



**Accountability System
Board Member
Work Group Meeting #3**

Agenda

- I. Call to Order - 5 minutes
- II. Discuss and arrive at next steps on the Student Growth Measure - 30 minutes
- III. Discuss and arrive at next steps on rigor of the HS formula - 60 minutes
- IV. Next steps

Next meeting:

- Student Growth
- High School Formula
- Feedback / Input gathering timeline & process

Review of Action Items out of last meeting

Complete

- Thomas will send Dr. Davis additional documents on our Value-Added model & the progress index
- Develop a set of case studies on how the accountability system awards points to a school for particular students
- Pull together some examples of what other states have implemented (in appendix)
- [Tracker of items / concerns raised and how to solve for](#)

Remaining

- High School incentives and do we value CTE to the same level as the College ones.
- Data around points awarded for decreases by grade level

How Growth & Achievement Complement each other



As we review these “case studies” of how student achievement and improvement outcomes are recognized in the formula focus on these questions:

- Does the grade the school earned for this student reflect the work done by the school and teacher?
- Are there students for whom the school can never achieve more than an F regardless of how much incremental / comparative progress progress they make?
- Should we consider changes?

Review of the Progress Index

- If a student meets their Growth to Mastery (or “Growth to Advanced”) target = 150 points
- Students maintaining mastery receive a floor of 85 points
- If they do not meet their growth to mastery target they receive points based on how much they exceeded their expected score under the value-added model.
- The VAM uses student characteristics including but not limited to prior achievement, absences, suspensions, mobility, as well as exceptionality, economic, English learner, gifted, and 504, to calculate an anticipated score.

Student Growth Percentile	Index points
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

About the cases that follow

The majority of the elementary school formula is based on an achievement score (~65 or 70% depending on the school's configuration), and an additional 25% is made up of a measure of student progress toward the goal of mastery. These case studies demonstrate how students who were eligible to receive a progress index would have earned points for their school.

Methodology

Because no one student contributes to all parts of the formula, these case studies utilize the business rules of the SPS and weighting and exclude factors not applicable to the student (example, drop out credit accumulation indices are not generated by current students so that percentage is not included). Also because school grade configurations vary we utilized a single formula that is based on schools that do not have an 8th grade.

Review of Select Case Studies (Progress Index & AI)

Achievement level: Advanced | **Growth:** N/A | **Mastery Hold Harmless:** N

Overall Assessment + Growth Points: 150 | **Letter Grade:** A

The student scored Advanced, which means they get 150 points for assessment. Because this student scored advanced, they automatically receive 150 points in the progress index. Overall the student earns the school an SPS of 150, which equates to the letter grade of A on the current scale, and a letter grade of A on the future scale.

Achievement level: Mastery | **Growth:** 20-39th percentile | **Mastery Hold Harmless:** Y

Overall Assessment + Growth Points: 96 | **Letter Grade:** A

The student scored Mastery, which means they get 100 points for assessment. Even though the student scored in the 40-59th percentile the student earned a floor of 85 points because they achieved mastery. Overall the student earns the school an SPS of 96, which equates to the letter grade of A on the current scale, and a letter grade of B on the future scale.

Review of Select Case Studies (Progress Index & AI)

Achievement level: Basic | **Growth:** Met Step 1 | **Mastery Hold Harmless:** N

Overall Assessment + Growth Points: 98 | **Letter Grade:** A

The student scored Basic, which means they get 80 points for assessment. The student earned 150 points for growth because they met step one. Overall the student earns the school an SPS of 98, which equates to the letter grade of A on the current scale, and a letter grade of B on the future scale.

Achievement level: Basic | **Growth:** 60-79th percentile | **Mastery Hold Harmless:** N

Overall Assessment + Growth Points: 89 | **Letter Grade:** B

The student scored Basic, which means they get 80 points for assessment. The student earned 115 points for growth because they were in the 60-79th percentile. Overall the student earns the school an SPS of 89, which equates to the letter grade of B on the current scale, and a letter grade of B on the future scale.

Review of Select Case Studies (Progress Index & AI)

Achievement level: Approaching Basic | **Growth:** 80-99thpctl/Step 1 | **Mastery Hold Harmless:** N
Overall Assessment + Growth Points: 39 | **Letter Grade:** F

The student scored Approaching Basic, which means they get 0 points for assessment. The student earned 150 points for growth because they were in the 80-99th percentile. Overall the student earns the school an SPS of 39, which equates to the letter grade of F on the current scale, and a letter grade of F on the future scale.

Achievement level: Unsatisfactory | **Growth:** Met Step 1 | **Mastery Hold Harmless:** N
Overall Assessment + Growth Points: 39 | **Letter Grade:** F

The student scored Unsatisfactory, which means they get 0 points for assessment. The student earned 150 points for growth because they met step one. Overall the student earns the school an SPS of 39, which equates to the letter grade of F on the current scale, and a letter grade of F on the future scale.

Discussion / Next Steps: Student Growth

- Does the grade the school earned for this student reflect the work done by the school and teacher?
- Are there students for whom the school can never achieve more than an F regardless of how much incremental / comparative progress progress they make?
- Should meeting growth targets toward standard be recognized?
 - Should it be purely incremental (% of target met)?
 - What if they exceed the expectation? (175% of target?)
- Should extraordinary growth (comparative) be recognized?
 - Ex: An 8th grader, they are at Approaching Basic. How should the school be measured?
- What is the highest grade a school should be able to receive for a student who isn't at standard?

Conversation starters

- Incremental points for students below Mastery
- Incremental points for partial attainment of growth to mastery
- Weight growth higher for students in earlier grades
- ...

Next steps:

- Administration explores this further with the chair & Mr. Morris
- Next meeting group considers the findings

How 3-8 & HS Distributions & Formulas Differ

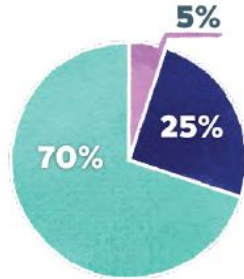
As we look at these formulas think about these topics:

- What do each of the formulas recognize?
- Is it appropriate?
- What key indicators do we want to see move in each of these grade spans?
- Are they the right things, but maybe not matching in rigor?
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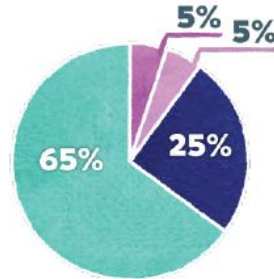
What does each formula focus on?

**ELEMENTARY SCHOOL
PERFORMANCE SCORES**



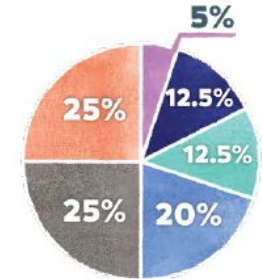
- Assessment Index (including Progress to English Language Proficiency)
- Progress Index
- Interests and Opportunities Index

**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**

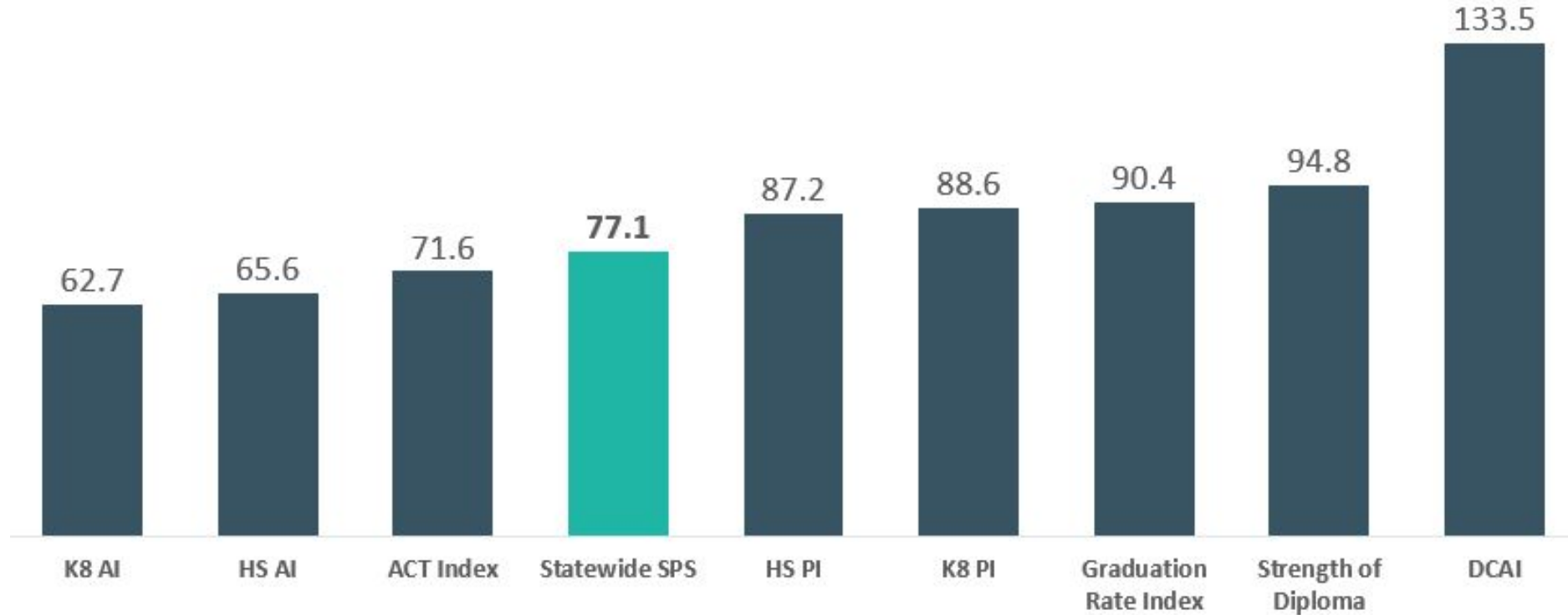


- Assessment Index (including Progress to English Language Proficiency)
- Progress Index
- Interests and Opportunities Index
- ACT/WorkKeys Index
- Strength of Diploma Index
- Cohort Graduation Rate Index

65-70% Assessment

**About 33% Assessment /
About 50% Graduation Outcomes**

Points earned by index distribution on 2019 SPS



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%

Louisiana's Goals and Priorities

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships



Conversation starter: How can we make the HS more accurately incentivize & measure progress on our goals?

- Students graduate on time:
 - We do not measure progress toward graduation in the HS formula
 - We do not incentivize annual tracking of students and prevention of dropouts annually
- Students will graduate eligible for a TOPS award
 - ACT points are not aligned
- Students will graduate with a college and/or career credential
 - Currently measured, the question is which type
 - Readiness for the next step of life (ACT readiness, quality of credential)

Conversation starter: Ways to resolve

Just Ideas to Explore

- Increase weight of ACT / align with College & Career Readiness & measure each subscore
- Align ACT expectations with TOPS requirements
- Identify ways to measure growth on ACT
- Implement a rigorous drop out and credit attainment index for each year of HS

Next steps:

- Administration explores this further with the chair
- Next meeting group considers the findings



Next Steps

Next steps

- Slides shared
- PI/AI Case studies shared by end of week
- Prior to next meeting issue tracker grouped by target month to resolve by / next steps
- KOJ / RM / BD / Admin connect on Progress Index study
- KOJ / Admin connect on HS study

Next meeting:

- Feedback / Input gathering timeline & process (advocates, schools, student groups)
- Values: Design Principles (including A/B/C/D/F)
- Student Growth
- High School Formula

Appendix for review

How other states implement accountability from ECS

- [Summary / Explanation of the requirements](#)
- [Comparison of state systems against ESSA requirements](#)
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About our VAM Model & how is Progress Measured?

- Technical reports – [Value Added Report March 2020 PDF](#) & [2018-2019 Transitional Student Growth Data Equation and Path Coefficients PDF](#)
- [Value-Added Frequently Asked Questions List PDF](#)
- [How is Growth of Students Measured PDF](#)

Thank You

Survey Design

- To capture feedback and perspective from critical stakeholders, we will develop electronic survey, to be completed anonymously, that uses tailored questions to identify existing best practices and potential challenge areas.
- Topics may include expectations of accountability, ideal measurements of accountability, and perceptions surrounding the concept of school quality.
- During January's workgroup meeting, we will introduce the survey design to the attendees and solicit feedback on the direction of the survey and recommended questions.
- We propose fielding the survey online for a three-week period. Survey results shall be presented to the LDOE workgroup at the February or March workgroup meeting.

Interviews / Discussions

- Understanding that stakeholder engagement is an important methodology in policy decision making and a crucial part of this process, we propose both interviews and roundtable discussions to integrate vested voices into this exercise.

We will conduct interviews (virtually or in person) with targeted stakeholders to gain qualitative feedback. The interviews will be structured around pre-approved questions designed to gain an understanding of the significant themes identified through the survey yet remain flexible to allow for open dialogue regarding potential opportunities and concerns.

We will facilitate roundtable discussions (virtual, in person, or hybrid) with educational organizations or stakeholder groups, focusing on providing an outlet for highly engaged leaders to exchange ideas and provide feedback on LDOE and BESE's accountability system review.