



**Accountability System
Board Member
Work Group Meeting #4**

February 21, 2022 | 12:00pm

What are we trying to accomplish in assessing our current Accountability System?

- Strengthen the system's growth component so that real growth is incentivized and rewarded.
- Maintain our proficiency goals.
- That High School accountability reflects college and career readiness standards and is in alignment with 3-8.
- Ensure the results are clear and easy to understand.

Discussion follows the next slide

What is the purpose of school accountability?

- 1) improve student academic achievement - it should motivate adults in the building to focus on student academic growth & measurable outcomes.
- 2) provide a fair assessment of performance for the purposes of:
 - a) communication
 - i) easy for parents and educators to understand
 - ii) communicating the right things
 - b) Allowing us to prioritize resources, energy, and interventions on schools in need of improvement

Discussion follows this slide

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Growth

What are the problems with growth in the formula?

1. Awards points for non-growth (including students who declined).
2. Growth is not recognized equally in how the formula rates a school's overall performance.
 - a. Step 1 does not value all growth equally.
 - b. Achievement is mixed into the growth index
3. No matter how much growth a student below Basic has, the school will still earn an F in the calculation of the School Performance Score until they reach Basic.

Step 2 awards points for non & negative growth.

Student Percentile on VAM	Index points	% of scores coming from Negative “Growth”
80-99th percentile	150	14%
60-79th percentile	115	35%
40-59th percentile	85	60%
20-39th percentile	25	81%
1-19th percentile	0	96%

Step 1 does not value all growth equally.

Guiding question: Do we want to value all growth equally?

3rd grade level	Student A	Student B
3rd grade score	650	725
4th grade score	669	730
<i>3rd to 4th Improvement</i>	19	5
Accountability Points	0	150

Student A grows 19 points and earns 0 points, while Student B grows 5 and earns 150.

Achievement is mixed into the Growth Index

- When a student scores Mastery the school is guaranteed to earn 85 points as a floor.
 - 88% of student scores that receive points from the Mastery Floor experienced a decline in scale score
- A student who scores Advanced is guaranteed to earn 150 points even if they do not experience any growth.

No matter how much growth a low performing student has, the student is still an F in the calculation of the SPS until they reach Basic.

Student A scored Approaching Basic (0 points) this year and met their step 1 growth target and earned maximum points (150).

Points earned for Student ~39.5

	Growth Points	Assessment Points	Overall Score
Student A	150	0	39.5

If a school starts with all Approaching Basic Students, there is no way to earn anything higher than an F.

Discussion Questions: Growth

- Should we award points for negative growth? If no, are there exceptions?
- Do we want a model that values all growth equally?
- Should certain achievement levels be exempt from a growth expectation?
- At what point should a school earn the equivalent of an entire letter grade of improvement based on growth?

Next step: we will run simulations of possible changes responsive to the discussion.

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Break



High Schools

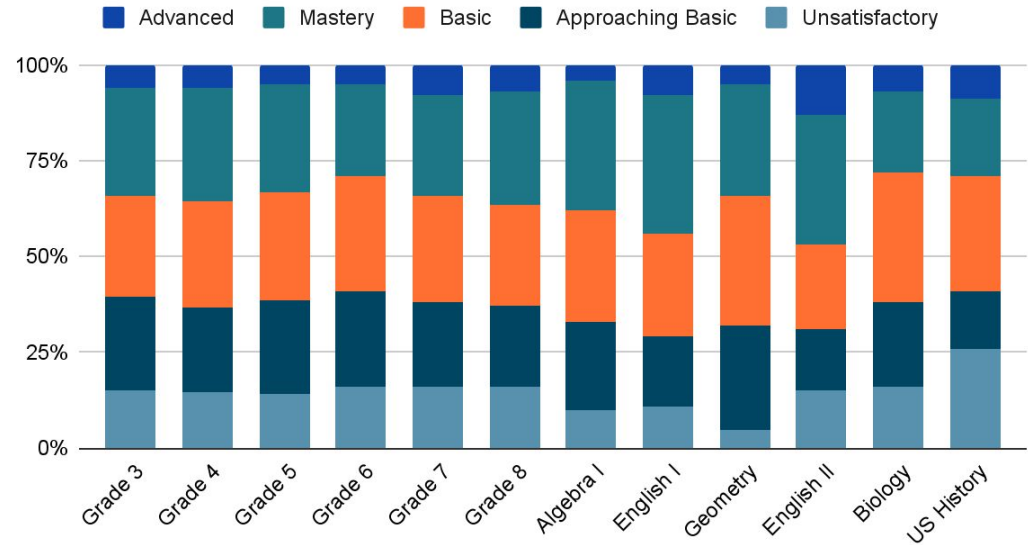
Problems with High School

- 1) Scores are higher than 3-8 scores
 - a) 70% of high schools are currently rated A or B while about 41% of elementary schools are rated A or B
 - b) High School proficiency rates do not look drastically different than 3-8 scores but 9-12 SPS are significantly higher.
- 2) Because Scores are inflated we are not communicating – nor are we motivating – the rigor needed for our graduates to be College and Career Ready.

High School scores are higher than K-8 and assessment performance is similar



Percent of Students by Achievement Level (Spring 2019)



Why are High School scores higher than 3-8?

- The high school formula is heavily weighted toward graduation outcomes, which results in a higher score for the majority of their formula compared to the 3-8 formula.
- There needs to be broader alignment and higher expectations for college and career readiness expected in our formula.
- The ACT Index does not accurately reflect readiness because non Jumpstart students are able to mask lower ACT scores with results from a WorkKeys assessment.

High Schools receive a significantly higher score for similar achievement.

Let's compare two students. With similar assessment profiles (approaching basic) and both grew the student. One is in elementary school, one is in high school. The High School student graduates on time.

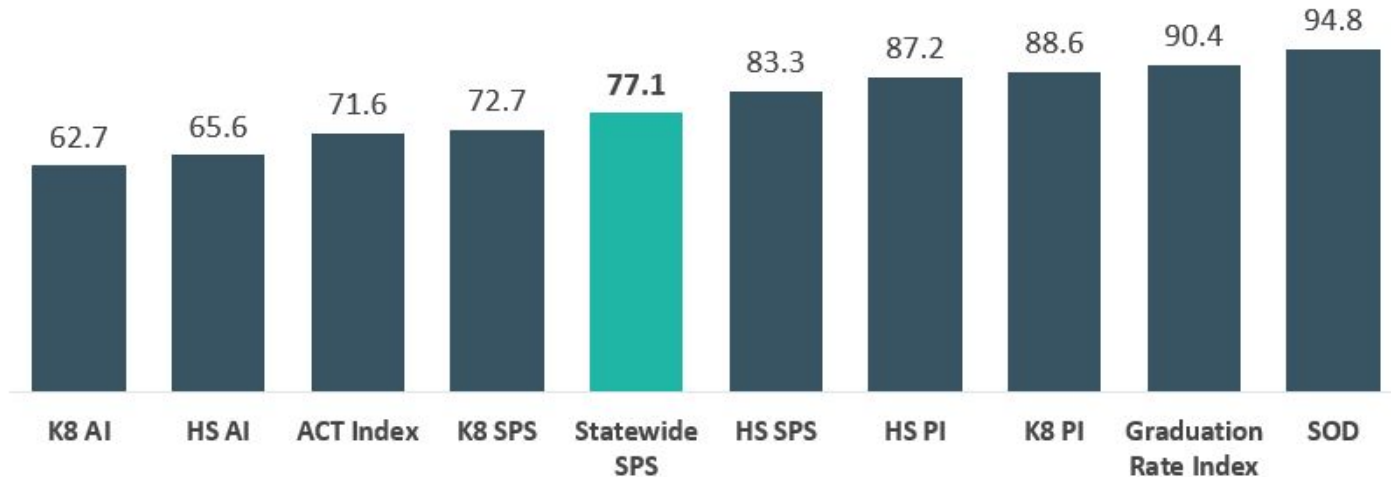
	Growth Index	Assessment Index	ACT Index	Graduation Indices	Approximate Overall Score
Elementary School	150	0	N/A	N/A	37.5
High School	150	0	0	100	52.6

Note: this example is simplified (50% graduation outcomes in HS & 75% Assessment in Elementary)

Points awarded in the Strength of the Diploma Index do not align with the rigor of the credential.

The Strength of the Diploma Index which generally differentiates outcomes but is awarding too many points.

While we value a high school graduation, it is awarding too many points for its “strength.”



WorkKeys

- The accountability system is rewarding about 1 in 4 TOPS University diploma pathway students for their workplace preparedness rather than their preparedness to matriculate in a university.
- The WorkKeys points are more generous than the ACT's.



Discussion



Spotlight on another state's growth model: how Florida Measures Student Progress

Florida's Growth Mechanics

- Each achievement level below proficient (level 3) is divided into 2 parts (an upper and a lower).
- Schools earn points when they move an achievement level or from a lower part to an upper part.
- Students who are at proficiency (level 3) and above receive credit as long as their scale score increases. Students who remain in level 5 receive credit.
- Students in the bottom 25% of each school are weighted double

Florida's Growth Mechanics

	Prior year level	How does a school earn points
Level 5		By maintaining their score
Level 4		By having an increasing scale score
Level 3 (Proficient)		
Level 2	Upper	By moving from one of the lower subcategories to a higher one
	Lower	
Level 1	Upper	
	Lower	

Students in the bottom 25% of each school are weighted double



Stakeholder Engagement

Proactive Stakeholder Engagement

- 1) Educators:
 - a) via Superintendent Advisory Council Members
 - b) Principals/Teachers of the Year Finalists
- 2) Parents: through four focus groups with individuals representing
 - a) School systems that are: Urban / Suburban / Rural
 - b) A variety of income levels
 - c) Different school performance levels
- 3) Active groups: The accountability Commission
- 4) Optional Board District Listening opportunities
 - a) The department will assist any board member who wishes to do a listening tour or organize a meeting in their district.



Next steps
