

Grow. Achieve. Thrive.

Louisiana's Revised Accountability System



Teachers: August 27 & 29, 2024

On Today's Call

Grow. Achieve. Thrive. Central Office Preview

- Revised accountability system preview
- Implementation resources and next steps
- Questions can be asked in the chat
- Answers in FAQ documents shared in next *Grow. Achieve. Thrive.* newsletter



Visit our website

- Preview video
- Email updates
- FAQs



Implications for Teachers

Impacts and Opportunities

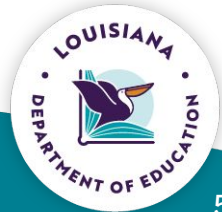


Accountability System Overview



Proposal's Fundamental Drivers

- High Expectations
- Simple & Transparent
- Career & College Readiness



High Expectations

Louisiana expects students to:

GROW ■

ACHIEVE ■

THRIVE ■



Simple & Transparent

Each measured indicator will ask:

- **What percent of a school's students met the expectation?**



College & Career Readiness

UNIVERSITY PATHWAY: graduate from high school prepared for university, community college, or technical college programming **without need for remediation or corequisite support**

and/or

CAREER PATHWAY: graduate prepared for employment with the foundational skills required for **entry into career pathways**

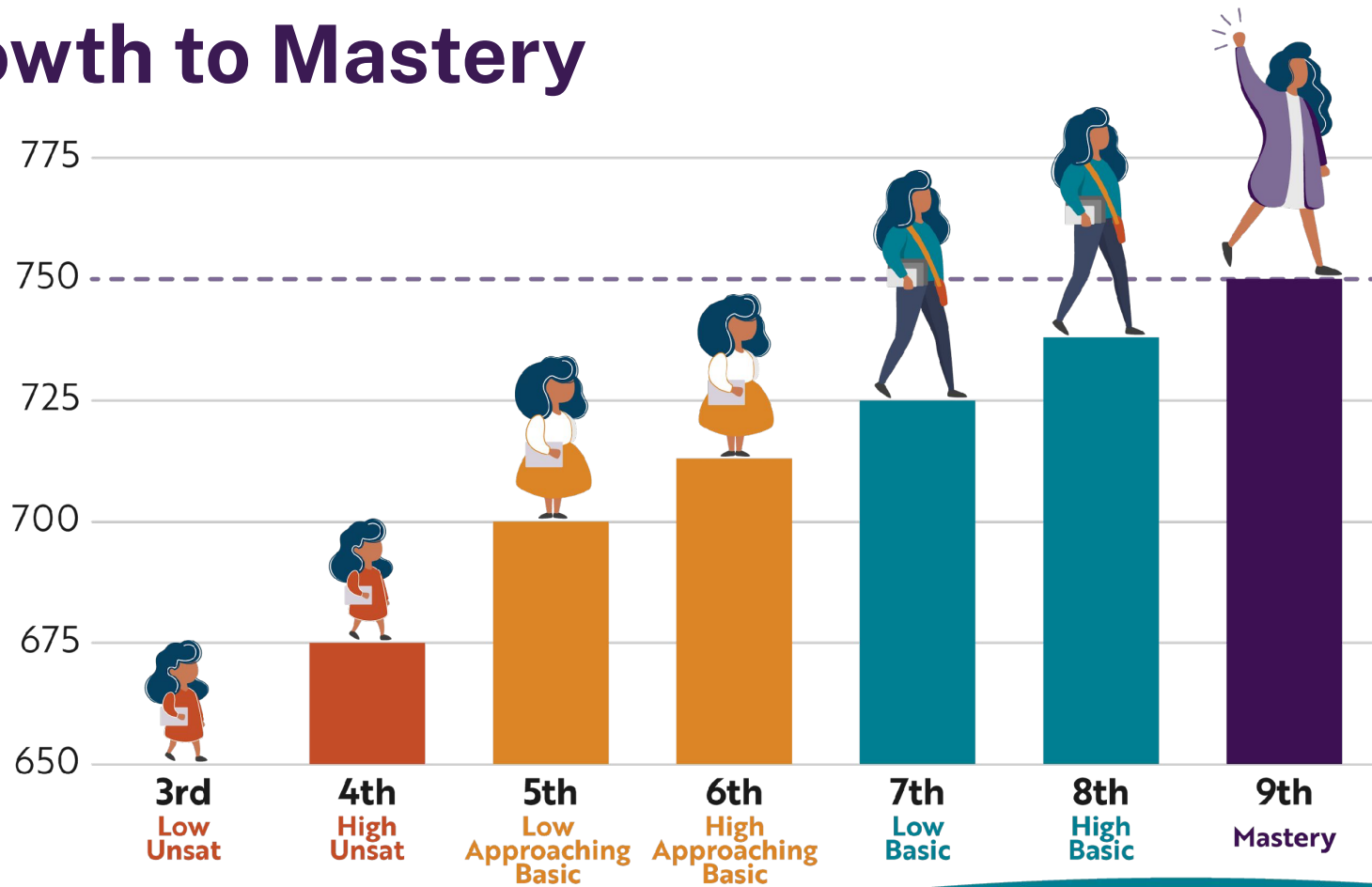
Shared definition adopted by BESE and Regents



Grow



Growth to Mastery



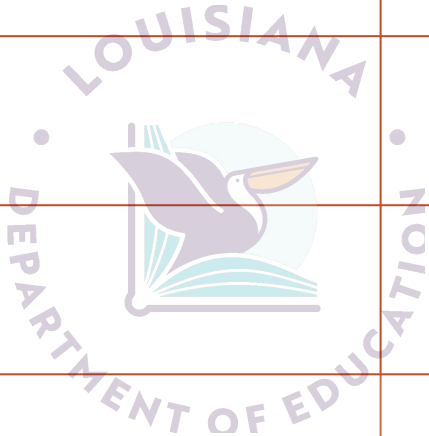
x2

Double the focus on lowest
achieving students

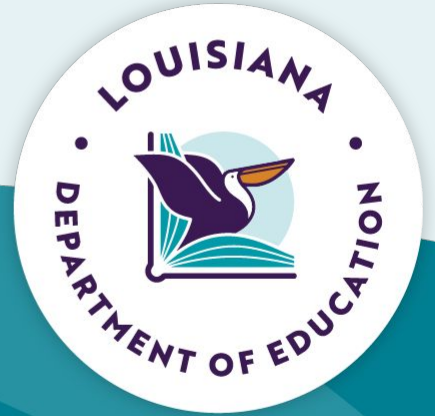


Louisiana's Accountability Scorecard

% of Students Growing					
Math	41.5				
English	46.5				
Math Growth for lowest 25% of students	50.1				
English Growth for lowest 25% of students	49.9				
English Language Acquisition (ELL)	31.1				

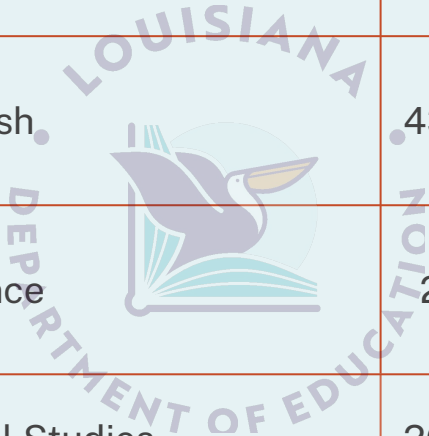


Achieve



Louisiana's Accountability Scorecard

% of Students Growing		% of Students Who Are Proficient			
Math	41.5	Math	34.1		
English	46.5	English	43.9		
Math Growth for lowest 25% of students	50.1	Science	29		
English Growth for lowest 25% of students	49.9	Social Studies	26.8		
English Language Acquisition (ELL)	31.1				



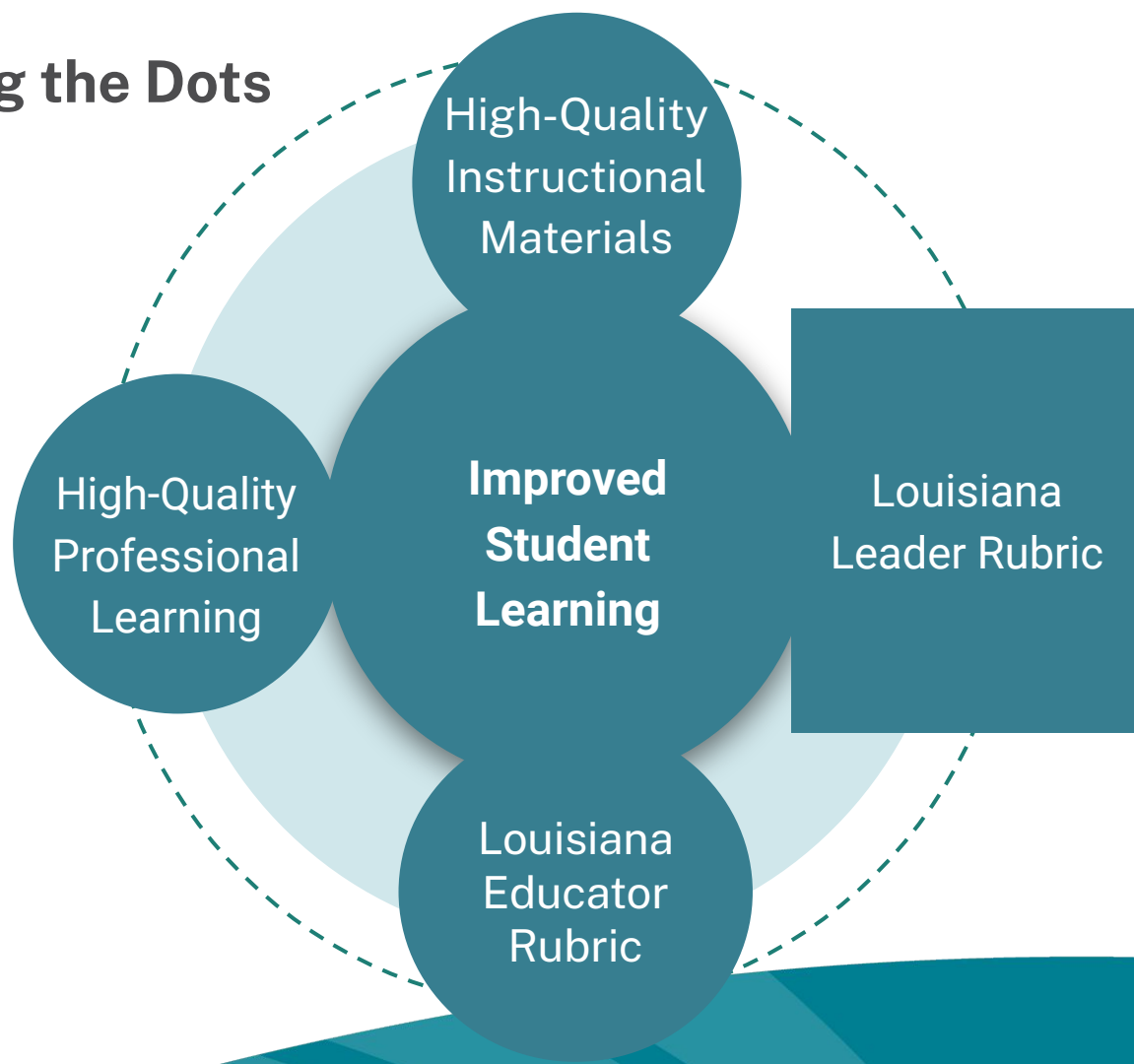
Strengthening Instructional Coherence

- **Teacher/Leader Growth and Development, and**
- **Expanded Academic Support for Students**



Dr. Mia Matherne

Connecting the Dots



Taking the Next Step: The Louisiana Educator Advancement and Development System (LEADS)

The Louisiana Educator Advancement and Development System will build on these initiatives through instructional leadership structures to support the implementation of HQIM.

Providing all students
with High-Quality
Instructional Materials
(HQIM)

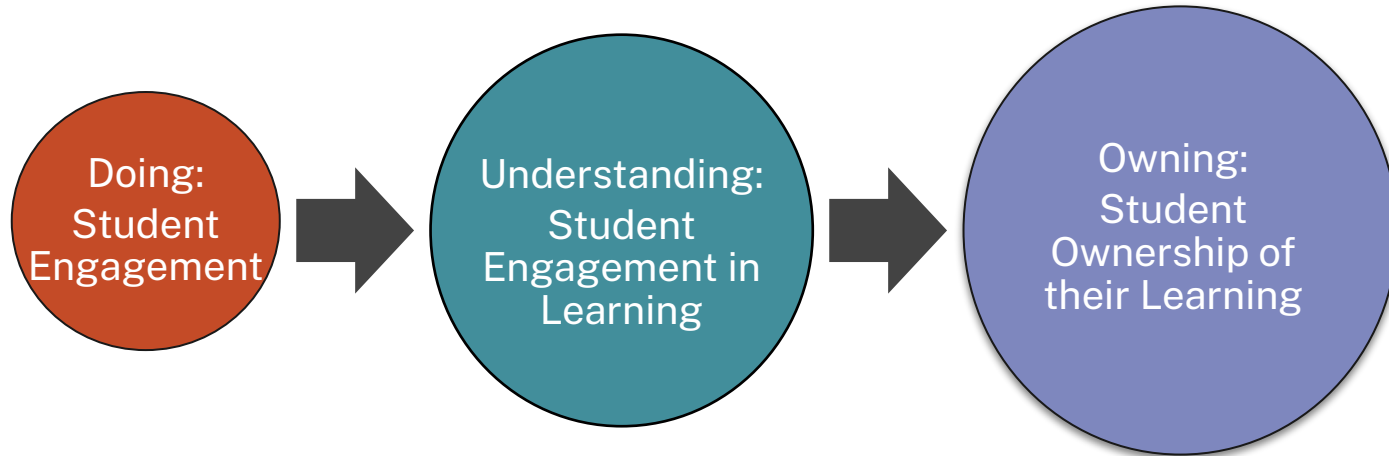
Supporting
Leaders and
Educators with
Instructional
Best Practices

Louisiana
Educator
Advancement and
Development
System (LEADS)



The Student Progression of Learning

- The Louisiana Educator Rubric (LER) is about **highly effective instruction** that results in **deep student learning**.
- Highly impactful instruction moves beyond foundational student engagement to student ownership of their own learning.



Focusing on Students Supports Deeper Learning

The Louisiana Educator Rubric **heightens the focus on students.**

- Language points to what students are doing.
- Student work is highlighted.
- Level 5 shows students *leading* the learning.

Doing

Proficient (Level 3)

Teacher: The teacher directs learning for the majority of the lesson.

Students: There is evidence of student engagement.

Understanding

Above Proficient (Level 4)

Teacher: The teacher shifts to facilitating learning.
Students: Students begin to shift from student engagement to student ownership of learning.

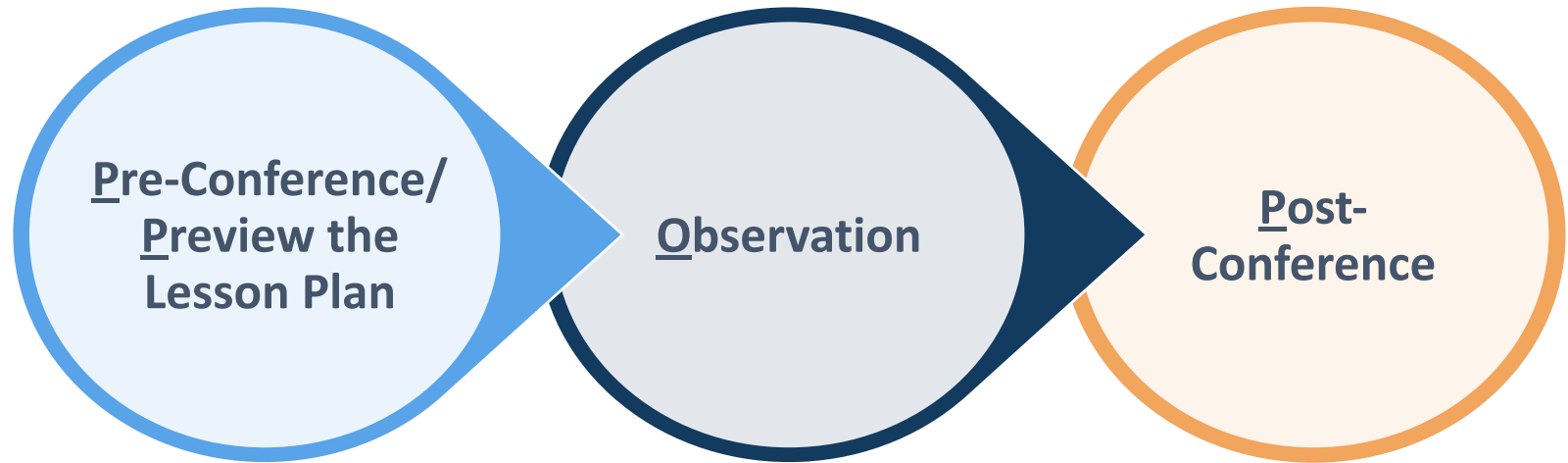
Owning

Exemplary (Level 5)

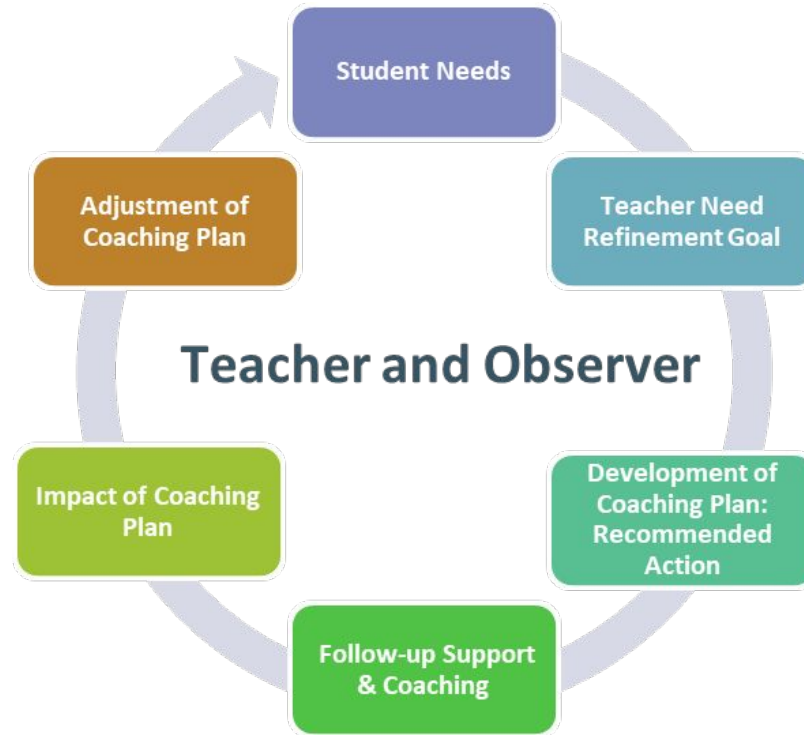
Teacher: Teacher and students co-facilitate learning with an exchange of ideas and collaboration.
Students: Students take ownership of their learning.



The POP Cycle



The Follow-Up Coaching and Support Cycle



LEADS Resources

**Louisiana Educator Rubric and Evaluation
Introduction for Teachers
(90 minute version)**



LEADS resources can be found on the [LEADS Library](#) landing page.

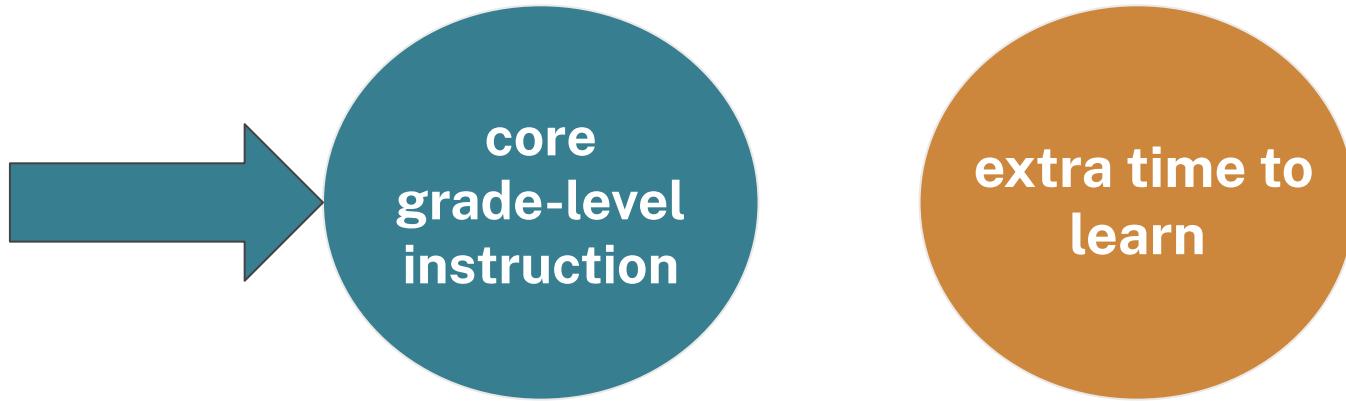
A resource that may be especially helpful for teachers:

[LER 90 min Teacher Introduction Training](#)



Instructional Coherence For Students

Instructional Program Coherence: “every component of the student academic experience should be tightly aligned and designed to advance core grade-level instruction” (TNTP 2022).



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Act 771 of the 2024 Legislative Session

Act 771 requires all students in grades kindergarten through five who failed to achieve mastery on any statewide assessment in reading or math to be eligible for expanded academic support. It requires one of the following:

- Prioritized placement in a class taught by a teacher labeled as “highly effective”
- **High Dosage Tutoring**



Requirements

The Accelerate: High Dosage Tutoring program has specific program requirements for the implementation of high dosage tutoring.

The tutoring must:

- begin no later than 30 days after the student is identified as eligible.
- include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade level content.
- persist over a period of at least 10 weeks.
- take place at least 3 times a week.
- last for approximately 30 minutes per session (or less if developmentally appropriate).



Individual Academic Support Plans



Individual Academic Support Plan

Purpose

The purpose of the Individual Academic Support Plan is to create a single student plan for academic support in literacy and numeracy and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. (State Statutes: R.S. 17:100.13, R.S. 17:24:11, R.S. 17:24:10).

Student Information

Name: _____ Grade: _____ School Year: _____

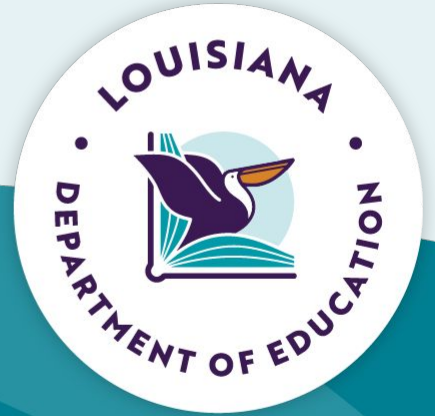
School: _____ Teacher: _____



HDT/Expanded Support Resources

- [Accelerate: High Dosage Tutoring Guidance Document](#)
- [Frequently Asked Questions \(FAQ\)](#)
- [Individual Academic Support Plan \(IASP\) Word](#)
- [Interim Guidance for Math Numeracy Screener](#)
- [Tutoring Guidance for High School Math](#)

Thrive



Graduation Rate

- Percent of cohort earning a diploma



Nationally Recognized Assessment

- **Percent of students earning at least:**
 - ACT of 20, *or*
 - SAT of 1040, *or*
 - CLT of 67, *or*
 - WorkKeys Gold, *or*
 - 59% or better on the ASVAB (AFQT)



Career, College, or Service Acceleration

University Accelerator

- ACT of 20 or SAT of 1040 or CLT of 67, PLUS...
- TOPS Aligned AP of 3, or IB of 4, or 6 DE credits with a C or Better, or Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP with course enrollment recognized by BoR flagship

Career Accelerator

(High-Quality Credentials)*

- Basic Bundle + Internship, or
- Advanced Credential + Internship, or
- 2 years of a Fast-Forward Aligned Registered Apprenticeship, or
- Certificate of technical studies in a high wage / high demand industry.

Service Accelerator

- Signed Military Acceptance Letter
- or
- Service Academy Acceptance

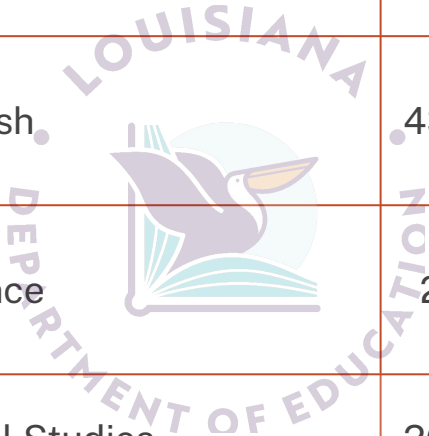
***All apprenticeships, and credentials must be LWC approved.**

Phase in of Work-Based Learning

- Work-based learning will be phased in over a period of several years.
- In the first year, the school will earn a 5 percent bonus for reaching the goal of 25% of career accelerating students completing a work-based learning experience.
- In the following year, the expectation will grow to 30%. This will grow by 5 percent annually until we reach 65% as the expectation.
- After reaching 65% the requirement that career acceleration students complete work based learning goes into effect and the incentive points are removed.

Louisiana's Accountability Scorecard

% of Students Growing		% of Students Who Are Proficient		% of High School Students Thriving	
Math	41.5	Math	34.1	Graduation Rate	82.7
English	46.5	English	43.9	Ready based on a nationally recognized exam	34.7
Math Growth for lowest 25% of students	50.1	Science	29	Accelerated into college coursework, career training, or service	23.5
English Growth for lowest 25% of students	49.9	Social Studies	26.8		
English Language Acquisition (ELL)	31.1				
				Average:	41.2

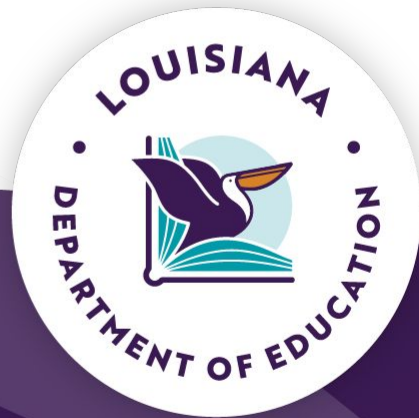


Implications for Teachers

Impacts and Opportunities



Louisiana's revised *accountability system* is **decoupled from graduation requirements**. A student can still earn an **emerging credential** and **meet graduation requirements**.



College Acceleration

University Accelerator

- ACT of 20 or SAT of 1040 or CLT of 67, PLUS...
- TOPS Aligned AP of 3, or IB of 4, or 6 DE credits with a C or Better, or Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP with course enrollment recognized by BoR flagship

How does this look at my school?

- Test Prep opportunities
- Dual Enrollment
- Advanced Placement
- CLEP



Career Acceleration

Career Accelerator

(High-Quality Credentials)*

- Basic Bundle + Internship, or
- Advanced Credential + Internship, or
- 2 years of a Fast-Forward Aligned Registered Apprenticeship, or
- Certificate of technical studies in a high wage / high demand industry.

How does this look at my school?

- Industry-based credentials
- Work-based learning opportunities
- Registered apprenticeship opportunities
- Technical dual enrollment

***All apprenticeships, and credentials must be LWC approved.**



Service Acceleration

Service Accelerator

- Signed Military Acceptance Letter
- or
- Service Academy Acceptance

How does this look at my school?

- Military recruitment engagement
- ASVAB exposure and testing



Guidance

Available Guidance:

- [Work Based Learning Guidance](#)

Guidance under construction:

- Business Owner Guidance
- Counselor Guidance
- Parent Guidance
- School Leader Guidance
- Student Guidance
- System Leader Guidance
- Work-based Learning Coordinator Guidance



Counseling Students

The Professional School Counselor should be familiar with all aspects of the various accelerators and be engaged in active conversations with students and parents focused on the goals the student has after high school.

Counselors should have an awareness of

- Dual enrollment (academic and technical)
- Career and technical education programming
- Test prep opportunities
- Internship opportunities
- Apprenticeship opportunities

English Language Learners

Understanding the English proficiency levels required for:

- IBC exams
- Work-based learning experiences
- Certificate of Technical Studies
- Registered Apprenticeship

General language proficiency versus industry specific language proficiency

Ensuring the students are aware of required proficiency levels



Students with Disabilities

Understanding the accommodations available for:

- IBC exams
- Work-based learning experiences
- Certificate of Technical Studies
- Registered Apprenticeship



In fall 2024, the LDOE will create 3 scales using cut scores based on the following:

- Elementary / Middle scores,
- High School scores,
- and District scores

For each

- The top 10% will earn an “A”
- The next 20% will earn a “B”
- The next 40% will earn a “C”
- The next 20% will earn a “D”
- The next 10% will earn an “F”

SPS changes by year

Fall 2024 - No Change

- SPS formula is unchanged from 2023.
- LDOE will issue cut scores for revised system using this year's data.
- LDOE will issue simulated data to districts.

2025

Fall 2026 - Year 1 of revised system

- Fall 2026 scores will be based on revised formula.
- Cut scores will be the same from the 2025 and 2024 simulation.
- LDOE will also release simulated scores under the old formula for information purposes.

2027

2024

2026

Fall 2025 - Final year of current system

- Fall 2025 SPS is unchanged from 2023.
- LDOE issues simulated data assigning simulated grades based on cut scores set in fall 2024.

Fall 2027 - Revised

- Fall 2027 scores will be based on revised formula.
- Cut scores may have increased based on results of Fall 2026.

Grow. Achieve. Thrive.

Louisiana's revised accountability system

- Simple and transparent
- High student expectations
- Career and college readiness

Goes into effect for the 2025-2026 school year

Please contact assessment@la.gov with questions



Visit our website

- Preview video
- Email updates
- FAQs

