



Accountability Work Group
August 8, 2022

Agenda

1.1 - Roll Call

2.1 - Consideration of an update report regarding stakeholder engagement concerning proposed accountability recommendations.

2.2 - Consideration of an update report regarding proposed accountability recommendations.

2.3 - Consideration of a discussion regarding the next steps for the August 2022 BESE meeting.

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The board's study group identified four key goals:

- Ensuring the results are clear and easy to understand
- Modifying high school accountability so it better reflects college and career readiness standards and is in alignment with 3-8.
- Strengthening the system's growth component so that real growth is incentivized and rewarded.
- Maintaining LA's proficiency standards.



Initial Consideration

BESE considered these proposals and formed a study group to best inform how to move forward on improving our school and district accountability system.



Formal Feedback & Input

Using the simulation as a starting points seek feedback on how to improve our school & district accountability system.



BESE meets & considers action



Initial Development

In 2020 the Department and the Accountability Commission worked together to identify ways to:

- incentivize attainment of high quality credentials, and
- increase the value placed on student growth.



Study Group Convenes

Since December of 2021 the study group met, gained a deeper understanding of the formula, and identified a set of challenges to address related to the previous proposals.



Consideration of Feedback

Study group meets to consider feedback received and identify next steps for the August BESE Meeting



Overview of Process

Step 1: Preliminary Meetings and Discussions

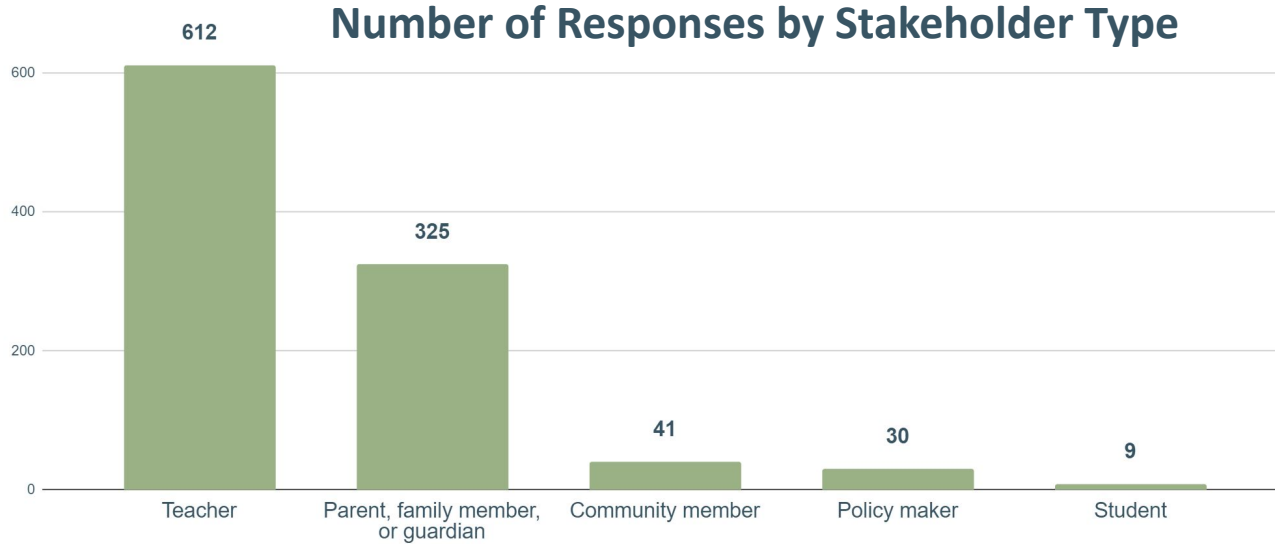
Step 2: Open Comments at last Work Group meeting

Step 3: Stakeholder Feedback and Superintendent Meetings

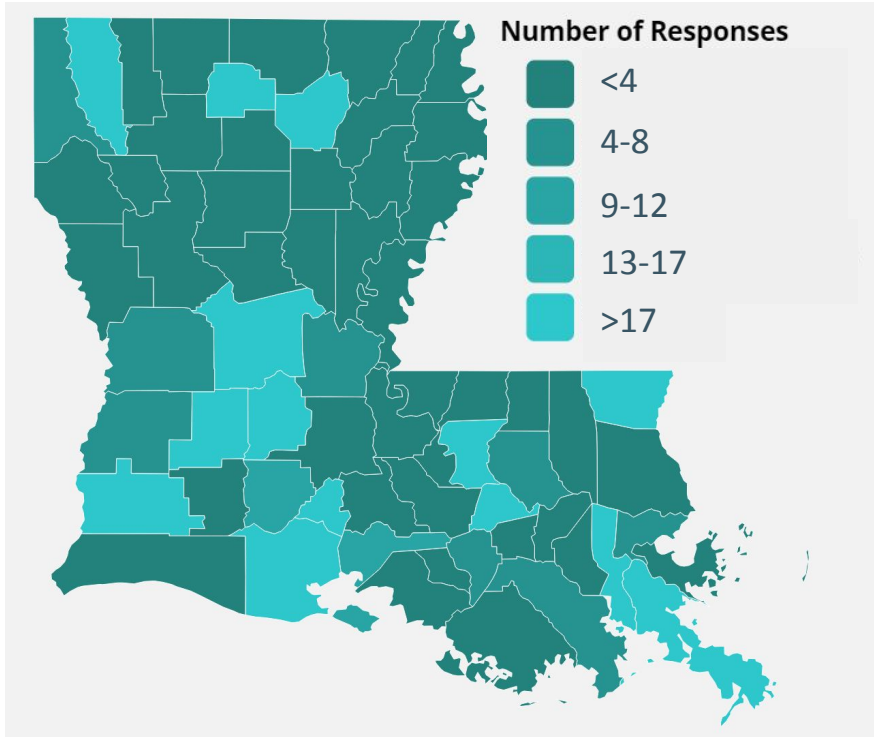
Step 4: Analysis and Discussion

Stakeholder Survey Respondents

The Department administered a survey from July 1 to August 1 to collect input from all stakeholders. There were a total of 968 responses.



Number of Responses by Parish



| 10 Most Responses by Parish | |
|-----------------------------|-------|
| Parish | Count |
| Ascension | 209 |
| Vermilion | 149 |
| Lincoln | 93 |
| Evangeline | 73 |
| Lafayette | 54 |
| Ouachita | 53 |
| Rapides | 38 |
| Allen | 31 |
| Calcasieu | 31 |
| Washington | 24 |

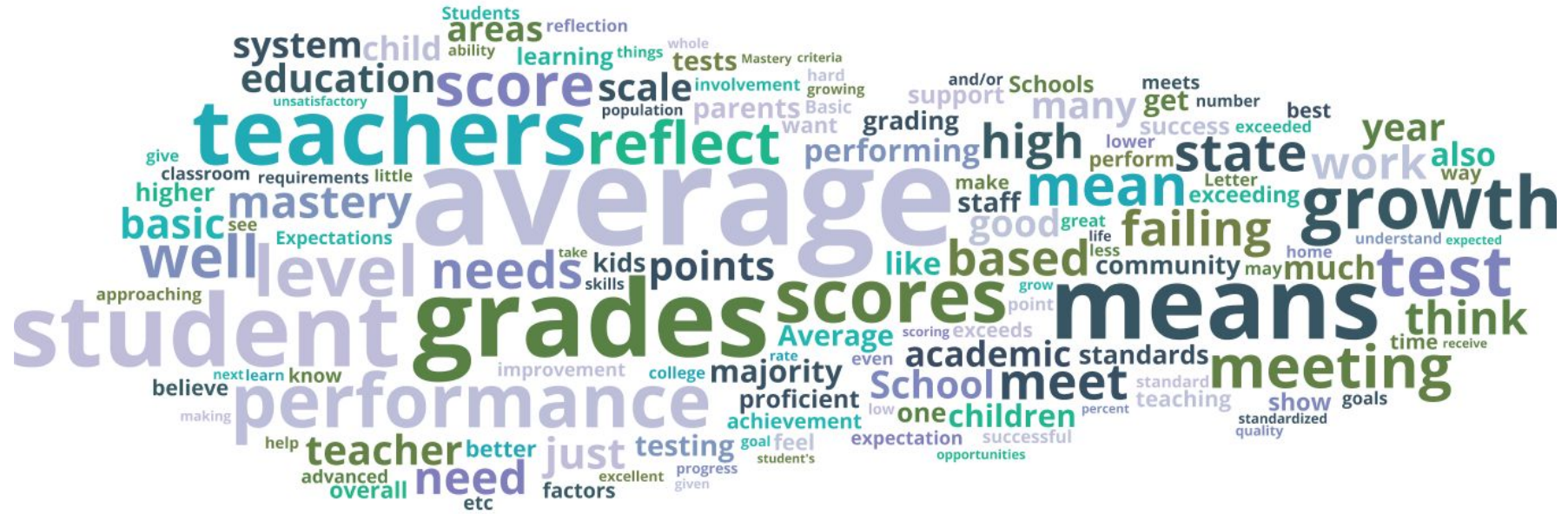
Stakeholder Input: Updating the Grading Scale



Stakeholder Input on Changing the Grading Scale

- 83% of respondents believed that there should be a way for points to be earned above Mastery
- 83% of respondents believed there should be some points earned below Mastery
- 63% of respondents believe that 100 points should reflect the expectation with additional points available for above Mastery
 - 16% believed the scale should be based on a maximum of 100 points
 - 22% were more concerned with a school's letter grade than the number of points earned

What should a school's letter grade mean? What does it mean to be an A, B, C, D, F?



What should a school's letter grade mean? What does it mean to be an A, B, C, D, F?

- We provided the short answer responses as a part of your materials ahead of this meeting.
- In those responses you will see that overwhelmingly respondents believe A should mean a school is exceeding expectations and a B means that they are meeting expectations.
- In addition, many responses are in conflict with one another.
 - Some request that letter grades truly be based on student achievement on standardized tests or on retaining information.
 - Others argue for more to be included in scores in order to holistically grade a school.
 - Many also called for a change in the way the grading scale is set to be more aligned to grades in school or be forced to a 10 point scale to make more sense.

General Superintendent Feedback - Grading Scale

Superintendents were overall less concerned with shifting the grading scale from a 150 point max. There were many who felt like the scale shifting from 150 to 125 must be done in conjunction with consideration for how it would impact each performance level (A, B, C, D, F).

Concerns were raised that a change to a letter grade scale should not result in a change to the number of A/B/C/D/F schools. The scale should be adjusted to ensure that if what we are measuring doesn't change, the grade schools get shouldn't change.

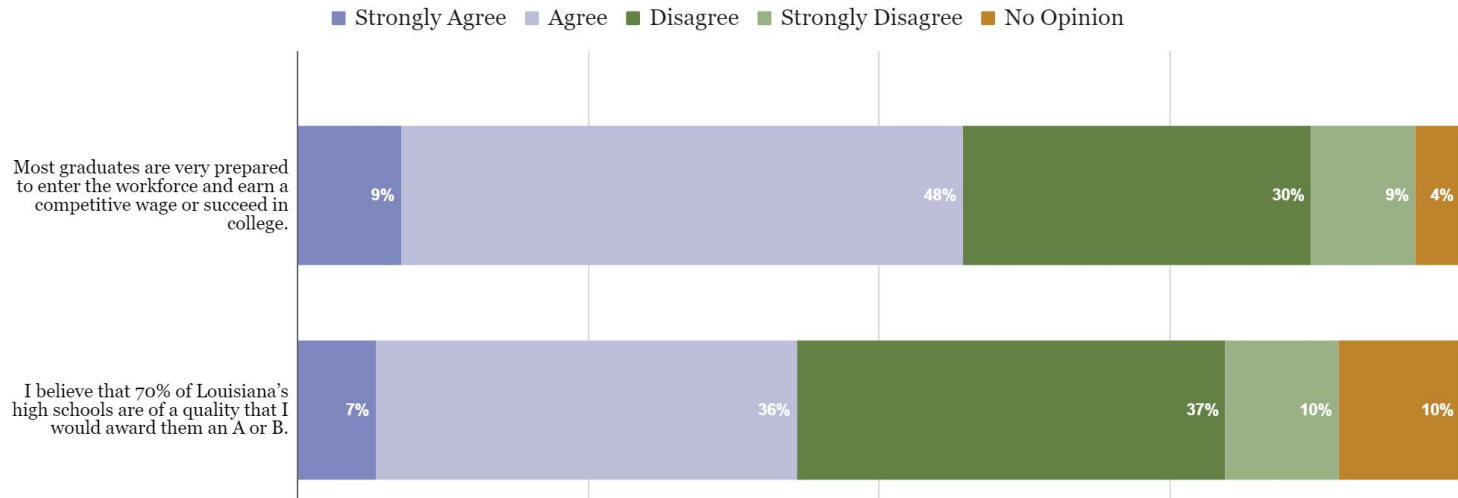
Some discussion was had with superintendents about how removing some of the incentive points could change the scores of their high schools.

Stakeholder Input: High School



Stakeholder Feedback on High School

- 57% of respondents agreed or strongly agreed that most graduates are very prepared to enter the workforce, earn a competitive wage, or succeed in college.
- 43% of respondents agreed or strongly agreed that they would rate 70% of high schools A or B. Most disagreed, or strongly disagreed. About 10% had no opinion.



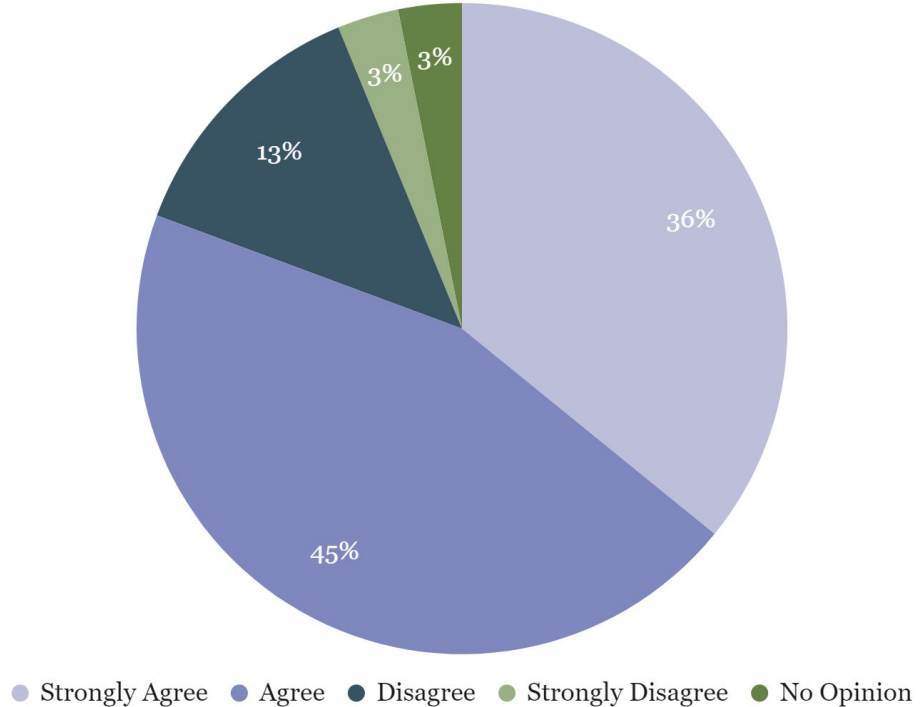
Stakeholder Feedback on High School- Continued

- 50% of respondents believe that a high school should be graded based on a student's ACT score for just college going students.
- 54% of respondents believe student performance on LEAP tests should count for less than ACT.

Many stakeholders expect students to be prepared for the next stage of their lives and many included statements supporting students taking courses that prepare them for the workforce if that is the path they plan to take.

Providing Credentials in High School

Over 80% of respondents agree or strongly agree that a good high school helps students entering the workforce earn high quality credentials.



Stakeholder Feedback on High School- Continued

- 90% of respondents agree or strongly agree students being literate and numerate should be a significant factor in determining a school's quality.
- 76% of respondents agree or strongly agree that students earning industry or university recognized credentials should be a significant factor in determining a school's quality.
- 86% agree or strongly agree that it's important that graduates can immediately enter the workforce in a high wage and high growth career or have a strong preparation for college
- 86% agree or strongly agree that it is important for graduates to have work-based learning experiences, industry recognized credentials, or experienced coursework at a college level of rigor.
- 85% agree or strongly agree that it is important that all students participate in career and technical education coursework to prepare them for life.
- 91% agree or strongly agree that it is important students and parents receive individualized counseling and are involved annually in secondary and post-secondary planning.

Stakeholder Feedback on High School- Continued

- Overwhelmingly, stakeholders responded positively that the ACT index should be aligned to TOPS funding opportunities.
- When asked if their school does an excellent job of helping each family find the right path for each student to meet their long-term goals, 62% of respondents agreed or strongly agreed. 18% disagreed and 8% strongly disagreed.
- 55% of respondents felt the College and Career Acceleration Index proposal was rigorous, 5% felt it wasn't rigorous enough, and 33% felt it was too rigorous.
- Additionally, the idea of a freshman on track in high school measurement was highlighted as a potential way to recognize schools that successfully recognize 9th grade attendance and credit attainment.

General Superintendent Feedback - High School

Generally, superintendents agreed that there was a disconnect between high school performance scores and K-8 school performance scores. However, many felt this was because the role of high school is different.

ACT:

- Banding- Previously endorsed by SAC and the Accountability Commission (now Council), most superintendents expressed interest in moving towards banding to make it easier to understand so long as banding did not result in lower scores compared to non-banding.
- 0 points for a 17 was raised as a concern as this is the eligibility level for TOPS Tech.

General Superintendent Feedback - High School, cont'd

- The need to develop options for small populations with regard to the college & career acceleration index (LEAP Connect, and Act 833 eligible students)
- Concern that this shifts the focus of the high school experience and begins turning high school into community colleges.
- Concern about alignment between the ACT and the increased focus on EOC assessments in high school grades.
- Concern about ensuring we communicate appropriately the shifts in expectations.
- Concern about family choice regarding University versus career pathways and stigmas that may be associated.

Stakeholder Input: Growth



Stakeholder Feedback on Growth

- 47% of respondents believe that student growth is equally as important as overall achievement. 41% believe growth is more important than overall achievement.
- 79% of stakeholders believe that a more complex growth measure that is accurate is more important than one that is simple.
- 75% believed that student characteristics should be considered when calculating student growth.
- 64% of respondents agree or strongly agree that an emphasis should be placed on the growth of students with the lowest scores in each school.

General Superintendent Feedback - Growth

Superintendents expressed a continued desire for there to be a change in the way we measure growth in 3-8 and want the change to happen as soon as possible.

- There was support for working with experts to better measure for the lowest and highest achievement levels and appropriately understand the growth within those levels
- Many expressed the desire to implement growth shifts at the same time as other accountability shifts
- Some expressed concern about measuring growth in high schools, especially across Mathematics from 8th grade to Algebra 1 to Geometry.

Stakeholder Input: K-2



Stakeholder Feedback on K-2

- Close to 90% of respondents agree that literacy and numeracy with a growth component should be included in K-2 Accountability.
- 71% of respondents believe that a measurement of teacher to student interactions should be factored into K-2 Accountability.
- 66% believe that K-2 Accountability should be included in existing 3-8 indices.
- Overwhelming, survey respondents called the Department to ensure the roll out and implementation of K-2 Accountability was thoughtful and careful with consideration for the developmental levels of K-2 students. In addition, many requested that there not be high-stakes assessments for K-2 students.

General Superintendent Feedback - K-2

Superintendents felt like an accountability system to monitor K-2 was appropriate.

- Many supported a literacy indicator and expressed desire for it to be included in the Assessment Index calculations.
- There were recommendations to include a numeracy or math component to one day also be included in Assessment Index calculations.
- Few superintendents supported the idea of a classroom quality indicator while some expressed concerns over including observational data as a part of whole school accountability
 - In general, it seemed like superintendents were interested in the outcomes of the K-2 Learning Year and hopeful to learn more about the implementation of CLASS and NIET together

Stakeholder Input: Timeline



General Feedback - Timeline

Based on the modeling of a potential timeline shared, most superintendents felt like 2025-2026, 2026 SPS was the most possible of options presented. If 2027 SPS was an option they would encourage that to be selected. They noted the complex partnerships that would need to be developed, buy-in from community/stakeholder groups, and recruitment and training of staff in a competitive job market.

| SPS Year | Cohort in formula | 9th Grade Entry Year | When will cohort be juniors? |
|------------------|--------------------|----------------------|------------------------------|
| Fall 2025 | 2024 Cohort | Fall 2020 | Fall 2022 |
| Fall 2026 | 2025 Cohort | Fall 2021 | Fall 2023 |
| Fall 2027 | 2026 Cohort | Fall 2022 | Fall 2024 |

70% of survey respondents believe that the new Career and College Acceleration measure should start with freshmen in 2023.

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4 pillars of this redesign

- Improve Clarity & Coherence
- Modernize High Schools
- Recognize True Growth
- Ensure strong literacy foundations

Improve Clarity & Coherence

- To simplify public understanding, shift from the present 150 point scale to a 100 point scale which includes bonus points for advanced level performance.
- Adjust high school letter grades to create a distribution representative of current achievement levels
- Develop an automatic trigger for letter grade redistribution as appropriate.
- Set a realistic, but assertive implementation timeline for systems

Letter Grade Scale, Transition, & Maintenance

§307. Transition from 2024-2025 to 2025-2026 SPS Release

A. Beginning in the 2025-2026* school year (2026* SPS), the overall grading scale will be adjusted to accommodate the shift in the total points possible to earn. Using data from the 2023-2024 school year the department shall propose to the board point ranges that would result in the same distribution of A-C letter grades and D and F school letter grades under the new scale as existed under the previous scale.

Annually the department shall provide the board an update on the *distribution of school letter grades*. Should the distribution of A, B, and C letter grades increase by 5 or more percentage points over the previous baseline (initially 2024 SPS) the minimum score to earn an A, B, and C shall be adjusted to maintain the distribution until such time as an A = 100, B = 85, and a C = 70, or BESE takes other action to stabilize the distribution.

| Beginning in <u>2025-2026</u> (<u>2026</u> SPS) and Beyond | |
|---|--------------|
| School Performance Score | Letter Grade |
| ____ - 125.0 | A |
| ____ - ____ | B |
| ____ - ____ | C |
| ____ - ____ | D |
| ____ - ____ | F |

* - overwhelming feedback was no earlier than this year or, more ideally, the year following

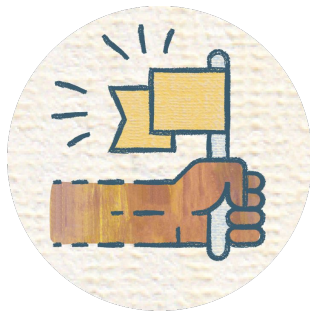
Modernize High Schools

- Value College and Career Readiness by creating an index focused on ensuring all students have access to and earn high quality credentials aligned to their post-secondary interests (career, college or service).
- Focus the ACT Index to only include WorkKeys for students on the TOPS Tech pathway, preventing the substitution of WorkKeys scores for ACT scores for university-bound students.
- Band ACT scores to simplify the indices and align to our Louisiana TOPS scholarship levels. (TOPS Opportunity, TOPS Performance, TOPS Honors)
- Create indicator to ensure 9th grade credit accumulation tracking towards 4-year diploma which will focus high schools on 9th grade student success.

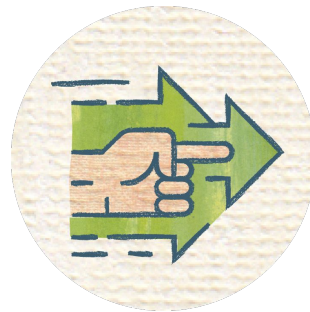
Louisianans' educational journeys crescendo with **high school experiences** as students:



Persist through
Graduation,



Explore and define a
plan for the future,



Accelerate **journey to**
career readiness, and



Build a feasible **path to**
post-secondary
education.



VISION for **SUCCESS**

Most high school students are not mastering grade level content but most are on a University Pathway...



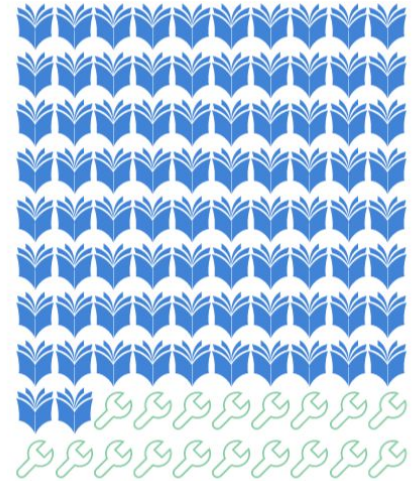
37% of high school test takers have reached the college ready standard on LEAP 2025.

82%

of Louisiana's 10th graders declared their diploma pathway as 4 year University.

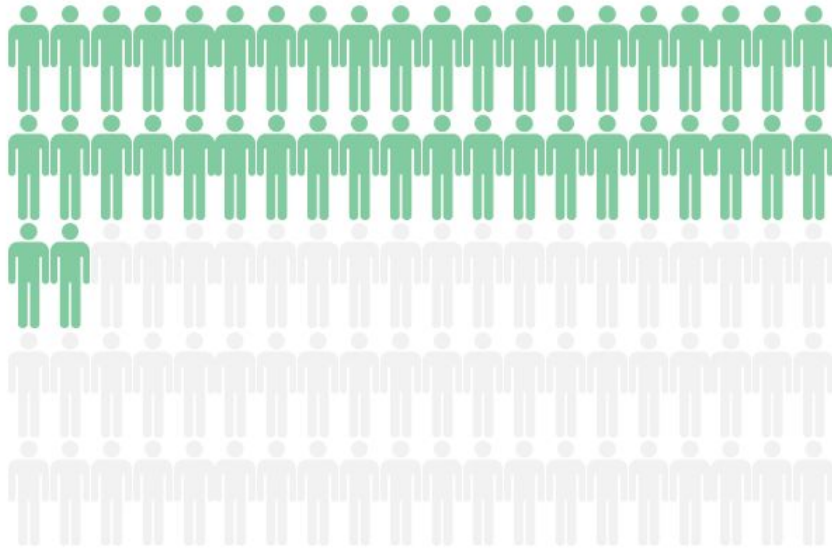
18%

were on a career pathway



*among 2020-21 10th graders who had a pathway reported in STS

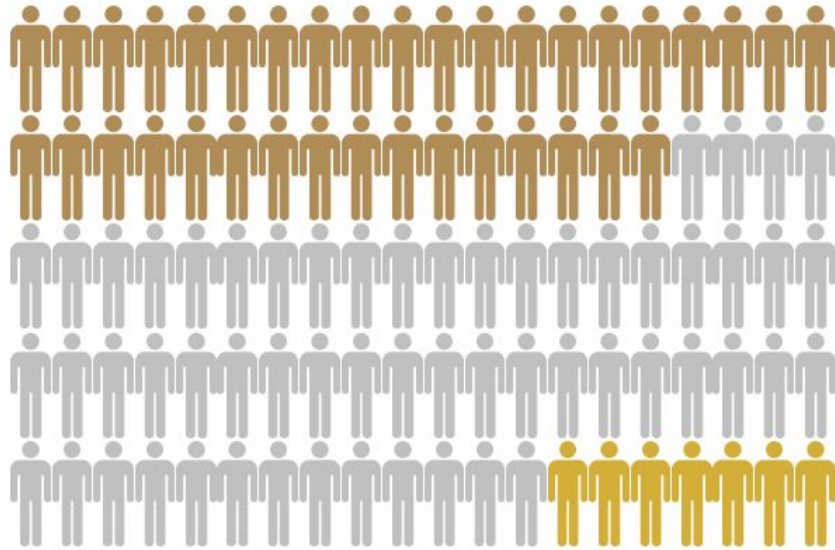
...and most of Louisiana's Graduates either never enroll or exit college before their second year.



42% of our graduates enroll and are still enrolled by their second fall semester

58% of our graduates either never enroll or drop out before their second year.

6% of Jumpstart students are leaving high school with an Advanced Credential.



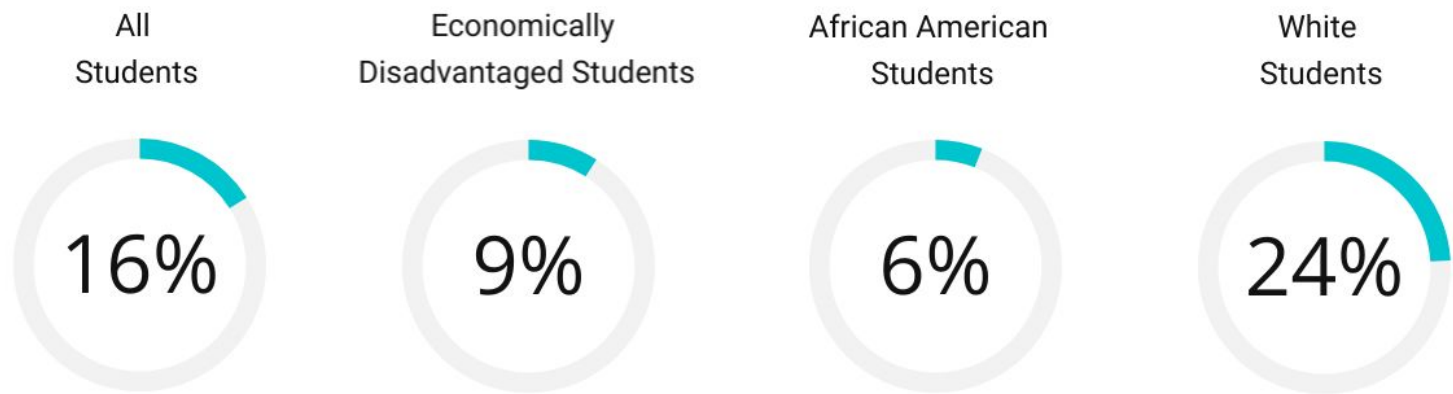
36% of our JumpStart Graduates receive a low quality credential

57% of our JumpStart Graduates receive a basic quality credential

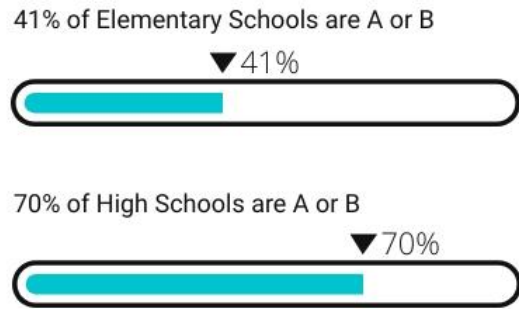
6% of our JumpStart Graduates receive an advanced quality credential

Some groups of students are less likely than others to earn an Advanced Credential.

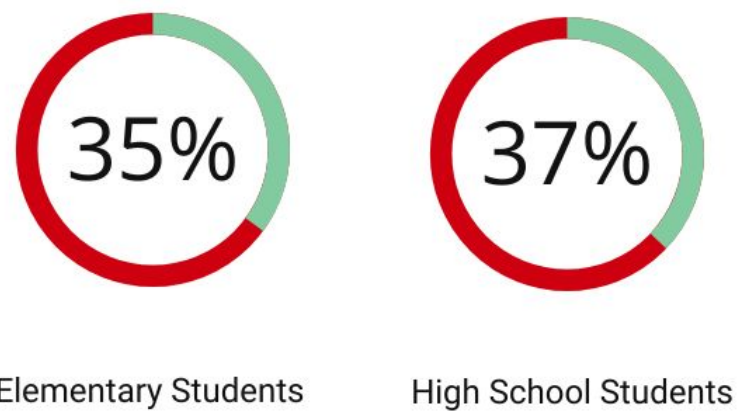
16% of LA's graduates finished high school earning an advanced credential (either academic or career) and there are gaps in student group attainment of credentials.



In 2019: Significantly more high schools are rated A & B even though student proficiency on LEAP is about the same.



% of students at Mastery on State Assessments



Points would only be awarded for earning credentials

Strength of Diploma, or “College & Career Acceleration” Index

| COLLEGE AND CAREER ACCELERATION | |
|---------------------------------|---|
| POINTS | CATEGORY |
| 125 | Fast Forward Aligned Associates Degree, 3 Passing AP/IB Exams, Advanced Level III/IV, or Fast Forward Aligned Full Apprenticeship |
| 100 | Passing 2 AP/IB/CLEP Exams, 12 DE Credits (with a C+) that are TOPS CORE Aligned or Advanced Credential |
| 75 | TOPS CORE Aligned 1 Passing AP/IB/CLEP Exam, 9 DE Credits (with a C+), [Explore an Intermediate Credential] |
| 50 | TOPS CORE Aligned 1 Passing AP/IB Course (and took exam), 6 DE credits (with a C+), or Basic JS Credential |
| 0 | Graduates who do not fall into one of the categories |

Schools who are able to help students who arrive in high school lacking Basic Literacy and Numeracy skills graduate will receive additional points:

25 POINTS

- Scored below Basic on ELA and Math in 8th grade
- Was/is English language learner entering High School

10 POINTS

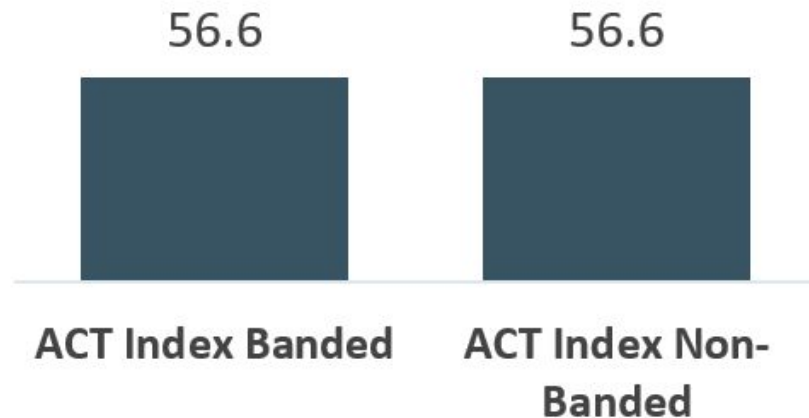
- Scored below Basic on ELA or Math in 8th grade

This aligns the rigor of our 3-8 and High School accountability systems.



A banded Approach to ACT can be adopted & get the same result as a non-Banded Approach (56.6)

| ACT Composite Score | Points |
|------------------------------|--------|
| 0-17 | 0 |
| 18-19 (or WorkKeys Silver) | 70 |
| 20 (or WorkKeys Gold) | 90 |
| 21-22 | 100 |
| 23-26 (or WorkKeys Platinum) | 110 |
| 27-36 | 125 |



Other indices

| Cohort Graduation Rate (CGR) | Old | New |
|------------------------------|--------------------------------|----------------------------------|
| 0 percent to 75 percent | CGR x 0.9 | CGR x 0.9 |
| 76 percent to 90 percent | CGR x 1.111112 | CGR x 1.111112 |
| 91 percent to 100 percent | +5 points per percent increase | +2.8 points per percent increase |
| | (91=105, 92=110, etc) | (91=102.8, 92=105.6, etc) |

| LEAP 2025 Performance Level | Old Index Points | New Index Points |
|-----------------------------|------------------|------------------|
| Advanced | 150 | 125 |
| Mastery | 100 | 100 |
| Basic | 80 | 80 |
| Approaching Basic | 0 | 0 |
| Unsatisfactory | 0 | 0 |

Additional Considerations

- Each system's needs will be unique. The gap we have identified is accessing financial resources, which we are filling with improved documentation & guidance on how to use existing & new funding for college & career readiness.
- Small populations - the department is working with work force & special education partners to identify the right way to differentiate & set a rigorous/appropriate bar for students on the LEAP Connect Pathway & Act 833. These populations combined represented less than 3% of graduates in 2019.

Recognize True Growth

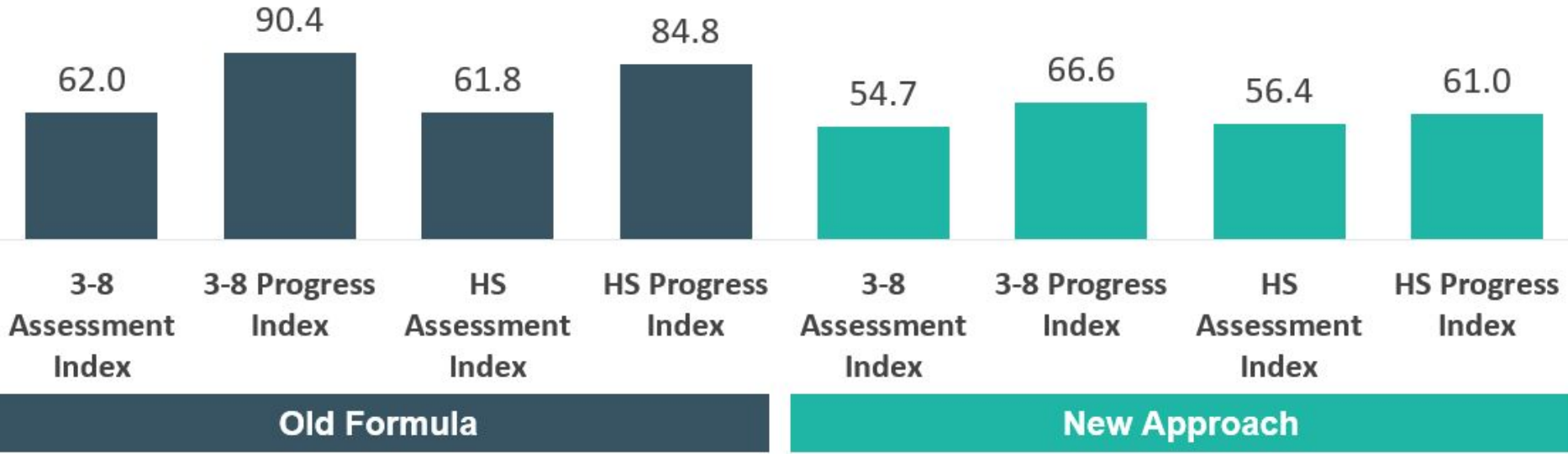
SHORT TERM

- Maintain a two-step process including “step 1” (growth to mastery) and “step 2” (Value Added).
- Discontinue awarding points in “step 2” for student performance below average in comparison to their peers.
- Increase the weight of growth (value tbd) in the overall formula for students in the bottom 25%.

LONG TERM

- Study a vertical scale.
- Improve the information we can get from our test results where we lack granularity.
- Increase growth by creating an additional % focused on the bottom 25% of students in each school.

Can we adopt a growth measure that only rewards strong growth, and aligns with the rigor of our Assessment Index?



One proposal could be to double weight the 25% of students most in need for improvement.

- Retains:
 - Step 1's growth to mastery step (125)
 - Floor for Mastery & Advanced
 - Parts of current step 2
- Changes
 - The 25% of students with the lowest scale score the prior year would be weighted twice.
 - In step 2: **No points** would be earned for below average growth.

| Student Growth Percentile | Old Index points | New Index points |
|---------------------------|------------------|------------------|
| 90-99th | 150 | 125 |
| 80-89th | 150 | 115 |
| 70 to 79th | 115 | 115 |
| 60 to 69th | 115 | 100 |
| 50 to 59th | 85 | 100 |
| 40 to 49th | 85 | 0 |
| 20 to 39th | 25 | 0 |
| 1-19th | 0 | 0 |

In the short & long-run we must increase assessment information on LEAP for lower performing students

- Develop additional items in the area where scale score < 700
- Seek to balance the Standard Error of Measurement in the lowest and highest regions of the test in the short term future administrations of LEAP 2025.
- Identify ways to augment the test without having any unintended consequences on other important areas of the test by working closely with the Louisiana's TAC to implement important changes.
- Items aligned to our lower achievement levels have been created and will be available for us to begin inclusion in test design beginning in September. We are working with our test vendors to include them immediately.

Variations in approach to ELA vs. Math

English Language Arts

- Substantially less information in the region below 700
- Information is relatively stable for scores above 750.

This suggests items of higher difficulty should be replaced with ones of lower difficulty and higher discrimination in ELA.

Mathematics

- The lower and upper regions are both characterized by lower information (higher error) below 700 and above 750.

Creating a more balanced spread of item difficulty and discrimination throughout the test without disturbing the precision at the cut scores will be difficult to do without lengthening the test.

This aligns the rigor of our 3-8 and High School accountability systems.



K-8 Formula

- **Academic Achievement / Other Academic Indicators (90%)**
 - Assessment (LEAP 2025) Index: 45%*
 - Growth Index: 22.5%*
 - Growth Index (Focus): 22.5% (new)*
- **School Quality Indicators (10%)**
 - Interests & Opportunities: 5%
 - Dropout Credit Accumulation: 5%

High School Formula

- **Academic Achievement / Other Academic Indicators (60%)**
 - Assessment (LEAP 2025) Index: 20%
 - Growth Index: 20%
 - Graduation Rate: 20%
- **School Quality Indicators (40%)**
 - Interests & Opportunities: 5%
 - ACT: 15%
 - Strength of Diploma: 20%

* The study group has previously seen simulations that evenly weight growth & achievement (which is how HS is currently measured. By evenly weighting, it is likely that a school could earn more than an F for their work with students below basic.

Ensure Strong Literacy Foundations

- Endorse the inclusion of a standardized K-2 literacy screener in assessment index & growth index
- Include quality classroom indicators (ie: data rich observation rubrics such as CLASS) in the Interest and Opportunities section for elementary schools.

IMPROVE CLARITY & COHERENCE

- 100 point scale which includes bonus points for advanced level performance.
- Create a distribution representative of current achievement levels
- Develop an automatic trigger for letter grade redistribution
- Set a realistic, but assertive implementation timeline for systems

RECOGNIZE TRUE GROWTH

- Make long and short term adjustments to our growth model to improve accuracy
- Do not reward below average growth

MODERNIZE HIGH SCHOOLS

- Create an index focused on ensuring students have access to and earn high quality credentials aligned to their post-secondary interests.
- Focus the ACT Index to only include WorkKeys for students on the TOPS Tech pathway & band ACT scores to add simplicity and align with LA's TOPS Opportunity, Performance, Honors Scholarships
- Create indicator to focus on 9th grade success.

ENSURE STRONG LITERACY FOUNDATIONS

- Include a standardized K-2 literacy screener in assessment & growth indices
- Include quality classroom indicators (ie: data rich observation rubrics such as CLASS) in the Interest and Opportunities section for elementary schools.

Timeline

- September 2022 - Spring 2023:
 - Intermediate Credentials and process are created and levels are reviewed for rigor and alignment
 - Special Populations work group
 - ESSA Plan amendment
 - Additional recommendations are provided, if appropriate, to BESE.
- Winter 2024: BESE sets letter grade scale using 2023-2024 SPS results.
- 2024-2025: last school year of current formula.
- 2025-2026: first year of new formula.

Recommendation

Direct the department to bring draft policy language reflective of today's discussion to the August Academic Goals and Instructional Improvement Committee for discussion and consideration.

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