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Questions?

Louisiana Growth Technical Advisory Panel

August 31, 2023

Introductions

- Louisiana State Board of Elementary and Secondary Education (BESE) Members

- Louisiana Department of Education (LDOE)

- Growth Technical Advisory Panel (G-TAP) Members

Overview

G-TAP Overview

- The Louisiana State Board of Elementary and Secondary Education (BESE) has directed the Department of Education (LDOE) to implement a process to study and make recommendations to strengthen Louisiana's measurement of student academic growth used for the state school and district accountability system.

- To support this process, BESE and LDOE have empaneled a group of expert advisors.

- The Center for Assessment will coordinate and facilitate the meetings.

- The culminating deliverable is a document that 1) explains the review process and feedback received and 2) describes the growth models that are established, appropriate, and technically defensible.

Capstone Report

- The growth model approaches that will be outlined in the capstone report will be informed by:
  - Literature review
  - Prominent practices
  - Feedback from the panel
- We will address the strengths and limitations of various growth approaches as well as provide implementation guidance
- The Center will draft the report ensuring it reflects the perspectives of the panel.

Proposed Timeline

July 2023
- Empanel G-TAP

August 2023
- Kick-off Meeting

September-November 2023
- G-TAP Meetings (3)
- Research and Review

November 2023
- Draft Report

December 2023
- Final report and presentation to BESE

Questions/ Comments

Overview of Current Growth Model and Uses

Public Comment