Louisiana Believes

Accountability Commission
September 19, 2018

DEPARTMENT of EDUCATION

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Agenda

- Alternative Education Accountability
- WorkKeys
- Upcoming Meetings

Alternative Education Framework

Improving alternative education requires systems change that extends beyond school accountability. The Study Group report and BESE work group recommendations directed the Department to develop a comprehensive proposal, which is outlined below.

All sites must meet minimum qualifications for designation as an alternative school or program based on an external review.

AE schools earn a score and rating unique from but comparable to the state's traditional school accountability ratings.

Public reporting tells parents and communities how school systems are providing effective interventions for students in AE.

Safeguards must ensure alternative programs are implemented with fidelity, providing students with appropriate and effective interventions.

Accountability Commission Considerations

The Accountability Commission makes recommendations to BESE about school and school system accountability policies.

The Accountability Commission will consider:

1. Defining accountability formula and metrics for measuring the academic performance of alternative schools, including revising the minimum n-size to receive a published school performance score and letter grade to the ESSA minimum of 30 students.
2. Providing for school system reporting on alternative education student outcomes and the percentage of students enrolled in alternative schools to ensure accountability for all students, regardless of setting.

BESE Bulletin 131 Revisions to Support Alternative Education Redesign

Improving AE requires substantive policy revisions to BESE Bulletin 131. Revisions will align to the guiding principles of the Alternative Education Study Group report and current statute to ensure all students have access to high quality services and supports.

Transitional Planning & Support – to identify a structure that allows AE sites to receive information from the sending school to support timely student evaluation and planning

Academic Intervention and Student Learning Plan - to ensure students' have access to appropriate courses and interventions that lead to academic progress

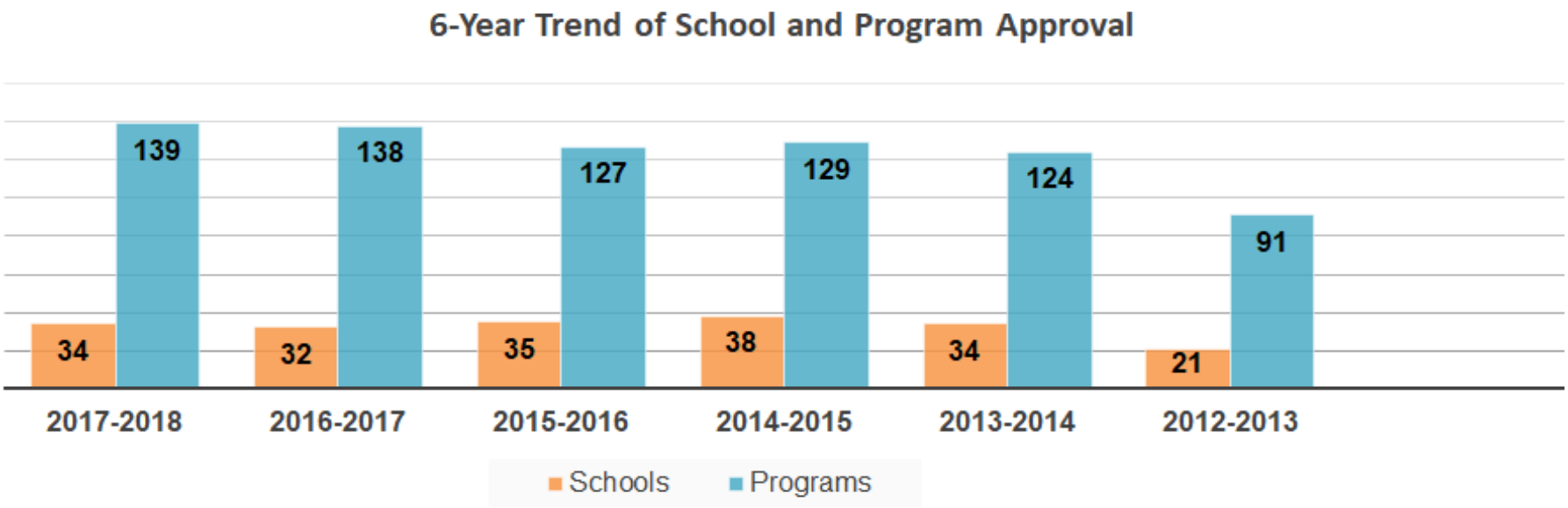
Behavior Intervention - to ensure students' access evidence based interventions targeting the underlying cause of referral to AE site

Specialized Staff Support - to identify specialized staffing able to meet the unique needs of students'

Educator Engagement – to ensure educators access professional development that supports the needs of the targeted student population

BESE Alternative School and Program Approval Process

In 2017-2018, there were 139 programs and 34 schools providing AE services.



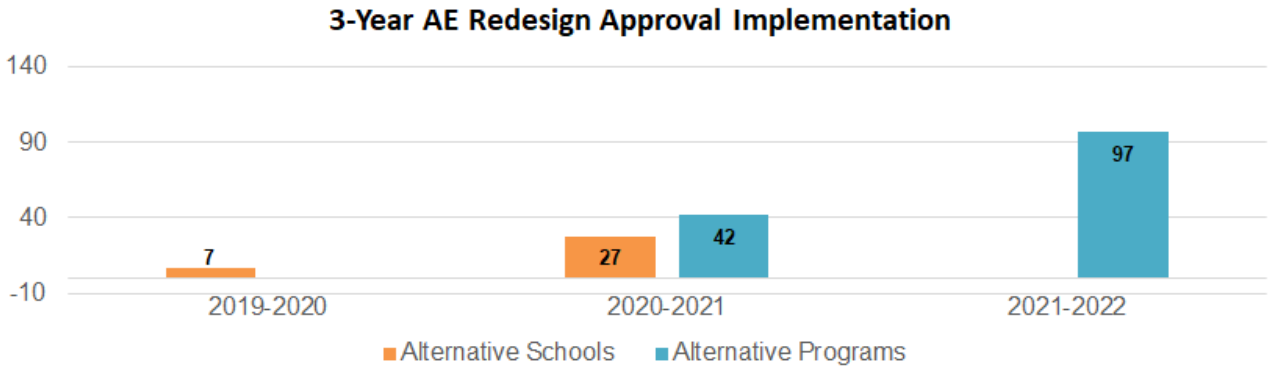
New AE Authorization Process and Timeline

A new authorization process will provide three-years for school systems to achieve full AE redesign implementation

Year 1 (2019-2020): Pioneering AE schools will use the new process and implement new interventions and strategies

Year 2 (2020-2021): All remaining AE schools and 30% of AE programs use the new process

Year 3 (2021-2022): All AE programs will use the new process



Funding and Support for Implementation

To assist school systems with implementation of the new AE model, LDOE will provide redesign resources and strategies:

- Schools with high rates of out-of-school referrals are eligible for ESSA funding under the Urgent Intervention requirement.
- AE schools with comparatively low student performance are eligible for ESSA funding under the Comprehensive Intervention requirement.
- The Department will assist both groups of schools with a behavioral intervention vendor guide, lists of evidence-based interventions, lists of evidence-based curricula, and opportunities for ongoing face-to-face professional learning.

Alternative Schools vs. Programs

Through the approval process, districts will determine whether a site is designated as a school or a program. All sites, regardless of type, must meet the requirements under the law for providing student services and supports.

Schools...	***Programs...***
• Typically serve students referred for long-term services due to long-term suspensions or expulsions or needing other intensive services • Provide a full academic schedule, including core academic courses, to ensure students are progressing towards graduation. • Ensure students have high quality services and supports to address their specific needs.	• Typically are responsible for serving students for shorter periods of time • Provide support for students to make up missed class time and stay on track with their peers at their home school. • Ensure students have high quality services and supports to address their specific needs -- including after students transition back to their home school.

Proposed Alternative Education School Rating Formula

Alternative education schools serve students referred for long-term services and should thus be evaluated based on annual outcomes of students.

High School Accountability

- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate

Alternative High School Accountability

- State Assessment Progress
- Current Year Core Credit Accumulation
- Second Year Dropout/Credit Accumulation
- Credential Attainment

Alternative Elementary/Middle School Accountability would be preliminarily based 100% on state assessment progress, but LDOE will explore other possible metrics.

As the **Interests & Opportunities** indicator (5% of accountability scores) is developed, a model appropriate for inclusion in AE school accountability should also be considered.

Alternative School Full Academic Year

"Full academic year" refers to the requirement that students are enrolled in an LEA by October 1 and in a school by February 1 to be included in a school's accountability score.

For the purpose of calculating alternative school performance scores, students must meet the full academic year requirements outlined in Bulletin 111, *except* for the purposes of calculating credit accumulation.

When calculating credit accumulation, students must be enrolled at least one semester:

- Semester 1 = enrolled on or before October 1 and at least 45 total days
- Semester 2 = enrolled on or before February 1 and at least 45 total days

Additionally, because there is no 4-year cohort graduation rate included in the AE school accountability formula, students in AE schools for the full academic year will be included in the district cohort per federal law.

LEAP/EOC Student Progress (25%)

The Progress Index measures how well students are progressing towards "Mastery" throughout the school year, regardless of where they started. This measure values the individual progress of every student, and not just their performance at the end of the year.

The progress index is calculated for alternative schools in the same manner as it is calculated for all public schools, but will also include English language proficiency progress for English learners.

In AE schools in 2017-2018, 33 percent of students demonstrated “top growth” on ELA and math assessments, compared to 46 percent of all students statewide. However, AE school performance ranged from above the state average (47 percent) to as low as 9 percent.

Student Progress	Index Point Award
On track to Mastery or Advanced	150
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

Current Year Core Credit Accumulation (25%)

Students attending AE schools receive access to remedial instruction and academic supports to help students earn Carnegie credits and address academic deficiencies.

All students must earn at least 12 core academic (ELA, math, science, and social studies) credits in order to graduate, or approximately 3 core credits per year and 2 credits per semester.

Students are included in the calculation once for each semester they are enrolled at the AE school. For example, a student enrolled on or before October 1 and remaining enrolled through the end of the school year would count twice. Students enrolled only in semester 1 are included once. Schools earn points based on the credits earned in each semester.

Number of Core Academic Credits (One Semester)	Index Point Award
3 or more	150
2.5	125
2	100
1.5	75
1	50
0.5	25
0	0
Dropout	0

Second Year Dropout/Credit Accumulation (25%)

AE schools are responsible for establishing a documented plan coordinated with an Individual Graduation Plan (IGP) for every student to support successful transitions.

The dropout/credit accumulation index measures Carnegie units earned in the school year following enrollment at an alternative school for at least one semester.

In order for students to be included in the calculations, they must be enrolled at least one semester (1 or 2) in the prior year *and* have been considered full academic year at a Louisiana public school for the current school year.

Students in grade 12 in the prior year and students exiting with a diploma or HiSET are excluded from the dropout/credit accumulation calculation.

Number of Carnegie Units	Index Point Award
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
Dropout	0

Credential Attainment (25%)

Louisiana's goal for all students is that they graduate from high school prepared for success in post-secondary education and a career in a high wage, high growth sector.

The credential attainment index measures the graduation outcomes for students in the 12th grade *only* (unlike Strength of Diploma in traditional accountability).

To be included in the credential attainment index calculation, a student must be enrolled in the alternative school on or before February 1 for at least 45 days and be in the 12th grade at the start of the current school year.

Strength of Diploma	Points Awarded
HS Diploma plus AP, IB, JumpStart credentials, CLEP, TOPS-aligned dual enrollment course completion, Associates Degree	110-160
Four-year graduate	100
Five and six-year graduate with any diploma	50-75
HiSET/GED + JumpStart credential	40
HiSET/GED	25
Non-graduate without HiSET/GED	0

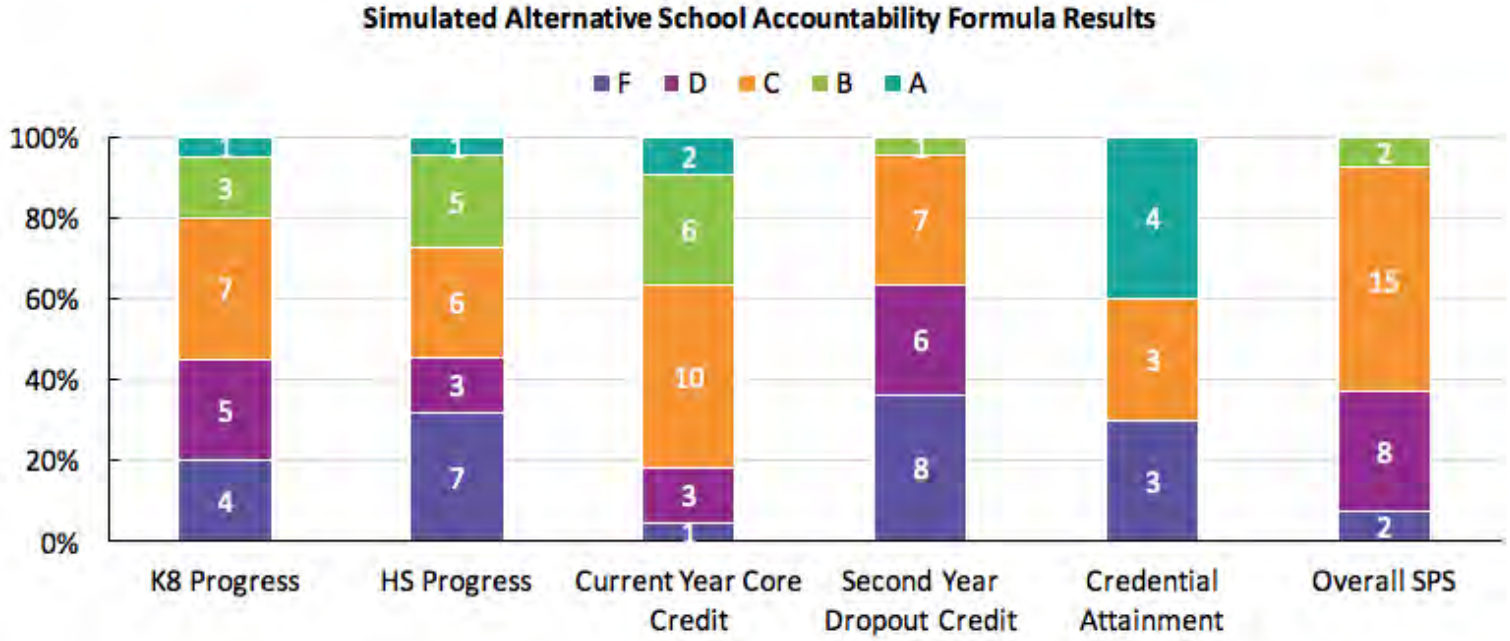
School Ratings: Minimum N-Size

States are responsible for setting the minimum number of students needed to form a student subgroup for reporting and accountability purposes, referred to as the "n-size."

- In order to earn an SPS and letter grade in Louisiana's school accountability system, BESE policy dictates that a school must have at least 40 accountability units (approximately 10 students). To be included in the accountability calculation for a particular school, a student must have been enrolled in that school for the majority of the school year.
- ESSA allows states to establish a minimum n-size up to 30 students. States are permitted to employ different n-sizes for reporting versus accountability.
- Many Louisiana AE schools have a relatively small number of students who meet full academic year requirements for inclusion in the state's accountability system. Fifteen AE schools had fewer than 30 students included in accountability calculations in 2016-2017, and no non-AE schools fall below this threshold.

Simulated Alternative School Accountability Formula Results

In preliminary simulations, 63% of AE schools earned a “C” or better, though no schools earned an “A.” The letter grade scale is the same as the regular accountability formula. Results varied by index.



Alternative School Report Cards

School report cards (via LouisianaSchools.com) provide parents and the public with accurate information about school quality.

Bulletin 111 requires that alternative schools are clearly labeled in school performance reports. Additionally, alternative school report cards can reflect the comparable but unique accountability formula. Color, graphics, and clear language will signal to the public that the alternative school accountability formula was used.

Alternative School Accountability Formula

School System Alternative Education Reporting

Public reporting provides transparency for parents and communities to better understand how well Louisiana's school systems are providing effective interventions for students requiring alternative education.

Alternative schools will be measured through a unique but comparable SPS formula.

However, whether students are served in an alternative program or school, it is important that they get the services and supports needed. Ultimately, regardless of setting, the goal is that Louisiana's most at-risk students receive appropriate and effective interventions to support their long-term success.

The Department is committed to providing full transparency by reporting at the school system level on outcomes for the subgroup of students that attend alternative schools or programs.

Alternative School Ratings: Recommendations

1. **Publish an overall rating and school performance score (0-150) for AE schools based on four alternative accountability metrics**: student progress, current year core credit accumulation, second year dropout/credit accumulation, and credential attainment.
2. **Adjust the minimum n-size for publication of an SPS and letter grade** from 10 students to 30 students.
   - To ensure full transparency, all performance data will continue to be reported for at least 10 students.
   - Subgroup performance scores will still be calculated for all schools that earn an overall SPS and have subgroups of at least 10 students.
   - Schools with <30 students will be identified for intervention based on the available data.
3. **The department shall annually publish a report** on each school system's outcomes for students served by alternative schools and programs and the number and percent of students enrolled in alternative schools. Districts with persistently problematic data may be required to provide an improvement plan.

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ACT WorkKeys: Purpose

Students who successfully complete the three WorkKeys assessments may earn National Career Readiness Certificates (NCRC), which are used by employers for hiring purposes.

In addition to being used by business and industry in hiring practices, WorkKeys certificates are also used by the LDOE in determining the ACT index for high school performance scores (SPS). When students earn a “Silver” or higher on WorkKeys, and it exceeds their score on the ACT based on a concordance table, the WorkKeys score is used in the ACT index.

ACT WorkKeys: Background

As access to Jump Start pathways expanded statewide, there was a desire to provide students pursuing Jump Start credentials with assurance that they had acquired the skills needed to be effective in the workplace.

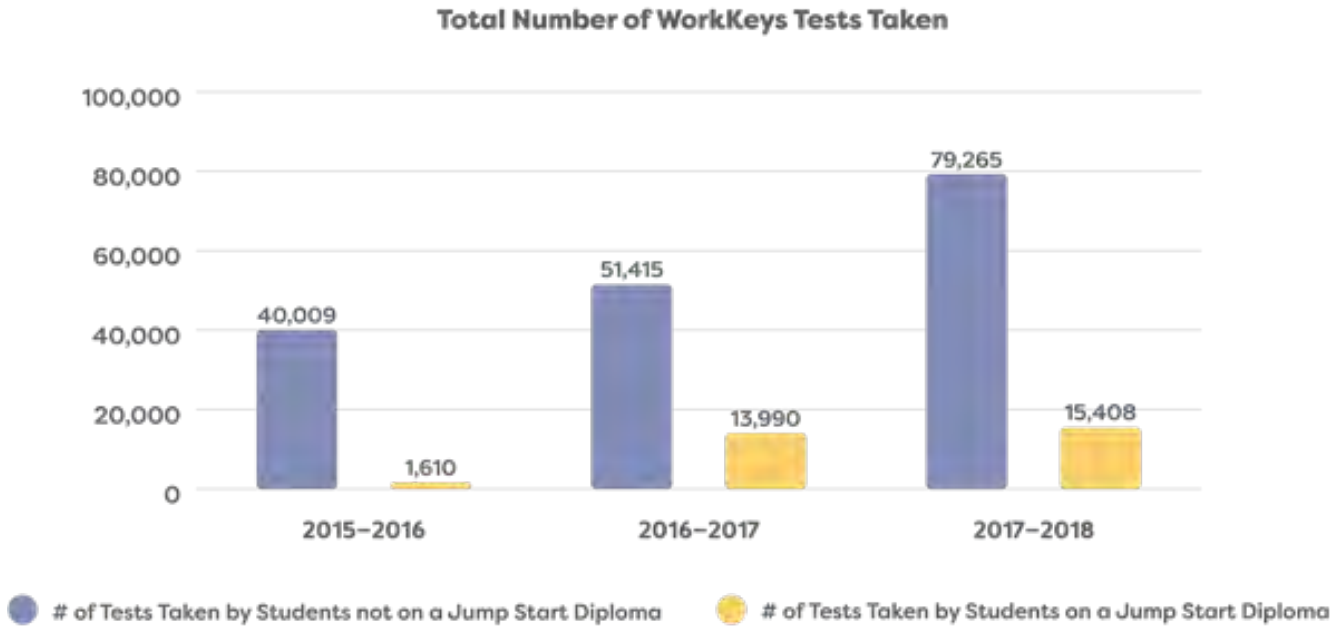
The ACT WorkKeys assessment is used to measure essential workplace skills.

Administration Basics:

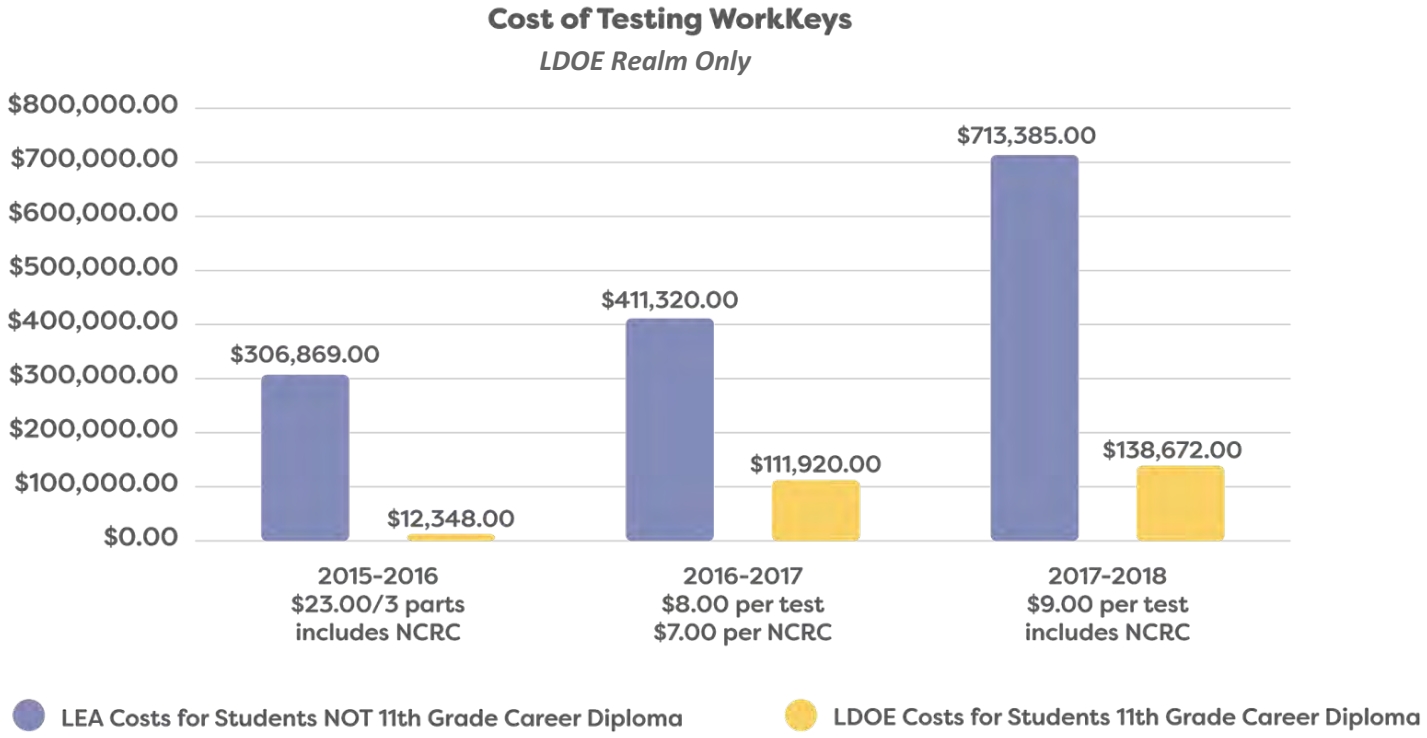
- WorkKeys is an online assessment, with a paper assessment for students with certain accommodations.
- It can be taken at high schools on both LDOE and non-LDOE sponsored testing realms/platforms, adult education centers, technical colleges, etc.
- The test is most frequently taken by students in grades 11 and 12. However, there is no current limit on the allowable grade levels for testing.
- The Louisiana Department of Education currently pays for one administration of WorkKeys for students who are in grade 11 and on a JumpStart diploma pathway. School systems cover the cost for all other tests.

ACT WorkKeys: Who is Taking the Test?

Though Workkeys was added for Jump Start, by percentage, more students who are seeking a TOPS University diploma are taking WorkKeys, than students pursuing a Jump Start diploma.



ACT WorkKeys: How Much Does it Cost?



ACT WorkKeys: How Has the Test Changed?

The WorkKeys assessment was relaunched in 2017-2018 with content that is contemporary and relevant to today's workplace skills, keeping pace with the impacts of new technology in the workplace. The names of the tests were changed to be more aligned with the skills addressed.

WorkKeys 1.0	WorkKeys 2.0	Shift in Content
Applied Mathematics	Applied Math	Emphasizes critical thinking and problem solving relevant for situations that occur in the current workplace
Reading for Information	Workplace Documents	Measures skills needed to read and use text from relevant documents in today's workplace: memos, bulletins, regulations
Locating Information	Graphic Literacy	Increased emphasis on graphs, tables; fewer passages

ACT WorkKeys: How Has the Test Changed?

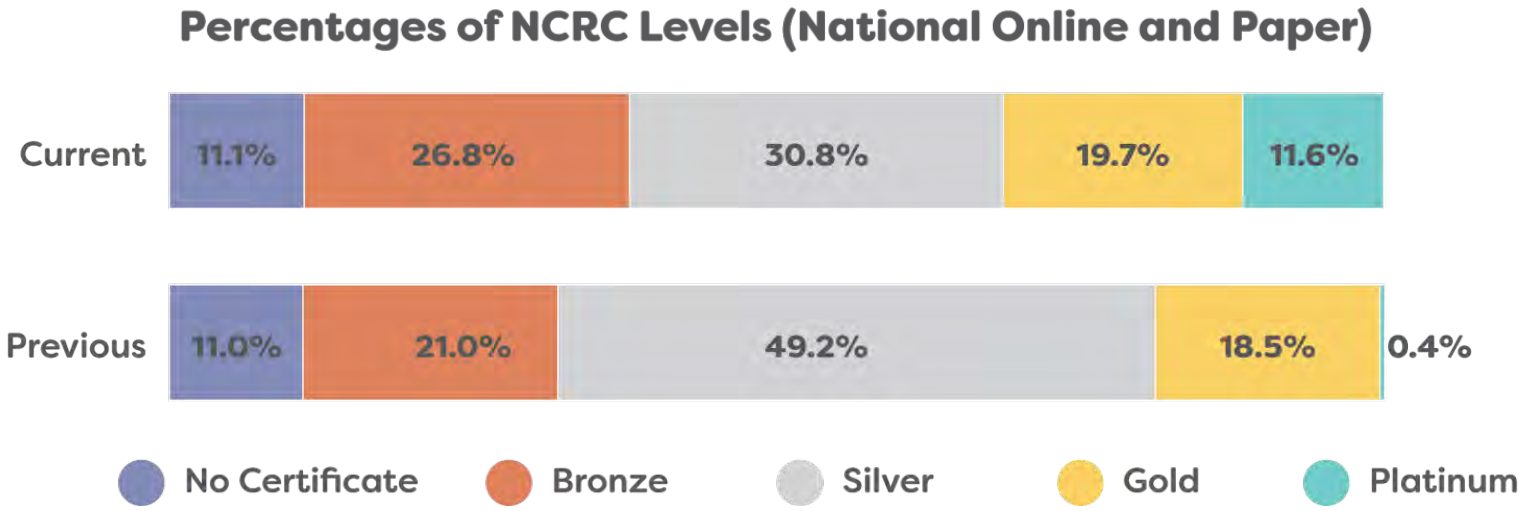
While updating the WorkKeys assessments, ACT used a new method to establish scoring criteria. This process uses test data and experts to determine the scale score that differentiates a person with one level of skills from a person with another level of skills. This was done for each level of each of the three assessments. Due to these changes, the new assessment scores cannot be interchanged with those of the previous assessments.

The changes in the assessments and scoring criteria have resulted in a different distribution of score results than users have seen previously. In general, fewer examinees are earning a Silver NCRC, while more examinees are earning a Gold or Platinum NCRC. Consequently, ACT WorkKeys has communicated that this year's results should be viewed as a new baseline in trend data.

Source: ACT email to LDOE, June 4, 2018

ACT WorkKeys: How Has the Test Changed?

Changes were made to the ACT® WorkKeys® assessments in 2017 and scoring criteria were updated, resulting in a different distribution of national score results than previous years. According to the national data, fewer examinees are earning a Silver certificate, while more examinees are earning a Gold or Platinum certificate.



Source: ACT email to LDOE, June 4, 2018

ACT WorkKeys Concordance Table

BESE approved a concordance table outlining the points earned for various WorkKeys scores, in comparison to ACT scores, with an opportunity for annual review.

Given the changes to WorkKeys, an updated concordance table is necessary.

WorkKeys Certificate Level	Current Concordance with ACT based on historical results	Updated Concordance given Class of 2018 test results
Platinum	31	TBD
Gold	24	TBD
Silver	18	TBD
Bronze	N/A	N/A

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Upcoming Meetings

- October 29
- December 10