



**Accountability System
Board Member
Work Group**

Agenda

- I. Call to Order
- II. Roll Call
- III. Introductions
- IV. Roles and Responsibilities
- V. Update on Accountability System Overarching Factors
- VI. Review of Process and Timeline (next steps & next meeting date)
- VII. Adjournment

Overarching Timeline

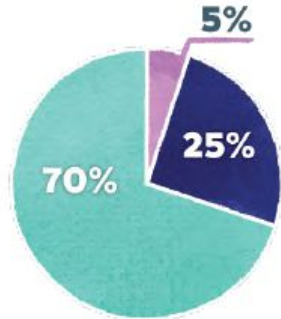
- December meeting: discussion of current formulae, identifying areas of study and places to look for adjustments, and identify the key deliverables
- January: stakeholder engagement, progress update between December and January meeting, draft values statements, discussion of “what it means to be A, B, C, D, F”, discussion of other state system features.
- February: Discussion of elements to consider and initial discussion of simulation designs
- March: finalize simulation designs & seek additional input from various commissions
- April: simulation results discussed & refinement
- May: additional refinement & discussion
- June: final proposal(s)

Accountability System Overarching Features

We'll go through a presentation on how the formula currently work & how schools are “earning” points in the system. As we go through this presentation keep your mind on these questions.

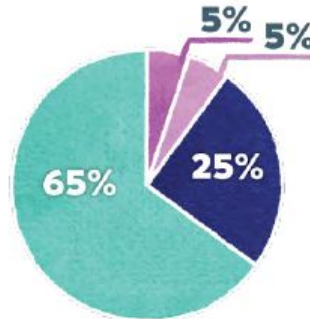
- I. How do schools earn points?
- II. Are all measures equally rigorous?
- III. How does the Student Growth Formula work?
- IV. What should Role of Student Growth in Formula
- V. Are the K-8 and High School Formulas equally rigorous?
- VI. What do we want to be different after we complete this work?

ELEMENTARY SCHOOL PERFORMANCE SCORES



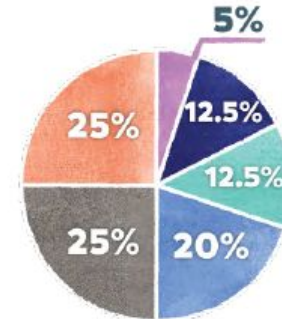
- Assessment Index (including Progress to English Language Proficiency)
- Progress Index
- Interests and Opportunities Index

ELEMENTARY/MIDDLE SCHOOL PERFORMANCE SCORES (WITH GRADE 8)



- Assessment Index (including Progress to English Language Proficiency)
- Progress Index
- Interests and Opportunities Index
- Dropout Credit Accumulation Index

HIGH SCHOOL PERFORMANCE SCORES



- Assessment Index (including Progress to English Language Proficiency)
- Progress Index
- Interests and Opportunities Index
- ACT/WorkKeys Index
- Strength of Diploma Index
- Cohort Graduation Rate Index

Types of Measures in our Accountability System

	K-8	9-12
Achievement	LEAP 2025 Results, ELPT, & LEAP Connect Results	
Growth	Students VAM or Growth to Mastery in ELA & Math	
Preparation for next level coursework or career	Dropout Credit Accumulation Index	Strength of Diploma Index ACT Index
Other Key Performance Indicator		Graduation Index
Non-Academic or Outcome based indicators	Student Interests & Opportunities: Students have access to and participate in high quality enrichment activities	

Assessment Index

A measure of how students perform on standardized assessments in ELA, Math, Science, Social Studies, English Language proficiency (English Learners), and LEAP Connect for students with significant cognitive disabilities.

Assessment Index Overview

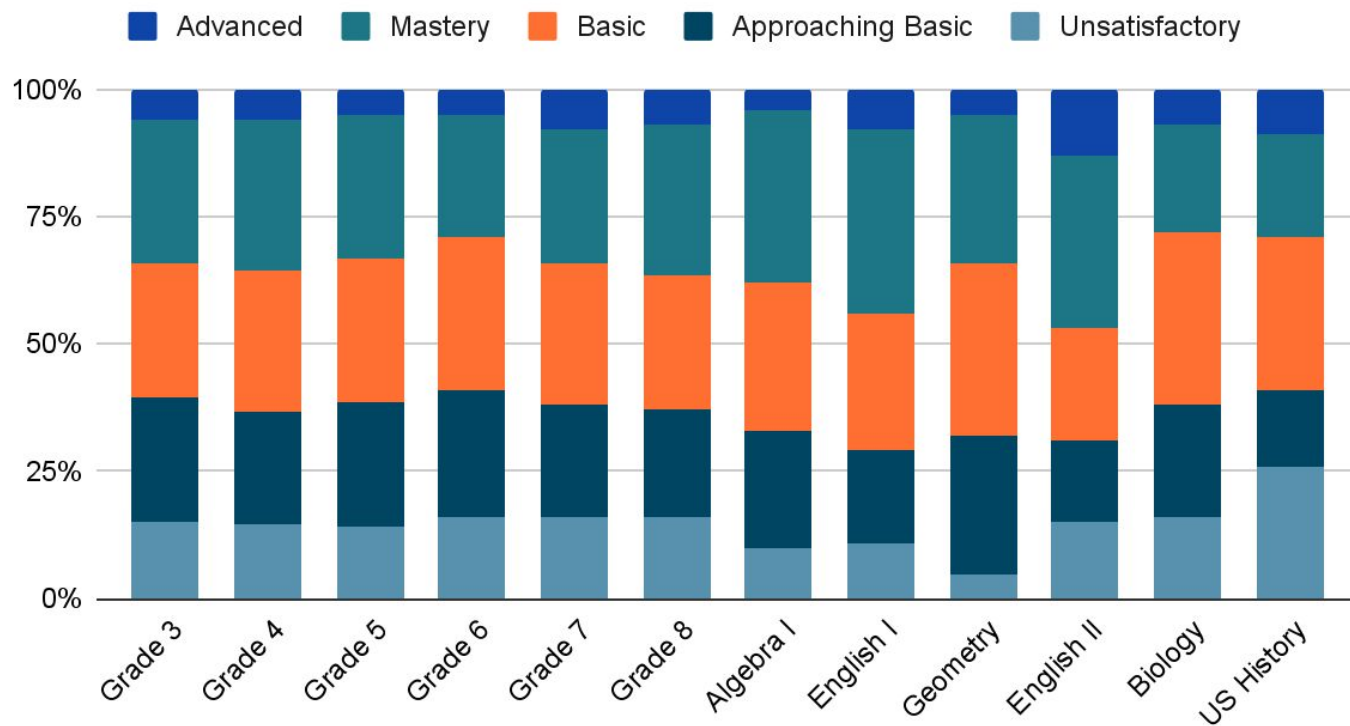
Why do we measure this?	Provides an indicator of overall student achievement in core areas (i.e. that measures how well a student is prepared for the next level of study).
What percentage of the accountability formula?	70% in elementary 65% in schools with an 8th grade 12.5% in high schools
What types of schools does it apply to?	All K-12 schools
Score Distribution	Average Score: 61.9 Median Score: 61.4
How do schools earn points	Schools earn full credit or more for students scoring Mastery or above. Schools receive partial credit for Basic attainment and no credit for students below Basic.
Other important facts	ELA and Math count for twice as much as Science or Social Studies for 3-8



Assessment Index: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	Average achievement level is a "Mastery" (100) or "Advanced" (150)	90.0 - 150.0	6%
B	Average achievement level is approximately a "Basic" (80)	75 - 89.9	21%
C	Average achievement level is somewhat below "Basic"(80)	60.0 - 74.9	26%
D	Average achievement level is substantially below "Basic" (80)	50.0 - 59.9	19%
F	Average achievement level is "Approaching Basic" (0) or "Unsatisfactory" (0)	0 - 49.9	28%

Percent of Students by Achievement Level (Spring 2019)



Progress Index

A measure of student *growth* from one year to the next, which measures how students are progressing toward Mastery on the LEAP. When VAM is used the progress index measures how well students are scoring relative to other students with similar characteristics.

Progress Index Overview

Why do we measure this?	Provides an indicator of how students are <i>improving</i> , especially for students who are currently scoring below Mastery
What percentage of the accountability formula does this count for?	25% in elementary and middle schools 12.5% in high schools
What types of schools does it apply to?	All schools with grades 4 through high school
Score distribution	Average Score: 89.1 Median Score: 89.2
Other important facts	Only measured in ELA and Math Students scoring Mastery or above automatically score at least 85 points Includes average growth over 2 years



Progress Index: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	On average, students met their growth target, had significant growth relative to peers, or were already scoring Mastery or above	90.0 - 150.0	47%
B	Many students met their growth target, had above average growth relative to peers, or were already scoring Mastery or above	75 - 89.9	40%
C	Most students did NOT meet their growth target, had below average growth relative to peers, and scored below Mastery	60.0 - 74.9	11%
D	Few students met growth target, and very low growth relative to peers	50.0 - 59.9	1%
F	Very few students met growth target, and very low growth relative to peers	0 - 49.9	<1%

Dropout Credit Accumulation Index (DCAI)

A measure of how many high school credits/ Carnegie Units students earn by the end of 9th grade.

DCAI Overview

Why do we measure this?	Earning credits is an important predictor of students graduating from high school on time. Serves as an incentive to middle schools to offer high school-level courses in middle school.
What percentage of the accountability formula does this count for?	5% in schools with an 8th grade in the prior year
What types of schools does it apply to?	Only schools with an 8th grade in the prior year
Score Distribution	Average Score: 134.5 Median Score: 137.5
Other important facts	Impacts middle schools after those students have left)

DCAI: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	Average student has earned at least 6 Carnegie Units by the end of 9th grade	90.0 - 150.0	99%
B	Average student has earned at least 5.5 Carnegie Units by the end of 9th grade	75 - 89.9	1%
C	Average student has earned between 5 and 5.5 Carnegie Units by the end of 9th grade	60.0 - 74.9	<1%
D	Average student has earned at least 5 Carnegie Units by the end of 9th grade	50.0 - 59.9	<1%
F	Average student has earned less than 5 Carnegie Units by the end of 9th grade	0 - 49.9	<1%

ACT/WorkKeys Index

A measure of how students perform on the ACT (or WorkKeys).

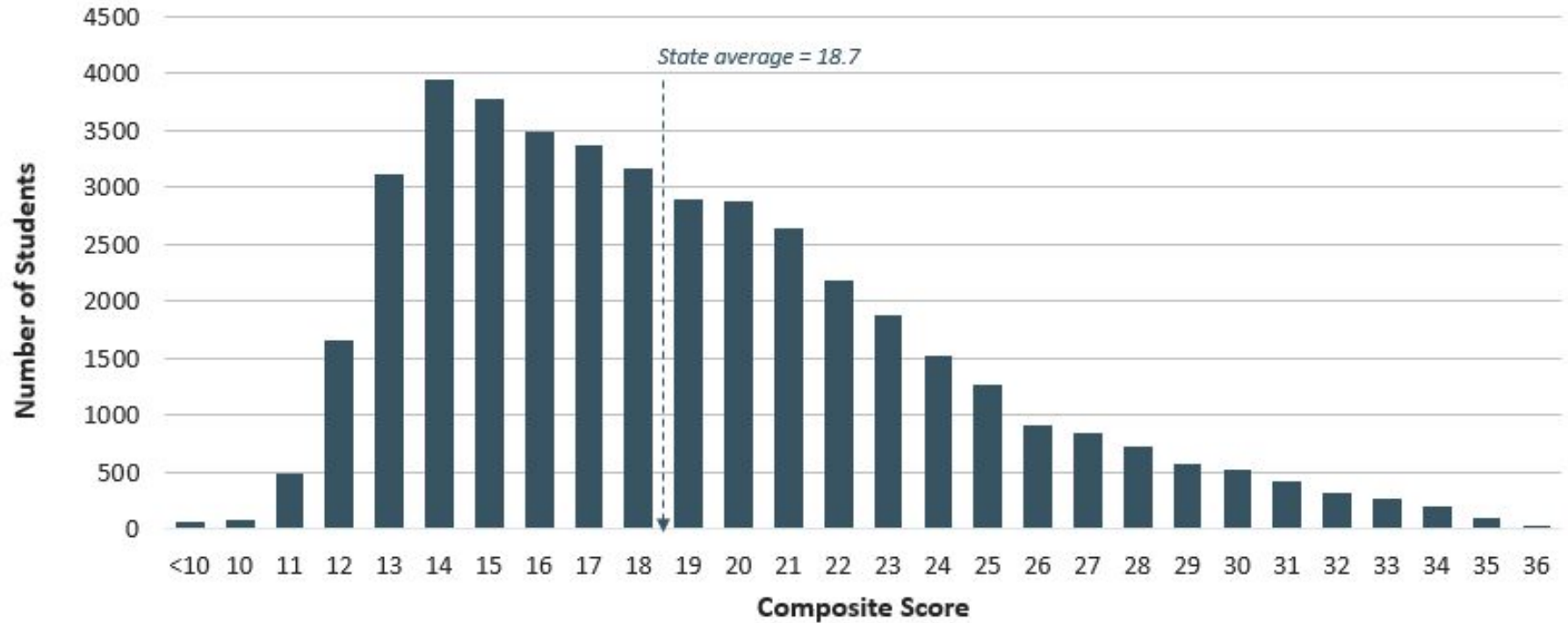
ACT/ WorkKeys Index Overview

Why do we measure this?	ACT is a predictor of success in college and a requirement for earning TOPS in Louisiana. WorkKeys allows students not on the university pathway to demonstrate workplace readiness skills.
What percentage of the accountability formula does this count for?	25% in high schools
What types of schools does it apply to?	All high schools
Score Distribution	Average Score: 72.8 Median Score: 73.6
Other important facts	All 11th graders are required to take the ACT in Louisiana. Students begin earning points for ACT with a composite score of 18.

ACT/ WorkKeys Index: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	Average student had an ACT composite score of at least 20	90.0 - 150.0	20%
B	Average student had an ACT composite score between 18 or 19	75 - 89.9	28%
C	Average student had an ACT composite score of 18 or slightly less, or a WorkKeys score of Silver	60.0 - 74.9	24%
D	Average student had an ACT composite score of less than 18	50.0 - 59.9	11%
F	Significant majority of students score less than 18 on ACT and do not earn at least a Silver on WorkKeys	0 - 49.9	15%

ACT Composite Score Distribution, 2019



Cohort Graduation Rate Index

A measure of how many students graduate from high school within 4 years.

Graduation Rate Index Overview

Why do we measure this?	Earning a high school diploma remains an important predictor of career success, while dropping out is associated with many negative outcomes.
What percentage of the accountability formula does this count for?	20% in high schools
What types of schools does it apply to?	All high schools
Score Distribution	Average Score: 105.1 Median Score: 99.3
Other important facts	This is a lagging indicator (i.e., current year score comes from prior year's graduating class)

Graduation Rate Index: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	Graduation rate is at least 81%	90.0 - 150.0	75%
B	Graduation rate is at least 76%	75 - 89.9	11%
C	Graduation rate is at least 67%	60.0 - 74.9	8%
D	Graduation rate is at least 56%	50.0 - 59.9	4%
F	Graduation rate is 55% or less	0 - 49.9	3%

Strength of Diploma Index

A measure of the credentials, college credits, and/or postsecondary degrees students have when they leave high school.

Graduation Rate Index Overview

Why do we measure this?	Students who leave high school with credentials, college credits, or postsecondary degrees are better positioned for success in college and their career.
What percentage of the accountability formula does this count for?	25% in high schools
What types of schools does it apply to?	All high schools
Score Distribution	Average Score: 100.2 Median Score: 102.1
Other important facts	This is a lagging indicator (i.e., current year score comes from prior year's graduating class)

Strength of Diploma: What Do Letter Grades Mean?

Letter Grade	Description of Requirements	Index Score	% of schools
A	Graduation rate is high, typically with many students earning Advanced statewide Jumpstart credentials and/or college credits through AP/ CLEP	90.0 - 150.0	78%
B	Graduation rate is moderately high, and/or a moderate number students earn Advanced statewide Jumpstart credentials and/or college credits through AP/ CLEP	75 - 89.9	15%
C	Graduation rate is relatively low, and relatively few students earn Advanced statewide Jumpstart credentials and/or college credits through AP/ CLEP	60.0 - 74.9	5%
D	Graduation rate is low, typically with very few or no students earning Advanced statewide Jumpstart credentials and/or college credits through AP/ CLEP	50.0 - 59.9	<1%
F	Graduation rate is low, typically with very few or no students earning Advanced statewide Jumpstart credentials and/or college credits through AP/ CLEP	0 - 49.9	1%



Interests & Opportunities Index

A measure of how schools are providing students access to well-rounded educational opportunities by offering diverse areas of learning (e.g., physical education, visual arts, performing arts, world languages, STEM).

Interests & Opportunities Overview

Why do we measure this?	Interests & Opportunities incentivizes schools to provide a richer school experience for students.
What percentage of the accountability formula does this count for?	5%
What types of schools does it apply to?	All K-12 schools
Score Distribution	Average Score: awaiting 2021 data Median Score: awaiting 2021 data
Other important facts	Serves as Louisiana's "non-academic" accountability measure under ESSA Will count as "hold harmless" in 2021 simulated results, but will be included SPS in 2021-2022 Transitioning to a "menu-based" approach in 2022-2023.



Interests & Opportunities

Letter Grade	Description of Requirements	Index Score	% of schools
A	I&O survey completed, and at least 20% of students enrolled in designated courses in physical education, visual arts, performing arts, world languages, and/or STEM	90.0 - 150.0	n/a
B	I&O survey completed	75 - 89.9	n/a
C	N/A	60.0 - 74.9	n/a
D	N/A	50.0 - 59.9	n/a
F	Survey not completed	0 - 49.9	n/a

Progress Index Deep Dive



Mechanics of the Progress Index

This measure looks at growth in two ways. Progress against # of year remaining & against peers

- In step 1, student progress toward mastery is recognized based on whether the student made enough progress so that if they keep growing at the same rate each year will they reach proficiency (or Advanced status) by the time they leave 8th or 10th grade.
- In step 2, students are percentile ranked by the amount they exceeded their VAM expected score based on individual student characteristics then points are awarded.
- The index provides a floor number of points for all students who have achieved mastery regardless of whether they achieved any growth.

Selected Data on the Growth Measure

- It is possible for a school to receive points if they experienced negative “growth”.
- 28% of students are actually achieving their growth target in step 1.
- 49% of students do not make any forward progress toward Mastery and decline year over year. Only 17% of students receive 0 points through the index.
- 70% of students earn their schools 85+ points (B) for growth
- 6 schools (out of 115) received an overall letter grade of F while receiving a grade of A for Growth
- 136 schools (out of 175) received an overall letter grade of D while receiving an A or B for growth (A: 35, B: 101)
- Only 16 schools statewide received a D or F for Growth (D: 14, F: 2)

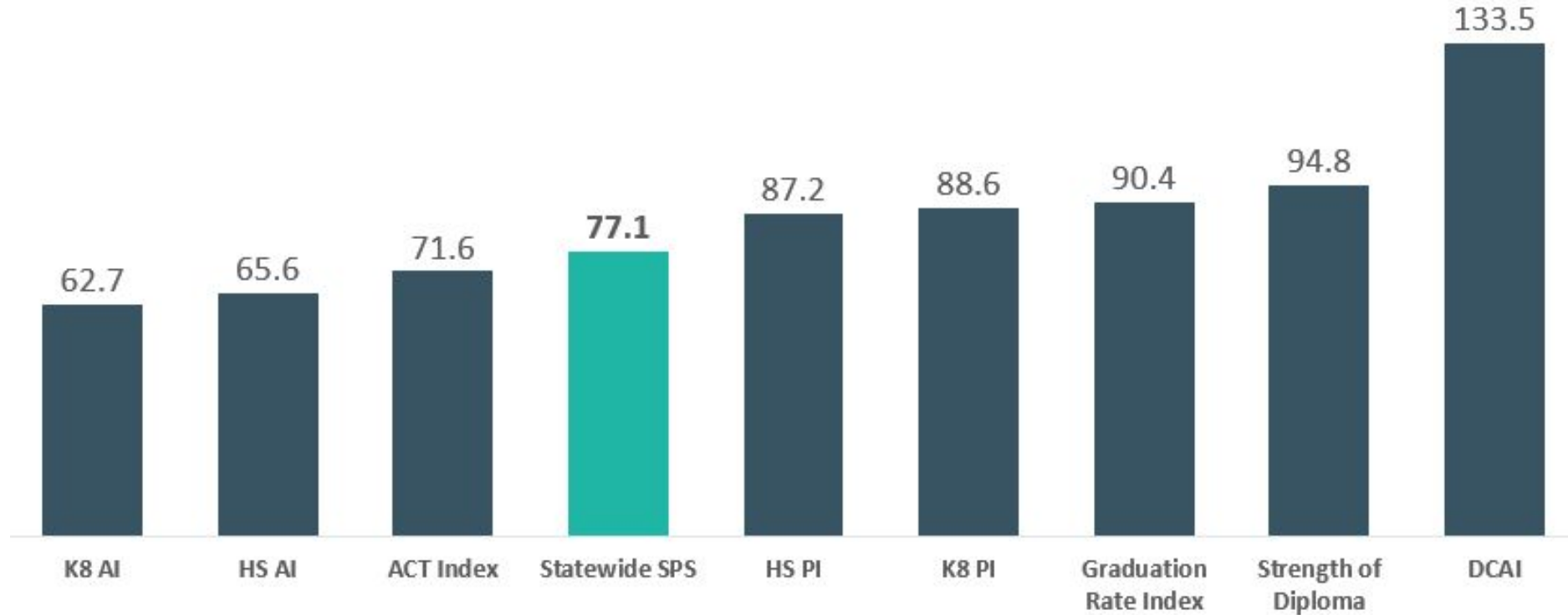
Comparing 2019 Overall SPS & Progress Index Letter Grade Distribution

Letter Grade / Equivalent	Overall SPS	Progress Index Equivalent	Difference
A	16%	47%	-31%
B	32%	40%	-8%
C	28%	12%	16%
D	14%	1%	13%
F	9%	<1%	10%

2019 Overall SPS by Grade Configuration Distribution

Letter Grade / Equivalent	Overall SPS	Elementary / Middle	High School	Combination
A	16%	11%	37%	26%
B	32%	30%	33%	45%
C	28%	31%	22%	20%
D	14%	17%	5%	7%
F	9%	11%	3%	2%

Points earned by index distribution on 2019 SPS



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Review of Process & Timeline

Review of Process & Timeline

- Final proposal goes to the full board no later than June 2022
- Workgroup Charge
- Deliverables and Desired Outcomes Discussion
- Discussion of next steps & next meeting date