

# Grow. Achieve. Thrive.

*Louisiana's Revised Accountability System*



Middle School Principals: August 28, 2024

# On Today's Call

## *Grow. Achieve. Thrive.* Middle School Principals 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 Middle School Principals

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

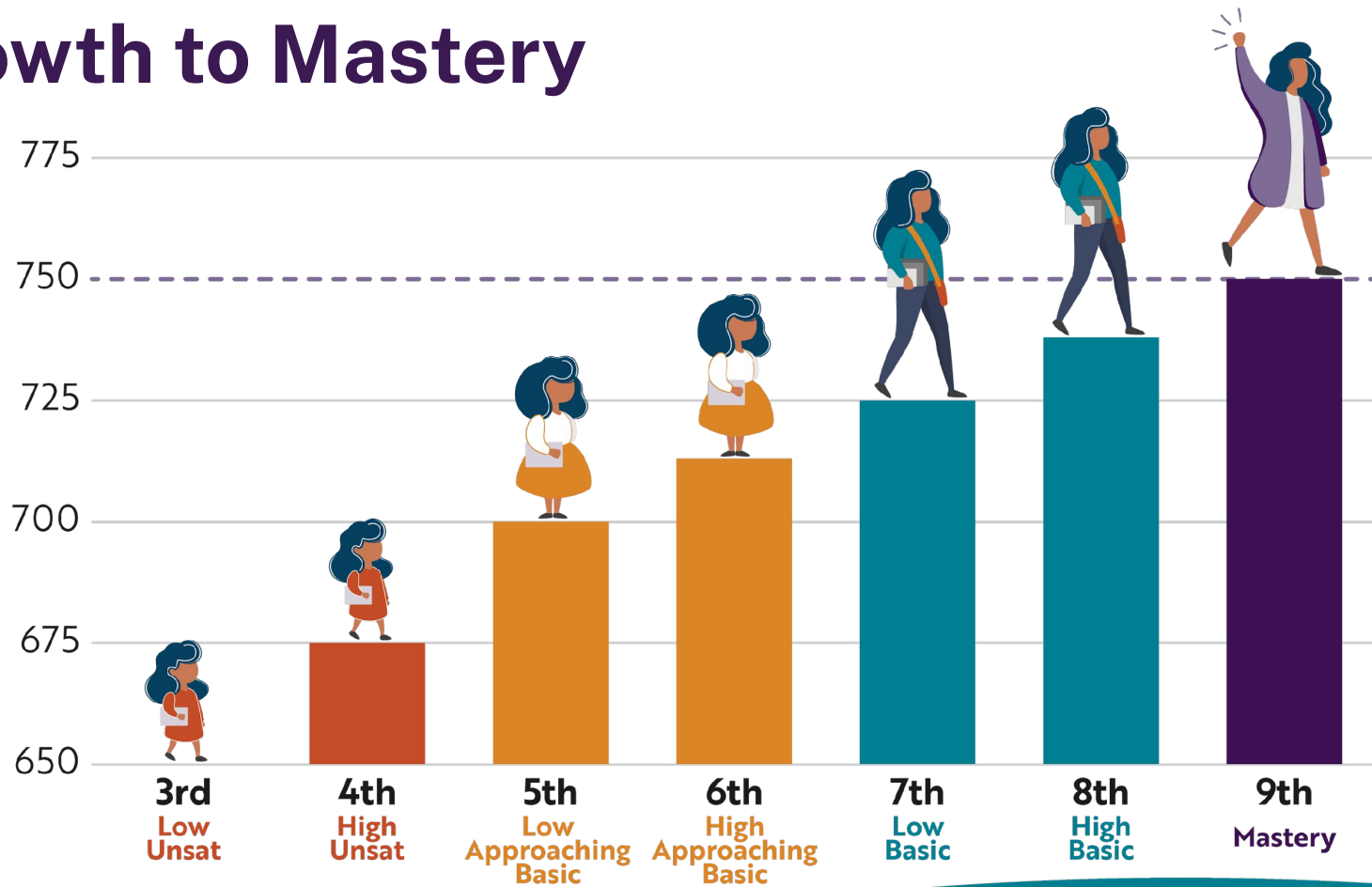




# Grow



# Growth to Mastery



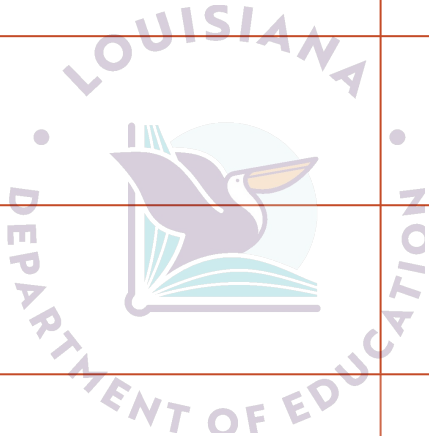
# x2

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 |  |  |  |  |
|   |      |  |  |  |  |

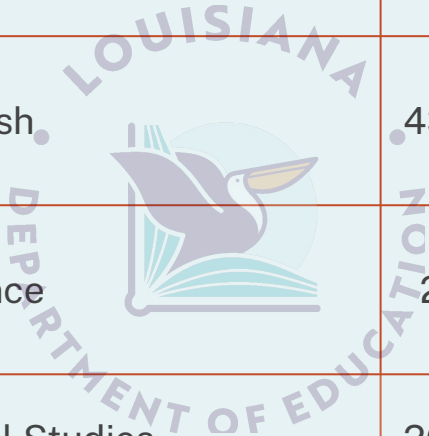


# Achieve



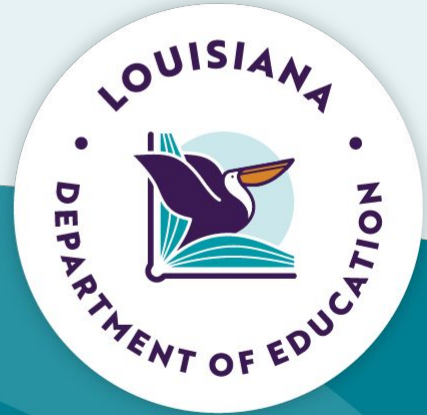
# Louisiana's Accountability Scorecard

| % 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 |                                  |      |  |  |
|   |      |                                  |      |  |  |



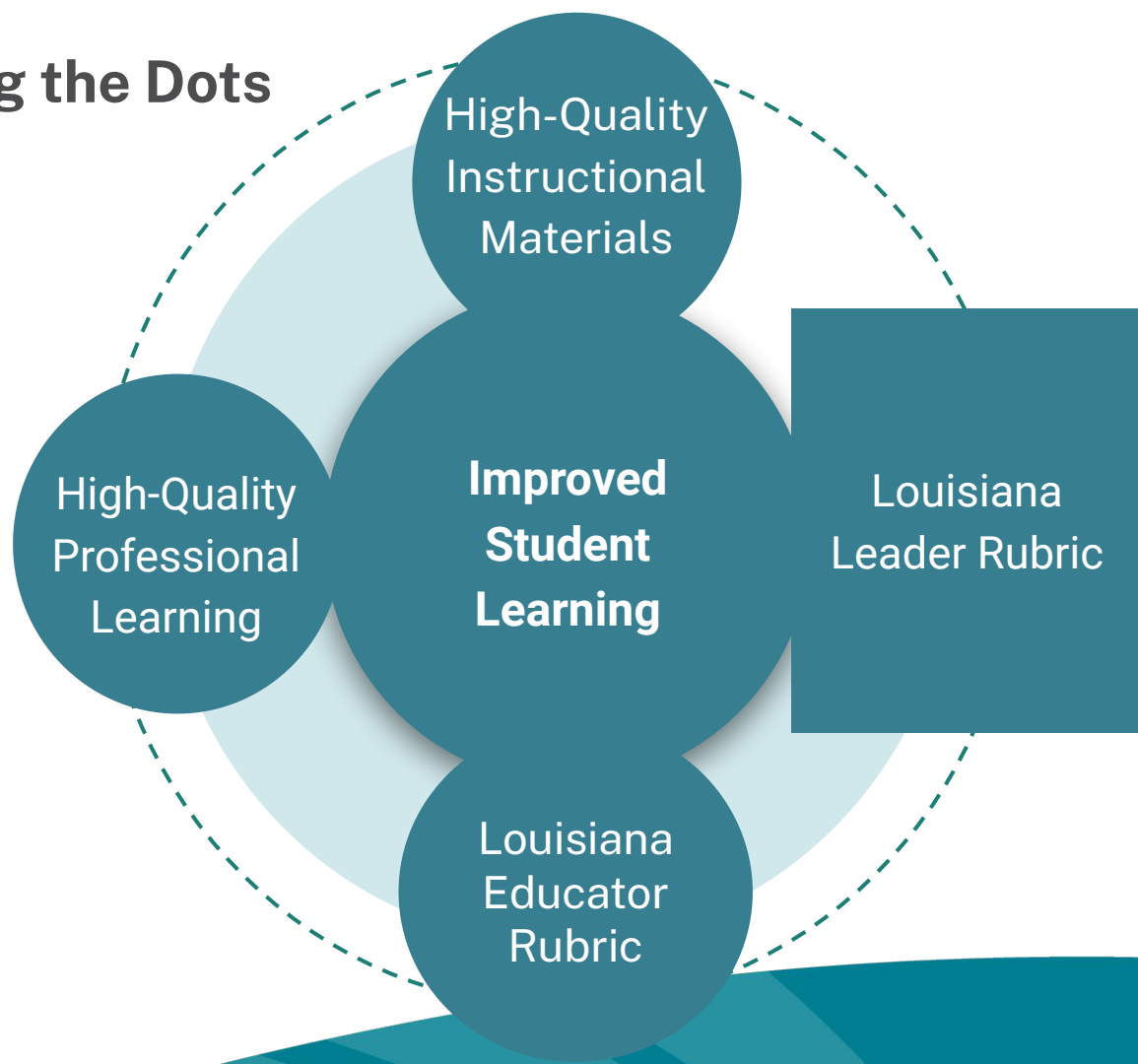
# Strengthening Instructional Coherence

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



Dr. Jenna Chiasson

# 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)

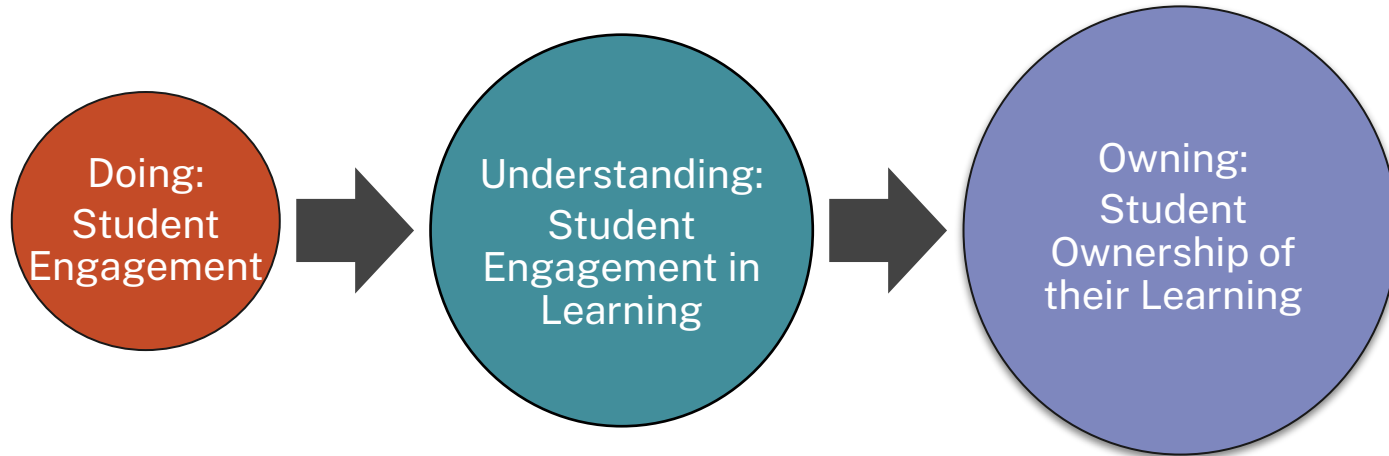
Supporting  
Leaders and  
Educators with  
Instructional  
Best Practices

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.

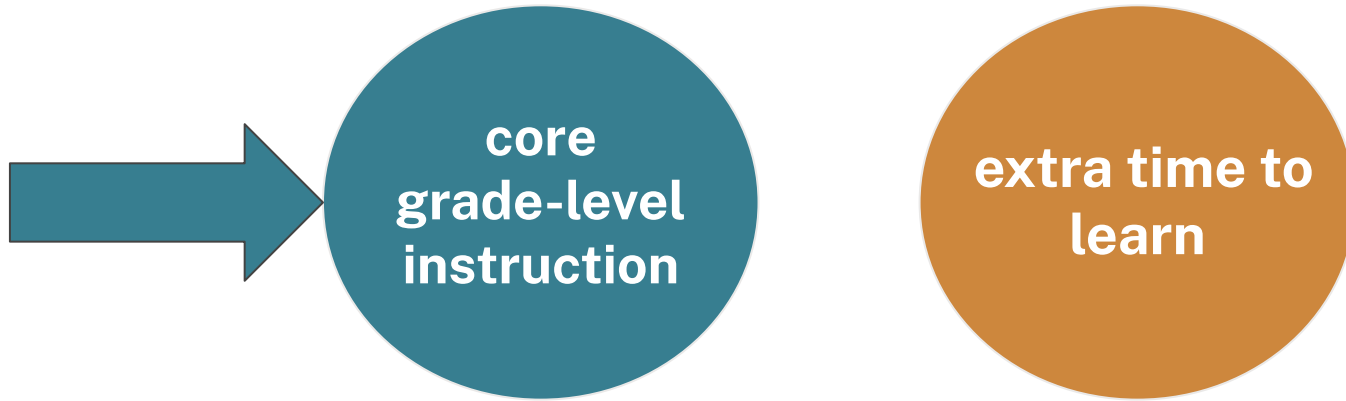


# The Follow-Up Coaching and Support Cycle



# 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).



# LEADS Resources



Teaching and Learning

## ***Guide for School Leaders: Planning for Implementation of LEADS***

Released June 2024

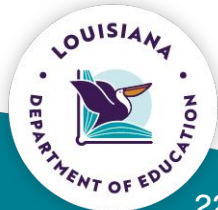
### **Overview**

The Louisiana Educator Advancement and Development System (LEADS) is the new state educator and leader evaluation system. LEADS is designed to drive professional growth and student achievement across Louisiana systems and schools. This document is intended to help school leaders prepare for implementation and ongoing professional learning in relation to LEADS.

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

A resource that may be especially helpful for school leaders:

[Guide for School Leaders:  
Planning for Implementation of  
LEADS](#)



# Instructional Coherence For Students

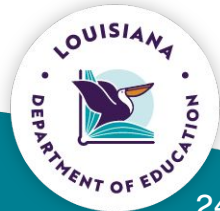
Instructional Program Coherence: “every component of the student academic experience should be tightly aligned and designed to advance core grade-level instruction” (TNTP 2022).



# 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

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### 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: \_\_\_\_\_

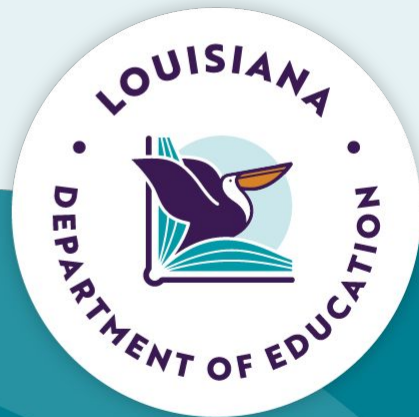
School: \_\_\_\_\_ Teacher: \_\_\_\_\_



# HDT/Expanded Support Resources

- [Accelerate: High Dosage Tutoring Guidance Document](#)
- [Accelerate: High Dosage Tutoring Workbook](#)
- [Vendor Guide](#)
- [eGMS Act 771 user guide](#)
- [Frequently Asked Questions \(FAQ\)](#)
- [Individual Academic Support Plan \(IASP\) Word](#)
- [Interim Guidance for Math Numeracy Screener](#)
- [Tutoring Guidance for High School Math](#)
- [Federal Funding Guide](#)

# 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, Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP 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.

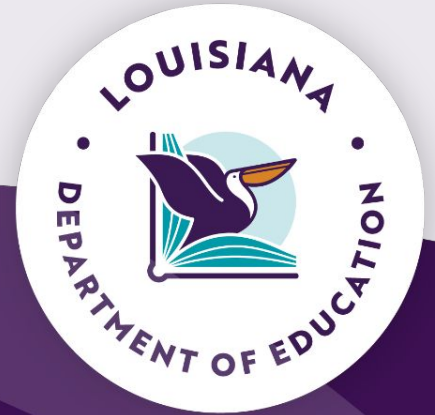


# Louisiana's Accountability Scorecard

| % 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 |                                  |      |  |             |
|   |      |                                  |      | <b>Average:</b>  | <b>41.2</b> |

# Implications for Middle School Principals

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, Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP 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



# Career Exploration in the Middle Grades

[R.S. 17.183.2](#) states schools with grades 6-8 should incorporate activities which expose students to career and technical and academic fields of study.

These activities may include field trips, guest speakers, community services, and other activities designed to introduce students to occupations in demand in Louisiana.

At least six activities shall be conducted at each grade level.

Resources:

- [Louisiana Star Jobs](#)
- [My Life. My Way.](#)

# 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 as they exit middle school.

Counselors should have an awareness of the following opportunities at the local high schools:

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



# 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](mailto:assessment@la.gov) with questions



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