Louisiana Accountability Commission

February 8, 2017

Agenda

- **Meeting Objectives**
- High School Performance Score Formula
- Elementary/Middle School Weights and Transition
- English Language Learners
- Next Steps

What does the Accountability Commission do?

The Accountability Commission meets regularly to study and make recommendations to the LDOE and BESE regarding school, district, and state accountability.

In the past, the Commission has made recommendations on a wide range of pressing issues related to Louisiana's teacher, leader, school, and district accountability systems, such as:

- The school and district accountability formula and star rating system
- Policies for the transition to higher academic expectations
- Revisions to Louisiana's teacher evaluation system (Compass)

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.

Objectives

In today's meeting, the Accountability Commission will consider the following recommendations to BESE regarding revisions to the state school accountability system:

- Consider the weight for the growth index in the elementary/middle school performance score formula
- Consider the high school performance score formula
- Consider the timeline and process by which the state will transition to the new 2025 standards in the accountability system
- Consider measures of English language proficiency and student interests and opportunities

Timeline

Timeline	Action
February 8	Accountability Commission meets to continue finalizing recommendations
February 9	Supervisor Collaboration
February 16	Superintendent's Advisory Council
February 17	Accountability Commission meets as needed
Late February	Post ESSA draft plan for public comment
March 7-8	BESE meetings
March 29	Special Education Advisory Panel
March 29	Special BESE meeting
April 3	Deadline for LDOE to submit ESSA plan to USDOE
April-August	Training and support for districts
August 21	Deadline for USDOE to respond to plan submitted April 3
Fall 2017	2016-2017 results released under current formula, but with new information on performance under the new formula
Fall 2018	2017-2018 results released under new formula

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Two-Step Growth Model

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

Students have multiple ways to demonstrate growth and schools earn the highest number of points for each student.

Step 1: Growth to Mastery

- Basic or below students on track to Mastery by 8th grade (150 points)

Step 2: Growth Relative to Peers

- 81st-99th percentile (150 points)
- 61st-80th percentile (115 points)
- 41st-60th percentile (85 points)
- 21st-40th percentile (25 points)

Two-Step Growth Model

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

How can high achieving students earn recognition for growth within the growth index, in addition to the credit awarded in the status index?

For students scoring Advanced (the highest possible rating):

- If they maintain a score of Advanced, the school automatically earns 150 points or an A+.
- If the student drops below Advanced, the school is awarded points based on the student's performance compared to similar peers.

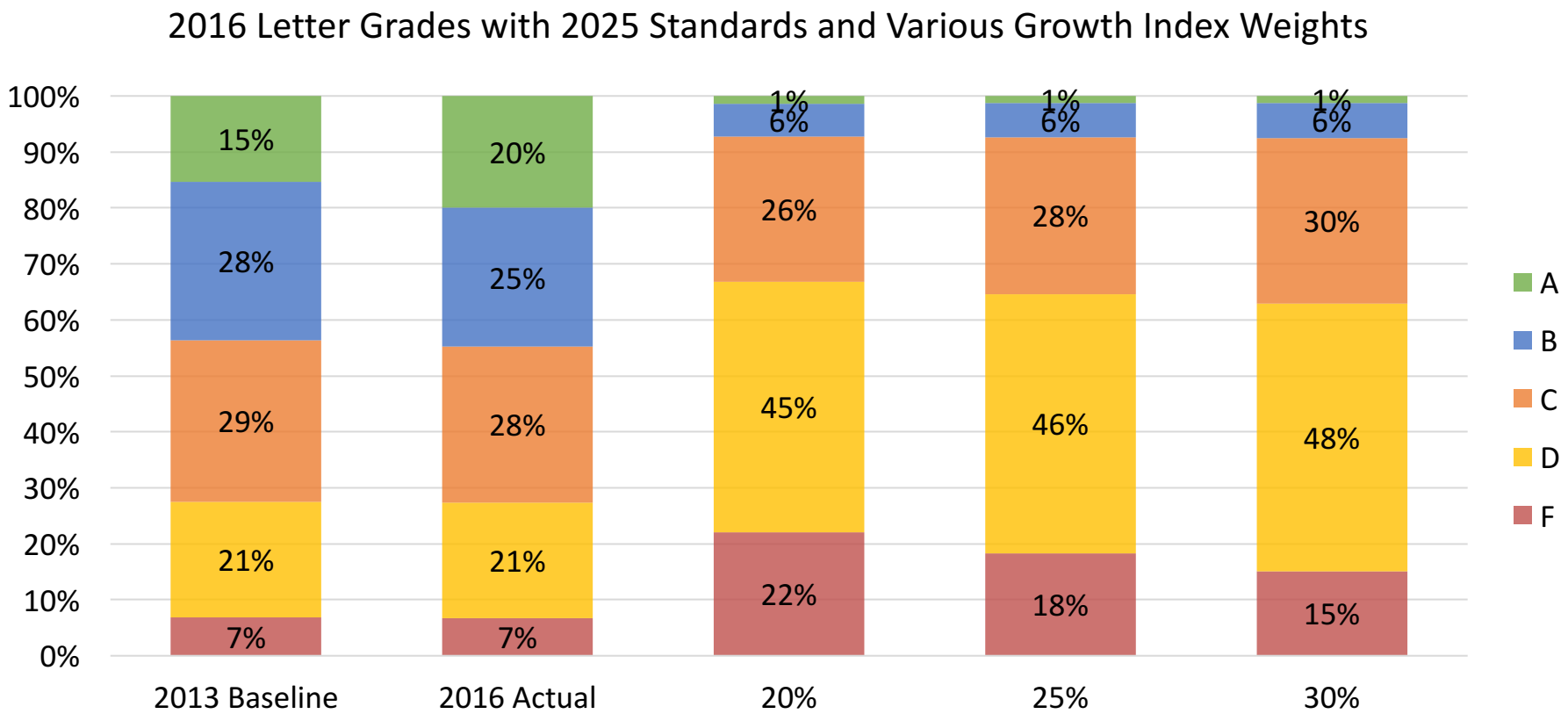
For students scoring Mastery:

- If a Mastery student achieves their "Continued Growth" target toward Advanced, the school earns 150 points.
- If the student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers.

What Does the Growth Index Mean?

Growth Rating	Summary	Step 1: Growth to Mastery	Step 2: Growth Relative to Peers
A (100-150)	Most students are exceeding expectations.	Of students who started below Mastery, approximately half are on track to reach Mastery by 8th grade.	Approximately 75% or more of the students are growing at a rate that is at or above expectations for their peer group.
C (70-84.9)	Most students are maintaining their prior performance level.	Of students who started below Mastery, about a third on track to reach Mastery by 8th grade.	Students are performing about as expected, with approximately 60% of students growing at a rate that is at or above expectations for their peer group.
F (0-49.9)	Most students are falling behind.	Of students who started below Mastery, less than 1 in 4 are on track to reach Mastery by 8th grade.	Approximately 60-70% of students are growing at a rate that is *below* expectations for their peer group.

Growth Weights



Note: Incremental weights from 10-50% with 2018, 2022, and 2025 transition points are included in the appendix (slides 37-40).

Example School Results by Growth Weight

Status/ Growth	Assessment Index	Growth Index	10%	20%	25%	30%	50%
High/Mod	110.1	79.4	107 / A	104 / A	102.4 / A	100.9 / A	94.8 / B
Low/High	33.9	113.6	41.9 / F	49.8 / F	53.8 / D	57.8 / D	73.8 / C
Low/Mod	25.6	78.4	30.9 / F	36.2 / F	38.8 / F	41.4 / F	52 / D

- **High/Mod:** This is a school where students are achieving Mastery on state assessments and students are generally maintaining their prior performance level.
- **Low/High:** This is a school where students are not yet achieving Mastery on state assessments, but most students are on track to Mastery and/or consistently outperforming their peers.
- **Low/Mod:** This is a school where students are not yet achieving Mastery on state assessments, and students are generally maintaining their prior performance level.

Weighting Recommendation

Too often, Louisiana schools earn letter grades in the current accountability system that are a reflection primarily on the student population they serve (e.g., high correlation with income status of students).

In Louisiana's proposed accountability system, an "A" school should be one where students are not only high performing, but also demonstrate growth over time. Conversely, an "F" school is one where students are low performing and they are not improving year over year.

With growth weighted 25%, a school not yet high on achievement but with remarkable student growth receives credit for their exemplary work – instead of an "F," the school receives a "D." Additionally, a school with high achieving students who are continuing at the same performance level continues to earn an "A".

Weighting growth 25% of the overall score achieves a balance between status and growth in the overall accountability system that reflects the objectives of the system for our highest and lowest rated schools.

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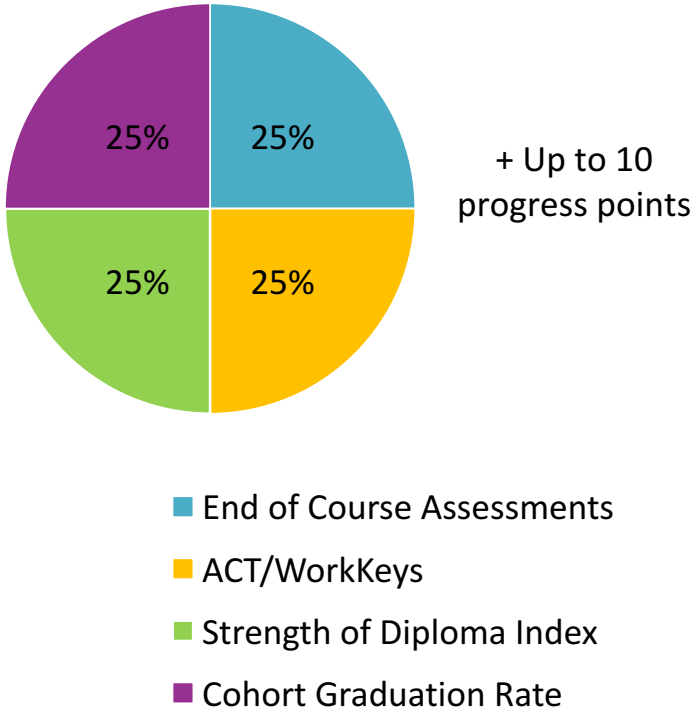
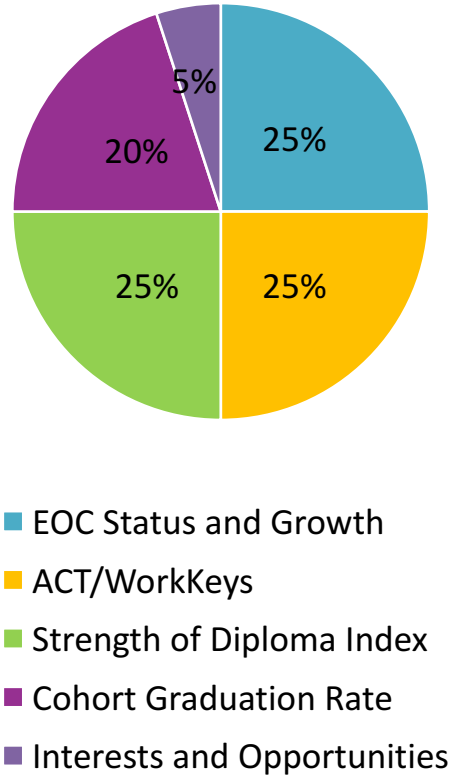
Draft Framework High School Performance Score Formula

It is recommended that EOCs are included as 25% of the high school formula – half based on achievement, half based on student growth using the same methodology as in elementary and middle school.

2016-2017 and before:



Framework 2017-2018 and beyond:



High School Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

As in elementary/middle school, students have multiple ways to demonstrate growth and schools earn the highest number of points for each student.

Step 1: Growth to Mastery

- Students who are Basic or below in 8th grade and on track to the equivalent of Mastery on EOCs by 10th grade (150 points)

Step 2: Growth Relative to Peers

- 81st-99th percentile (150 points)
- 61st-80th percentile (115 points)
- 41st-60th percentile (85 points)
- 21st-40th percentile (25 points)

High School Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

How can high achieving students earn recognition for growth within the growth index, in addition to the credit awarded in the status index?

For students scoring Advanced (the highest possible rating) or the equivalent of Advanced on the current EOC scale:

- If they maintain a score of Advanced, the school automatically earns 150 points or an A+.
- If the student drops below Advanced, the school is awarded points based on the student's performance compared to similar peers.

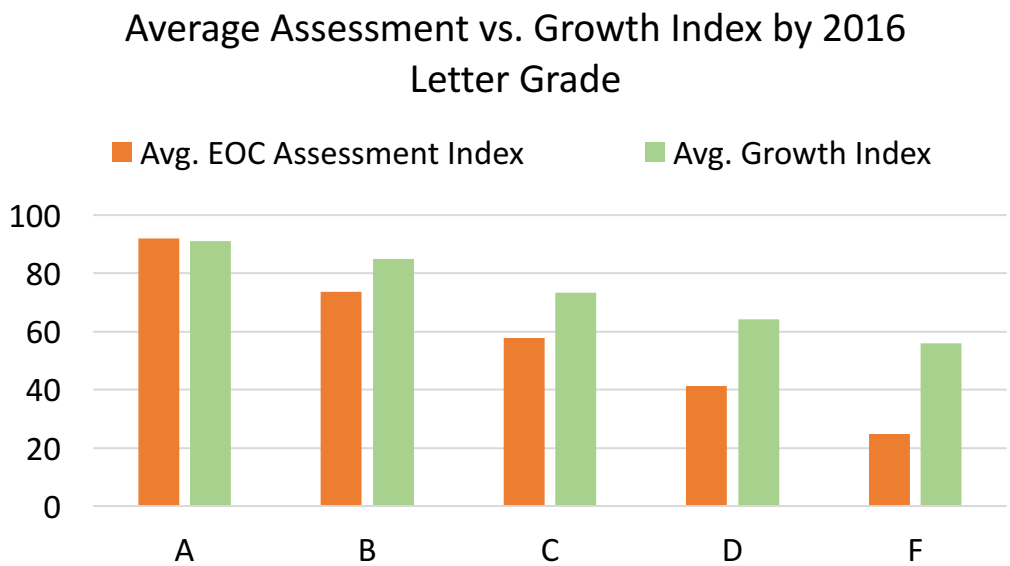
For students scoring Mastery or the equivalent of Mastery on the current EOC scale:

- If a Mastery student achieves their "Continued Growth" target toward Advanced, the school earns 150 points.
- If the student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers.

High School Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

Schools with higher performance tend to do somewhat better on growth under the hybrid growth model, but-–as to be expected in a strong growth model—there is wide variation of growth results across each letter grade band. Comparing 2014-15 to 2015-16 results, no sites moved from the highest to the lowest rating nor vice versa. About 50% of sites maintained the same rating and more than 96% moved no more than 1 rating.



2016 Letter Grade	Growth Index Average	Growth Index Range
A	91.2	55.6 - 124.2
B	84.9	54.5 - 117.6
C	73.3	43.8 - 96.4
D	64.2	40.6 - 113.0
F	55.8	30.1 - 87.5

Growth and Special Populations

The proposed growth measure ensures fairness for all schools, including high poverty schools and those serving students with disabilities.

The results of the proposed high school growth index demonstrated **were half as likely to reflect a school's student population (percent economically disadvantaged and percent students with disabilities) as the EOC index alone.** In other words, the growth measure ensures greater fairness for all students and schools serving all students.

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Transition Options

1. **Immediately transition to 2025 standards with a curve.** School performance scores would decline, but the curve ensures the distribution of letter grades will not worsen. As schools adapt to the new standards and increase in performance, the curve will gradually lessen.

2. **Gradual transition without a curve.** Every few years and beginning in 2017-2018, the standards would increase and schools would need to make the jump or risk declining in SPS and letter grade.

3. **Recommendation: Combination of options 1 and 2**. Adjust the standards modestly in 2017-2018 and curve letter grades for a period of two years. During the 2019-20 school year, the Accountability Commission and BESE will review the results of the shifting system to determine if any adjustments are needed and whether the letter grade curve should be maintained or ended. Assuming the board and commission determine that the current plan should proceed, the scoring system will shift incrementally two additional times–in 2021-2022 and 2024-2025.

Option 3: Transition Recommendation

Beginning in 2017-2018, Louisiana's accountability standards will shift modestly in order to begin making progress toward the 2025 "A" benchmarks.

This shift will proceed for two years and letter grade ratings will be curved during this period. The overall distribution of letter grades will not worsen.

During the 2019-2020 year, the Accountability Commission and BESE will review the results of the shifting system to determine if any adjustments are needed and whether the letter grade curve should be maintained or ended.

Assuming the board and commission determine that the current plan should proceed, the scoring system will shift incrementally two additional times–in **2021-2022 and 2024-2025**–such that Louisiana has fully transitioned to the 2025 standards.

Elementary/Middle School Gradual Transition

With a gradual transition, the amount of points awarded at each performance level would decline three times between 2018 and 2025.

Performance Label	16-17	17-18	21-22	24-25
Advanced	150	150	150	150
Mastery	125	110	105	100
Basic	100	70	60	50
Approaching Basic	0	0	0	0
Unsatisfactory	0	0	0	0

Credits Earned	16-17	17-18	21-22	24-25
7 or more	150	150	150	150
6.5	150	135	130	125
6	150	120	110	100
5.5	125	95	85	75
5	100	70	60	50
4.5	75	45	35	25
4	50	20	10	0
3.5	25	10	5	0
3 or less	0	0	0	0
3rd year 8th grader	0	0	0	0
Dropout	0	0	0	0

Elementary/Middle School Gradual Transition

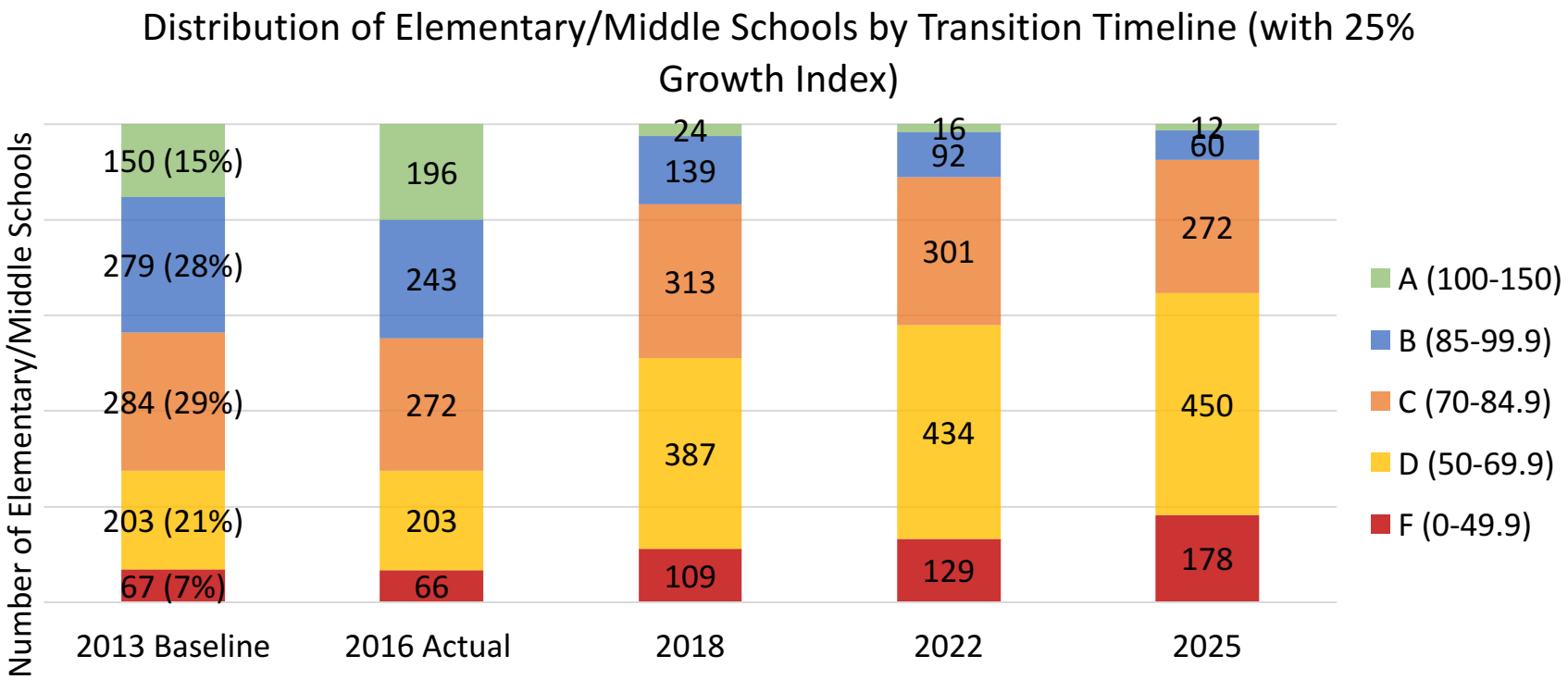
If 25% growth is recommended and there is not a curve, elementary/middle schools would need to improve 5.4 points in the first year, 7.7 points by the second transition, and 10.2 points by 2025 to maintain their 2016 Letter Grade.

The table below illustrates the amount of growth schools would need to achieve in order to maintain their current letter grade as the system transitions.

Transition Year	Average SPS Points Needed to Maintain 2016 Letter Grade (Elementary/Middle)				Average Distance to Letter Grade
	A Schools	B Schools	C Schools	D Schools	
2017-18	9.9	7.7	3.8	0.3	5.4
2021-22	12.9	10.9	6.5	0.7	7.7
2024-25	15.9	14.2	9.4	1.6	10.2

Elementary/Middle School Gradual Transition

The chart below illustrates the distribution of schools with more rigorous standards, assuming 2016 school performance. The distribution will improve as schools improve, but a curve will ensure the distribution does not worsen.



Impact of 2018 Curve with 25% Growth

Based on 2016 results, about 68% of elementary/middle school letter grades would be curved in 2018. As school performance improves, fewer schools will be impacted by the curve.

Letter Grade	2013 Baseline Scale	2016 Scale	2018 Scale	
			SPS Range	# of Schools Curved
A	100.0 - 150	100.0 - 150	85.6 - 150.0	127
B	85.0 - 99.9	85.0 - 99.9	72.7 - 85.5	258
C	70.0 - 84.9	67.1 - 84.9	60.2 - 72.6	227
D	50.0 - 69.9	47.2 - 67.0	46.8 - 60.1	45
F	0.0 - 49.9	0.0 - 47.1	0.0 - 46.7	NA

High School Gradual Transition

EOC Performance Label	16-17	17-18	21-22	24-25
Advanced	150	150	150	150
Mastery	125	110	105	100
Basic	100	70	60	50
Approaching Basic	0	0	0	0
Unsatisfactory	0	0	0	0

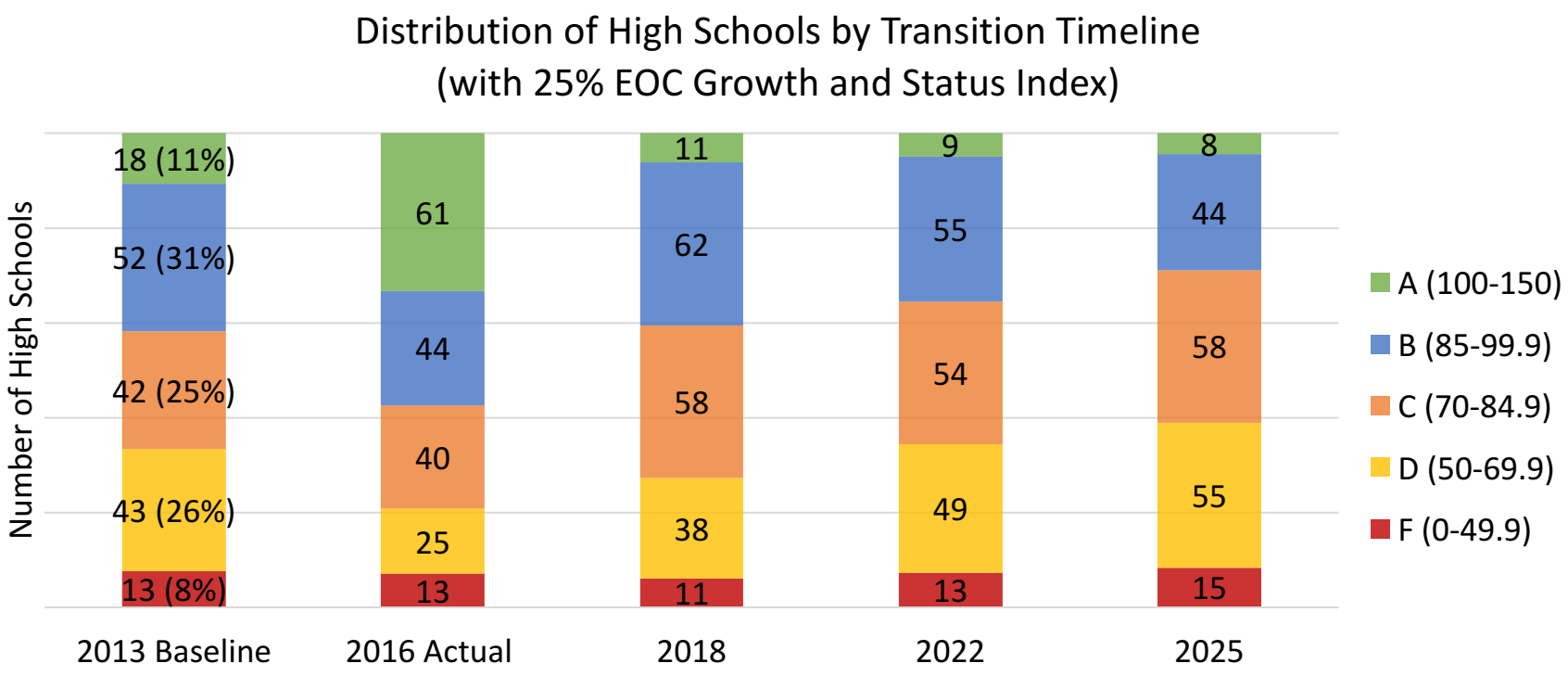
Cohort Grad Rate	2016-2017 100 = 75%
0-60%	CGR × 1.166667
61-100%	(CGR × 2) - 50

Cohort Grad Rate	2017-2018 100 = 85%	2021-2022 100 = 87.5%	2024-2025 100 = 90%
0-75%	CGR × 1.1	CGR × 1	CGR × 0.9
76-90%	CGR x 1.177778	CGR x 1.155556	CGR x 1.111112
91-100%	+4.4 points per percent increase (91=110.4, 92=114.8)	+4.6 points per percent increase (91=109.5, 92=114)	+5 points per percent increase (91=105, 92=110)

ACT / WorkKeys	16-17	17-18	21-22	24-25
0-17	0	0	0	0
18/Silver	100	73	64	55
19	102.8	83.1	76.5	70
20	105.6	93.2	89.1	85
21	108.4	103.4	101.7	100
22	111.2	106.5	104.9	103.4
23	114	109.7	108.3	106.8
24/Gold	116.8	112.8	111.5	110.2
25	119.6	116	114.8	113.6
26	122.4	119.2	118.1	117
27	125.2	122.3	121.3	120.4
28	128	125.5	124.7	123.8
29	130.8	128.6	127.9	127.2
30	133.6	131.8	131.2	130.6
31/Platinum	136.4	135	134.5	134
32	139.2	138.1	137.7	137.4
33	142	141.3	141.1	140.8
34	144.8	144.4	144.3	144.2
35	147.6	147.6	147.6	147.6
36	150.4	150	150	150

High School Gradual Transition

The chart below illustrates the distribution of schools with more rigorous standards, assuming 2016 school performance. The distribution will improve as schools improve, but a curve will ensure the distribution does not worsen.



Gradual Transition

Without a curve, high schools would need to improve 3.4 points in the first year, 4.8 points by the second transition, and 6.5 points by 2025 to maintain their 2016 Letter Grade.

The table below illustrates the amount of growth schools would need to achieve in order to maintain their current letter grade as the system transitions.

Transition Year	Average SPS Points Needed to Maintain 2016 Letter Grade (High)				Average Distance to Letter Grade
	A Schools	B Schools	C Schools	D Schools	
2017-18	6.2	3.5	0.8	0.0	3.4
2021-22	8.1	5.2	2.2	0.1	4.8
2024-25	9.9	7.3	4.2	0.4	6.5

Impact of 2018 Curve with 25% EOC Growth & Status

Based on 2016 results, about 1% of high school letter grades would be curved in 2018. As school performance improves, fewer schools will be impacted by the curve.

Letter Grade	2013 Baseline Scale	2016 Scale	2018 Scale	
			SPS Range	# of Schools Curved
A	100.0 - 150	100.0 - 150	97.4 - 150.0	8
B	85.0 - 99.9	85.0 - 99.9	84.3 - 97.3	2
C	70.0 - 84.9	70.0 - 84.9	70.0 - 84.2	0
D	50.0 - 69.9	50.0 - 69.9	50.0 - 69.9	0
F	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9	NA

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English Learners in Accountability

ESSA requires that states include an accountability measure of English learners' progress towards English language proficiency. Louisiana will 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.
    - 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.

Per ESSA, recently arrived English learners will participate in state English, math, science, and social studies assessments, but their results will be excluded from accountability in the student's first year in the U.S., and will be included only in the Growth Index in the second year.

Because Louisiana recently finalized its English language proficiency standards, and because the aligned exam will be administered for the first time in 2017-2018, progress towards English language proficiency will be included in school and district accountability beginning in 2018-2019.

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Interests and Opportunities

The interests and opportunities indicator (five percent of each school's score) will measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.

All elementary and middle settings should offer every Louisiana student access to quality visual and performing arts, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interests).

High schools should offer all Louisiana students access to all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

Timeline for implementation:

- 2017-2018: Collect all data necessary
- Summer 2018: Outline pilot index for measuring success
- 2018-2019: Pilot index for all schools, report publicly with no stakes
- 2019-2020: Interests and Opportunities measure included in SPS

Timeline

Timeline	Action
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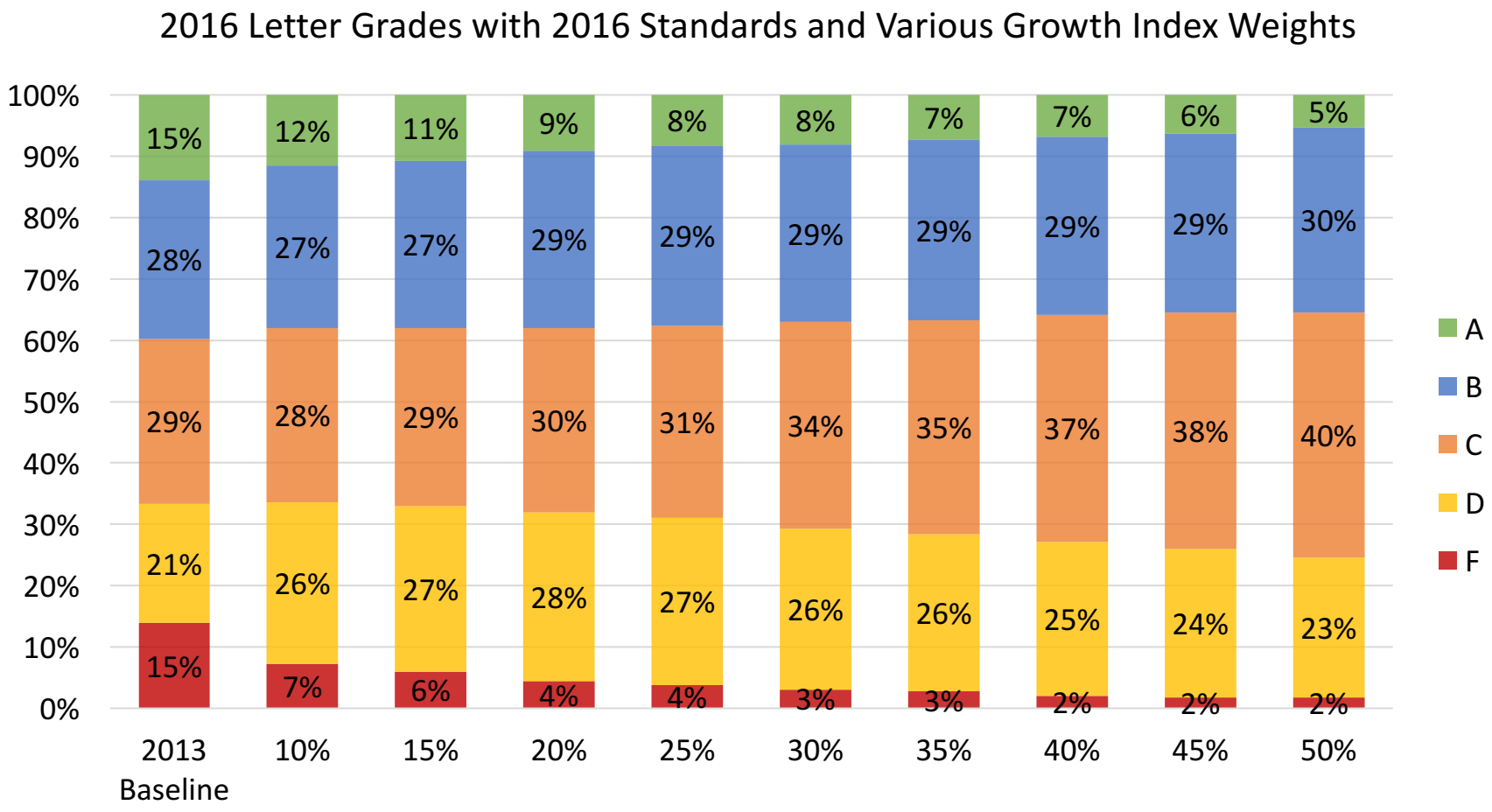
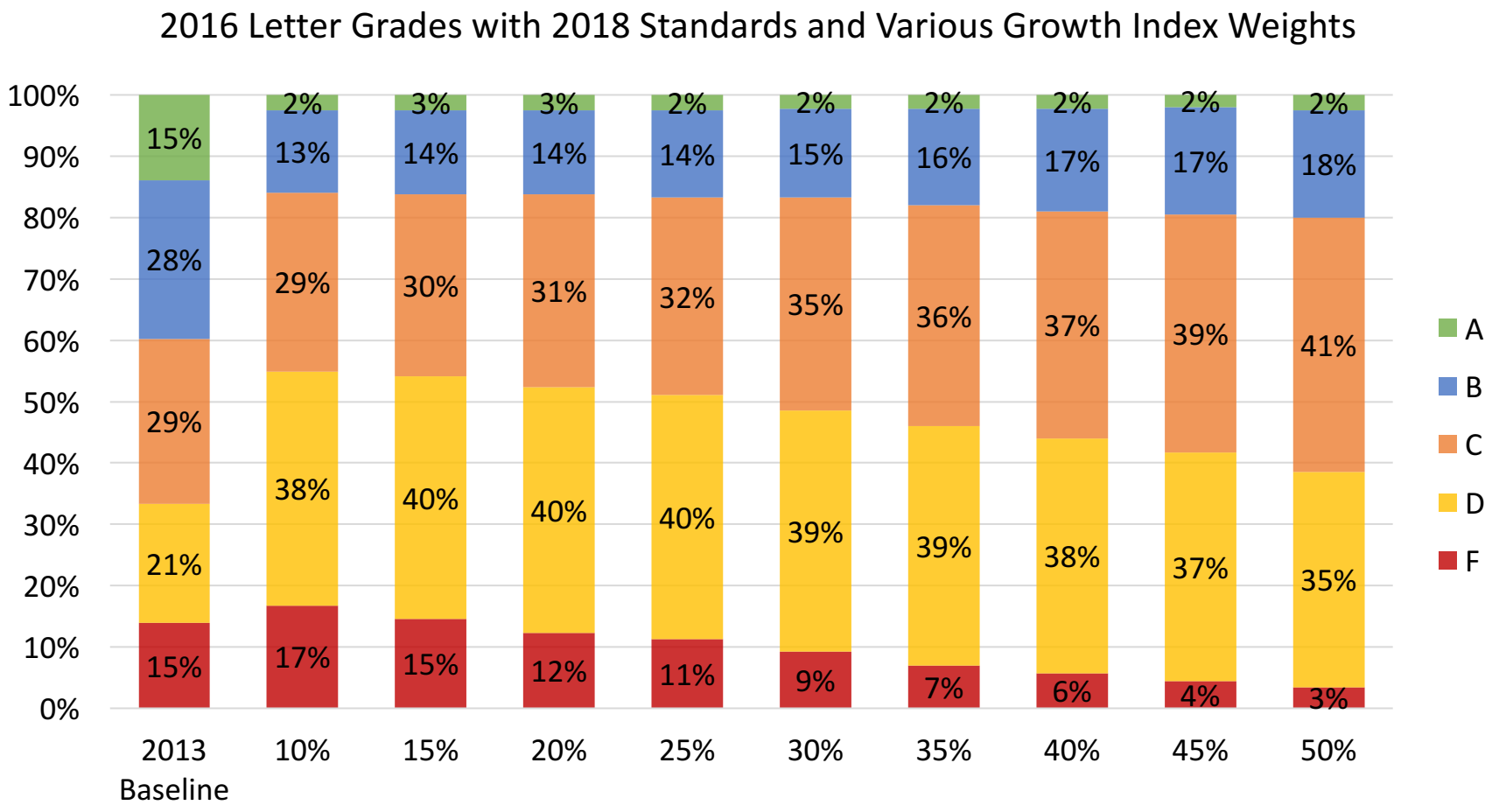
Appendix

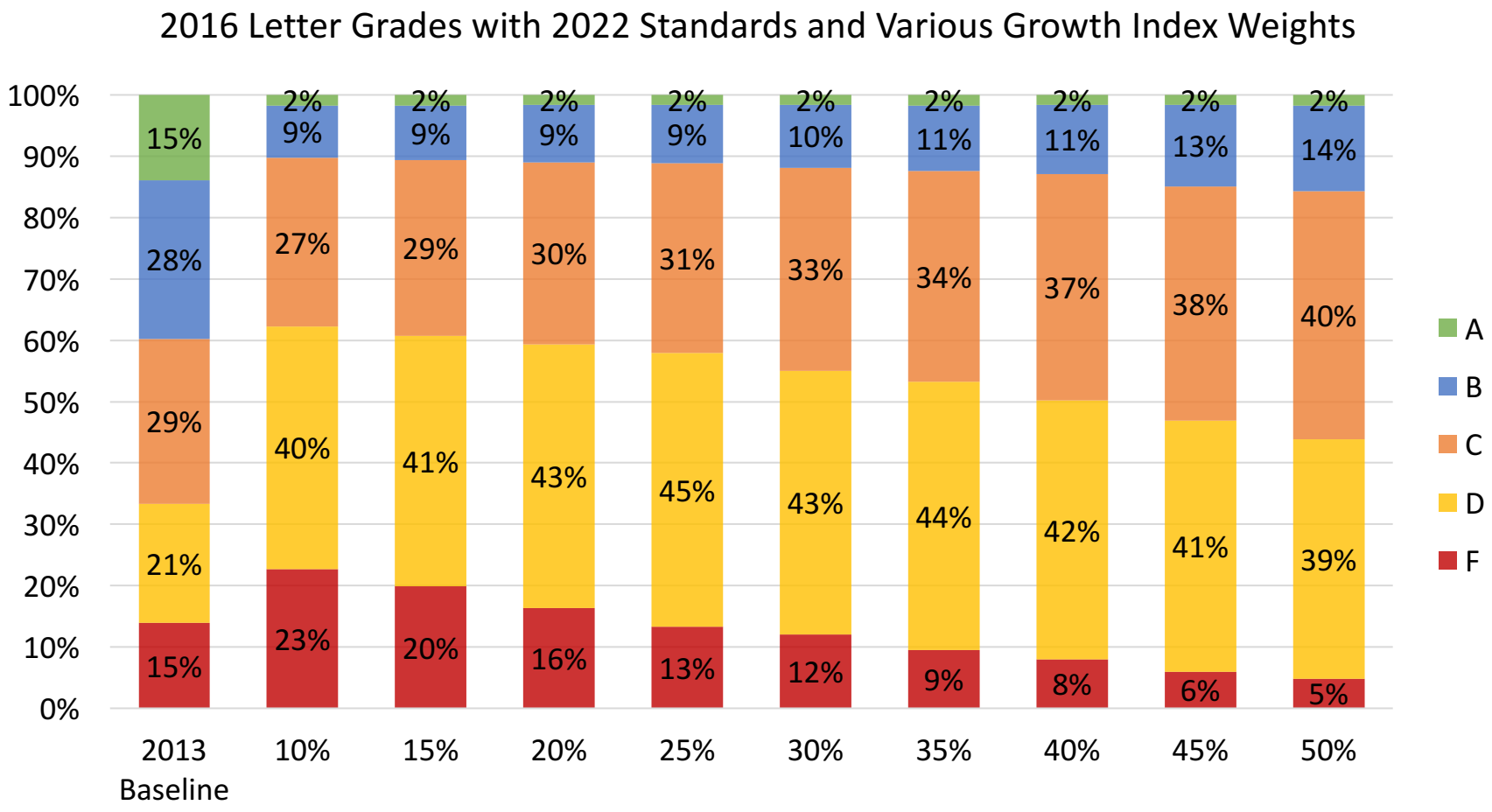
Growth Weights with 2016 Standards



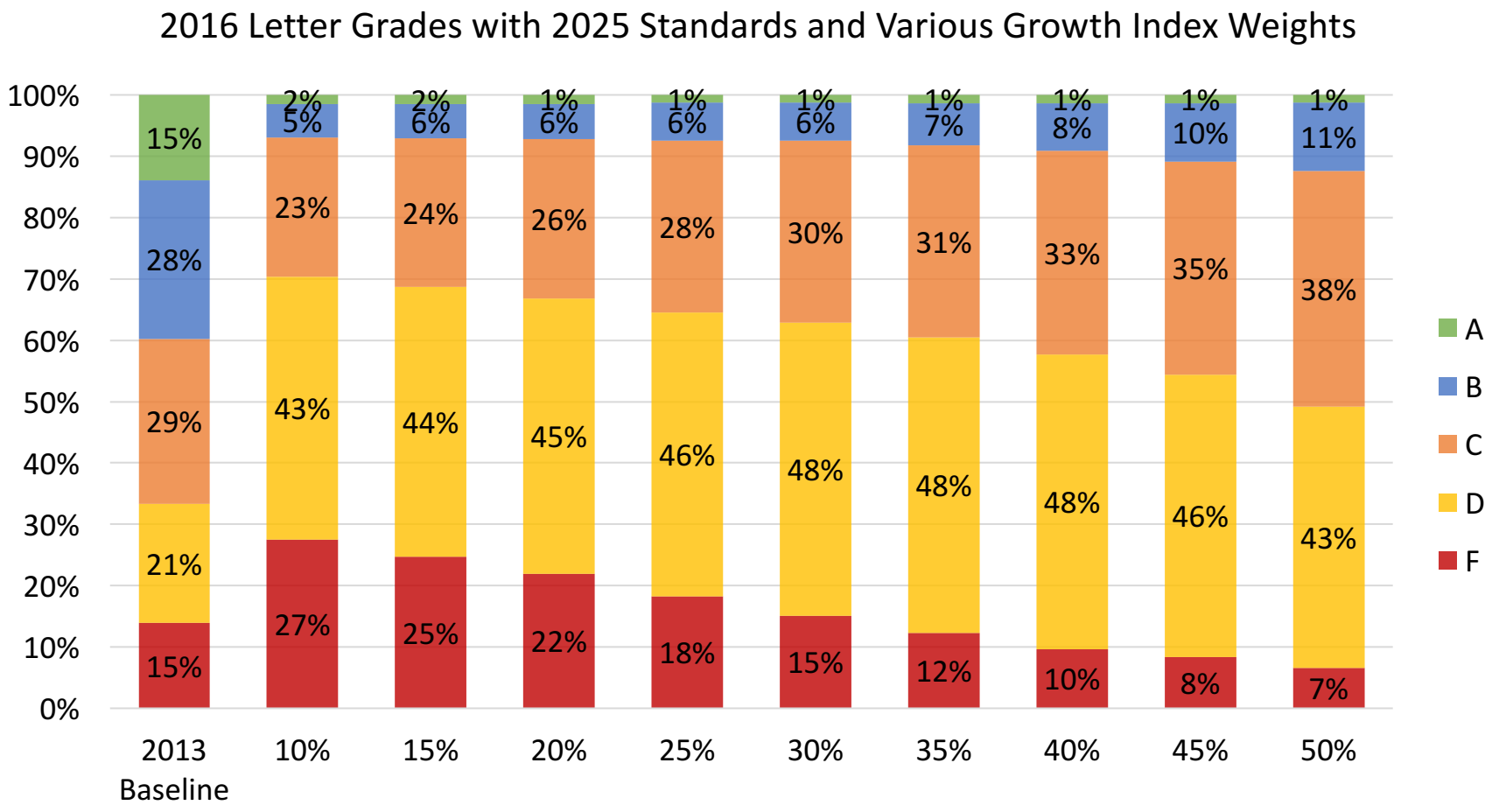
Growth Weights with 2018 Standards



Growth Weights with 2022 Standards



Growth Weights with 2025 Standards



20% Growth: Elementary/Middle School Gradual Transition

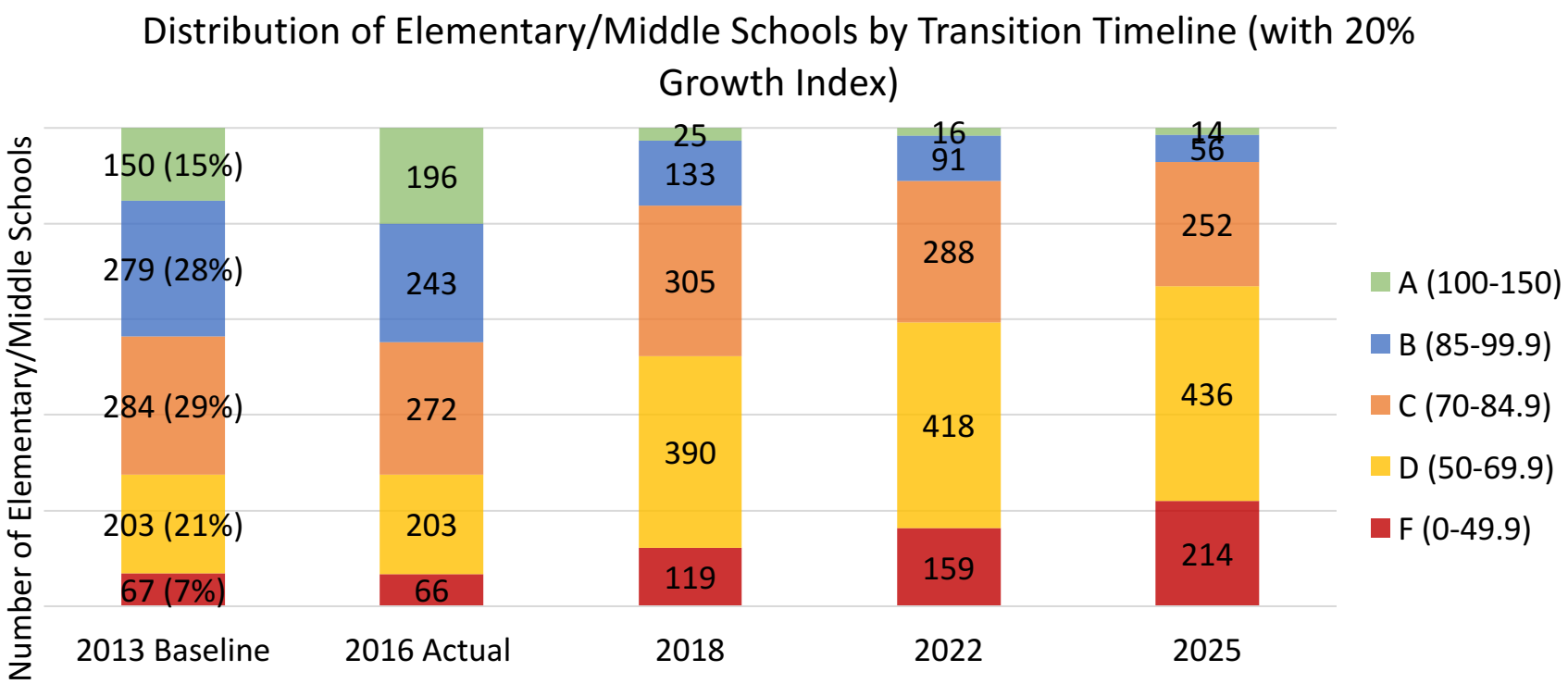
If 20% growth is recommended and there is not a curve, elementary/middle schools would need to improve 5.7 points in the first year, 8.3 points by the second transition, and 11.1 points by 2025 to maintain their 2016 Letter Grade.

The table below illustrates the amount of growth schools would need to achieve in order to maintain their current letter grade as the system transitions.

Transition Year	Average SPS Points Needed to Maintain 2016 Letter Grade (Elementary/Middle)				Average Distance to Letter Grade
	A Schools	B Schools	C Schools	D Schools	
2017-18	9.9	8.1	4.6	0.5	5.7
2021-22	13.0	11.5	7.5	1.2	8.3
2024-25	16.3	15.0	10.6	2.5	11.1

20% Growth: Elementary/Middle School Gradual Transition

The chart below illustrates the distribution of schools with more rigorous standards, assuming 2016 school performance. The distribution will improve as schools improve, but a curve will ensure the distribution does not worsen.



Impact of 2018 Curve with 20% Growth

Based on 2016 results, about 70% of elementary/middle school letter grades would be curved in 2018. As school performance improves, fewer schools will be impacted by the curve.

Letter Grade	2013 Baseline Scale	2016 Scale	2018 Scale	
			SPS Range	# of Schools Curved
A	100.0 - 150	100.0 - 150	85.6 - 150.0	125
B	85.0 - 99.9	85.0 - 99.9	72.1 - 85.5	263
C	70.0 - 84.9	67.1 - 84.9	59.0 - 72.0	241
D	50.0 - 69.9	47.2 - 67.0	45.1 - 58.8	55
F	0.0 - 49.9	0.0 - 47.1	0.0 - 45.0	NA

30% Growth: Elementary/Middle School Gradual Transition

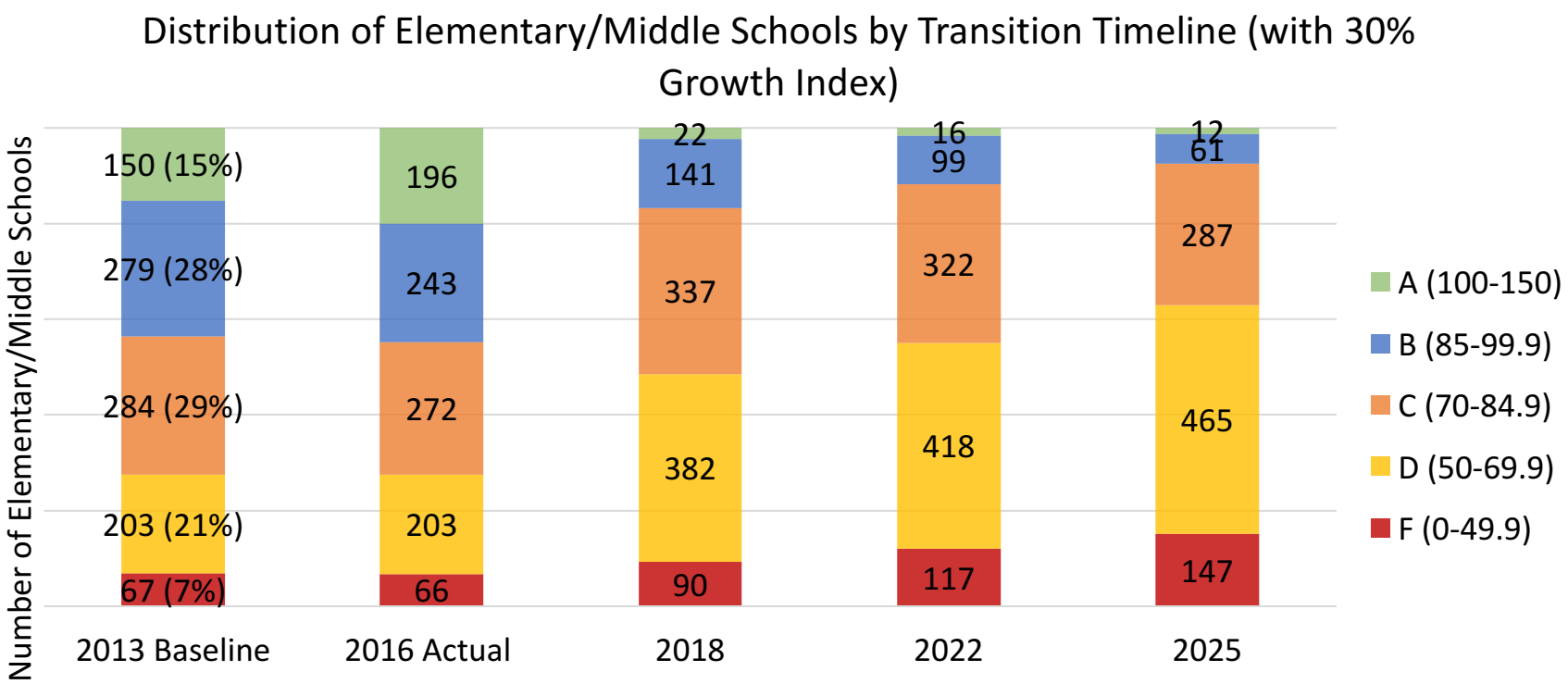
If 30% growth is recommended and there is not a curve, elementary/middle schools would need to improve 5.1 points in the first year, 7.2 points by the second transition, and 9.5 points by 2025 to maintain their 2016 Letter Grade.

The table below illustrates the amount of growth schools would need to achieve in order to maintain their current letter grade as the system transitions.

Transition Year	Average SPS Points Needed to Maintain 2016 Letter Grade (Elementary/Middle)				Average Distance to Letter Grade
	A Schools	B Schools	C Schools	D Schools	
2017-18	9.9	7.3	3.2	0.2	5.1
2021-22	12.7	10.3	5.5	0.5	7.2
2024-25	15.6	13.3	8.1	1.0	9.5

30% Growth: Elementary/Middle School Gradual Transition

The chart below illustrates the distribution of schools with more rigorous standards, assuming 2016 school performance. The distribution will improve as schools improve, but a curve will ensure the distribution does not worsen.



Impact of 2018 Curve with 30% Growth

Based on 2016 results, about 63% of elementary/middle school letter grades would be curved in 2018. As school performance improves, fewer schools will be impacted by the curve.

Letter Grade	2013 Baseline Scale	2016 Scale	2018 Scale	
			SPS Range	# of Schools Curved
A	100.0 - 150	100.0 - 150	85.8 - 150.0	129
B	85.0 - 99.9	85.0 - 99.9	73.4 - 85.7	259
C	70.0 - 84.9	67.1 - 84.9	61.2 - 73.3	203
D	50.0 - 69.9	47.2 - 67.0	48.3 - 61.1	26
F	0.0 - 49.9	0.0 - 47.1	0.0 - 48.2	NA