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# Accountability Study Group Meeting to Discuss Report Recommendations

## May 25, 2022

# Agenda

1. Opening
   a. Roll Call
2. New Business
   a. Consideration of the June 14, 2022 BESE Study Group Report to include proposed recommendations and next steps for BESE

# Purpose of the Study Group & Membership

- In August of 2021, BESE formed a study group to explore how the state measures, values, and rewards growth in the accountability formula. Subsequently, the board expanded the role of the study group to study the entirety of LA's K-12 accountability system and provide BESE with considerations for adopting changes to the state's accountability formula.
- Membership
  - Ms. Kira Orange-Jones, Chair
  - Dr. Belinda Davis
  - Ms. Sandy Holloway
  - Mr. Michael Melerine
  - Mr. Ronnie Morris
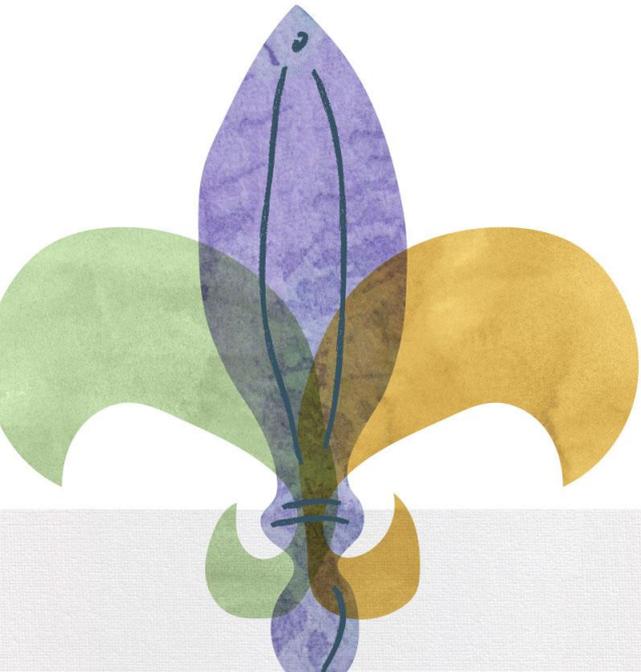
# Purpose of Accountability

# The purpose of Louisiana's accountability system is to:

- Improve student academic achievement: it should motivate adults in the building to focus on student academic growth and measurable outcomes
- Provide a fair assessment of performance for the purposes of:
  - Communication (it must be easy for parents and educators to understand and it must communicate the right things)
  - Prioritizing resources, energy, and interventions on schools in need of improvement

# Process Overview

| Fall/Winter 2022 | Spring 2022 | May / June 2022 | Summer 2022 | August 2022 |
|---|---|---|---|---|

Study group gains deeper understanding of the system

➔ Deep focus on how we currently and could measure student growth

➔ Focus on high school measurement and reasons for different scores between elementary and high schools

**Today**
Study Group & Board provide direction and recommendations of next steps for the administration

**On Going**
Stakeholder feedback on measures, resource needs, goal attainment, and other ideas

Study group convenes again as needed

BESE considers any action

**Continual through process: Review of simulations**
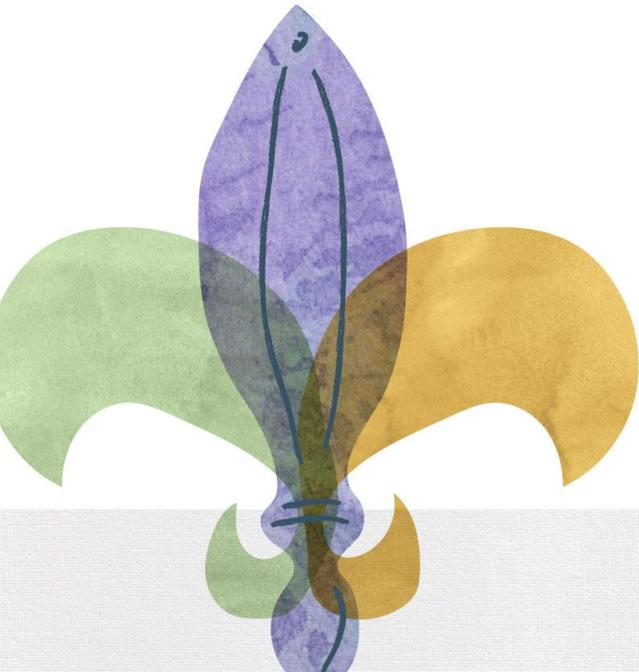
# Challenges and Key Findings

The study group identified four key goals:

- Ensuring the results are clear and easy to understand
- Strengthening the system's growth component so that real growth is incentivized and rewarded.
- Modifying high school accountability so it better reflects college and career readiness standards and is in alignment with 3-8.
- Maintaining LA's proficiency standards.

# Ensuring the results are clear and easy to understand
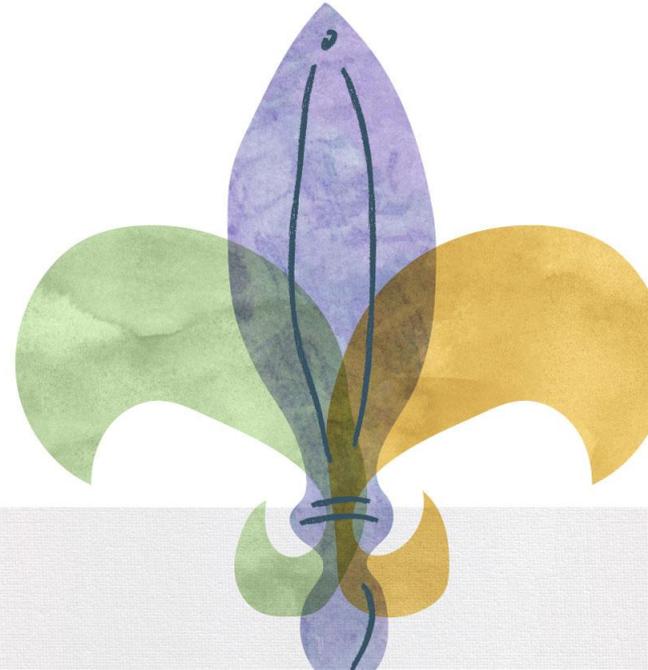
# Summary of Discussion & Draft Recommendation #1

There was some consensus that a 100 point scale (instead of a 150 point scale) would better reflect the state's proficiency expectation.  Additionally, allowing up to an additional 25 points for exceeding that expectation would maintain continuity with our existing system & recognize exceptional achievement.

*Draft Recommendation #1: Ease of Understanding*

- Implement a 100 point scale where 100 is Louisiana's goal and 25 incentive points are provided for exceeding the state's goal.
- Develop one or more letter grade scales based on stakeholder input for BESE's consideration.

# Student Growth
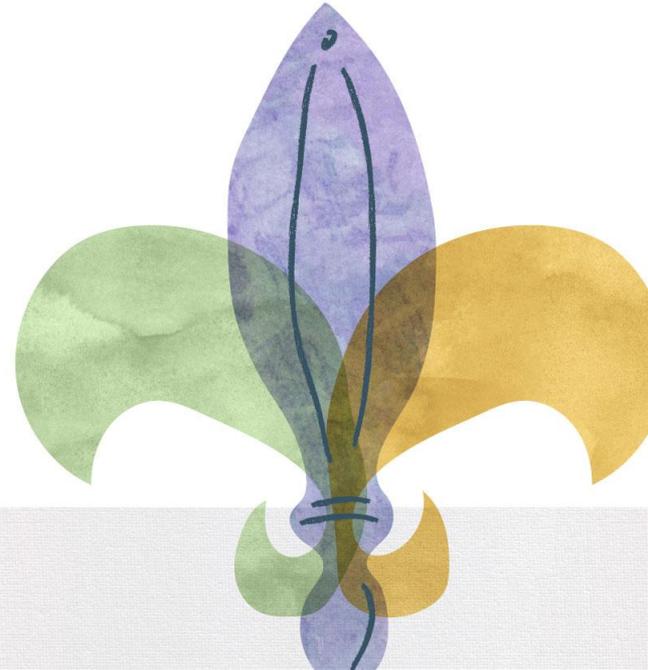
# Summary of discussion regarding student growth

The following points capture the significant areas of discussion on student growth:

- Growth expectations vary widely depending on achievement level and conflate growth with performance / achievement status.
- "Real Growth" should be rewarded and "non-real growth" should not be .
- Because of the weight of growth, schools can grow students at a high level and still be identified as an "F".
- How other states approach growth and limitations of our current assessment and scale.

# Draft Recommendation #2: Student Growth

- Seek expert input to develop a simulation that seeks to minimize negative scale score change for students not scoring at proficient & raising expectations to receive points in this index to be above average growth.
- As the rigor of our growth model is implemented, increase the weight of growth in elementary schools such that a school that grows students can reasonably be expected to improve 1 or more letter grades if they are growing their students. Consider any additional percentage in growth to be based on improvement for the 25% of students with the lowest scale score.
- Prioritize Louisiana's ability to create a more intuitive growth measure and improve the level of information available from the assessment to improve measures of student growth.
  - Seek expert input on the long-term strategy to improve the student growth measure.
  - Include these and other findings of this study group as a consideration of future RFPs for our assessment vendors, specifically including considerations for a vertical scale.

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# High School Incentives & Rigor

# Summary of High School Discussion

In discussions regarding high school several key questions emerged around "why" high school scores are higher than elementary school scores, and whether these scores reflect an accurate picture of how prepared Louisiana's graduates are for post-secondary success.

Three indices were identified as needing review to determine its relative rigor an alignment:

- The ACT Index awards points for non-JumpStart graduates for taking the WorkKeys assessment
- Graduation Rate: where we are limited in our ability to adjust due to ESSA requirements
- Strength of Diploma Index: which can be thought of as working in tandem with the graduation rate index

# Study Group High School Simulation

## Weighting

EOC Index: 20%
Growth Index: 20%
Graduation Rate: 20%
Interests & Opporty: 5%
ACT/WorkKeys*: 15%
Strength of Diploma: 20%

*ACT/WorkKeys Replacement Scoring only for students on the JumpStart Diploma Pathway

## Strength of Diploma

| Points | |
|---|---|
| 125 | Fast Forward Aligned Associates Degree, 3 Passing AP/IB Exams, Advanced Level III/IV, or Fast Forward Aligned Full Apprenticeship. |
| 100 | Passing 2 AP/IB/CLEP Exams, 12 DE Credits (with a C+) that are TOPS CORE Aligned or Advanced Credential |
| 75 | TOPS CORE Aligned 1 Passing AP/IB/CLEP Exam, 9 DE Credits (with a C+) |
| 50 | TOPS CORE Aligned 1 Passing AP/IB Course (and took exam), 6 DE Credits (with a C+), or Basic JS Credential |
| 0 | Graduates who do not falling into one of the categories |

Schools who are able to help students who arrive in high school lacking Basic Literacy and Numeracy skills graduate will receive additional points:

- Scored below Basic on ELA and Math in 8th grade (25 points)
- Were/are limited English proficient entering High School (25 points)
- Scored below Basic on ELA or Math in 8th grade (10 points)

# Draft Recommendation #3: High Schools

- Seek stakeholder feedback on the high school simulations including:
  - Reactions to a more rigorous Strength of Diploma index that expects the earning of credentials and experiences beyond a High School diploma and ideas to improve the simulation's design.
  - Identifying areas to improve the measure to better measure college & career readiness.
  - An ACT/WorkKeys index that no longer allows for replacement WorkKeys scoring to students on a TOPS University pathway. In addition, identify policy considerations to ensure there are no unintended consequences from this change. Seek stakeholder input on a banded approach to awarding ACT points.
  - Weighting that includes an increased focus on High School LEAP 2025 assessments.
  - The resources needed to implement if these new expectations are ultimately adopted.
- Ensure that the high school letter grade reflects the rigor of the Elementary School letter grade.
- Where possible, match the high school growth measurement to be consistent with elementary grade methodology.
- Develop a process to study our credentials, in partnership with the IBC Council, including the creation of an intermediate credential between Basic and Advanced.

# Measuring & Incentivizing improvement in grades K-2
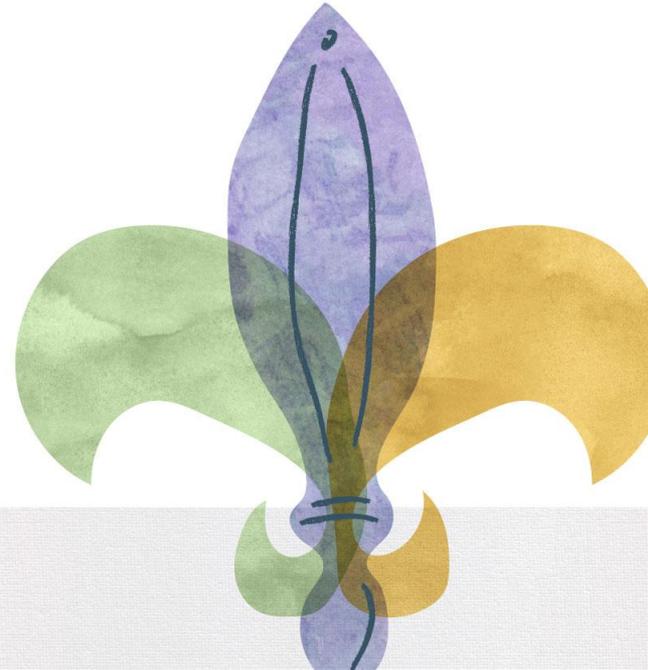
# K-2 Accountability Summary

In June 2021 the department presented a proposal to study K-2 accountability and sought the endorsement of BESE.

- Measure both performance and growth:
    - Performance will be measured in grades Kindergarten through 2nd grade based on results from the end-of-year literacy indicator
    - Growth will be measured in grades 1st through 2nd based on results from the end-of-year indicator literacy indicator
- Study the use of the CLASS & NIET rubrics to determine:
    - if these two approaches can be utilized to meaningfully assess the same classroom features
    - whether the results can be valid and reliable

***Draft Report Recommendation #4: K-2 Accountability***

- Endorse the concept of K-2 accountability & studying the use of instructional quality measures alongside the Literacy Assessment.
- After multiple years of reliable data are available, provide policy recommendations to BESE for consideration in the implementation of a K-2 accountability system that aligns with our 3-12 system.
- Maintain a study group to focus on the progress and development of the K-2 systems.
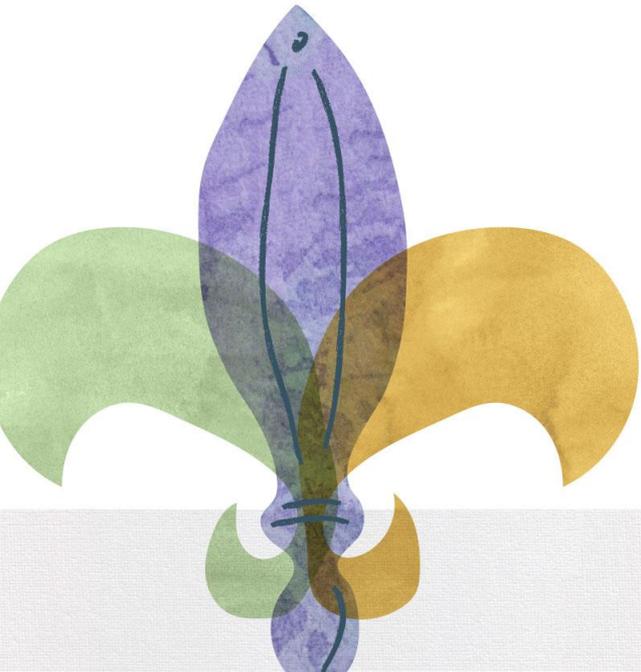
# Stakeholder Engagement

# Draft Recommendation #5: Next Steps in Stakeholder Engagement

Seek feedback from a variety of sources on the simulations, barriers to implementation, problems and solutions that the study group has identified in alignment with the approved recommendations.

Utilizing, at a minimum, the following means:
- Feedback via email & online portal
- Early June: Feedback at Teacher Leader Summit
- June 15 BESE Meeting
  - Consideration of the report & recommendations
  - Process Update & Discussion
- June & July: Small group engagements on the workgroup's proposals with the following organizations representing school system, professional organizations, community members, parents, and other stakeholder groups.
- July: BESE Councils for Consideration & Endorsement
  - Accountability Council
  - Superintendent's Advisory Council
- August: BESE Update & Considerations

Summary of Stakeholder Feedback to Date

# ACT / WorkKeys Feedback

- College readiness has been held in our state to 21 composite. Why are we awarding points below that expectation? In tension with that, we've heard why aren't we rewarding schools for helping students receiving TOPS Tech funding?
- Previous ACT proposals included a banded approach to the ACT which would align school recognition with the amount of funds a student received via TOPS Opportunity/TOPS Tech. Why wouldn't we explore that?

# Strength of Diploma

- How will the revisions to the strength of diploma index impact small populations (Act 833) credentialing?
- How do we ensure the quality of all dual enrollment coursework, since all of the other indicators have an assessment associated?
- Do we have the right set of credentials?  Are there other credentials, experiences, coursework that could be rigorous enough to value similarly to the old "endorsement" model?
- Consider renaming this index "College & Career Acceleration" or another name because, as proposed, this index is not measuring the diploma, but instead "beyond" high school.
- This set of incentives would be extremely costly to school systems and would disproportionately negatively impact rural school systems that are not geographically located near community college & other resources.
- Is this devaluing the high school diploma? Are we changing the high school experience to be "beyond" and is that the right signal?
- This would be a significant change to how high schools are measured and significantly change high school scores overnight.  Is there any consideration for a phase in?  Are these the right expectations?
- How do we recognize 5th and 6th year graduates in the formula?

# Assessment Index, Student Growth, and Long-term goals

- The system should remove points for students achieving below Mastery (currently 80 points) either in the short-term or long-term.
- The system should explore providing incremental credit for students who score at Approaching Basic.
- Incremental growth & progress should be rewarded.
- A variety of perspectives have been shared on negative scale score change, what it means, and what its relationship is to a student's skill development over time.
- Individuals have expressed both Pro-VAM and No-VAM perspectives.

# Consideration of Recommendations

Recommendation #1: Ease of Understanding

Recommendation #2: Student Growth

Recommendation #3: High Schools

Recommendation #4: K-2 Accountability

Recommendation #5: Next Steps in Stakeholder Engagement