



Accountability Study Group

October 4, 2022

Agenda

- 2.1. Consideration of an update report regarding the inclusion of LEAP Connect and other small populations
- 2.2. Consideration of a discussion regarding additional feedback
- 2.3. Consideration of a discussion regarding alternative accountability policy proposals
- 2.4. Consideration of amendments to the BESE Study Group Accountability policy proposal

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.



2.1. Consideration of an update report regarding the inclusion of LEAP Connect and other Small populations.

- We have continued to convene a group of experts who specialize in serving students with disabilities. They meet weekly to continue refining a comprehensive plan to include all students as a part of the College & Career Acceleration Index.
- The group has spent time reviewing different programs available at districts and considering appropriateness for different student groups.
- The group has determined that there is a clear distinction between some student groups and are working to determine what credentials are ideal for each group to earn.
- They will continue to convene this fall to finish building a comprehensive framework that values student individuality and is rigorous and relevant for students.

2.2. Consideration of a discussion regarding additional feedback

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

2.2. Consideration of a discussion regarding additional feedback

- Growth & maintaining our goal of students reaching Academic Proficiency
- Recognizing the value of Work-Based learning
- Valuing Career and Technical Education Correctly
 - IBC Process
 - CTE Dual Enrollment
 - Removing “AP Course” from the 50 level.

Strong
Literacy
Foundation



Modernize
High
School



Improve
Clarity &
Coherence



Recognize
True
Growth



Further emphasis should be made on making sure students are progressing.

- Concerns were raised that while the Step 2 is more rigorous, it does not ensure students are making “progress” over time.
- One way to ensure student progress would be to ensure, by policy, that a student must improve achievement levels within 3 years for the school to receive points.
- “No school shall earn points in the growth measure for a student who scores below Basic performance and has remained in the same achievement level for three consecutive years regardless of their growth percentile, or who has declined in achievement level performance.”

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.
 - *Schools will need to ensure students far below proficiency improve a proficiency level every 2 years.*

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

Recognition of Basic Attainment in the formula & Continued Improvement.

- Previous simulations indicated that an “A” could be around an average of 80 points.
- If that is the case a school could earn an “A” if all of its students were scoring at Basic, not reflecting our goals for all students to achieve mastery.
- There has been interest in policy whereby points for basic decrease overtime.

Three proposed solutions:

1. Points for Basic decreases from 80 to 75.
2. At such time when 75 percent of K-8 students statewide are performing at Basic and above, the department shall propose to the board a schedule by which points for Basic shall decrease.

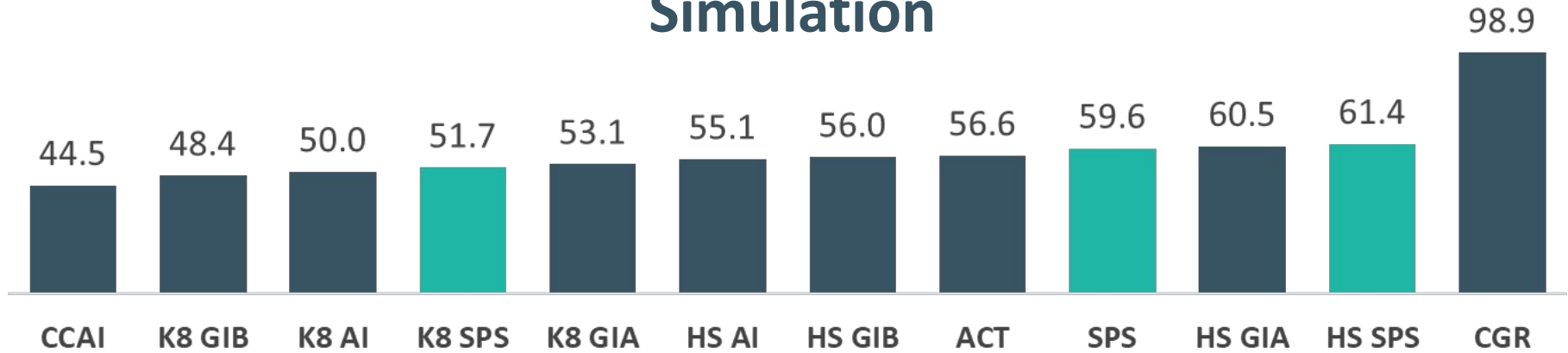
Updated Language to provide clarity on when and how letter grades will change in the future.

B. 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.

1. Using data from the 2023-2024 school year, the department shall provide and the board shall adopt point ranges that result in the same distribution of A-C letter graded elementary schools and D and F graded elementary schools under the new scale as existed under the previous scale.

2. Annually the department shall provide the board an update on the distribution of the school letter grades. In any year in which 65 percent or more of the elementary and middle schools and high schools, by level, statewide aggregate earns a grade of A or B, the following school year, the department shall raise the scale required to earn a school letter grade by five percent until the scale reaches 93-125 = A, 85-92 = B, 75=84 = C, 67-74 D, and 0-66 = F.

Simulation

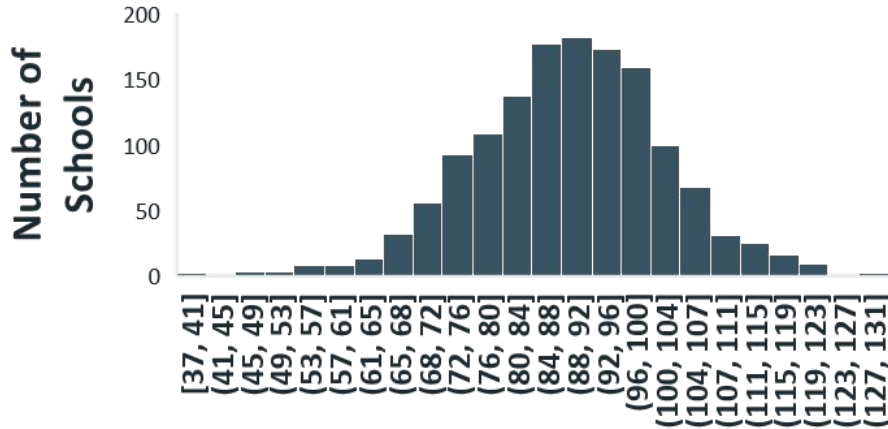


- In 2019 the average Growth score was between 85 and 90.
- There has been interest in including students who drop out in the CCAI. This should be considered.
- This simulation does not account for CTE Dual Enrollment & Work-based learning due to data limitations.

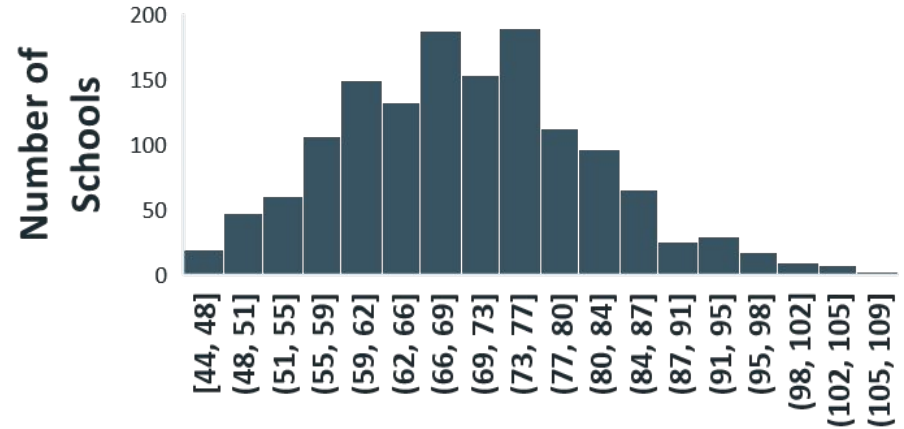
GIA: Growth index All Students
GIB: Growth index bottom 25% of scale scores
AI: Assessment Index
CCAI: Career & College Acceleration Index
SPS: School Performance Score

Comparing Released and Simulation Progress Index

Released



Simulation



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Feedback on High Schools

- Remove AP from the Basic category as it does not carry any college credit.
- Value high quality, aligned, CTE dual enrollment the same way academic dual enrollment is valued. This is similar to how we have a criteria by which Academic Dual Enrollment is included by being TOPS Core aligned.
- We should value work-based learning as a component of how we measure this college & career acceleration.
- Provide the ability to stack basic credentials in support of schools and systems allowing for career exploration.

<u>Fast Forward Aligned</u>	<u>TOPS Core Aligned</u>	<u>Index Points</u>
Associates Degree	Associates Degree	125
Full Apprenticeship	Full Apprenticeship	
Advanced+ CTE Credential (Level III/IV)	AP or IB “Scholar” (Passing 3 AP or IB Exams)	
Advanced CTE Credential	2 Passing AP/ IB /CLEP Exams	100
12 DE Credits (with a C or better) TOPS Core Aligned or of Validated Value to Industry or Post-Secondary Pathways		
Intermediate CTE Credential	1 Passing AP/IB/CLEP Exam	75
9 DE Credits (with a C or better) TOPS Core Aligned or of Validated Value to Industry or Post-Secondary Pathways		
Basic CTE Credential		50
6 DE credits (with a C or better) TOPS Core Aligned or of Validated Value to Industry or Post-Secondary Pathways.		

How will Credential Value be determined?

- The Louisiana Department of Education relies on other state agencies having expertise in workforce demand and economic growth to determine which industry-based credentials are valued and which are most aligned with high-demand, high-wage jobs that allow students to transition to upwardly mobile jobs.
- The Louisiana Workforce Commission, Louisiana Economic Development, Louisiana Board of Regents, and Louisiana Community and Technical College System will review all current and proposed career-focused courses, credentials, and work-based learning offerings to determine their value and the extent to which schools should receive recognition in the accountability system for students completing those experiences.

Work Based Learning Measurement in the College & Career Acceleration Index Concept

- Work-Based Learning should include the following requirements and be inclusive of three core components:
 - Instruction of key soft skills critical for workplace success,
 - On-the-job placement, and
 - Coaching, assessment, and feedback on skills.
- The instruction on key skills critical for workplace success must include: time management, team work ethic, communication, professional attitude, and problem solving.
- Work-based learning may occur at any time, including between semesters and school years, and after school and on weekends.
- Each credit of work-based learning experience must equal a minimum 167.5 hours (1 credit).
 - Instruction on key skills must include a minimum 1 class period per week throughout for the duration of the experience, or a minimum of 30 hours.
 - On-the-job placement must include a minimum of 90 hours of **paid** employment with the same employer.
 - The coaching, assessment, and feedback, both with the coach and employer supervisor, shall include a minimum of 10 hours. The student must receive structured feedback, using a form approved by LDE.
 - The remaining 37.5 hours can be allocated as desired between instruction, coaching and on-the-job placement.

Differentiated recognition of student experiences & success

Work-Based Learning, Students Entering Below Grade Level, and stacking of Credentials

- Each graduate who completes 1 credit of qualified work-based learning as defined in this section shall generate an additional 25 points
- Each graduate who earns multiple Basic credentials and does not earn a higher credential shall generate an additional 10 points for each additional basic credential up to a maximum of 20 additional points.
- Each graduate who entered high school below Basic in ELA or Math shall generate an additional 25 points if they were below basic on both assessments, or 10 points if they were below Basic on one of those assessments. Graduates who are Limited English Proficient at entry into high school shall earn 25 points.

2.3. Consideration of a discussion regarding alternative accountability policy proposals

- Presentation / Discussion with LASS Leadership

2.4. Consideration of amendments to the BESE Study Group Accountability policy proposal