

# Louisiana Believes

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**School Performance Scores and Performance Profiles**  
School Year 2019-2020

# Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

# What is Louisiana's Accountability System?

The Louisiana school and school system accountability system was developed to

- inform and focus educators through clear expectations for student outcomes; and
- provide objective information about school quality to parents and other community stakeholders.

Annually, public schools and early childhood centers in Louisiana receive a performance report that measures how well they are preparing all of their children for the next phase of schooling.

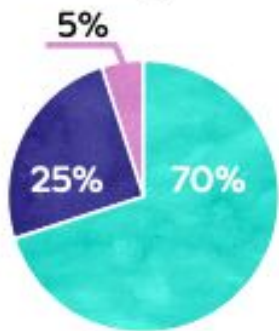
[Watch a quick video on how K-12 School Performance Scores are calculated.](#)

[Watch a quick video about Early Childhood Performance Profiles.](#)

# School Performance Score Formulae

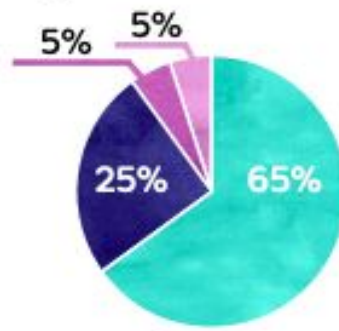
SPS is reported on a scale from zero to 150, and is measured by how well schools perform on the following indices.

**Elementary Schools**



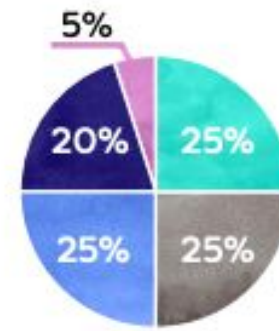
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

**Elementary/Middle Schools (with Grade 8)**



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

**High Schools**



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

# Letter Grade Scale Transition

Per the ESSA plan, the overall grading scale will be adjusted to allow schools time to respond to higher expectations in each index.

Letter Grade	2017-18 through 2020-21	2021-22 through 2023-24	2024-25 and beyond
<b>A</b>	90.0 - 150.0	95.0 - 150.0	100.0 - 150.0
<b>B</b>	75.0 - 89.9	80.0 - 94.9	85.0 - 99.9
<b>C</b>	60.0 - 74.9	65.0 - 79.9	70.0 - 84.9
<b>D</b>	50.0 - 59.9	50.0 - 64.9	50.0 - 69.9
<b>F</b>	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9

# What Does It Take to Earn an “A” in Louisiana?

## Student Performance on State Assessments:

Students are achieving **“Mastery” or higher** on state assessments.



## ACT:

Students average a score of **21 or higher** on the ACT.



## Student Progress:

Regardless of where a student starts at the beginning of the year, they progress throughout the school year and are on track to **achieve “Mastery”**.



## Strength of Diploma:

Students graduate **on time in four years** and schools earn additional points for students in **college-level classes** or **earning Jump Start credentials**.



## Dropout Credit Accumulation Index:

Students earn **six or more credits by 9th grade** signaling a successful transition from middle school.



## Cohort Graduation Rate:

Nine out of 10 students in each high school cohort **graduate in four years**.



# Accountability Formula Details

# K-8 School SPS: Assessments

## Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery of the knowledge and skills reflected in the standards of that grade and subject.

## Accountability

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP Achievement Level	2017-2018 and beyond
Advanced	150
Mastery	100
Basic	80
Approaching Basic/Unsatisfactory	0



# K-8 School SPS: Dropout/Credit Accumulation Index (DCAI)

## Purpose

This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

## Accountability

- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9<sup>th</sup> grade (and transitional 9<sup>th</sup>, where applicable) and/or dropout status.

## Policy

- To count toward DCAI, students must be full academic year in 8<sup>th</sup> and 9<sup>th</sup> grade (or transitional 9<sup>th</sup>, where applicable), if earning Carnegie credits.
- Students transferring between public districts between 8<sup>th</sup> and 9<sup>th</sup> grade are still eligible to earn points for DCAI.

Carnegie Course Credits	2017-2018 and beyond
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grader	0
Dropout	0

# High School SPS: EOC/LEAP 2025 Achievement and Growth

## Purpose

The End-Of-Course (EOC) exams assess whether students have mastered the standards of core high school core subjects. EOC exams are required in Algebra I, Geometry, English I (beginning in 2017-2018), English II, Biology, and U.S. History. English III will phase out over the next couple of years.

## Policy

All high school students, except for students who participate in LAA 1, are required to take an ELA and math EOC exam by their 3<sup>rd</sup> cohort year regardless of graduation pathway.

Scores from high school students who are retaking an EOC are not used in the school performance score (unless taken in middle school where current practice of counting scores in middle school (with incentive points) and again in high school will continue).

LEAP 2025 EOCs Achievement Level	2017-2018 and beyond
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	80
Approaching Basic/Unsatisfactory (or Fair/Needs Imp.)	0

# High School SPS: ACT and WorkKeys

## Purpose

The ACT/WorkKeys index is to ensure student readiness for postsecondary learning.

## Policy

- All students in grade 11 take the ACT, a nationally recognized measure of college and career readiness.
- Schools earn points for the highest composite score earned by a student through the spring testing date of their senior year or a student who graduates at the end of grade 11.
- Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability when the WorkKeys score yielded more index points than the ACT score.

ACT / WorkKeys	2017- 2018 and beyond
36	150
31 or Platinum (2018-19)	134
27 or Platinum (beginning in 2019-20)	120.4
25	113.6
24	110.2
23 or Gold (2018-19)	106.8
22 or Gold (beginning in 2019-20)	103.4
21 (ACT Readiness marker)	100
20	90
19	80
18 or Silver	70
17 or below	0

# High School SPS: Graduation Rate

## Purpose

The cohort graduation rate measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

## Policy

All 9<sup>th</sup> grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are legitimate leavers. **Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a diploma are included in the cohort in the year they graduate.**

Legitimate leavers are students who are removed from the cohort and exited enrollment for one or more of the following reasons: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

Cohort Grad Rate	2017-2018 and beyond 100 = 90%
0-75%	CGR × 0.9
76-90%	CGR × 1.111112
91-100%	+5 points per percent increase (91=105, 92=110)

# High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each 12<sup>th</sup> grader. The “A” bar will remain at receipt of a diploma.

Quality of Diploma (Graduation Index): Student Results	Points Awarded
HS Diploma plus Additional points awarded for students who graduate on time and meet requirements for one or more of the following: <ul style="list-style-type: none"> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• JumpStart credentials</li> <li>• CLEP</li> <li>• TOPS-aligned dual enrollment course completion</li> <li>• Associates Degree</li> </ul>	110-160
Four-year graduate (Includes Career Diploma students with a regional Jump Start credential, as well as students earning a diploma who are assessed on an alternate diploma)	100
Five and six-year graduate with any diploma (Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. <b>New: Five -year graduates with an Associate’s Degree earn 150 points.</b> )	50-75
HiSET/GED + JumpStart credential	40
HiSET/GED (earned no later than October 1 following last exit record)	25
Non-graduate without HiSET/GED	0

# K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

## **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 math by 8<sup>th</sup> or 10<sup>th</sup> 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?**

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
  - 80<sup>th</sup>-99<sup>th</sup> percentile (150 points)
  - 60<sup>th</sup>-79<sup>th</sup> percentile (115 points)
  - 40<sup>th</sup>-59<sup>th</sup> percentile (85 points)
  - 20<sup>th</sup>-39<sup>th</sup> percentile (25 points)
  - 1<sup>st</sup>-19<sup>th</sup> percentile (0 points)

NOTE: The progress index will be averaged across two years of results.

# How Can High Achieving Students Show Growth?

## **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 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.**

# “Floor” for Mastery in the Progress Index

Progress Result	Students scoring Basic or Below in Current Year	Students scoring Mastery in Current Year
On track to Mastery OR Continued Growth to Advanced	150	150
VAM: 80-99 <sup>th</sup> percentile	150	150
VAM: 60-79 <sup>th</sup> percentile	115	115
VAM: 40-59 <sup>th</sup> percentile	85	85
VAM: 20-39 <sup>th</sup> percentile	25	85
VAM: 1-19 <sup>th</sup> percentile	0	85

Any student scoring Advanced in the current year shall earn 150 points in the Progress Index.



# New ELPT Index for 2020 SPS

In 2019-2020, ELPT results will be included in the calculation of school and system performance scores. The Department is providing the following supports prior to implementation:

**2018-2019 will be a learning year.** In addition to the annual school performance score release this fall, schools and systems will receive simulated SPS results that include the ELPT data from the 2019 ELPT test administration.

**New calculators** will be available that include 1) the regular accountability system calculator, 2) a new calculator that includes the ELPT to estimate simulated SPS, and 3) a calculator created for alternative schools using the new alternative school accountability formula.

**An ELPT session will be available at the Teacher Leader Summit in June.** The session will include information about how ELPT is used in accountability and how ELPT results and reports can be used in instructional planning. The PowerPoint used in the session will become available on the Louisiana Believes website.

# ELPT Progress

In 2019-2020, ELPT results will be included in the calculation of school and system performance scores. For each ELPT tester, the progress measure consider:s

- A. Is the student on a trajectory to exit EL status within the expected time frame (based on his/her initial grade and proficiency)?
- B. Did the student demonstrate improvement in English proficiency from the previous school year?

ELPT Progress Outcome	Assessment Index Points
Exceeds expected proficiency level (A)	150
Meets expected proficiency level (A)	100
Improvement of one or more English proficiency levels from prior year (B)	80
No improvement in overall English proficiency level	0

# 2019-2020 Interests and Opportunities Index

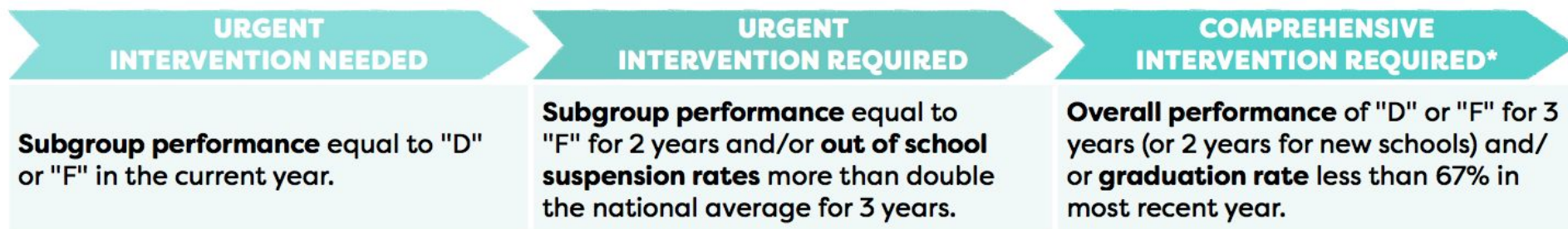
Component	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none"><li>Completed by principals, validated by superintendents</li><li>Six categories: Health &amp; Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology &amp; Engineering</li><li>A 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts</li></ul>	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

# Comprehensive and Urgent Intervention

# Improvements to Louisiana's Accountability System: Transparent Reporting and Support for Struggling Students

As part of Louisiana's Every Student Succeeds Act (ESSA) plan, any school identified under one of the following intervention labels will be required to submit an improvement plan to the Department, and an application for funding to support its implementation.

Comprehensive Intervention Required labels will appear on the "Overall Performance" page in the Louisiana School Finder, while Urgent Intervention Needed and Required labels will appear on the "Discipline and Attendance" and/or "Breakdown by Student Groups" pages.



*\*Beginning in 2018-2019, schools that are UIR for 3 or more years will be identified as CIR.*

In order to exit UIR or CIR status, a school must exceed the threshold for two consecutive years. In the first year that a school exceeds the threshold, the school will still be identified but the label will not be reported in School Finder.