

College- and Career-Readiness for All Students: Accountability to Support Our Vision



**Louisiana's Application for Flexibility Waiver:
Elementary and Secondary Education Act (ESEA)**

Vision for Louisiana's Children

**All students on track to
attain a college degree or
succeed in a professional career.**

How do we get there?

How Do We Get There?

Rigorous Standards and Clear Accountability

- Common Core academic standards system-wide
- PK-12 assessment to Common Core standards system-wide
- Clear measures, labels, consequences, and incentives for performance at all levels

Empowered Teachers

- COMPASS teacher standards
- Merit-based certification, compensation, tenure, and retention

Empowered School Leaders

- COMPASS school leader standards
- Freedom from retrograde labor rules and burdensome funding restrictions

Empowered Parents

- Clear school performance information PK-12
- Intervention in the lowest performing schools through RSD
- Options for parent choice: early childhood, traditional public, charter, private, virtual, industry, university

How will the ESEA Waiver Support Our Vision?

Empowers students:

- Knowledge and skills to succeed in college and workplace (Common Core State Standards)

Empowers district and school leaders:

- Significant flexibility in use of federal funds (i.e., **\$375,000,000**)
- Relief from burdensome, unnecessary regulations and reporting

Empowers teachers:

- COMPASS teacher standards

Empowers communities and parents:

- Clear, transparent, and easy to understand accountability reporting
- Intervention in persistently failing schools

Empowers progress:

- Solidifies accountability: refines and relies on Louisiana's nationally-recognized accountability system – without burdensome, overlapping federal regulations

Burden Reductions

Honoring Educators' Work by Reducing Burdens

- Removing Federal Red Tape
 - Eliminating school and district improvement plans
 - Eliminating improvement plans for failing to meet HQT targets
 - No longer required to spend 20% of Title I on SES
 - No longer required to spend 10% of Title I on professional development
 - Allow Title I schools below the 40% poverty threshold to operate schoolwide programs
 - 21st CCLC money may be used to support expanded learning time
 - May use REAP for any authorized purpose regardless of AYP status

Honoring Educators' Work by Reducing Burdens

- Removing LDOE Red Tape
 - Eliminating school and district improvement plans
 - Streamlining federal applications, monitoring, and reporting requirements
 - Reduce size of applications
 - Remove all duplicative requests for information
 - Align dates for submission
 - Monitor only when necessary
 - Developing budget templates that guide school districts through process of braiding funds to support single, highly-effective initiatives

Enhancing Accountability

Accountability Principles

Empower educators and parents through a system that includes the following:

- 1. Rigorous standards for proficiency;**
- 2. Measures of school and district performance that are aligned with the Common Core Standards, easy to understand, and easy to communicate; and**
- 3. Simple but strong incentives and interventions to motivate performance.**

Focusing on Student Proficiency (Grade-level)

- Louisiana's letter grades essential to communicating school quality to public; will be important driver for improvement.
 - Application proposes to continue letter grade system, which is based upon School Performance Scores (SPS)
- Proposed changes to SPS calculations include:
 - Simplifying calculations by reducing number of inputs
 - A focus on most essential metric – grade-level proficiency of students

Overview of Accountability Changes

- Proposed changes to Louisiana’s accountability system:
 - **Components of SPS formula:** Components of the SPS formula will be reduced to focus solely on performance and cohort graduation rate.
 - **Point allocation:** Points will no longer be allocated for students below proficient.
 - **Scale revision:** SPS will now be calculated based on a range from 0-150, with 100 = A, to ease public understanding. Continue 100-150 to recognize and incent “above grade level” performance, rather than capping recognized performance at “grade level.”

Overview of Accountability Changes (Continued)

- Proposed changes to Louisiana’s accountability system (continued):
 - **School Performance Report:** School Performance Report will include a number of metrics for schools to inform district-led strategies.
 - **Subgroups:**
 - Performance of individual subgroups will continue to be reported.
 - A new “super subgroup” will focus educators’ attention on the nearly one-third of students below grade level.

Proposed Changes to SPS Calculations (Elementary)

CURRENT SYSTEM

School Grade Level	Achievement (as measured by iLEAP and LEAP)	Attendance Index	Graduation/ Dropout Index	Bonus
K-5	90%	10%	--	--
K-8, 7-8	90%	5%	5% (Dropout Index)	--

PROPOSED SYSTEM

School Grade Level	Achievement (as measured by iLEAP and LEAP)	Attendance Index	Graduation/ Dropout Index	Bonus
K-8	100%	--	--	Yes (Specifics TBD)

ELA and mathematics scores would be double weighted

Proposed Changes to SPS Calculations (High School)

CURRENT SYSTEM

School Grade Level	Achievement (As measured by EOC performance)	Graduation Index	Cohort Graduation Rate	Bonus
9-12	70%	30%	--	--

PROPOSED SYSTEM

School Grade Level	Achievement (As measured by ACT performance)	Graduation Index	Cohort Graduation Rate	Bonus
9-12	50%	--	50%	Yes (Specifics TBD)

Awarding Points

To support our vision of college- and career-readiness for all students, Louisiana will no longer award points for performance below proficiency.

- K-8:

Proficiency (<i>i</i> LEAP/LEAP)	SPS Points
Advanced	150
Mastery	125
Basic	100
Approaching Basic, Unsatisfactory	0
- 9-12:
 - Sliding scale for ACT scores of 18-36

Reporting Accountability

- The School Performance Report will empower parent choices and inform school strategies by providing a clear and comprehensive picture of school performance.
- Specifically, the reports will include:
 - key metrics, such as letter grades, SPS and percent proficient; and;
 - additional metrics, such as postsecondary indicators like AP participation and performance

Addressing Subgroup Performance

Redefining Subgroups: Super Subgroup

- Currently, nearly one-third of Louisiana students are below grade level.
- We must act with urgency for these students and we must empower educators to drive improvement through clear data and truly meaningful rewards.
- Therefore, Louisiana is creating a new “super subgroup” – to focus on students of various races, exceptionalities, and socioeconomic backgrounds who are performing below our expectations and their capabilities
 - Traditional subgroup reporting will also continue

Redefining Subgroups: Super Subgroup

- Who is included?
 - All non-proficient ELA and math students
- How are they measured?
 - Use Louisiana's nationally-acclaimed value-added model to determine whether the school exceeded, met, or failed to achieve expected performance.
- What if a school exceeds expectations?
 - Monetary Rewards
 - SPS Points

Schools achieving these goals will be Reward Schools.

Rewards and Interventions

	Meet Super Subgroup Goal <u>OR</u> Achieve Substantial SPS Growth	All Other Schools
A	Rewards (financial, SPS bonus)	Rewards (unless declining)
B		N/A
C		Intensive CCSS/COMPASS training
D		Intensive CCSS/COMPASS training
Pre-RSD F (focus)		Intensive CCSS/COMPASS training Needs Assessment Public School Choice
RSD F (priority)		State-operated school

Classifying Schools Based Upon Performance

- The ESEA Flexibility application requires attention to the following categories of schools:
 - **Reward schools:** top tier of schools that exhibit high performance and/or high progress
 - **Priority schools:** lowest-performing set of schools, including 5% of Title I schools in Louisiana
 - **Focus schools:** low-performing set of schools, including 10% of Title I schools in Louisiana; schools that have a subgroup or subgroups with low achievement, or, at high school level, have a graduation rate lower than 60%

Reward Schools

- Schools shall be eligible for reward status if:
 - school exceeds its super-subgroup expected growth target;
 - school makes significant SPS growth; and
 - “A” schools (unless declining)
- Rewards include:
 - Financial rewards
 - SPS points
 - Public Recognition
- Supports include:
 - Burden reduction efforts;
 - Usable data; and
 - Available trainings and professional development focused on Common Core and COMPASS

Focus Schools

- Focus schools are those schools earning an *F* letter grade (pre-RSD) or any high school whose cohort graduation rate is lower than 60%
- Interventions include:
 - Identification and provision of data
 - Needs Assessment
 - Coordinated, intensive LDOE supports specifically for focus schools centered around CCSS/COMPASS
 - Existing, ongoing statewide supports

Priority Schools

- Priority schools are RSD Schools
- RSD mechanisms for school improvement include:
 - Autonomous schools and flexible governance options
 - Strong accountability measures and performance management
 - Expansive school choice
 - Human capital support through recruiting, professional development, and school recovery teams

Implementation Timeline

Task	Proposed Deadline
Public comment on proposed draft	February 16, 2012
Board approval of revised accountability concepts and policies	Spring/Summer 2012
Board final approval of revised accountability policies	August 2012
Full implementation of formula, interventions, and rewards for all relevant schools (i.e., priority, focus, reward)	2012-2013 Academic Year

- LDOE will solicit input from Accountability Commission and other stakeholders as needed as policies are developed.

Questions and Answers