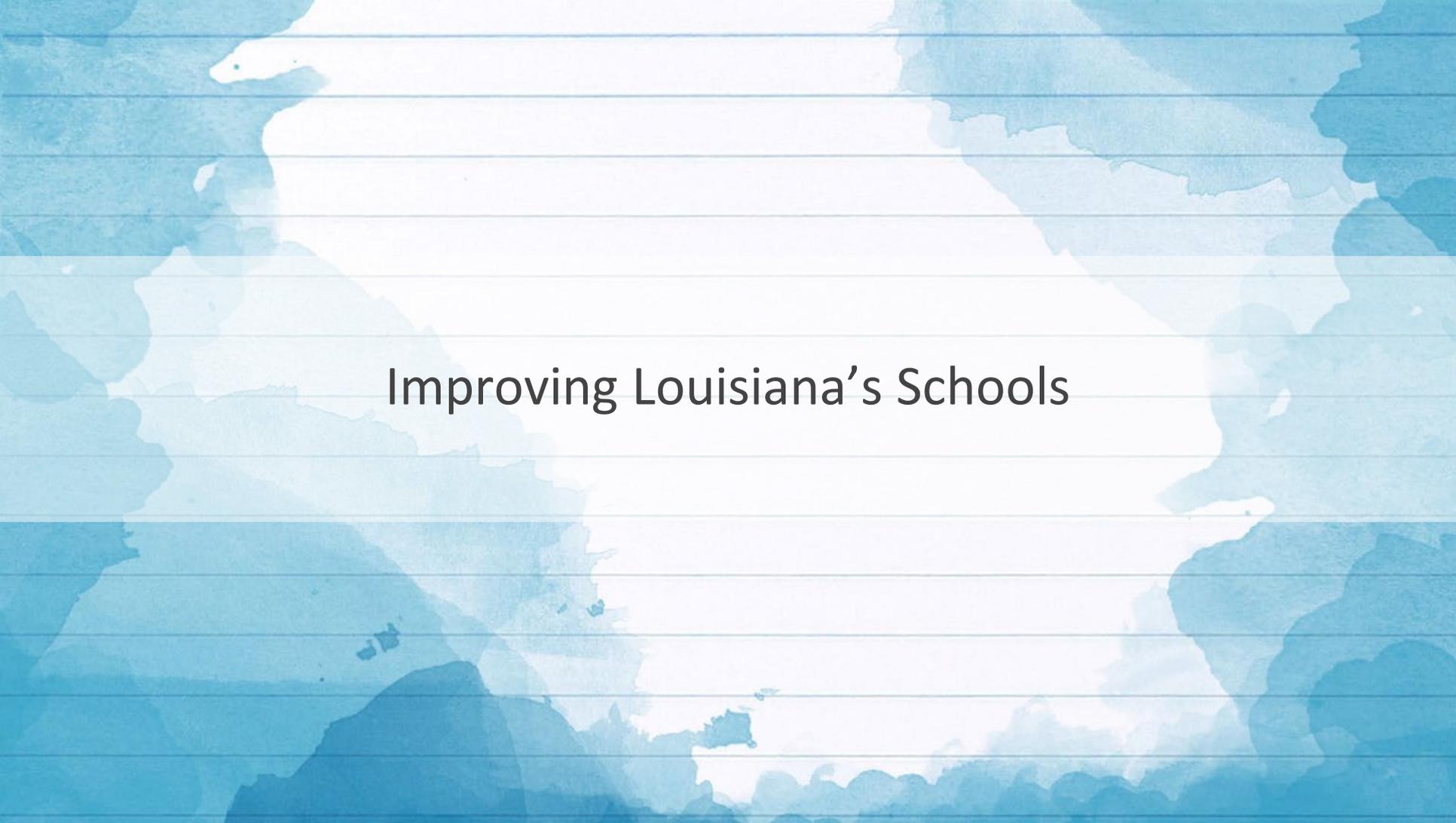


Louisiana Believes

Louisiana School and Center Performance and Improvement

November 8, 2018



Improving Louisiana's Schools

SCHOOL SYSTEM IMPROVEMENT STRATEGY

To address the continued need for school improvement statewide, the Louisiana Department of Education...



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IDENTIFIES STRUGGLING SCHOOLS AND CENTERS:

Annual performance scores are issued to identify struggling schools and early childhood centers in need of improvement.

APPROVES AND FUNDS IMPROVEMENT PLANS:

School systems develop, submit, and receive approval for annual improvement plans that are

- **focused** on proven strategies across the Department's five priority areas,
- **driven** by the school system planning framework, and
- **executed** through a consolidated application system.

SUPPORTS PLAN IMPLEMENTATION:

School systems implement improvement plans with support from the Department, network teams, and education partners.

Plans for Improvement in Struggling Schools

To support school systems in improving schools labeled as struggling, the Department has:

- identified specific criteria for approving local plans, including high-quality curriculum, assessments, and professional development;
- developed resources that will help school systems meet these criteria; and
- deployed field staff to help school systems design a plan that meets the needs of their system.

Funding Plans for Improvement

Yesterday, the Department released a new process for funding improvement plans.

- The School System Planning framework establishes priorities to help school systems create one plan.
- The Super App is one application for dollars.
- Super App is due February 1, 2019.
- BESE will approve funding to support these plans in April 2019.



Evaluating School Performance

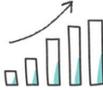
The 2017-2018 school performance scores will reflect three critical shifts in the design and reporting of Louisiana's accountability system.

1. Raising expectations of what it means to be an 'A' school gradually between now and 2025
2. Rewarding progress students make throughout the year in addition to their absolute performance
3. Identifying and supporting schools struggling generally or with particular groups of students

Shift 1: Raising Expectations within School Rating System

The first shift is to ensure that by 2025, an 'A' in Louisiana's letter grade system signals mastery of fundamental skills.

WHAT DOES IT TAKE FOR A SCHOOL 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 .	

Shift 2: Measuring Annual Growth of All Students

The second critical shift is an increased value in the progress of every individual child through the new Student Progress Index.

The progress index measures how well students, regardless of where they start at the beginning of the year, are progressing toward “Mastery” throughout the year, and rewards schools for this growth.

Schools earn an ‘A’ in the progress index for any student who:

- is on track to reach “Mastery” (or “Advanced”) by grade 8 (or grade 10 for high schools); or
- scores higher than expected based on the scores of other students similar to them.

Shift 3: Identifying Struggling Schools

The third critical shift is the annual identification and reporting of schools in need of comprehensive and targeted support.

As part of Louisiana's ESSA plan, any school identified under one of the following intervention labels is required to submit a plan to the Department for improvement and an application for funding to support its implementation.

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.

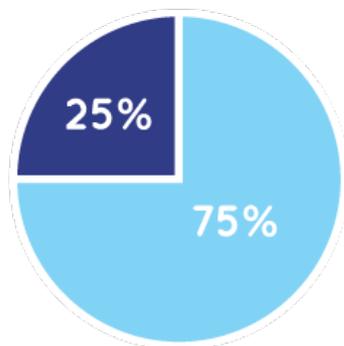
COMPREHENSIVE INTERVENTION REQUIRED*

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.

The labels (CIR/UIR) also appear on a school's report card in School Finder.

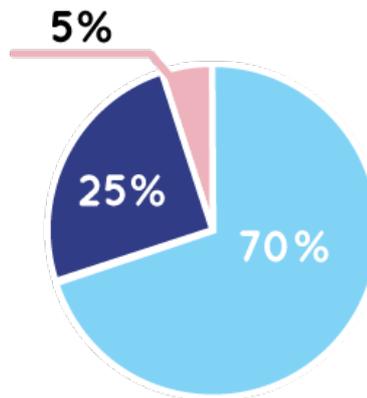
2017-2018 School Accountability Formula

Elementary School Performance Scores



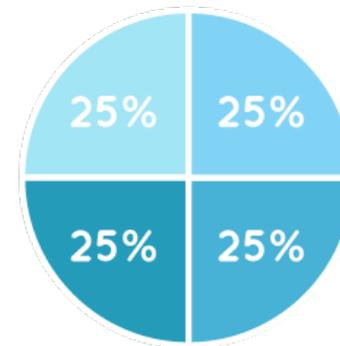
- State Assessment Performance
- Student Progress

Elementary/Middle School Performance Scores (with Grade 8)



- State Assessment Performance
- Student Progress
- Credit Accumulation in 9th grade

High School Performance Scores



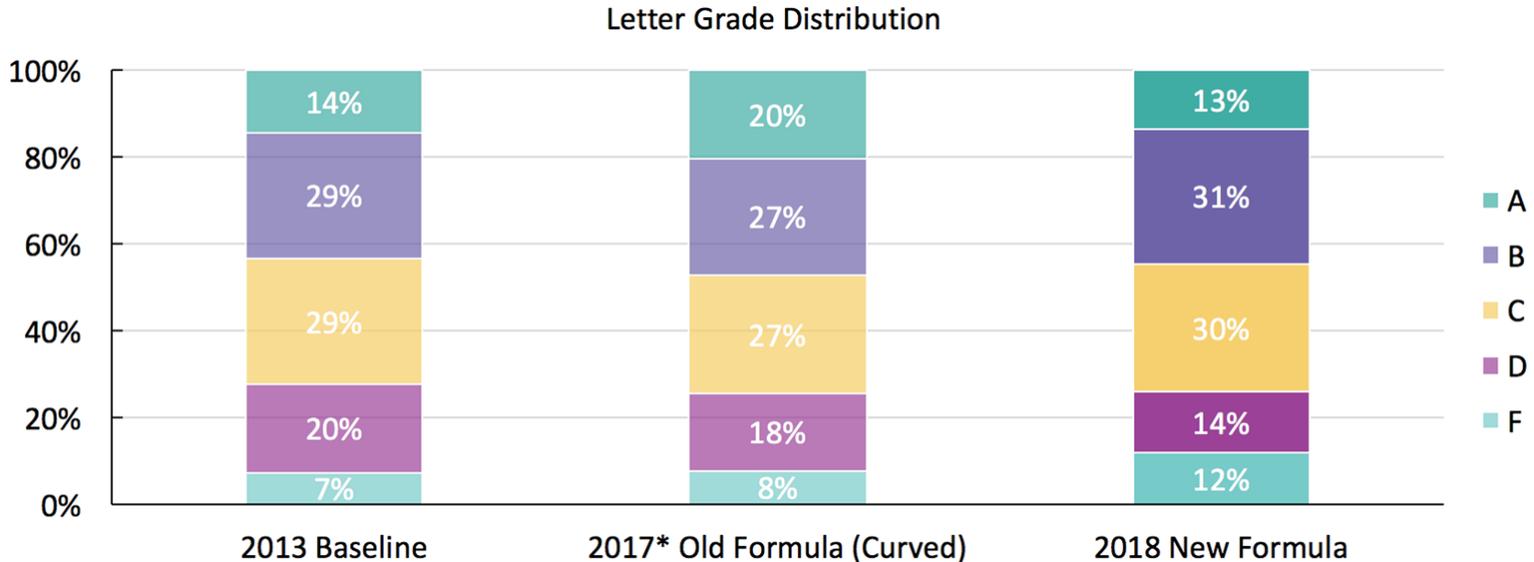
- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate

Steady Performance in K-12 Schools

- More Louisiana students than ever before graduated from high school in four years. The statewide four-year graduation rate increased from 77 percent in 2016 to 78.2 percent in 2017.
- 48 percent of the Class of 2017 earned early college credit or statewide career credentials valued in high-wage industries. That's up from 43 percent in 2016 and 37 percent in 2013.
- Since 2012, the number of Louisiana students meeting ACT's college readiness benchmark (21 and above) has increased by nearly 40 percent.
- Overall, results on ELA and mathematics assessments remained steady in 2018, while the percent of students demonstrating mastery on social studies increased in the second year of the new standards-aligned assessment.

2017-2018 School Performance Score Summary

As schools react to the higher expectations, the letter grade rating distribution has shifted slightly.



*2017 results exclude Livingston Parish schools due to flooding. An additional 80 schools impacted by flooding in Ascension, Baker, Central, East Baton Rouge, and Lafayette earned the better of their 2016 or 2017 school performance score and letter grade.

Excelling Schools



477 schools

demonstrated excellence in student progress from one school year to the next

[View 2018 Honorees](#)



191 schools

demonstrated excellence educating students with disabilities, English learners, and/or economically disadvantaged students

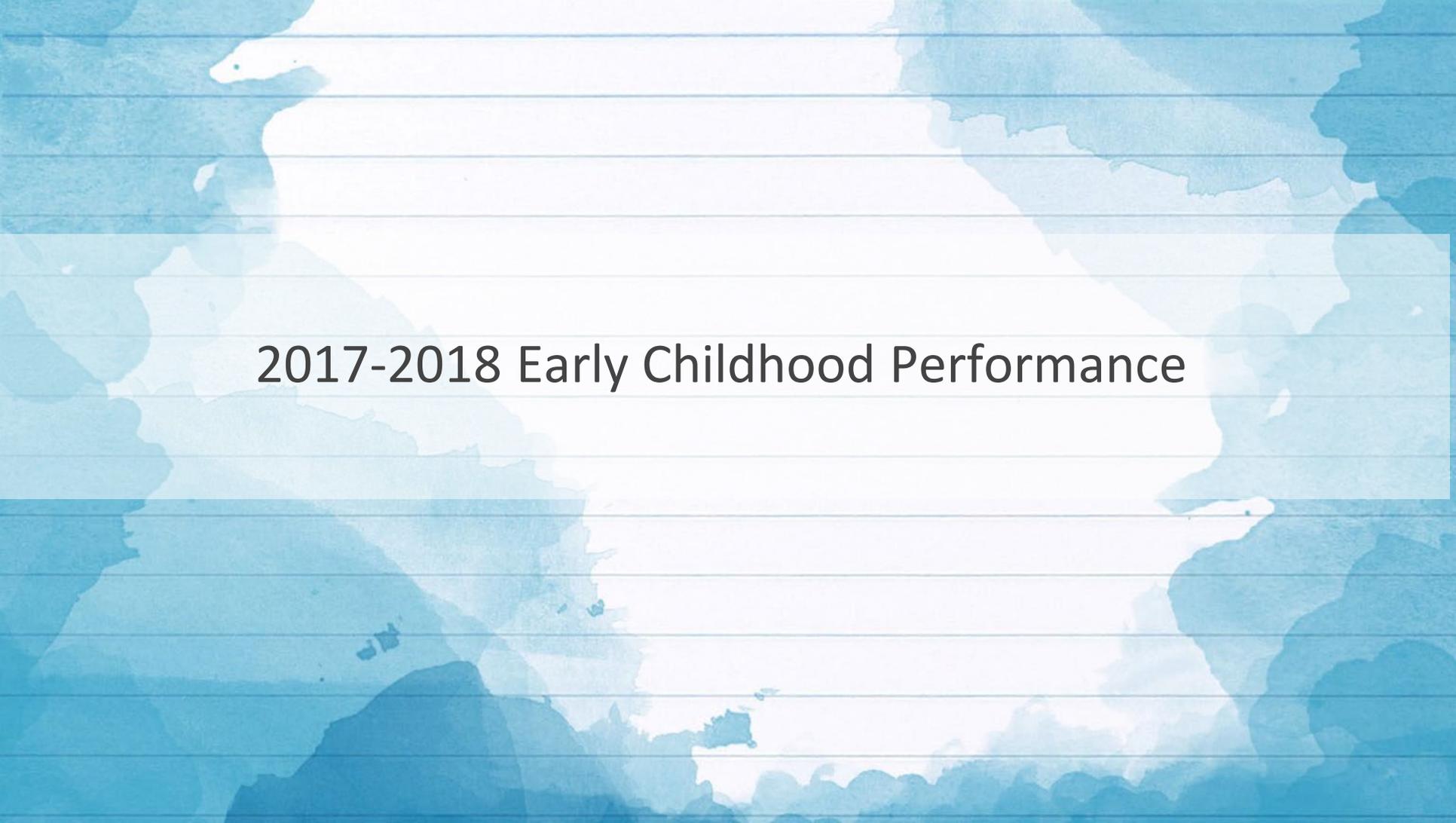
Struggling Schools

276 schools have been identified as in need of comprehensive improvement, and will submit plans for whole-school improvement.

An additional 226 schools struggled persistently with one or more groups of students and/or school discipline, and are required to submit a plan for urgent intervention.

In total, school systems will be required to submit plans for 502 schools.

Comprehensive Intervention Required	Urgent Intervention Required (groups are not mutually exclusive)					
	Discipline	Economically Disadvantaged	African American	Students with Disabilities	English Learners	Any*
276	159	67	82	285	39	413

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, painterly effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and modern.

2017-2018 Early Childhood Performance

Performance Rating Approach: Focus on Interactions with Children

Louisiana uses *CLASSTM* to measure, provide information on, and support improvement on the core elements needed for center quality: adult-child interactions and instruction.

As a research-based, nationally regarded early childhood quality measure for all young children, *CLASSTM* assesses how well teachers interact with children, including how well they:

Description	PreK Domain	Toddler Domain
Create a warm, positive environment and build trusting relationships with children	Emotional Support	Emotional & Behavioral Support
Organize daily routines and minimize disruptions	Classroom Organization	
Help children learn concepts and connect ideas through dialogue and play	Instructional Support	Engaged Support for Learning

Early Childhood Performance Trends

Improvement in 2017-2018:

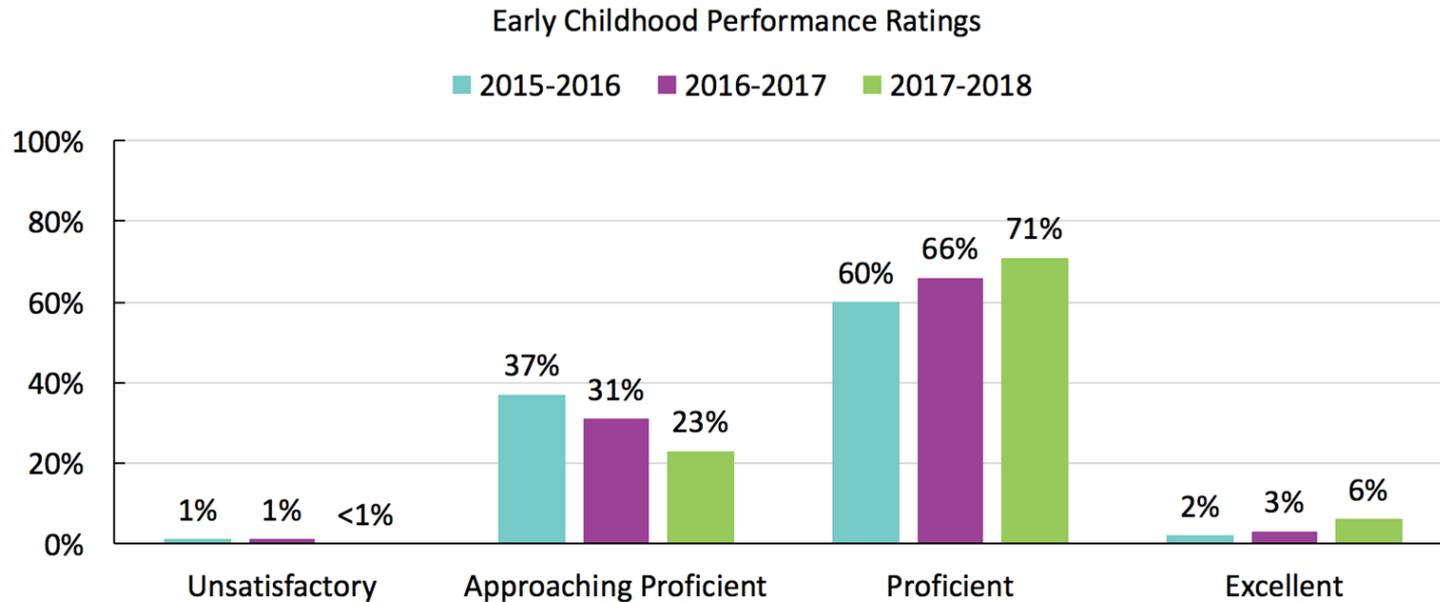
- More than 14,000 observations were conducted in 1,590 sites in nearly 5,300 classrooms, which amounts to more than 1 million minutes of care and education observed.
- Almost 10 percent more sites are rated as “proficient” or above relative to last year.
- More than a third of Community Networks have at least one Excellent site, representing exemplary quality on a tool used both nationally and internationally.

Yet Challenges Remain:

- Too many children are still not receiving the instruction needed to fully prepare them for kindergarten.
- There are stark differences in access for publicly-funded seats by age: while most economically disadvantaged four year olds are served, less than 10 percent of 0-2 year olds are.

2017-2018 Early Childhood Performance Trends

Louisiana has shown improvement over three years of statewide implementation of its birth-to-five unified quality rating system, with more programs scoring Proficient and above, and fewer scoring Approaching Proficient or Unsatisfactory.



Excelling Early Childhood Centers



90 sites

demonstrated excellence with no unsatisfactory scores in any domain



151 sites

demonstrated high performance for the state's youngest learners



52 sites

demonstrated more than 1 point of growth on a 7 point scale

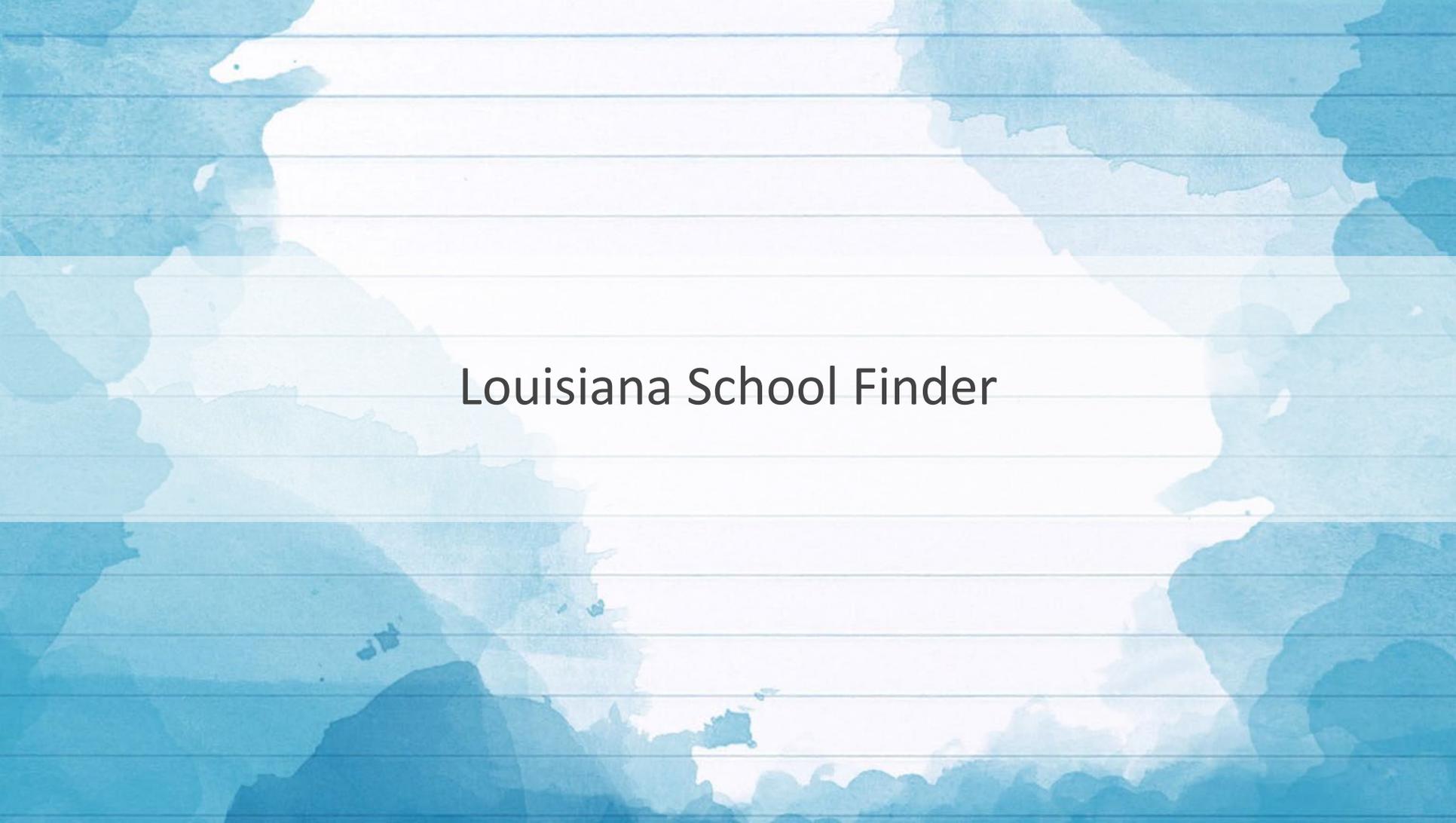
2018 Honor Roll

Supporting Early Childhood Site Improvement

Beginning in 2018-2019, sites that receive a rating below 3.75 are required to participate in a formal improvement planning process led by the Department.

Sites participating in the Early Childhood Site Improvement Planning Process:

- work with the Department to complete a needs assessment and develop an improvement plan;
- are connected to opportunities for high-quality coaching and professional development through Child Care Resource and Referral Centers, LEAs and others; and
- maintain monthly communication with Department field staff to ensure progress is being made.



Louisiana School Finder

Louisiana School Finder

Both school performance scores and early childhood performance profiles are reported this year through Louisiana's interactive, online tool: [Louisiana School Finder](https://www.louisianaschoolfinder.com).

Louisiana School Finder provides families with:

- **school performance scores and early childhood performance ratings** to show how well schools and centers are preparing students for the next grade-level;
- **basic information about schools and centers** such as their address, website, hours of operation, and principal or director's name; and
- **listings of course offerings, clubs, enrichment, and extracurricular activities.**



www.louisianaschools.com

New to School Finder: Early Childhood Honor Rolls

WHAT IS THIS SITE'S RATING FOR
CLASSROOM QUALITY?

2017-2018 RATING

Excellent

[EXCELLENCE HONOR ROLL>](#)

[TOP GAINS HONOR ROLL>](#)

WHAT IS THIS SCHOOL'S OVERALL LETTER
GRADE?

2017-2018 LETTER GRADE



[TOP GAINS SCHOOL>](#)

New to School Finder: School Performance Score Comparison

In order to ensure full transparency, and to allow families to compare school performance over time, the Department will publish 2017-2018 school ratings using the old and new accountability formula in [School Finder](#).

HOW IS THIS OVERALL LETTER GRADE SCORED?

2017-2018 SCHOOL PERFORMANCE SCORE

77.9

A 90-100
B 75-89.9
C 60-74.9
D 50-59.9
F 0-49.9

[About this Scale](#)

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, their growth from the prior year, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

[Watch a video on how this is measured](#)

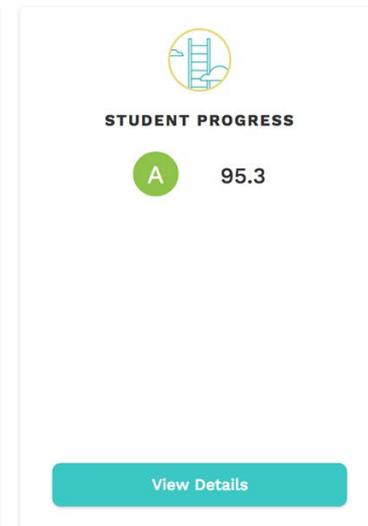
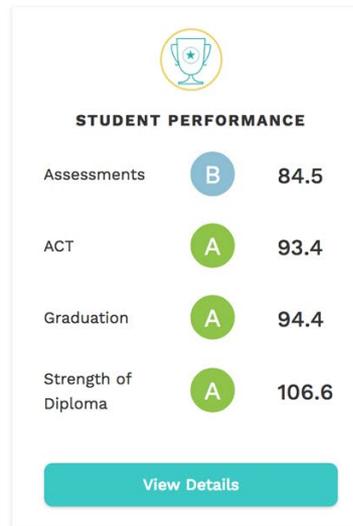
HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2017-2018 OVERALL PERFORMANCE (NEW FORMULA)	B	77.9
2017-2018 OVERALL PERFORMANCE (OLD FORMULA)	B	90.2
2016-2017 OVERALL PERFORMANCE (OLD FORMULA)	B	95.1

New to School Finder: Reporting on Student Progress

In addition to an overall school performance score and letter grade, schools will also receive a score and letter grade for each key index in their school performance score.

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?



New to School Finder: Urgent Intervention Required Labels

Schools identified as “Urgent Intervention Required” will receive a notation in School Finder as show below.

STUDENTS WITH DISABILITIES



For this group, the school performed better than **18%** of all Louisiana schools.

Urgent Intervention Required >

Schools that receive this label will be required to submit strategies for improvement to the Department, and are eligible for funding support through Super App.

New to School Finder: Teacher Attendance and FAFSA Completion



STUDENT PERFORMANCE

STATE ASSESSMENTS	B	85.4
ACT	C	63.1
GRADUATION RATE	A	115.5
STRENGTH OF DIPLOMA	A	128.8

[View Details](#)

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) SUBMISSION RATE

[What is this measure?](#)



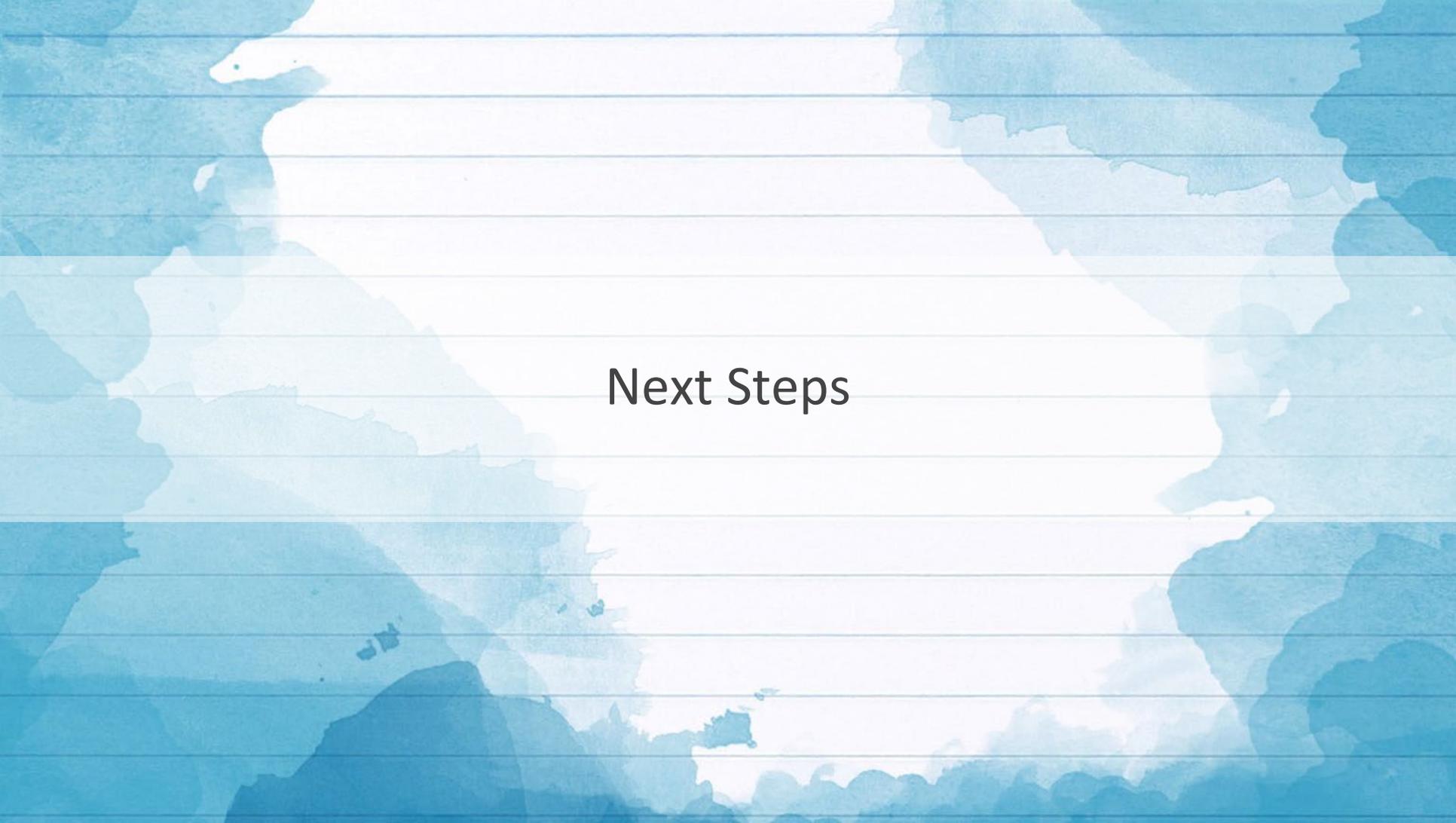
TEACHER WORKFORCE

[View Details](#)

TEACHER ANNUAL ATTENDANCE RATE

Coming in Spring 2019



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Next Steps

Next Steps in Supporting School and Center Improvement

Actions	Date
November Supervisor Collaborations focused on 2019-2020 School System Planning Process and Super App	Nov 8, 13, 14, 15
Louisiana Early Childhood School Readiness Tax Credit guidance released	November
Schools hold parent nights to share school performance results with families	Winter
Department and network teams provide technical support to early childhood programs and school systems in completing their improvement plans	Nov 2018-Jan 2018
School systems submit plans in Super App	February 1, 2019
BESE approves competitive allocations and school systems begin implementation	April 2019