Louisiana Believes

Accountability Commission
September 18, 2017

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.

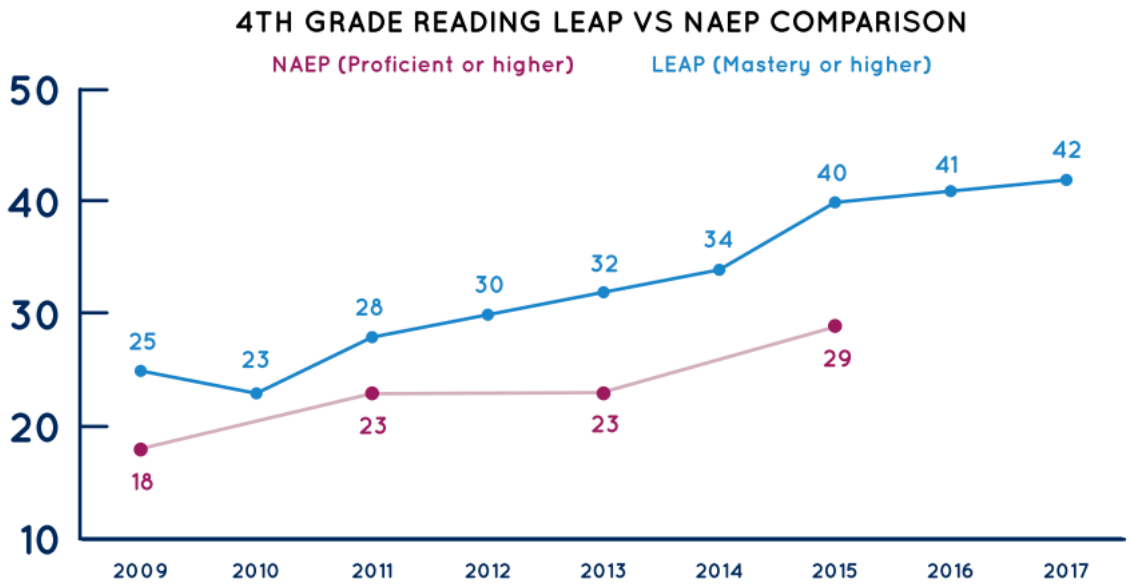
Agenda

- District Accountability
- ESSA Policy Update

Driving Improvement Through Accountability

Louisiana students have achieved record gains on key measures within the accountability system:

- Since Louisiana began annual School Performance Scores in 1999, the percent of 4th and 8th grade students scoring Mastery or above on ELA and math LEAP assessments has increased an average of nearly 2 percentage points a year. Since letter grades were introduced in 2011, the percent of students scoring Mastery or above has increased more than 3.5 points a year
- In 2015, Louisiana's 4th grade students demonstrated the largest state growth in the country on the NAEP's reading and math tests.



More Students Prepared for College and Career

In 2012, the state revised the high school accountability system to incentivize not just high school completion but also post-secondary achievements like career credentials and Advanced Placement credits. Since then:

- The number of students earning a college-going score of at least 18 on the ACT has increased by 7,397 students. Louisiana's average ACT composite score growth in the last three years outpaced all other states testing all students.
- Forty-three percent of the Class of 2016 earned early college credit or a statewide industry-based credential, valued in high-wage industries, a 6 percent increase since 2013.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts.
- More than 6,500 Louisiana high school students earned college-credit qualifying scores on Advanced Placement® (AP®) exams in 2017, an increase of 10 percent since 2016 and of 137 percent since 2012.
- Graduation rates have steadily risen over the past five years, with this year's class maintaining record gains made by the class of 2015.

School and District Accountability

ESSA obligates states to continue measuring the individual performance of schools.

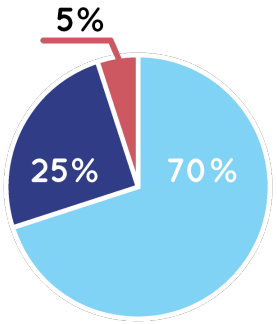
The Accountability Commission discussed extensively how to meet these obligations in a way that best serves Louisiana's students, including serving two important purposes:

- To motivate and focus educators through clear expectations for student outcomes; and
- To provide accurate information about school quality for parents and other community stakeholders.

In Louisiana, like in many other states, state law also requires that BESE measure, through letter grades, the performance of school districts.

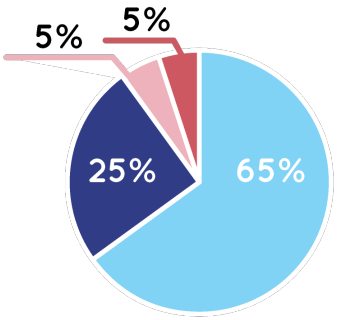
Louisiana's School Accountability System: Future Measurement

Elementary Schools



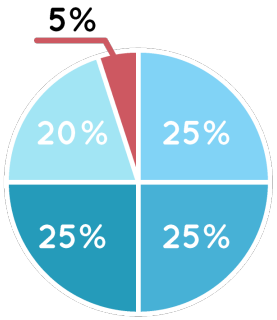
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



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

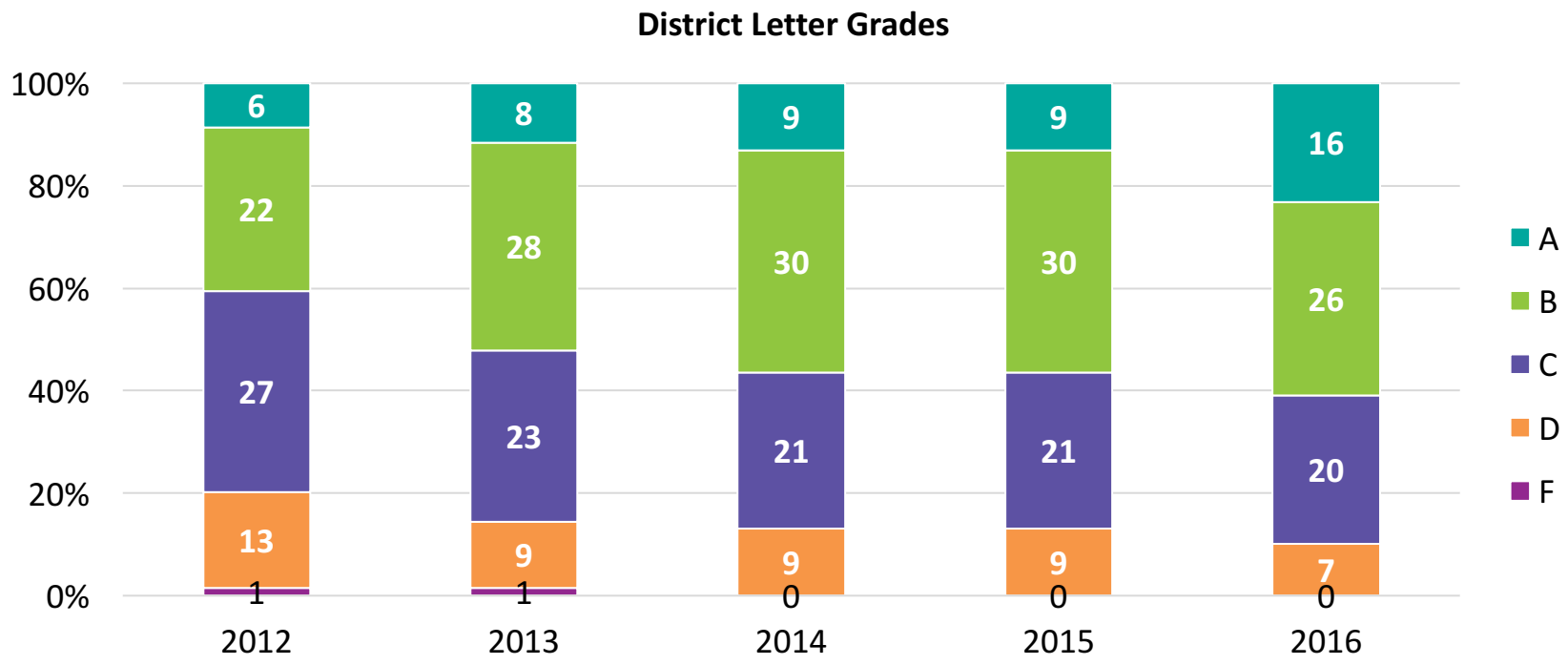
High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

How Does Louisiana Currently Measure District Performance?

District Performance Scores and corresponding letter grades are calculated in the same manner as a combination school performance score, aggregating all of the students in the school district.



Challenges

While district performance score ratings provide important information about average student performance, using the same measure as schools fails to capture significant responsibilities of school system leaders.

1. The single rating masks complicated realities that span a wide range of schools within districts.

2. The single rating supports a simplified summary of the situation in a given district, rather than a discussion of the complexities across schools.

District Outcomes

In many Louisiana's school districts today, wide disparities exist in the quality of education provided across student groups and schools. Rolling student outcomes into a single rating may mask the range of experiences students can have across a district.

2016 District Letter Grade	Range of 2016 School Performance Scores*	Range of 2016 Graduation Rates*	% of Students who are Economically Disadvantaged in D & F Schools vs. A & B Schools*
A	43.3 (F) - 123.4 (A)	34.5% - 100%	90% of students in D/F schools are ED vs. 56% in A/B schools
B	25.2 (F) - 131.3 (A)	58.9% - 100%	89% vs. 60%
C	24.4 (F) - 140.3 (A)	8.8% - 100%	90% vs. 66%
D	27.5 (F) - 113.1 (A)	60.2% - 95.8%	93% vs. 67%
F	NA	NA	NA

*Excludes BESE-approved alternative schools

Understanding Equity within Districts

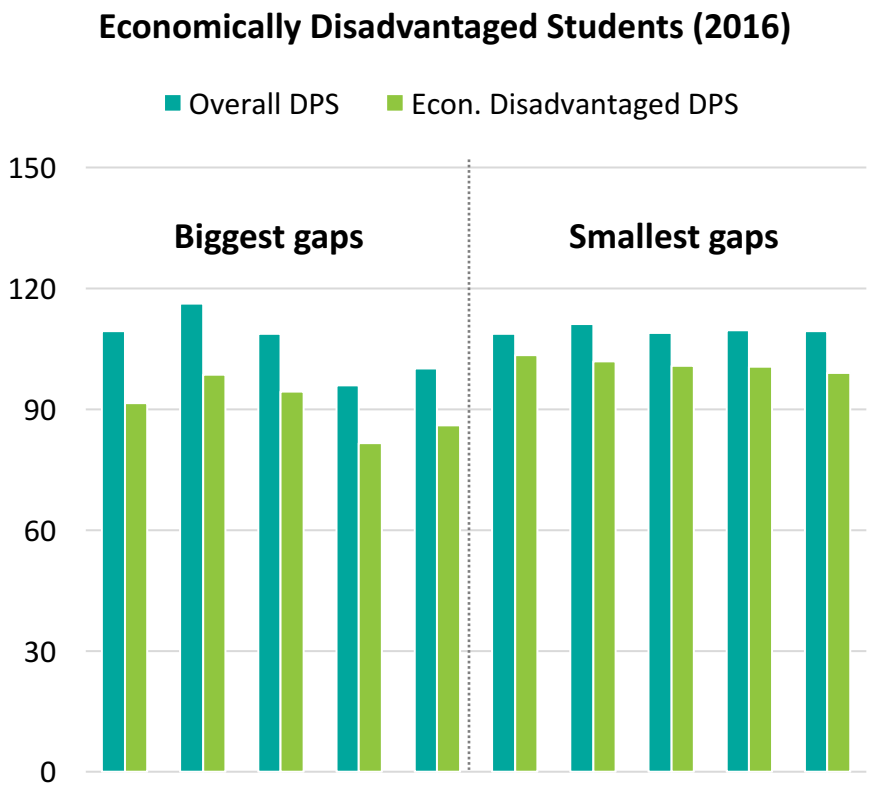
1. Where do high performing districts struggle with a particular subgroup or group of subgroups?

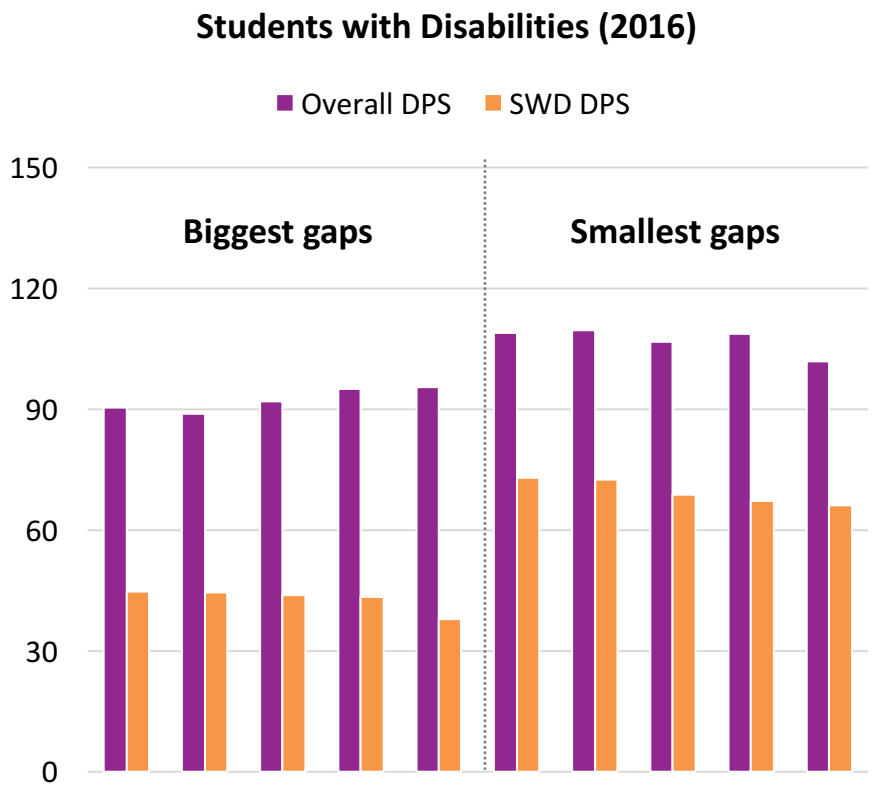
2. Do subgroups of students have equitable access to appropriately certified teachers?

3. Do districts support all students--particularly those from historically disadvantaged subgroups--to demonstrate progress year-over-year?

1. Gaps in Academic Results

Among 42 high performing (A and B) districts, there is significant variation in results among subgroups of students. The charts below show the 5 biggest and smallest District Performance Score gaps under the 2016 pre-ESSA methodology.





2. Gaps in Access to Quality Teachers

Students of color or students who are economically disadvantaged are significantly more likely to have teachers who are out-of-field or uncertified.

Teacher Quality	#/% of Econ. Disadvantaged Students	#/% of Non-Econ. Disadvantaged Students	#/% of Students of Color	#/% of White Students
Out-of-field or Uncertified	136,235 / 41%	33,742 / 34%	113,281 / 44%	49,968 / 35%

3. Gaps in Progress

Statewide, students of color or students who are economically disadvantaged are more likely to be enrolled in schools where students are falling behind (simulated Progress Index is <70, or a “D” or “F” equivalent on the 2025 scale).

% of Econ. Disadvantaged Students	% of Non-Econ. Disadvantaged Students	% of Students of Color	% of White Students
44,186 / 9%	9,807 / 5%	37,018 / 9%	16,975 / 5%

Equity in School and District Accountability: Current Practice

Accountability	School Policy	District Policy
Reporting	• Subgroup percentile rank relative to other schools	• Distribution of letter grades
Ratings	• Overall SPS & Letter Grade	• Overall DPS & Letter Grade
Subgroup Interventions	• Submit "Urgent Intervention Required" improvement plans • Cannot earn an "A" overall if "Urgent Intervention Required"	
Schoolwide Interventions	• Submit "Comprehensive Intervention" improvement plans • School choice for students in D/F schools • RSD interventions	

Opportunities

Louisiana could improve district accountability by:

1. Producing **district performance results that provide a clear picture of equity issues within a district**.

2. Releasing user-friendly district reports to **make these data easily accessible and usable by the broader public**, including educators, parents, advocates, and school boards.

3. **Supporting public meetings where (a) local leaders communicate their vision** and (b) community members have a venue to engage and provide feedback.

Agenda

- District Accountability
- ESSA Policy Update

2017-2018 Policy Updates

Policy Updates: Bulletins 111, 118, and 741

- Academic achievement expectations (what it takes to earn an "A")
- Measure of student progress in ELA and math
- Phase in of Interests and Opportunities over time
- Inclusion of English language proficiency within the SPS formula, as required by ESSA
- Transition plan that adjusts each index in 2017-2018, but allows gradual transition of overall scale (what earns an "A," "B," etc.) between now and 2025

Comprehensive and Urgent Intervention Support

- Comprehensive: Any school rated "D" or "F" in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year
- Urgent intervention required: Any school demonstrating subgroup performance (with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be an "F" rating for an entire school population for two consecutive years, or any school with an out-of-school suspension rate exceeding double the national average for three consecutive years

Email Jessica Baghian with any questions.