

Introduction

As part of Title I NCLB law, schools were required to make progress with all students as well as subgroups of students, including students with disabilities, students with limited English proficiency, and students of various ethnicities. In 2011, the USDOE required that schools and subgroups also be evaluated on the adjusted four-year cohort graduation rate. For complete details about subgroup AYP, please refer to Bulletin 111, Chapter 7.

Frequently Asked Questions

1. *How does Louisiana determine the amount of growth that each subgroup must make?*

Growth is defined as a percentage of students who score proficient in ELA and mathematics. BESE approved Annual Measurable Objectives (AMO) through 2014 as outlined in the table below. For 2014-2015, the AMO is the same as the 2013-2014 objective.

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9 %	30.1 %
2003-2004	36.9 %	30.1 %
2004-2005	47.4 %	41.8 %
2005-2006	47.4 %	41.8 %
2006-2007	47.4 %	41.8 %
2007-2008	57.9 %	53.5 %
2008-2009	57.9 %	53.5 %
2009-2010	57.9 %	53.5 %
2010-2011	68.4 %	65.2 %
2011-2012	78.9 %	76.9 %
2012-2013	89.4 %	88.6 %
2013-2014	100.0%	100.0%

2. *Which achievement levels are considered proficient?*

See table below:

State Test	Proficient Achievement Levels
Grades 3-8 ELA and Math	Advanced, Mastery, Basic
EOC	Excellent, Good
LAA 1	Exceeds Standard, Meets Standard

3. *What is safe harbor?*

When a subgroup does not grow enough to meet the AMO, there is another option for meeting adequate yearly progress (AYP). If the group reduces the percentage of students who were nonproficient by 10% and meets an additional academic indicator, then safe harbor is met and the group does not fail.

4. *What is the additional academic indicator?*

The additional academic indicator for elementary schools is the average daily attendance rate. To meet the attendance rate indicator, schools must meet the 90% attendance rate or make a 0.1 percent improvement. For high schools, the additional academic indicator is the cohort graduation rate.

5. *How are graduation rates evaluated for subgroup AYP?*

For subgroup accountability purposes, Louisiana high schools shall use an increasing target for the additional academic indicator as outlined in the table below:

Louisiana Annual Graduation Rate Targets						
2009	2010	2011	2012	2013	2014	2015
63.0%	64.3%	65.6%	66.9%	68.2%	69.5%	70.8%
2016	2017	2018	2019	2020	2021	2022
72.2%	73.5%	74.8%	76.1%	77.4%	78.7%	80.0%

However, there are a number of other ways to pass AYP for graduation rate if schools do not make the target. Please refer to Bulletin 111, Section 708 for all steps used to determine AYP.

6. *Some schools met the AMO, but the percent proficient was less than 100%. Is this correct?* Louisiana applies a confidence interval to improve the reliability of small groups. A confidence interval creates a range of scores that are determined by subgroup size. Smaller subgroups will have a wider range and larger subgroups will have a narrower range. To pass AYP, the percentage of students who are proficient must be within or above the range of scores in the confidence interval.

7. *What is the penalty for failing one or more subgroups?*

When one or more subgroups fail, then the school is identified as not meeting AYP. If a school fails AYP for two years in the same subject, they enter into School Improvement Level I. Schools that are in any level of school improvement are not eligible for Top Gains.

8. *How does a school exit School Improvement?*

A school must pass all subgroup AYP for two consecutive years to exit school improvement.