Louisiana Believes

Accountability Commission
May 18, 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.

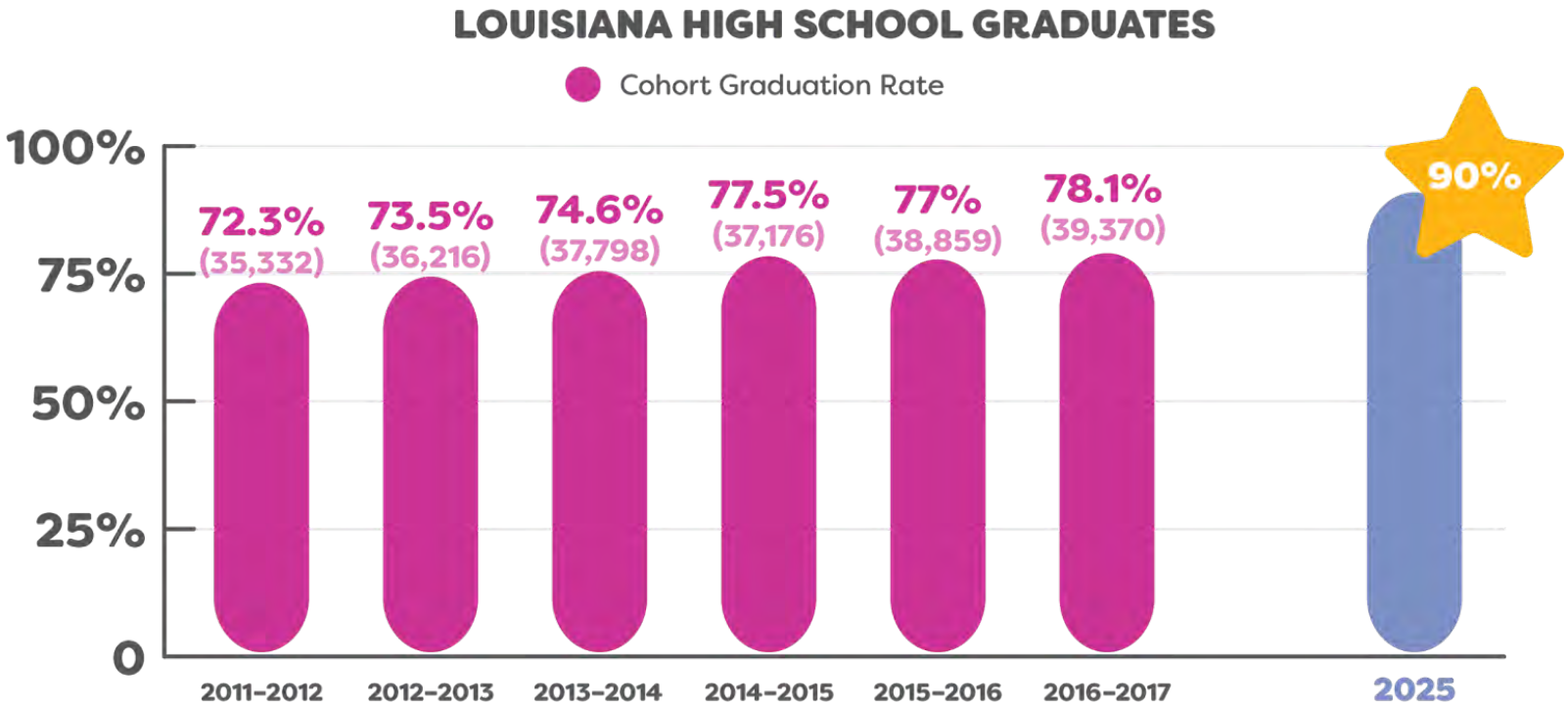
While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

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

- Class of 2017 Results
- Alternative Education
- English Language Proficiency
- Interests and Opportunities Request for Information
- Next Meeting

Class of 2017: Graduation Rate at an All-Time High

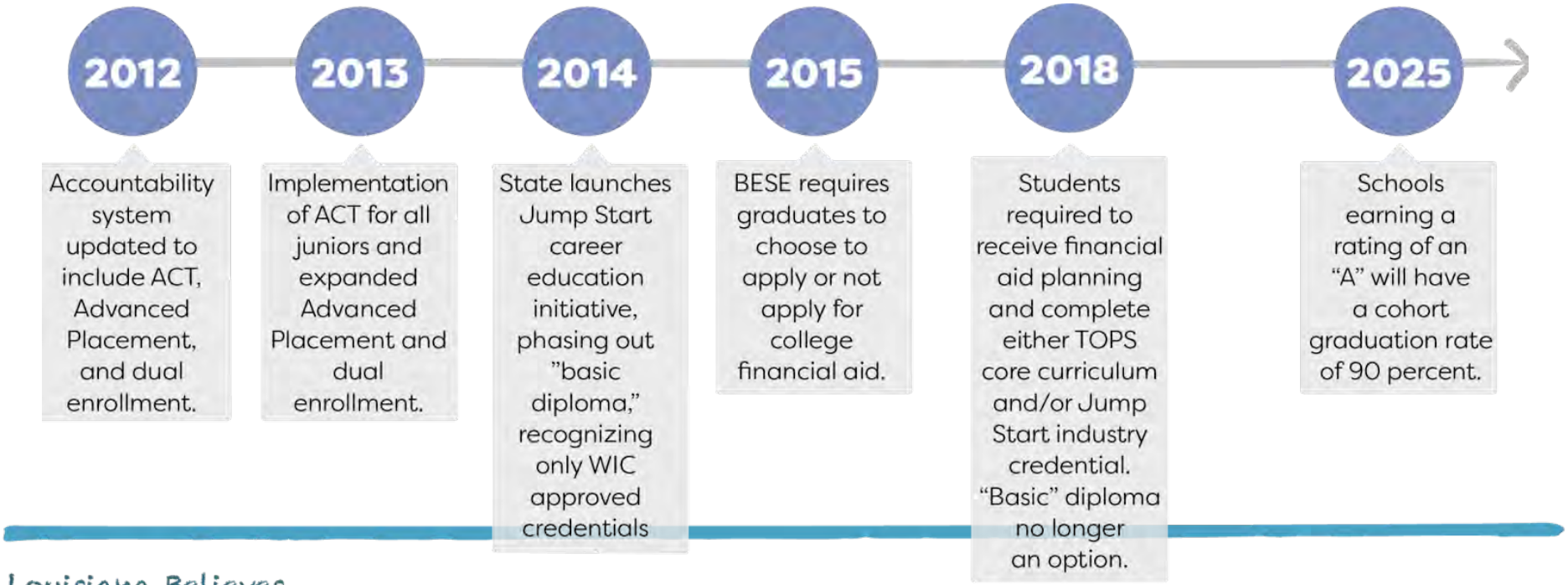


The number of graduates in the class of 2017 is more than 4,000 greater than in the class of 2012.

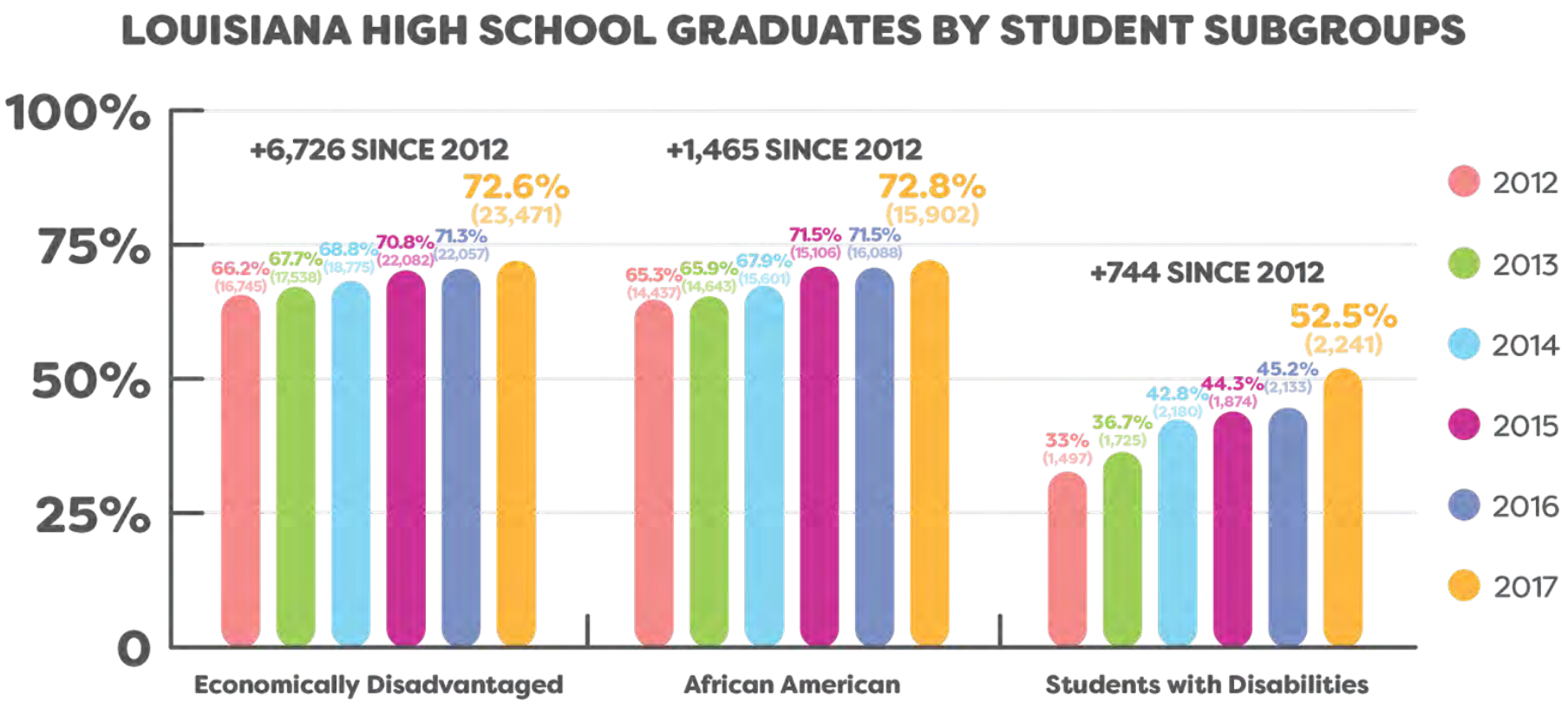
Keys to Success:
Increasing Opportunities for Louisiana's Graduates

Recognizing the need to increase the education levels of graduates, Louisiana launched a series of policies and programs in 2012 designed to increase the number of high school graduates who

- demonstrate academic readiness for community colleges and universities;
- earn advanced standing in college or the workplace while in high school;
- earn financial aid awards so that they can continue education in universities, community colleges, or technical training programs.

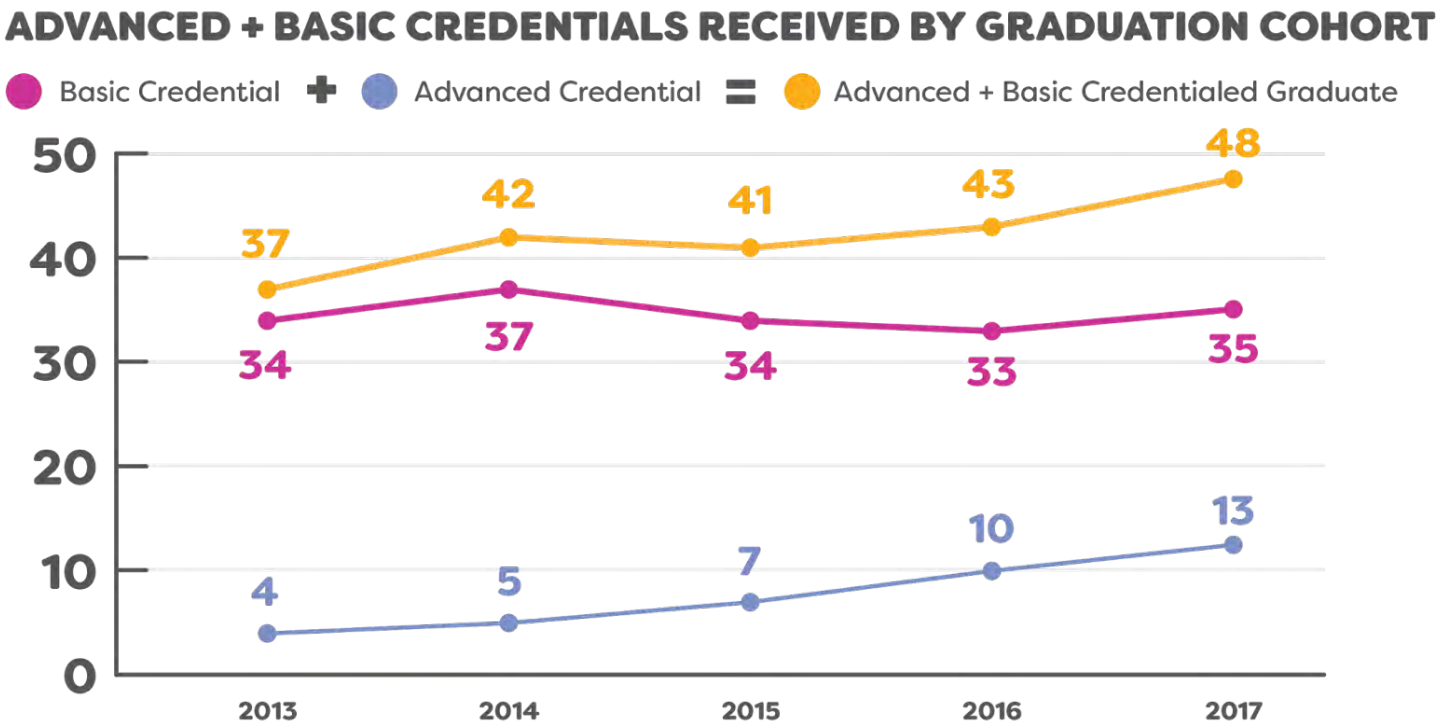


Key to Success:
Increase in Historically Disadvantaged Graduates



Over the past five years, the economically disadvantaged definition was adjusted per federal guidance.

Key to Success: Attainment of Advanced Credentials



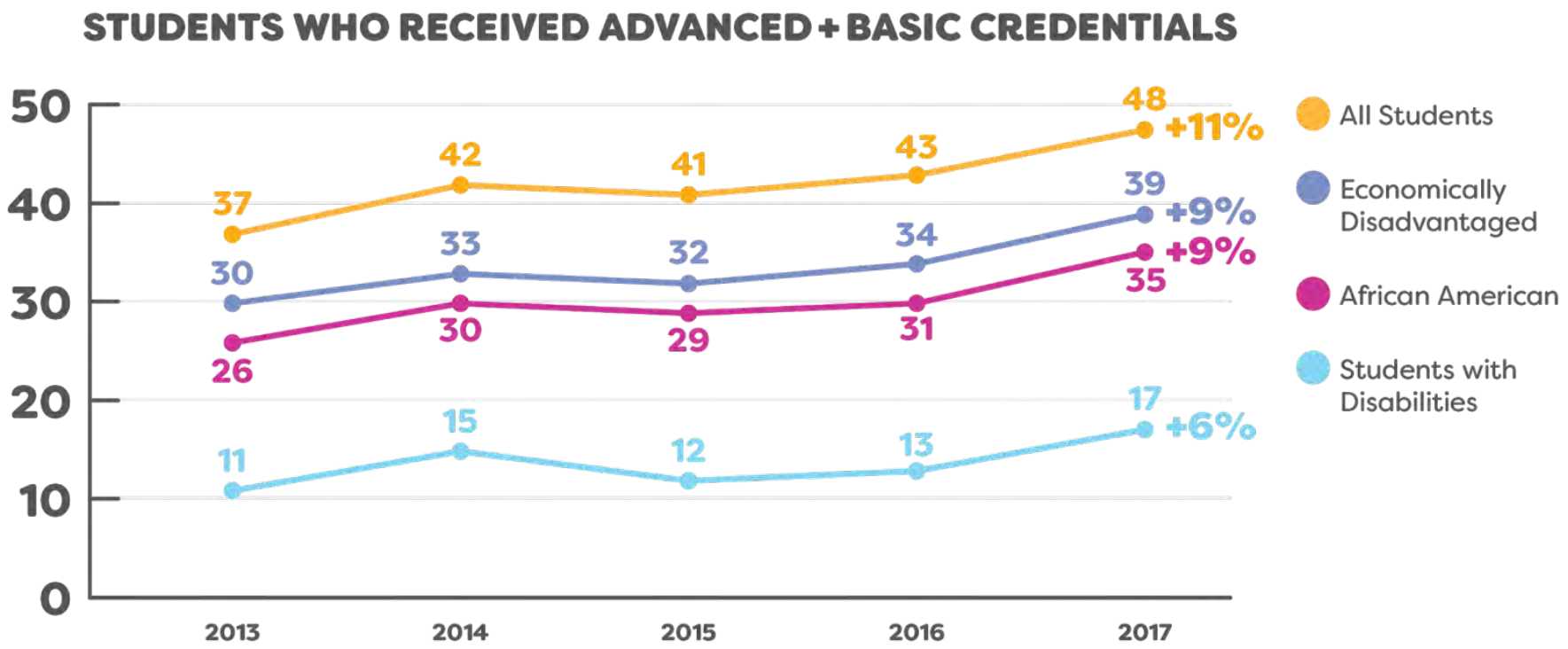
+5,477 more graduates earned relevant credentials in 2017 than in 2013.

+4,397 more graduates earned an advanced credential in 2017 than in 2013.

**Beginning in 2015, dual enrollment credits earned must be aligned to TOPS requirements in order to receive credential-level credit. Beginning in 2018, some historical IBCs that are not aligned with a high wage, high growth Jump Start pathway will no longer meet the standard to earn points in the Strength of Diploma index.*

Class of 2017: Increasing Credentials, Gaps Persist

While nearly half of the Class of 2017 earned a credential during high school, this opportunity is not being experienced equally by all students. Historically disadvantaged students have less access to college or career opportunities than their peers.



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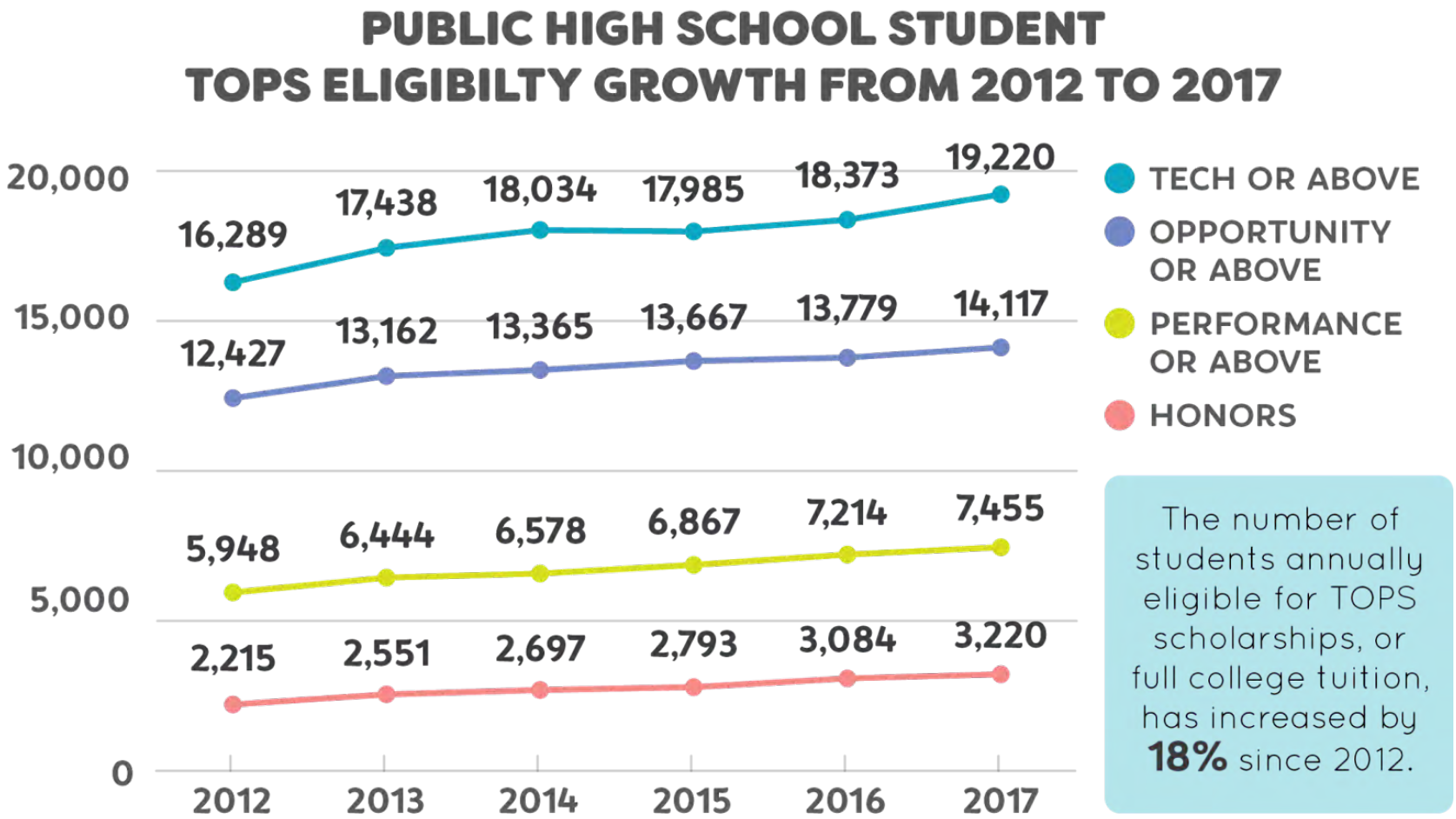
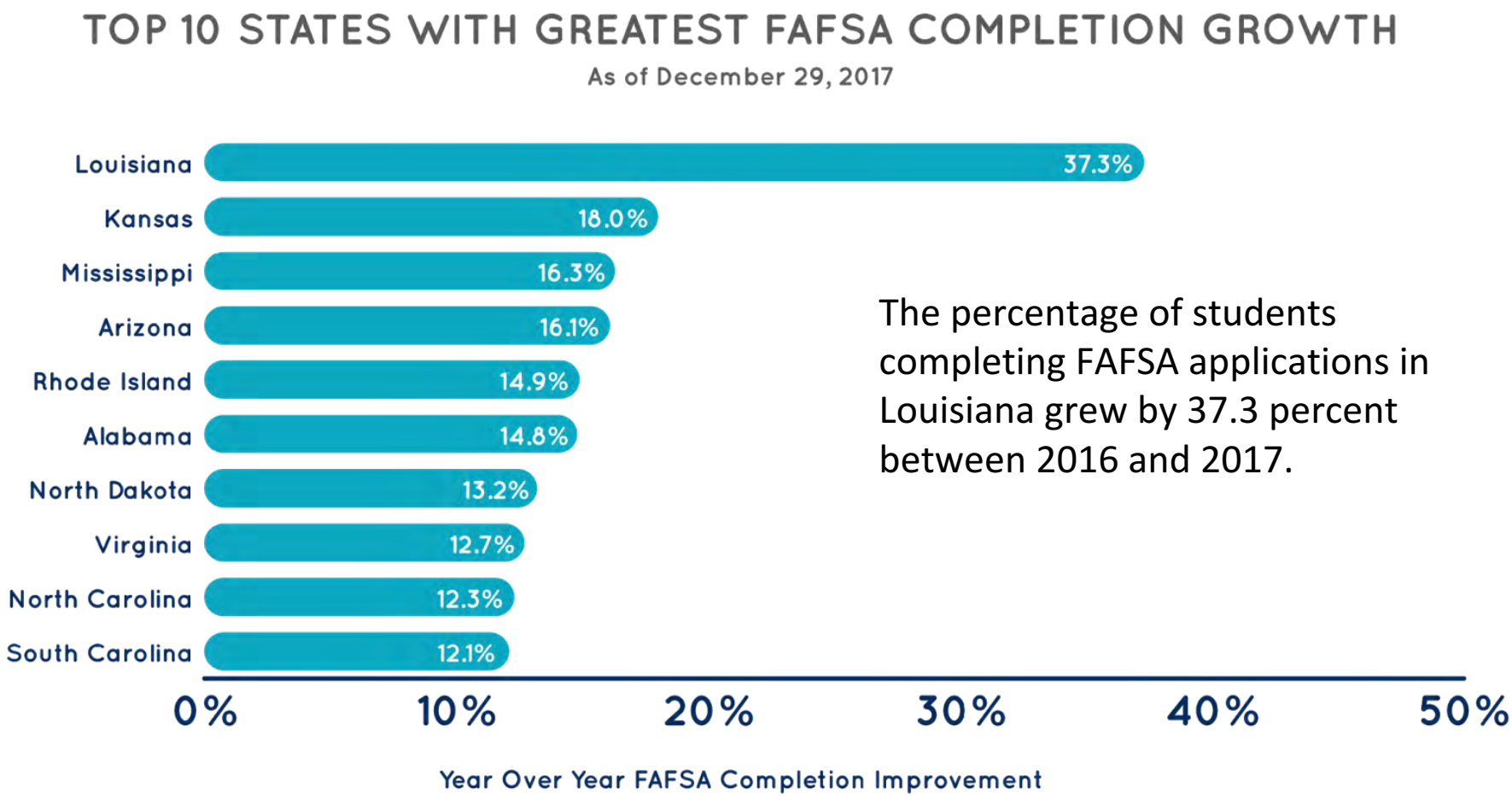
Key to Success:
Increasing Access to Postsecondary through TOPS



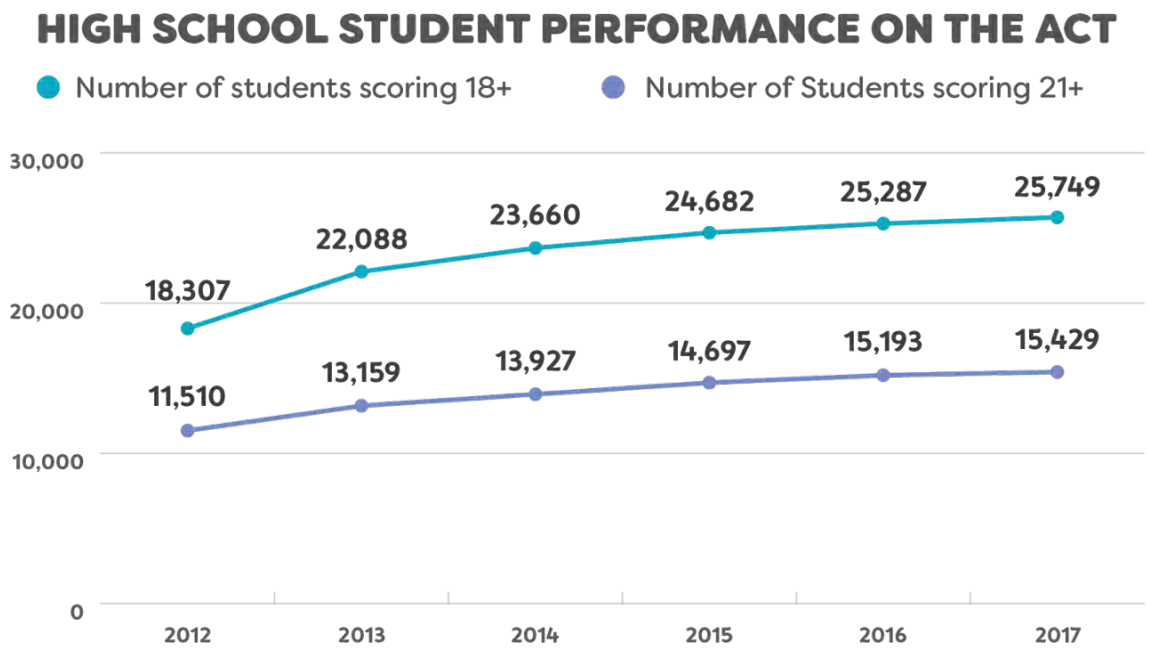
Key to Success:
Increasing Access to Postsecondary through FAFSA



The percentage of students completing FAFSA applications in Louisiana grew by 37.3 percent between 2016 and 2017.

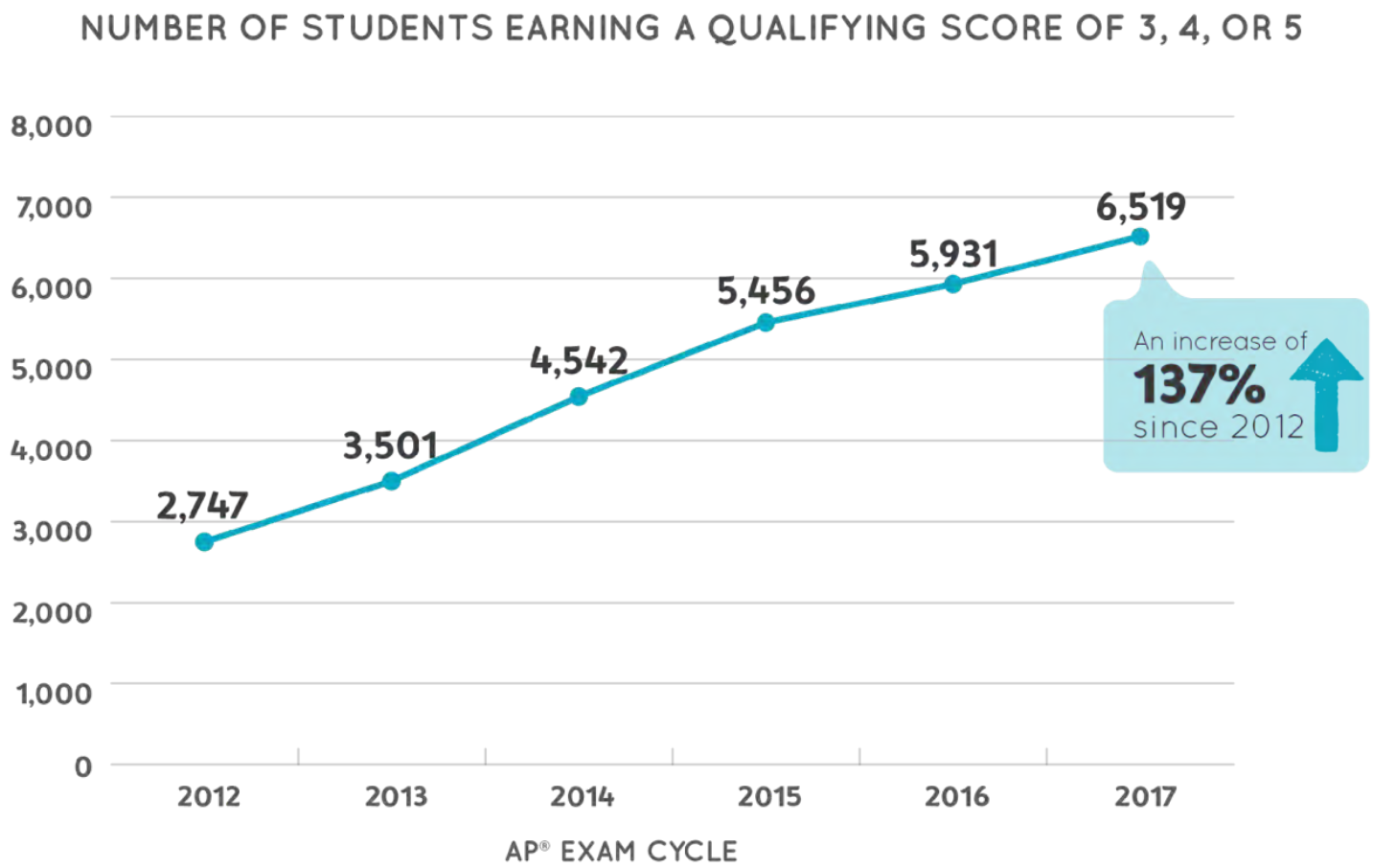
Key to Success:
Increasing Access to Postsecondary through ACT

The Class of 2017 not only saw more students graduating than ever before, but they also had more opportunities to access postsecondary education than any class before.



The number of students earning a college-going score of at least 18 has increased by nearly 7,000 since 2012.

Key to Success:
Increasing Access to Postsecondary through AP



Moving Forward:
Further Increasing Graduation Opportunities

While Louisiana has made great strides in the last five years to improve graduation rates for all students, gaps still exist in the number of historically disadvantaged students graduating with credentials and funding for postsecondary education.

Louisiana will address these gaps by:

- redefining the level of performance needed for schools and school systems to attain an "A" letter grade, including achieving a 90 percent graduation rate by 2025;
- identifying and supporting struggling high schools by connecting them with national experts to redesign their structures through the Louisiana High School Redesign Cohort and awarding them funding to implement school redesign plans;
- expanding Jump Start pathways to better meet Louisiana workforce needs, particularly in the areas of science, technology, engineering and mathematics; and
- utilizing federal funds to expand courses not otherwise available in high schools, with a focus on early college coursework and career and technical education.

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Background and Context

- LDOE convened an AE Study Group in Spring 2017 to explore current practice and educational services provided in alternative schools and programs.

- The Study Group charge was to:

  - Conduct a strategic assessment of current AE practice and policy;

  - Identify support services and guiding principles available to AE students, educators, and families; and

  - Explore partnerships to enhance and expand the effectiveness of AE.

Background and Context

The AE Study Group met four times from March through June 2017.

- Assessed current practice and identified core components AE services must provide to be effective for students
- Analyzed student performance and discipline data
- The Advisory Council on Student Behavior and Discipline met concurrently to review existing statute and policy related to behavioral intervention and systems of support to address chronic misbehavior.

A New Vision for Alternative Education (AE)

The study group report details the need for local school systems to provide AE services, short-term and long-term, that seek to improve supports, resources, and outcomes for students in need.

- Short-term services should provide academic and behavioral remediation at the home school for mild-to-moderate behavioral challenges, (i.e. students who need intervention to avoid the risk of expulsion for behavior or truancy).

- Long-term services should be designed for students that need intensive and extended academic and behavioral support, resources and remediation.

A New Vision for Alternative Education (AE)

The report details the need for AE services to include:

- Evidence-based behavioral and academic interventions, supports, and resources, per BESE Bulletin 131;
- Effective transitional structures and community partnerships to ensure individualized comprehensive and appropriate services are provided to advance students toward a college and career pathway;
- Educators who are equipped to appropriately address the behavioral, social and emotional needs of students, per R.S. 17.252;
- Consistent data collection, performance measures, and evaluation of outcomes appropriate for schools serving unique populations; and
- Increased provision of student supports, individualized courses of study and use of alternative teaching methods in support of existing language in BESE Bulletin 741, §2901; RS 17.100.1 and 17.416.2.

BESE Guidance for AE Redesign

October 2017:
LDOE presented the AE study group report to BESE, who passed a motion directing LDOE to continue redesign work.

April 2018:

LDOE presented BESE a working definition of AE schools and programs to use as a framework to develop new accountability performance measures for AE, consistent with state ESSA plan.

BESE Approved Definition of AE

Alternative education <u>schools</u> serve students referred for long-term services due to long-term suspensions or expulsions or needing other intensive services. Alternative education schools should thus be evaluated based on annual outcomes of students. Accountability scores for these sites should be based on students who are present at the site on October 1 through the end of the fall semester and those who are present on February 1 through the end of the spring semester. Any exception to this duration of services should be approved by the local superintendent.

Alternative education <u>programs</u> are responsible for serving students for shorter periods of time. They are not evaluated based on the annual success of students. As such, they should not be considered schools and should not receive a summative evaluation like schools.

Next Steps of AE Redesign Implementation

LDOE will bring draft indicators to the Accountability Commission during Summer 2018 and will continue to engage group for feedback/input.

LDOE will present final policy recommendations to BESE during Fall 2018.

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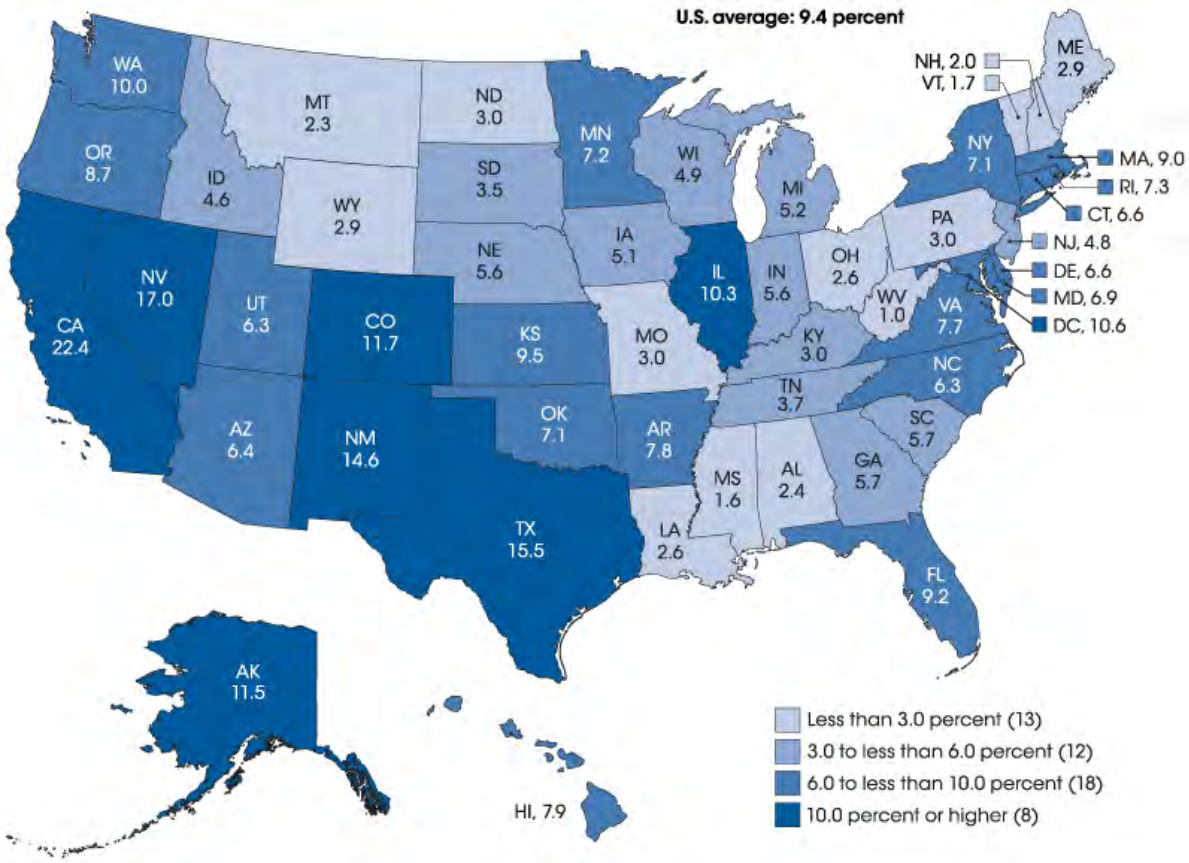
Vision for English Learner Instruction

All students who are English learners in Louisiana receive the academic and instructional supports necessary to gain English language proficiency and to learn to their highest potential.

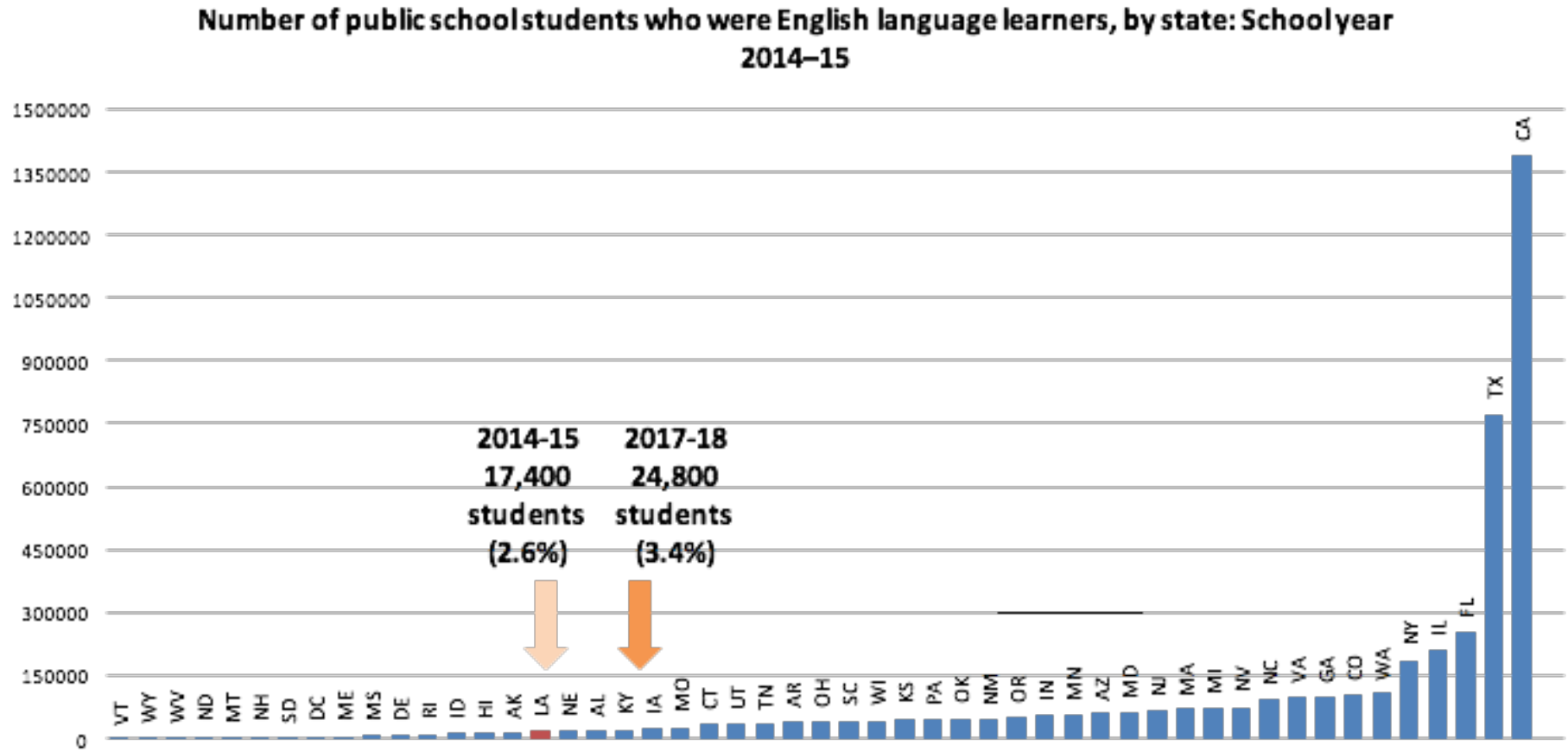
English Learners in Louisiana

Percentage of public school students who were English language learners, by state: School year 2014–15



Year	La. % EL
2014-15	2.6%
2015-16	3.0%
2016-17	3.1%
2017-18	3.4%

English Learners in Louisiana



ESSA Requirements

Under Title III of No Child Left Behind (NCLB), districts were required to report progress (AMAO 1) and status (AMAO 2) on the state English Language Proficiency (ELP) assessment. Because ELP was part of Title III, consequences for not meeting AMAOs were not applicable to districts not receiving Title III funding and were not included in "SPS."

ESSA changed this.

Under ESSA, "progress in achieving ELP" must be used as one of four mandatory indicators in school accountability systems. Progress in achieving ELP (and the three other mandatory indicators) must have "much greater weight" in the accountability system than "school quality or student success."

English Language Proficiency in Louisiana's ESSA Plan

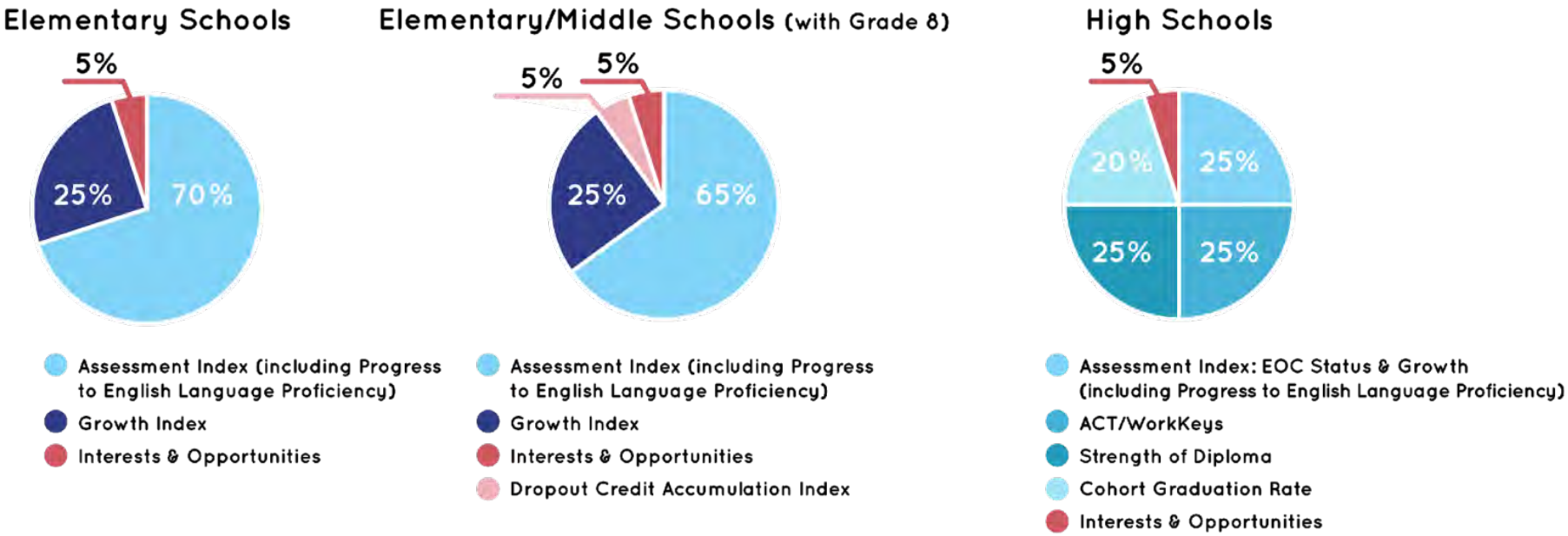
In Louisiana's ESSA plan, as approved by the USDOE, Louisiana proposed to measure school success with English language learners in two ways:

1. Progress towards English language proficiency, as measured by the English language proficiency exam, will be included within the assessment index of each school beginning in 2018-2019 (2017-2018 is baseline).
   - This ensures all student scores are included regardless of the number of English language learners in a school, and that all such scores are weighted equally with the assessment results of all students in the school.
   - As provided for in ESSA, the measure of progress towards English language proficiency will consider a student's ELP level at the time of identification and may also account for other characteristics such as age, grade, native language proficiency level, and time in formal education.

2. Both the English language proficiency results and English learner subgroup results on all other SPS indicators will be publicly reported on school report cards.

School Performance Score Formulae

Progress to English Language Proficiency is included within the Assessment Index.



*The interests and opportunities measure will not be included within annual results until 2019-2020.

Measuring ELP Progress

In defining the ELP progress indicator, the ELP work group will answer the following questions:

- How will student progress be measured year-over-year?
- How will student characteristics impact growth expectations, if at all?
- How will accountability points be allocated based on demonstrated progress?
- What is the relationship between results on the previous ELP assessment and the new assessment?

Preliminary Timeline

Activity	Timeline
Working Group Meeting #2	May 15, 2018
Analyze ELPT results	May-June 2018
Working Group Meeting #3 (with analysis of ELPT data)	June 2018
Accountability Commission	Summer 2018
BESE	Summer/Fall 2018
ELP progress measure included in SPS	2018-19 (2019 SPS)

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Interests and Opportunities Request for Information

In order to develop a valid and reliable accountability indicator, the Louisiana Department of Education (LDOE) is seeking to partner with the country's best experts in the following enrichment areas: visual and performing arts; world languages; health and fitness; technology and engineering; and life skills and career preparation.

Through the Request for Information (RFI), the LDOE seeks to learn:

- What tools and partners exist to measure school enrichment offerings with validity and reliability, including successful use in other states or districts?
- How will those tools and partners differentiate weak, good, great, and exceptional enrichment offerings?
- Where are there gaps in tools that need to be developed to validly measure school enrichment offerings and how can those tools be developed?

The Request for Information will be released next week with responses due by June 29.

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Next meeting: Friday, June 22

Request for summer and fall meeting dates coming soon!

Appendix

Defining Graduation Cohorts and Rates

How are students assigned to a graduation cohort?

- A graduation cohort includes all students who entered 9th grade for the first time in the state of Louisiana in a given academic year.
- Students are counted as part of the cohort unless they transfer out of state, to approved nonpublic schools, to BESE-approved home study or they enroll in a university as a senior.

How is the graduation rate determined?

- The cohort graduation rate represents the number of students in a graduation cohort that graduate within four years, divided by the total number of students in the cohort.

What processes are used to ensure the accuracy of cohort graduation data?

- The Department, school systems, and schools regularly review course and test results to ensure that all graduating students have met all requirements.
- The Department audits further the records of students who exit from the cohort to an out of state school, to approved nonpublic school, or to approved BESE home study.

English Language Proficiency Working Group

Name	District/Parish	Role
Karina Castillo	Jefferson	EL Executive Director
John Starr	Jefferson	Principal, Marie Riviere Elementary
Susan Jurkunas	Orleans	Systems Accountability Officer, Choice Foundation
Ann Holleman	Orleans	Teacher/EL Coordinator, Cohen HS
Mary Moran	Nonprofit	Nuestra Voz
Stan Barrera	Higher ed	LSU School of Education
Melissa McKenzie	East Baton Rouge	Instructional Support Specialist
Maricel Salvacion	East Baton Rouge	EL Coordinator
Jane Ellison	Lafayette	EL Coordinator
Jennifer Joseph	Iberia	Federal Programs
Natalie Jadid	East Baton Rouge	Principal, Wildwood Elementary
Joe Stadalis	St. Mary	Principal, Morgan City Jr. High
Shantell Toups	St. Mary	Principal, J.S. Aucoin