Louisiana Believes

2019-2020 LEAP 2025 Student Progress
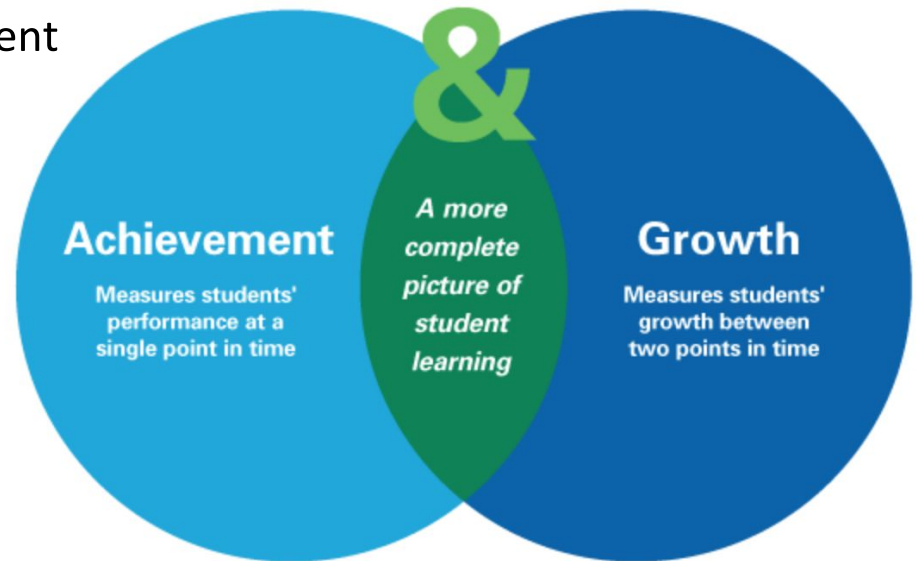
DEPARTMENT of EDUCATION

How is Progress Measured?

What is Student Progress?

Louisiana's student progress measure is an exciting new component of the accountability system designed to provide students, parents, educators, and the public with important information on the growth students make from one year to the next.

Academic achievement indicates whether students are prepared for the next level of study. Student progress indicates whet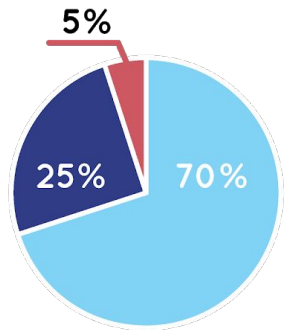her students are improving from one year to the next. Together, achievement and progress provide a more complete picture.

Now the state's accountability system measures not only where students ended up, but how much progress they made to get there.


Achievement
Measures students' performance at a single point in time

&
A more complete picture of student learning

Growth
Measures students' growth between two points in time

2019-2020 School Performance Scores
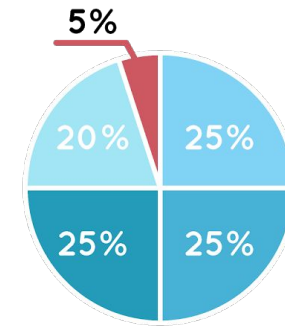
Elementary Schools

5%

25% | 70%

- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)
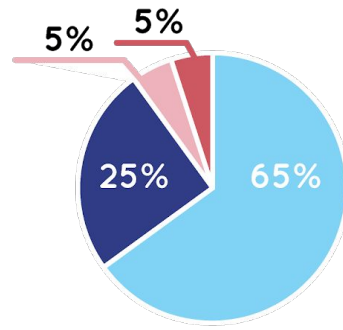
5% 5%

25% | 65%

- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools

5%

20% | 25%
25% | 25%

- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

How Does Louisiana Measure Student Progress?

The progress each student makes from one year to the next is measured by answering two questions.

1. **Growth to Mastery/Advanced:** Is the student on track to scoring Mastery by 8th grade (elementary/middle school students) or 10th grade (high school students), signalling their readiness for the next grade-level?

2. **Value-Added Model:** Did the student outperform their expected score, based on a comparison to similar students statewide?

Student progress that is on track to Mastery (question 1) *and/or* that outperforms similar statewide peers (question 2) is recognized with an 'A' (115 or more points) in **school and school system performance scores**.

The value-added model in question 2 is the same model used to calculate growth for students, teachers (VAM/TSG), schools and school systems (progress index).

How is the School Progress Index calculated?

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and mathematics by 8th or 10th grade.

- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Schools will earn points based on students' VAM growth percentile as compared to peers.
  - 80th-99th percentile (150 points)
  - 60th-79th percentile (115 points)
  - 40th-59th percentile (85 points)
  - 20th-39th percentile (25 points)
  - 1st-19th percentile (0 points)

NOTE: The progress index will be averaged across two years of results. Due to the transition in high school assessments, the high school progress index will be based on one year in 2017-2018.

Question 1: Growth to Mastery

Every student scoring below Mastery has a unique, annual target that illustrates the growth required for them to to be on track to Mastery in ELA and mathematics by 8th or 10th grade.

For example:
- Mateo earned a score of 700 or *Approaching Basic* on the 3rd grade mathematics assessment.
- In order to reach the minimum score for *Mastery*, 750, by 8th grade, Mateo must improve 50 points in 5 years.
- To calculate Mateo's Growth to Mastery target for 4th grade mathematics, divide the total number of points he must improve to reach Mastery by 8th grade (50) by the number of years he has until 8th grade (5).
- Therefore, Mateo must improve 10 points, or reach a score of 710, in 4th grade to be on track to Mastery.

Question 1: Growth to Advanced

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points or an A+.

- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (question 2).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th or 10th grade. If a student achieves this target, then the school is awarded 150 points or an A+.

- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (question 2).

Students scoring Mastery in the current year shall not earn less than 85 points.

Question 2: Value-Added Model

The value-added model (VAM) measures students' success compared to similar peers year to year.

The VAM predicts how well students will perform on the assessment in comparison to their peers with similar prior assessment scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

How is VAM Measured?

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.

In this example, the student's VAM score is +65, the difference between her expected score (710) and actual score (775).
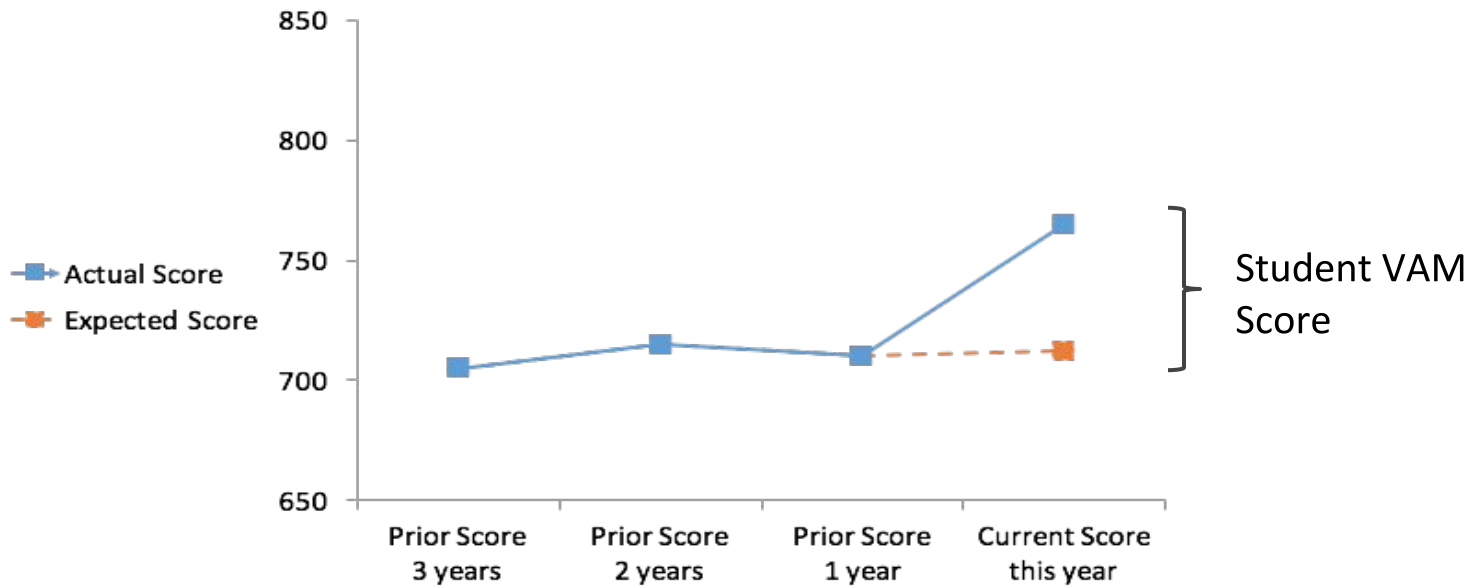
Which Data are Used in VAM?

VAM includes the following student characteristics as measured by state assessments or as reported to the Department by school systems.

Data Included in model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent from school
Student Suspension	Total number of days student is suspended from school
Student Mobility	Yes, if student is enrolled in more than one school in an academic year.
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Grouped into the following Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Disability, Other Health Impairment
Economically Disadvantaged	Yes or No
English Language Learner	Yes or No

How are VAM Scores Calculated for Students?

The actual score for each student is compared to the expected score to determine if he or she has made more, less, or an expected amount of progress. The following example illustrates how these variables would apply to a student.

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. Comparing Suzy to students with the same prior year pattern, her peers, she is expected to score Approaching Basic (719) this year.
- Suzy has a speech/language disability. All students with speech/language disabilities scored, on average, 1.5 points below their peers. Thus, her expected score is reduced to 717.5.
- Suzy missed ten days of school. All students missing ten days of school scored, on average, 1.5 points below their peers. Thus, her expected score is further adjusted to 716.
- No other characteristics (e.g., mobility, discipline, retention) apply to Suzy, so they do not impact her expected score.
- Suzy's actual score was 726, thus Suzy exceeded her expected score by ten points.
- Suzy's VAM score was a +10.

How are VAM Results Calculated for Teachers?

Step 1: By content (e.g. ELA, mathematics), the student VAM scores, connected to a teacher, are averaged to create a teacher effect score.

- A *positive teacher effect* indicates that, on average, students in a teacher's classroom met or exceeded their expected scores. A *negative teacher effect* indicates that, on average, students in a teacher's classroom did not meet their expected scores. An average teacher would have a result of zero, indicating that students achieved what would be expected.

Step 2: Those teacher effect scores are percentile ranked with all other teachers in the state by content area and overall (combining all content areas). The percentile rank is the teacher performance compared to peers statewide.

Step 3: The overall percentile rank is the teachers' final VAM score, which is categorized into four effectiveness ratings as shown in the following chart. For example, a teacher ranked as 75 has performed better than 75 percent of the teachers statewide and received an effectiveness level of Effective: Proficient.

Teacher Percentile Rank	Compass Effectiveness Levels
80-99	Highly Effective
50-79	Effective: Proficient
11-49	Effective: Emerging
1-10	Ineffective

How to Use Student Progress Data?

How are Student Progress Results Used?

By Families

School performance scores are reported in School Finder to **provide families with accurate information** about the extent to which schools in their community are preparing students for the next level of study. School systems must provide students in D and F schools the option to transfer.

By Teachers

Teachers use student performance and progress data to **identify gaps** in learning and instruction, provide **targeted interventions** to students, and **set meaningful goals** for their classrooms at the start of each school year.

By School & System Leaders

School and school system leaders review data in the **principal and superintendent secure reporting portal**, and they use the data to identify and implement strategies to support improvement in struggling schools.

By the LDOE

The Department awards funds to schools that persistently struggle overall, and with specific groups of students, to **develop improvement plans** to better meet the needs of their students. Additionally, schools earning an F rating for four consecutive years are eligible for the Recovery School District.

Digging Deeper into the Data

Review teacher results
- Which teachers had the biggest positive effect on student results?
- Which teachers may need additional support?
- What is the plan for providing that support?

Review subgroup data
- Which subgroups demonstrated the biggest gains?
- Where were the biggest gaps in student growth?
- To what do you attribute this?
- What strategies did the school employ this year that worked?
- What strategies can the school employ to close the gaps?

Goal setting
- What goals can the school/school system set to drive positive change for next year?
- What strategies can the school/school system use to meet the goals?
- How can the faculty and staff be invested in these goals?

Contact Us

For technical questions regarding student progress data or certification, email assessment@la.gov.

For technical questions regarding VAM or TSG data, email compass@la.gov.

For general support in understanding your school system's data, please reach out to your Network Leader or Regional Turnaround Support Manager.