

Louisiana Believes

Accountability Commission Meeting
November 16, 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.



Consideration of Policy Updates for the 2020-2021 School Year

“Skip-Year” Growth

Supporting School Systems and Schools During COVID-19

The LDOE is sensitive to the concerns that educators and stakeholders have around the use and reporting of accountability data for the 2020-2021 school year and acknowledges that this school year is, in many ways, extraordinary.

Without results to inform systems, educators, and families on the achievement of their students and the progress they are making, Louisiana **risks going another year without accountability data** to drive conversations and decisions around how to ensure that all students can achieve high expectations regardless of their background, family income or zip code.

The LDOE is committed to listening to educators this school year to ensure that accountability results are produced in a manner that **serves the best interests of students** while acknowledging the challenges that educators have faced this school year.

How the LDOE is Addressing COVID-19 in Accountability: “Skip-Year” Growth

At their October 2020 meeting, BESE approved the use of a **“skip-year” formula** for calculating student growth in accountability for the 2020-2021 school year. This includes the calculation of growth-to-mastery targets and continued growth targets using 2019 assessments, as well as the use of 2019 assessments as the most recent prior score in the value-added model.

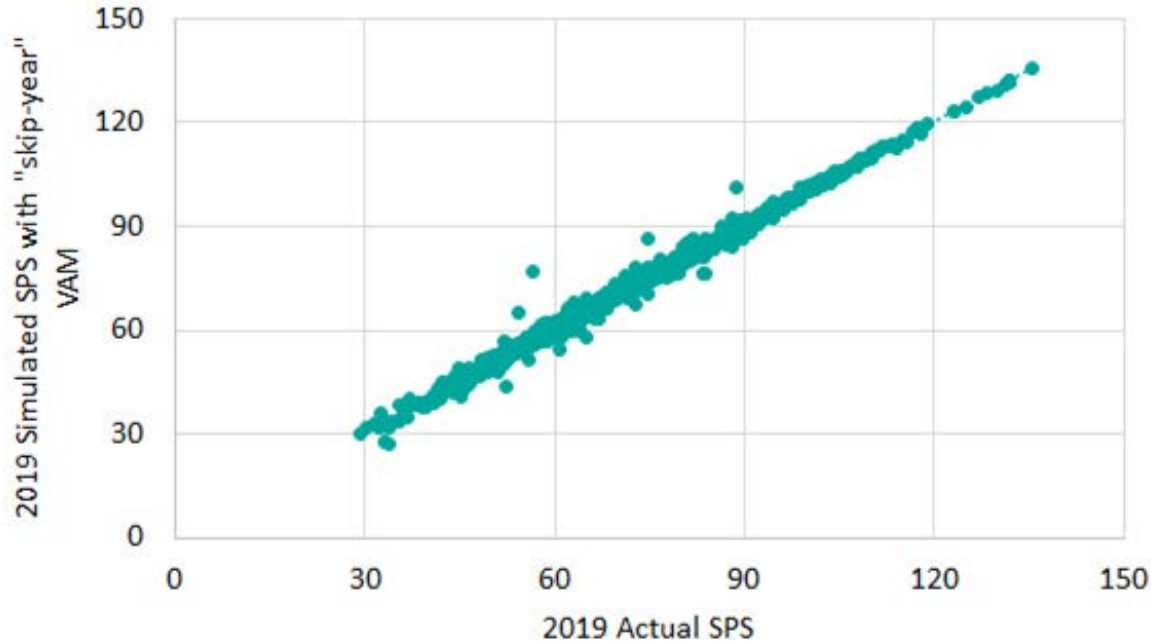
BESE further directed the LDOE to submit to the U.S. Department of Education (ED) revisions to the current Louisiana ESSA State Plan, as necessary, to address “skip-year” growth, as well as to bring a policy proposal to the December BESE meeting.

This will allow the LDOE to continue to measure the impact that a school has on a student’s academic outcomes.

Correlation Between 2019 SPS and Simulated 2019 SPS

There is an extremely strong correlation between a school's 2019 SPS and a school's simulated 2019 SPS using "skip-year" VAM. This suggests that using "skip-year" VAM will not significantly alter the way in which value-added results impact a school's SPS.

Correlation
coefficient (r) =
0.996



Proposed Policy for K-4 Schools

Due to the fact that K-4 schools (that normally receive progress results) would not receive “skip-year” growth results in 2021, the LDOE proposes a policy consistent with what is done for K-3 schools (i.e. pairing results with a feeder school) to ensure that K-4 schools can continue to receive growth data for the 2021 accountability year.

GRADE	TESTED ANNUALLY?	YEAR-TO-YEAR GROWTH DATA AVAILABLE?	SKIP-YEAR GROWTH DATA AVAILABLE?
K	X	X	X
1	X	X	X
2	X	X	X
3	✓	X	X
4	✓	✓	X
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and minimalist.

2020-2021 CIR/UIR Policy

CIR/UIR Status for 2021 Results

The LDOE understands that educators have faced unprecedented challenges in 2020-2021 to delivering high-quality instruction for all students. To address this, the LDOE proposing **modifying the way in which schools are identified as CIR and UIR** based on the results from the 2020-2021 school year.

URGENT INTERVENTION NEEDED

Subgroup performance equal to "D" or "F" in the current year.

URGENT INTERVENTION REQUIRED

Subgroup performance equal to "F" for 2 years and/or **out of school suspension rates** more than double the national average for 3 years.

COMPREHENSIVE INTERVENTION REQUIRED*

Overall performance of "D" or "F" for 3 years (or 2 years for new schools) and/or **graduation rate** less than 67% in most recent year.

Proposed CIR/UIR Policy for SY 2020-2021

- For 2020-2021 ONLY, schools not already identified as CIR or UIR **will not be newly identified using 2021 accountability results** unless a school meets the criteria for identified based on 2021 results **AND** the school system superintendent “opts in” to receiving CIR/UIR status.
- Schools previously identified as “On Track to Exit” can continue to exit CIR or UIR in 2021 if they meet the criteria to exit using 2021 accountability results.
- Accountability results from 2021 will be used in CIR/UIR determinations for the 2021-2022 school year, even if a system opted into not being identified for the 2020-2021 school year.
- This proposal will require federal approval (via an addendum to the state’s ESSA plan) as well as a Bulletin 111 revision.

Proposed CIR Timeline - FOR IDENTIFICATION

	Letter Grade Used To Make IDENTIFICATION Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Label	Yes	Yes	Yes				
2020 Label				WAIVER			
2021 Label		Yes or Hold Harmless	Yes or Hold Harmless	N/A	Yes or Hold Harmless		
2022 Label			Yes	N/A	Yes	Yes	
2023 Label					Yes	Yes	Yes

A school earns the CIR label when it earns a D or F letter grade for three consecutive years (two consecutive years for new schools), when its most recent cohort graduation rate is less than 67 percent, or when it has earned the UIR label for the same subgroup or for excessive out of school discipline for three consecutive years.

Proposed CIR Timeline - FOR EXITING

	Letter Grade Used To Make EXIT Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Release		Yes	Yes				
2020 Release				WAIVER			
2021 Release			Yes	N/A	Yes		
2022 Release					Yes	Yes	
2023 Release						Yes	Yes

To no longer be labeled CIR, the school must earn an A, B, or C letter grade for two consecutive years.

Proposed UIR-A Timeline - FOR IDENTIFICATION

	Subgroup Performance Score Used To Make IDENTIFICATION Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Label		Yes	Yes				
2020 Label				WAIVER			
2021 Label			Yes or Hold Harmless	N/A	Yes or Hold Harmless		
2022 Label					Yes	Yes	
2023 Label						Yes	Yes

A school earns the UIR-A label when it earns a subgroup performance score equivalent to an F for two consecutive years for the same student group.

Proposed UIR-A Timeline - FOR EXITING

	Accountability Data Used To Make EXIT Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Release		Yes	Yes				
2020 Release				WAIVER			
2021 Release			Yes	N/A	Yes		
2022 Release					Yes	Yes	
2023 Release						Yes	Yes

To no longer be labeled UIR-A for a student group, the school must earn a subgroup performance score equivalent to a D or better for that student group for two consecutive years.

Proposed UIR-D Timeline - FOR IDENTIFICATION

	Out-of-School Suspension Rate Used To Make IDENTIFICATION Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Label	Yes	Yes	Yes				
2020 Label				WAIVER			
2021 Label		Yes or Hold Harmless	Yes or Hold Harmless	N/A	Yes or Hold Harmless		
2022 Label			Yes		Yes	Yes	
2023 Label					Yes	Yes	Yes

A school earns the UIR-D label when its out of school suspension rate is more than twice the national average for three consecutive years.

Proposed UIR-D Timeline - FOR EXITING

	Out-of-School Suspension Rate Used To Make EXIT Determination						
	2017	2018	2019	2020	2021	2022	2023
2019 Release		Yes	Yes				
2020 Release				WAIVER			
2021 Release			Yes	N/A	Yes		
2022 Release					Yes	Yes	
2023 Release						Yes	Yes

To no longer be labeled UIR-D, the school must have an out-of-school suspension rate less than twice the national average for two consecutive years.

Additional Proposed Revision to CIR and UIR Policy

Current policy requires that a school that is labeled UIR for three consecutive years for the same student group or for discipline will be labeled CIR, unless in the current year the school has improved the subgroup score or suspension rate for which it has earned the label such that it no longer has a subgroup score equivalent to an “F” or an out of school suspension rate more than double the national average.

To eliminate confusion around the definition of CIR, UIR-A, and UIR-D schools, as well as to ensure that supports are appropriately targeted based upon the label, the LDOE is proposing removing this policy from Bulletin 111.

Example

Alligator Elementary earned the urgent intervention required label for their students with disabilities student group in both 2018 and 2019. Their school performance score has consistently been above a 90.0.

Under current policy, if Alligator Elementary earns a subgroup performance score equivalent to an F for their students with disabilities student group in 2021, they should be labeled a CIR school (for meeting the UIR criteria for students with disabilities for three consecutive years). Under the proposed hold harmless for CIR and UIR, their label would not be escalated. However, in 2022, if they continue to earn an F for their students with disabilities student group, they would receive the CIR label.

Under the proposed policy, Alligator Elementary would continue to earn the UIR-A label and not be labeled CIR unless they become a D/F school for three consecutive years.

Recommendations

1. Bulletin 111 Revision on “Skip-Year” Growth as outlined in this presentation
2. Bulletin 111 Revision on CIR/UIR Policy as outlined in this presentation
3. ESSA State Plan Addendum or Amendment to address #1-2 as may be needed

The LDOE intends to consider these recommendations at the December 2020 BESE meeting.

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Consideration of Louisiana's Accountability Research Agenda

Purpose of the Research Agenda

We've heard from numerous stakeholders regarding the accountability model and want to gain additional input on our research agenda moving forward.

By having conversations we can best determine any next steps realizing that additional engagement will be critical for any shifts.

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LDOE Vision, Mission & Critical Goals

Vision

All students can achieve high expectations regardless of their background, family income or zip code.

Mission

Ensure every Louisiana student is on track to a college degree or a professional career.



Notable Achievements

Over the past decade, Louisiana has seen improved student performance and opportunities.

- More students are graduating than ever before.
- Every high school student has access to the ACT.
- Students benefit from high-quality academic standards.
- Students are introduced to expanding career and technical pathways.

Critical Goals

- 1 Students enter kindergarten ready
- 2 Students will achieve mastery level on 3rd grade assessments and enter 4th grade prepared for grade-level content
- 3 Students will achieve mastery level on 8th grade assessments and enter 9th grade prepared for grade-level content
- 4 Students will graduate on time
- 5 Graduates will graduate with a college and/or career credential
- 6 Graduate eligible for a TOPS award

A watercolor-style map of the world, rendered in various shades of blue and teal. The map is centered on a white background, with the continents and oceans depicted in soft, blended colors. The text "Where We Are Now" is centered over the map.

Where We Are Now

Critical Goal #1

Students Enter Kindergarten Ready

43 percent of kindergarten students are performing on or above level on literacy screeners



Percentage of K Students Performing On/Above Level on All Literacy Screeners

All	Asian	Black	Hispanic	White	ED	EL	SWD
43%	52%	36%	28%	52%	38%	23%	27%

Critical Goal #2

Students Will Achieve Mastery on Third-Grade Assessments and Enter Fourth Grade Prepared for Grade-Level Content

Less than half of Louisiana students demonstrate mastery of third grade content on LEAP 2025 assessments.

Demonstrated Mastery in **ELA**



Demonstrated Mastery in **Math**



Percentage of Grade 3 Students Performing at Mastery and Above on 2019 LEAP 2025

	All	Asian	Black	Hispanic	White	ED	EL	SWD
ELA	46%	68%	31%	38%	61%	37%	18%	23%
MATH	43%	75%	29%	40%	57%	35%	27%	22%

Critical Goal #3

Students will Achieve Mastery on Eighth-Grade Assessments and Enter Ninth Grade Prepared for Grade-Level Content

Over half of the students promoted to the ninth grade have not demonstrated mastery of content on LEAP 2025 and will need continued supports.

Demonstrated Mastery in **ELA**



Demonstrated Mastery in **Math**



Percentage of Grade 8 Students Performing Mastery and Above on 2019 LEAP 2025

	All	Asian	Black	Hispanic	White	ED	EL	SWD
ELA	47%	72%	32%	41%	60%	37%	8%	10%
MATH	28%	61%	16%	23%	40%	20%	8%	5%

Critical Goal #4

Students Will Graduate on Time

Eight out of ten students graduate on-time.



Class of 2019 Cohort Graduation Rate

	All	Asian	Black	Hispanic	White	ED	EL	SWD
Cohort Graduation Rate	80%	90%	76%	67%	86%	74%	41%	65%

Critical Goal #5

Students Will Graduate with a Career and/or College Credential

About half of Louisiana's students earn a diploma with Basic and Advanced credentials.

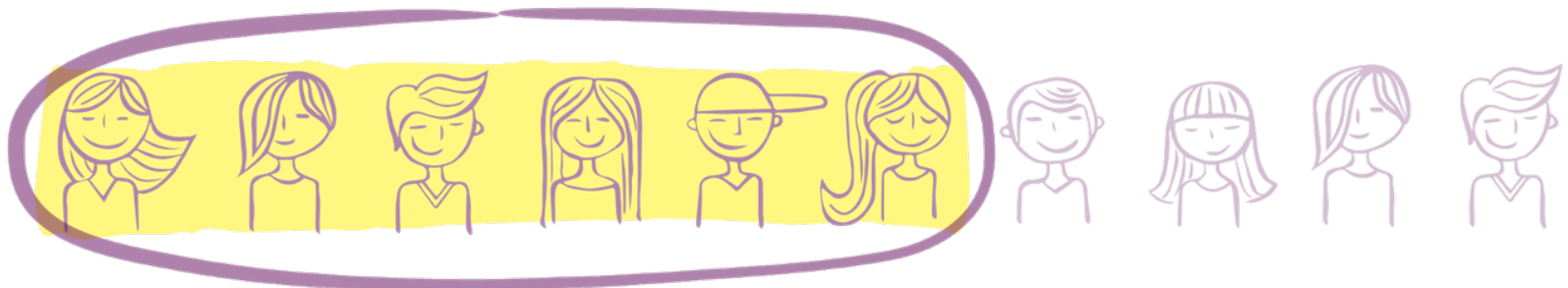


	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019 % of Cohort earning Basic or Advanced Credentials	51%	72%	39%	46%	63%	43%	24%	29%

Critical Goal #6

Students will Graduate Eligible for a TOPS Award

Just over 60 percent of 2019 graduates were eligible for TOPS.



Percent of 2019 Graduates Eligible for TOPS

	All	Asian	Black	Hispanic	White
TOPS Eligible Graduates	63%	71%	37%	32%	65%

How Louisiana Ranks Nationally

Our children are as capable as any in the nation, but Louisiana continues to rank near the bottom of national rankings.

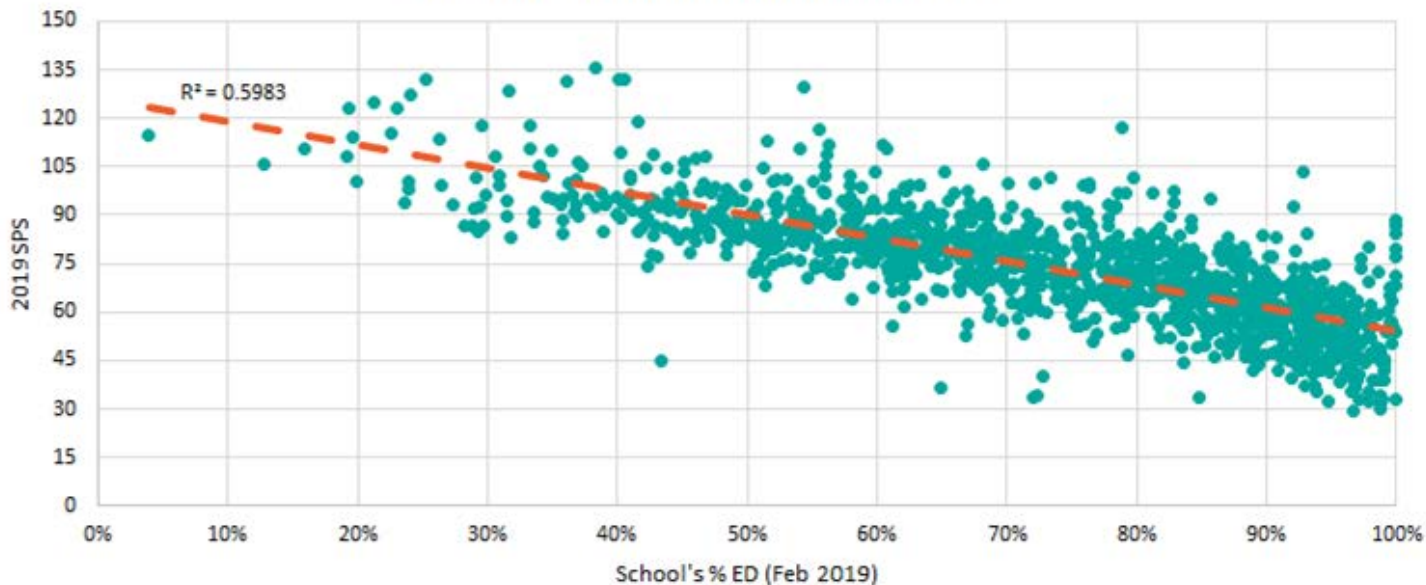
2020 Education Week Quality Counts	47th
2020 US News and World Report	48th
2019 NAEP 4th Grade Math	49th
2019 NAEP 4th Grade Reading	49th
2019 NAEP 8th Grade Math	48th
2019 NAEP 8th Grade Reading	44th

Note: NAEP state rankings includes 50 states & DC

Relationship between SPS and ED Status

There is a negative correlation ($r = -0.77$) between a school's SPS and the percentage of economically disadvantaged students that school serves. This indicates that ED may be predictive of SPS: a school that serves a larger percentage of ED students is predicted to do worse on SPS than a school serving a smaller percentage of ED students.

2019 SPS compared against School % ED



2019 Distribution of Letter Grades by School Type

In 2019, 67.7 percent of high schools were either an A or B, compared to only 40.0 percent of K-8 schools and 62.0 percent of Combination schools.

2019 Letter Grade	Percent of K-8 Schools	Percent of High Schools	Percent of Combination Schools
A	10.2%	35.9%	22.7%
B	29.8%	31.8%	39.3%
C	30.8%	22.4%	22.7%
D	16.7%	6.8%	8.0%
F	12.3%	3.1%	7.4%
T	0.2%	0.0%	0.0%

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Why Accountability Matters

Why Accountability Matters

- Signals to school systems what matters most
- Incentivizes actions schools take to serve students
- Rewards outcomes that improve students' lives
- Informs public of school quality and effectiveness
- Guides family decisions around school choice

We have the opportunity to improve upon the foundation that was built under our current accountability system.



Proposed Considerations

Proposed Considerations

Implementing a thorough data review process and engaging with numerous stakeholders, the following considerations are proposed to create a more **comprehensive birth through postsecondary accountability model**.

This includes:

- **K-2** system to bridge support between early childhood performance reviews and the beginning of third-grade LEAP assessments
- **Elementary and middle** considerations for integrated assessments
- **High school** shifts to increase intentionality of career and college readiness and enhance opportunities for students to gain postsecondary experiences



Bridge Support Between Early Childhood and 3-12

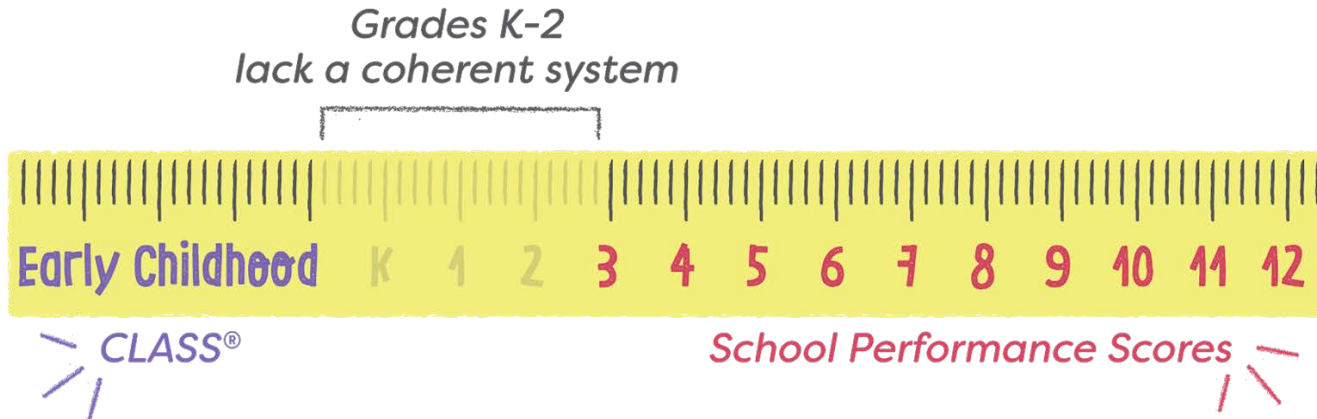
Grade 4 NAEP Results

2019 NAEP Results	ELA			Math		
	Louisiana	National Average	Difference	Louisiana	National Average	Difference
Percent Proficient and Above	25.7	34.3	-8.6	28.8	40.4	-11.7
Average Scale Score	209.9	219.4	-9.6	231.3	240.0	-8.7
2019 State Ranking	49th			49th		

Note: State Ranking includes 50 states & DC

Landscape for K-2 Accountability in Louisiana

Louisiana has a long history of accountability aligned to the academic focus on grades 3-12 and has recently expanded accountability to publicly-funded early childhood programs. However, Louisiana currently lacks measures to reflect the success of grades K to 2.



Our goal is to design a K-2 accountability system that bridges the gap between ECE and 3-12 accountability.

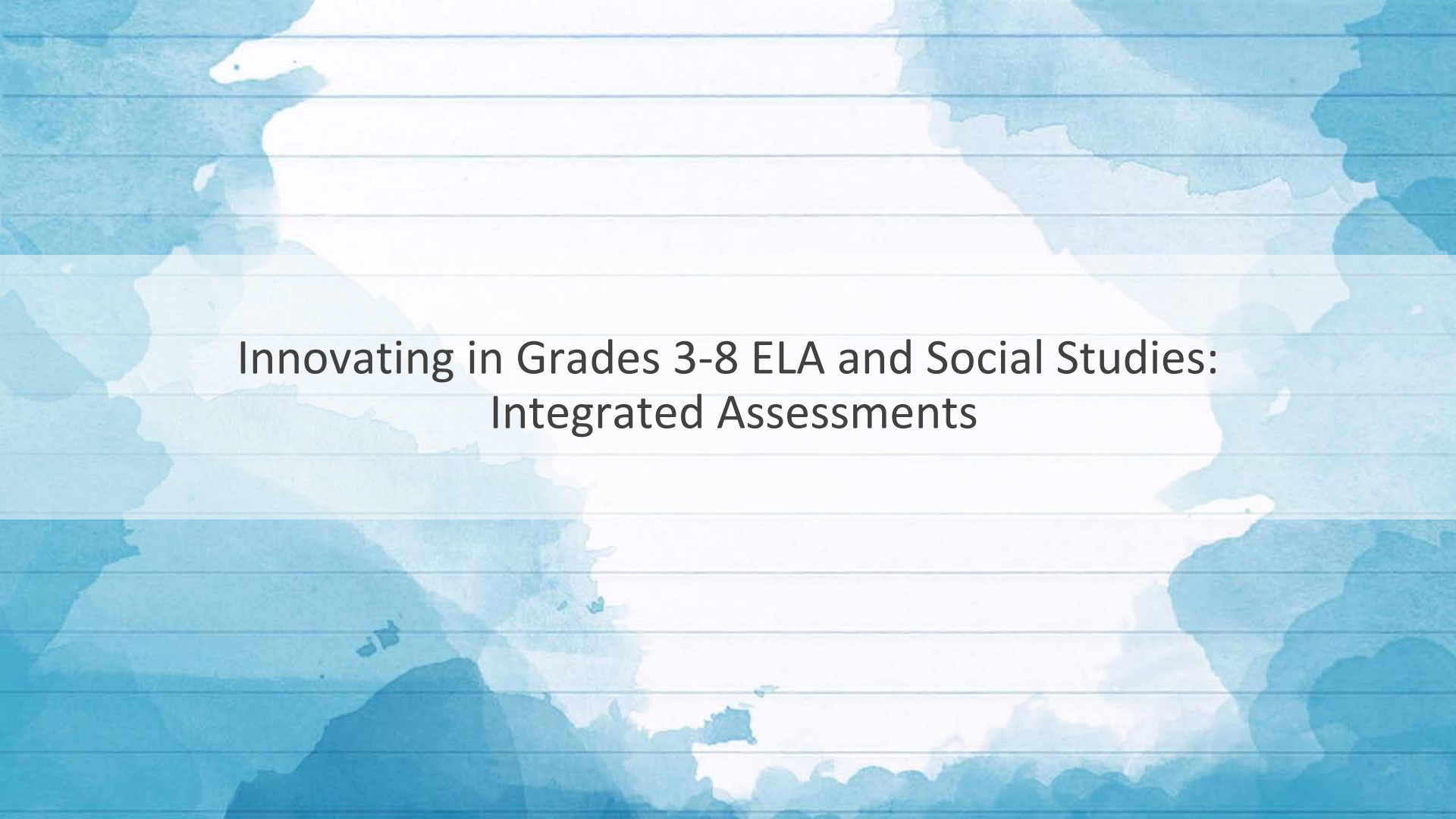
Considerations for Measuring K-2 Success

Measuring student literacy

- Ensure youngest learners are on path towards mastery in 8th grade and ultimately a college degree or career
- Build on the required annual developmentally-appropriate literacy screener for K-2, to include an end of year measure
- Show year over year progress as a comprehensive strategy to address achievement gap before 3rd grade

Measuring instructional quality

- Quality teaching is the most influential contributor to long-term outcomes
- Research shows results from CLASS correlate with student outcomes
- Builds on success of and fosters vertical alignment with early childhood accountability system

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Innovating in Grades 3-8 ELA and Social Studies: Integrated Assessments

3-8 ELA and Social Studies: Current State

- Assessments are designed to be content agnostic while focusing on grade-level standards.
- Assessments may use passages that include experiences and vocabulary that students may have never encountered.
- [Research](#) shows that reading requires both skill and background knowledge. This means that students are better able to comprehend what they read when they possess knowledge of the subject. This means that assessments are implicitly measuring knowledge, placing those who have fewer life experiences at a disadvantage.

3-8 ELA and Social Studies: Looking Forward

- If we want students to study books and texts deeply and improve their reading ability, **our assessments must begin to explicitly measure knowledge.**
- This will encourage teachers to focus on knowledge building and ensure that students have the background knowledge required for their assessments.

Grades 3-8 Integration

Several brief assessments, including both ELA and social studies content, will be administered throughout the year, rather than one end-of-year ELA exam and one end-of-year social studies exam, to measure students' deep knowledge of texts, passages, and sources that they have studied in class.

- **Focus:** Teachers can focus instruction on background knowledge and making meaning of full texts.
- **Equity:** All students have the opportunity to develop background knowledge together so that no student is at a disadvantage due to a lack of life experiences.

Current Assessments

	# of Assessments	Subjects	# of Minutes
Grade 3	4	ELA, Math, Science, Social Studies	810
Grade 4	4	ELA, Math, Science, Social Studies	845
Grade 5	4	ELA, Math, Science, Social Studies	890
Grade 6	4	ELA, Math, Science, Social Studies	930
Grade 7	4	ELA, Math, Science, Social Studies	930
Grade 8	4	ELA, Math, Science, Social Studies	930
Total Assessments:	24		Total Minutes: 5,335

Potential Assessment Series

	# of Assessments	Subjects	# of Minutes	Learning Minutes Gained Back
Grade 3	2	Integrated ELA & Social Studies, Math	655*	155
Grade 4	3	Integrated ELA & Social Studies, Math, Science	875*	-30
Grade 5	2	Integrated ELA & Social Studies, Math	660*	230
Grade 6	3	Integrated ELA & Social Studies, Math, Science	875*	55
Grade 7	2	Integrated ELA & Social Studies, Math	660*	270
Grade 8	3	Integrated ELA & Social Studies, Math, Science	875*	55
Total Assessments:	15	Total Minutes:	4,600*	735

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Transition to High School

Preparing for Success After Graduation

During a student's elementary and middle school years, the focus of our accountability system is on both **year over year progress and helping students master grade-level content**. When students enter high school, the focus shifts to **preparing them for success after graduation**. We are offering considerations to help improve the career and college readiness of our graduates.



Louisiana High School Outcomes

	2013	2014	2015	2016	2017	2018	2019
Cohort Graduation Rate	73.5	74.6	77.5	77	78.2	81.4	80.1

	2013	2014	2015	2016	2017	2018	2019
College Enrollment Rate	57.7	59.2	58.0	57.1	57.7	57.4	56.6

Louisiana has made consistent progress increasing the percentage of students who graduate on time in four years. However, cohort graduation rates and college enrollment rates have recently dropped.

Career and College Readiness

We are offering considerations to help improve the career and college readiness of our graduates.

- **Strength of diploma** - Creating pathways for students to dually enroll in both high school and a postsecondary institution, graduating fully prepared to enter to workforce
- **ACT** - Use this assessment as robust research demonstrates the ACT is a strong predictor of postsecondary readiness and success.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, resembling a hand-painted background.

Strength of Diploma

Room for Improvement in Graduation Pathways

Board of Regents and BESE have a joint goal that beginning with the freshman class of 2025 all Louisiana public high school graduates will complete high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both.

Dual Enrollment Task Force recommended each high school student have the opportunity to enroll in at least four dual enrollment courses before graduation, and that the accountability system provide corresponding incentives that reflect the need for career and college readiness.

Louisiana legislature stressed through ACT 204 of the 2020 Regular Legislative Session that *“the availability of dual enrollment, Advanced Placement, International Baccalaureate courses, or any combination thereof, in core academic areas in all high schools is critical.”*

Jump Start / TOPS University Scholars Pathways

LDOE is exploring the creation of **new diploma pathways** that would incentivize increased access to college coursework and culminate in a student graduating on time in four years with **both a high school diploma and an associate's degree or apprenticeship credential.**

Student experience in this dually-enrolled pathway:

- grades 9 and 10 on the high school campus earning required diploma coursework
- grades 11 and 12 on a postsecondary campus, accredited post-secondary satellite campus, or immersed in a state recognized apprenticeship program

For many high school students, [state-recognized apprenticeship programs](#) are a viable alternative to a four-year degree.

Strength of Diploma - Current Policy

Strength of Diploma				
College Credit		Passing course grade in DE, AP, IB *Students must take AP/IB exam and pass the course	Any AP score of 3+ Any IB score of 4+ Any CLEP score of 50+	Associate's Degree
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Value	100 points	110 points	150 points	

Strength of Diploma - Sample

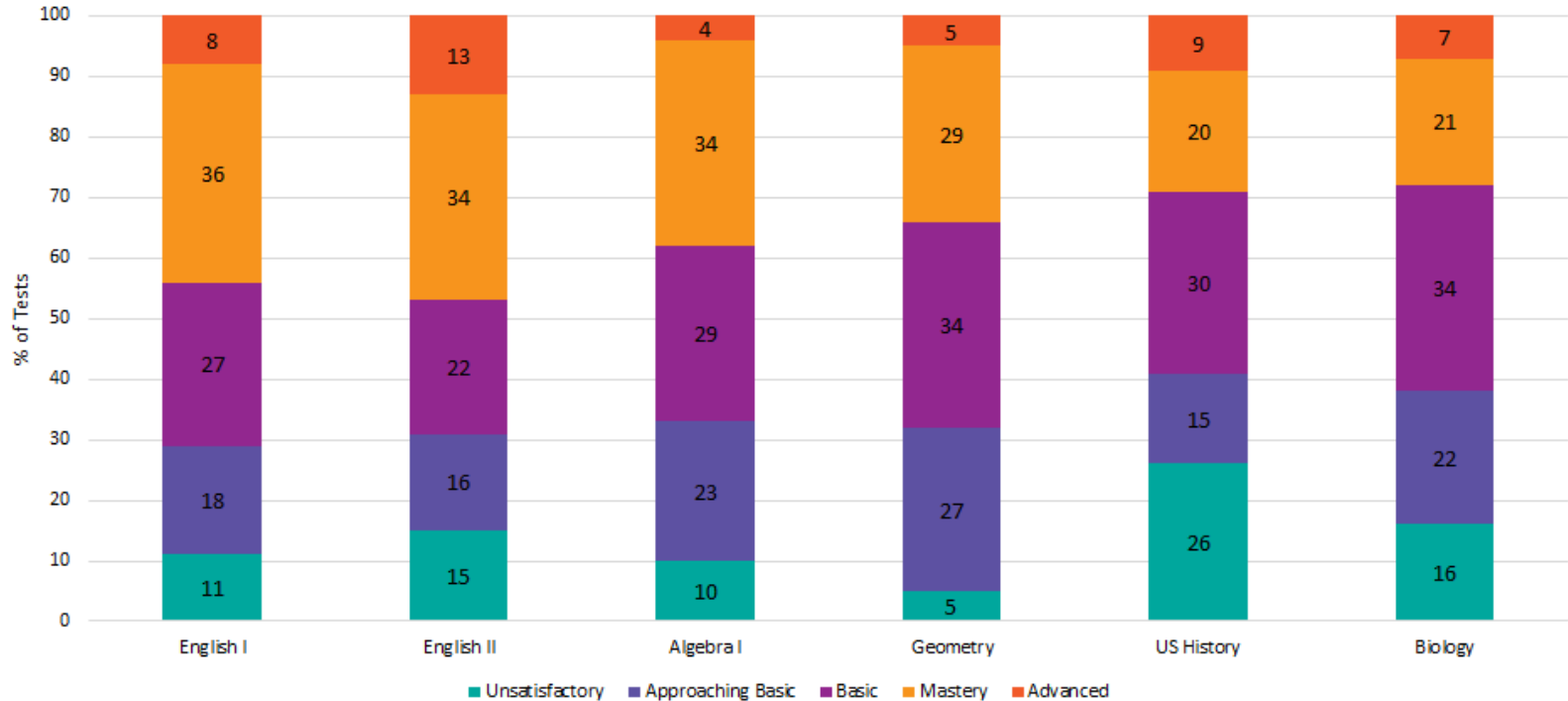
Strength of Diploma				
College Credit		6 BoR recognized TOPS CORE College Credit Hours attained via DE, AP, CLEP, or IB	12 BoR recognized TOPS CORE College Credit Hours attained via DE, AP, CLEP, or IB	Associate's Degree OR Full Apprenticeship (Advanced Plus) OR Statewide Advanced Plus Level III/IV credentials
IBC	Emerging	Statewide Basic or Certificate of Tech Studies (CTS)	Statewide Advanced or Tech Diploma (TD)	
Value	TBD	TBD	TBD	TBD



ACT

2019 LEAP 2025 High School Results by Achievement Level

Statewide 2019 LEAP 2025 Results by Achievement Level



How Can Louisiana Support Students in Getting to College?

Over the last several years, Louisiana's ACT scores have seen a consistent decline.

Louisiana's Average ACT Composite Score							
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
19.1	19.2	19.4	19.5	19.6	19.3	18.9	18.7

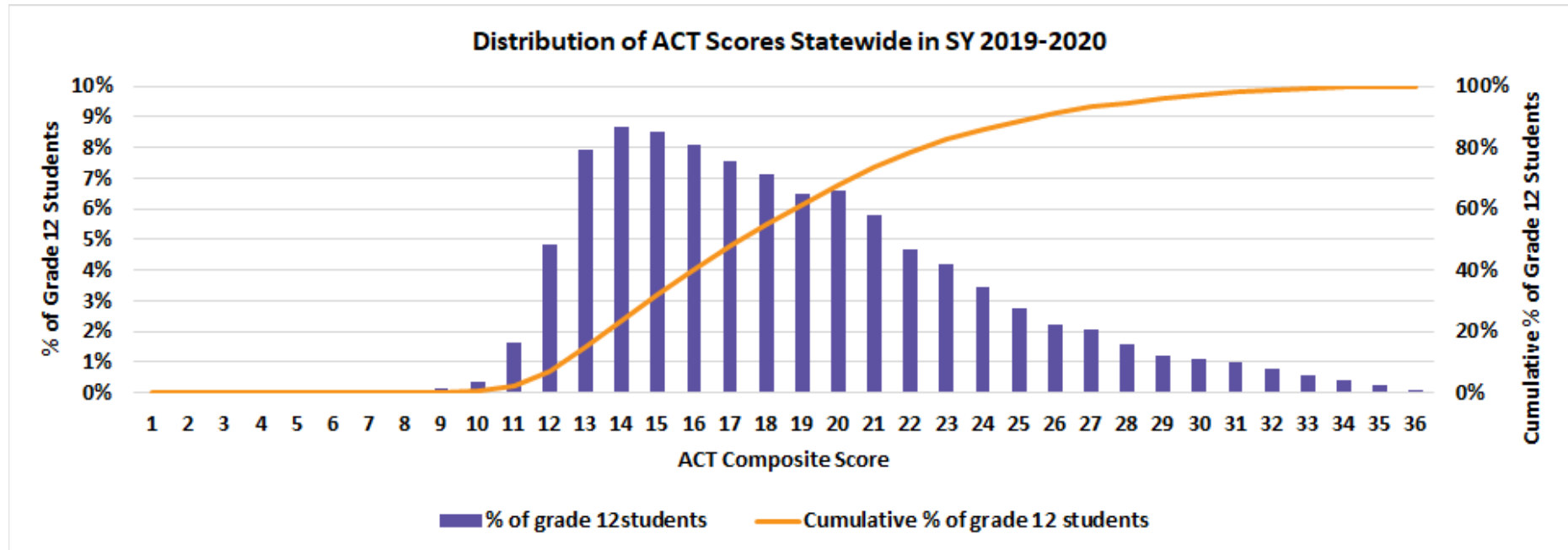
In 2018-2019, **6,997 graduates were not eligible for TOPS due to ACT**, or 17 percent of total students (41,756). This equated to approximately \$21 million in potential scholarships.

ACT Subject Test Reporting Categories

English	Production of Writing, Knowledge of Language, Conventions of Standard English
Math	Preparing for Higher Mathematics (Number & Quantity, Algebra, Functions, Geometry, Statistics & Probability), Integrating Essential Skills, Modeling
Reading	Key Ideas and Details, Craft & Structure, Integration of Knowledge & Ideas
Science	Interpretation of Data, Scientific Investigation, Evaluation of Models, Inferences, & Experimental Results

Distribution of ACT Scores - 2020

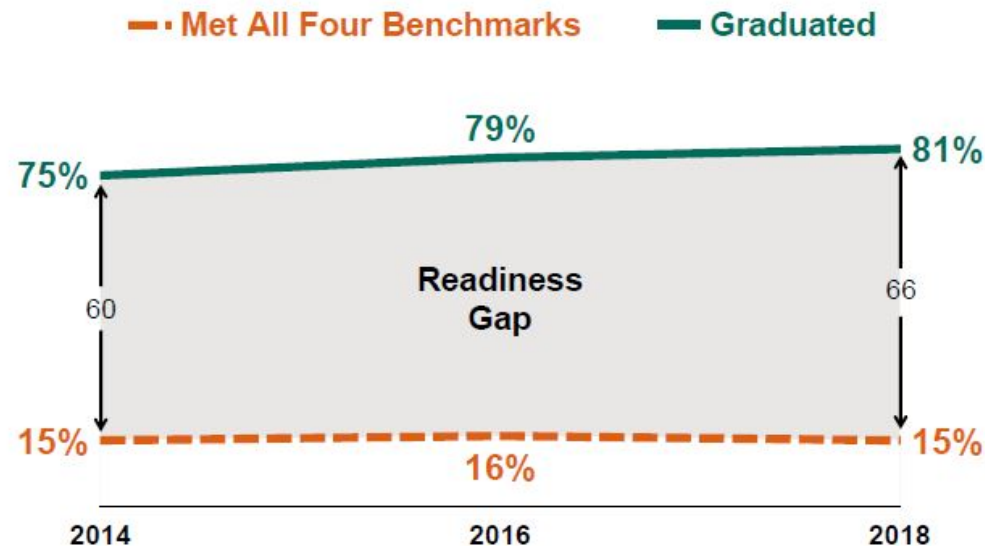
The most commonly earned ACT Composite Score was a 14, followed by 15 and then 16. 52 percent of students earned a score of 18 or better, and 32 percent of students earned a score of 21 or better.



SREB Louisiana Progress Report

Graduation Rates vs. College Readiness

Graduating Seniors Meeting All ACT Benchmarks, Louisiana

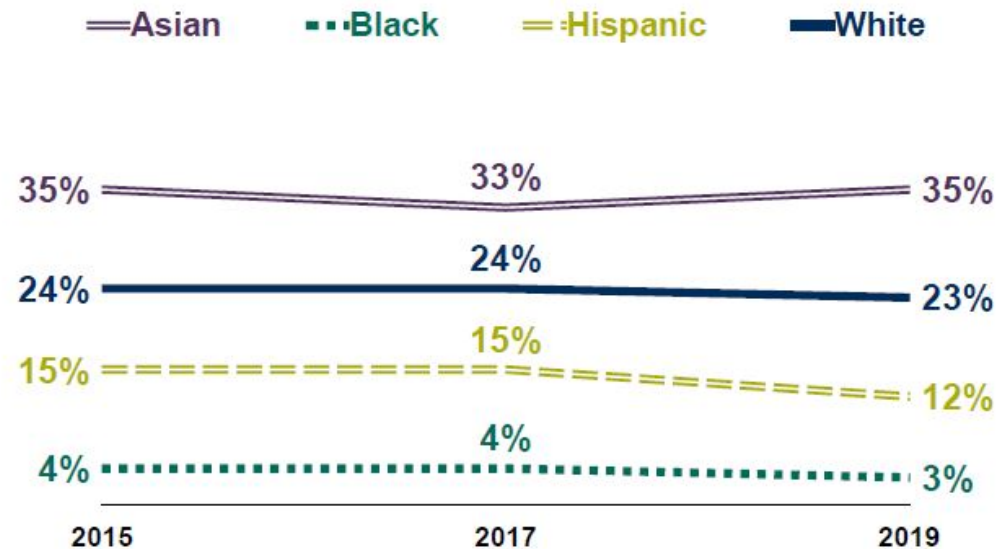


Sources: ACT, Inc., U.S. and state departments of education

SREB Louisiana Progress Report

Percentage Meeting All Four ACT Benchmarks

Graduating Class by Subgroup, Louisiana



Source: ACT, Inc.

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Interests & Opportunities

SY 2020-2021 Interests & Opportunities Policy

For the 2020-2021 school year, the Interests and Opportunities Index comprises 5 percent of the School Performance Score formula. Schools serving grades K-8 are evaluated based on course enrollment and completion of a survey. Schools serving grades 9-12 are only evaluated based on completion of a survey.

Component	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	K-8 AND HS
Completion of an online survey <ul style="list-style-type: none">Completed by principals, validated by superintendentsSix categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & EngineeringA 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	K-8 AND HS
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

Interests & Opportunities Development

LDOE has heard school system concerns around successful implementation of enrichment courses during SY 2020-2021 due to the pandemic. We will continue to explore policy adjustments, including possible ways to incorporate **community service, STEM, and other student opportunities**.

The 2020-2021 Interests & Opportunities survey will capture information on successes and barriers schools have faced implementing enrichment programs this school year. The survey will also be an opportunity for schools to provide input about the future of the Interests & Opportunities Index moving forward.

The 2020-2021 Interests and Opportunities survey will release in early January 2021. Information around the logistics of the Interests & Opportunity survey will be announced via the school system newsletter.



Public Comment