

# Louisiana Believes

---

## Louisiana School and Center Performance and Improvement

November 6, 2019

# Improving Louisiana's Schools and Centers

# Early Evidence of Improvement in Struggling Schools

**Public school scores announced today mark an important milestone in the implementation of the state's plan to comply with the federal Every Student Succeeds Act (ESSA), which requires states to identify and improve struggling public schools.**

Results indicated promising initial outcomes in schools identified as needing improvement.

- Of 219 schools identified in the ESSA plan, excluding alternative schools, **79 schools (36 percent) increased by three or more SPS points**, 88 schools (40 percent) remained steady, and 52 schools (24 percent) declined by three or more SPS points.
- Improving schools in the ESSA plan **grew by an average of 4.8 points**, compared with 3.9 among other improving schools.
- Of 219 schools identified, excluding alternative schools, **43 schools (20 percent) improved a full letter grade**, compared with 13 percent among all other public schools.



# Example of Progress: East Baton Rouge Parish Zone

A zone strategy concentrates resources—financial and human—and allows for one leader to manage the strategy for student learning within these schools.

**East Baton Rouge Parish was among the most improved school systems in 2018-2019 and demonstrated significant gains in its 14 persistently struggling schools included in its zone strategy.**

- Of 14 EBR schools included in the zone strategy, **12 (86 percent) improved their school performance score** from 2018 to 2019. On average, these schools improved 5.3 SPS points.
- Of all 23 EBR schools identified in the ESSA plan, 21 (91 percent) improved their school performance score and **6 (25 percent) improved a full letter grade.**
- The **District Performance Score improved 3.7 points**, ranking 7th in the state for improvement.
- The percent of East Baton Rouge Parish **students enrolled in failing schools, excluding alternative schools, declined by 3 percentage points.**

# Ongoing Need for Improvement

**While Louisiana is beginning to see early signs of success, the state's annual results signal there is more work to be done to ensuring every child, every day, has access to a high-quality education.**

- The Department has identified a total of [571 schools](#) as requiring comprehensive or urgent intervention, and school systems are required to submit improvement plans for the 2020-2021 school year.
- Select school systems with struggling schools will present on their progress to the state Board of Elementary and Secondary Education (BESE) at its December 2019 meeting.
- The 2020-2021 Super App launched on November 4. BESE will approve funding to support these plans in April 2020.

# Early Childhood Access and Quality

**Early childhood centers across the state have shown continued progress in the years since the state Legislature passed the landmark Act 3. However, the results emphasize the need to further expand access to these high-quality programs, particularly for children birth to age 3.**

Low-performing sites that implemented improvement plans saw greater gains than did other sites that did not:

- **95 percent of sites implementing improvement plans have improved this year**, compared to only 33 percent of Approaching Proficient sites that did not participate.
- **45 percent of sites implementing improvement plans are showing growth of 1 point or higher**, compared to fewer than 1 percent of other Approaching Proficient sites.

Despite improvements in early childhood classroom quality, there are still far too few economically disadvantaged birth through three year olds that can access high-quality, publicly-funded care:

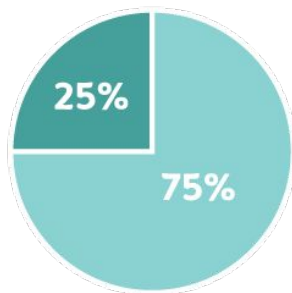
- While 86 percent of economically disadvantaged 4 year olds have access to quality early learning, **only 1 percent of our infants, 6 percent of our toddlers, and 26 percent of our 3 year olds do.**

# 2018-2019 K-12 School Performance



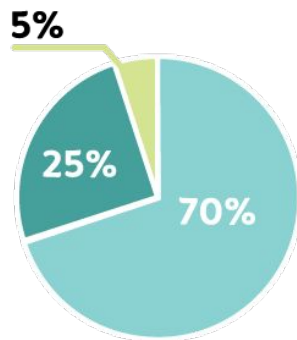
# 2018-2019 School Accountability Formula

## Elementary School Performance Scores



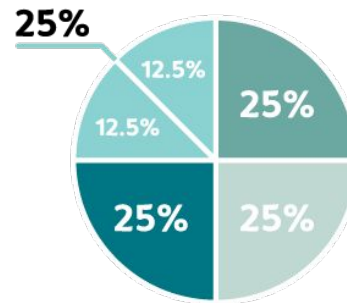
- State Assessment Performance
- Student Progress

## Elementary/Middle School Performance Scores (with Grade 8)



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

## High School Performance Scores

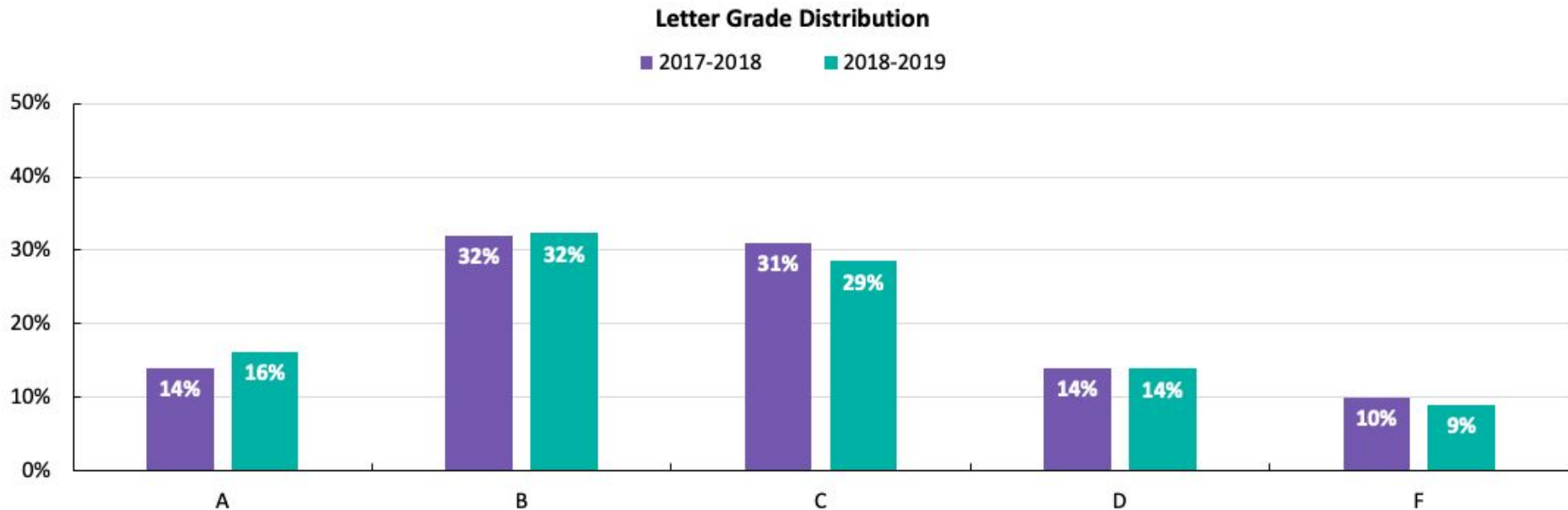


- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate



# 2018-2019 School Performance Score Summary

Compared to 2017-2018, the first year of Louisiana's new accountability formula, the distribution of letter grades has remained steady. Slightly more schools earned an A or B grade in 2018-2019.



# Excelling Schools



**453 Top Gains Honorees** earned a progress index equivalent to an 'A' and did not earn any Urgent Intervention Required labels for student groups and/or discipline.



**197 Equity Honorees** performed in the 90th percentile or above for students with disabilities, economically disadvantaged students, and/or English learners, and did not earn any Urgent Intervention Required labels for student groups and/or discipline.

# New: Alternative Education School Rating Formula

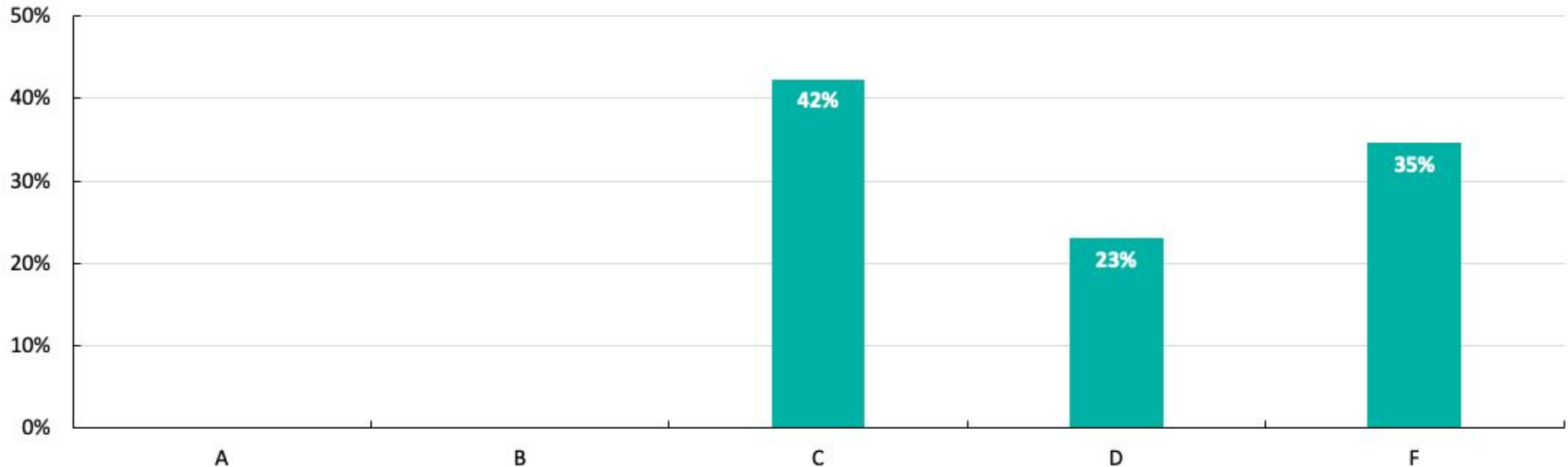
With the recommendations of the alternative education study group, Accountability Commission and BESE, alternative schools are now evaluated based on [a formula](#) that is more closely aligned to their unique mission.

Traditional High School Accountability Measure	Alternative School Accountability Measures
<b>Assessment and Progress Index:</b> Measures student performance and growth on state assessments	<b>Progress Index:</b> Measures student growth on state assessments
<b>ACT Index:</b> Measures student performance on the ACT or WorkKeys assessment	<b>Core Credit Accumulation:</b> Measures students staying on track while enrolled at the alternative school
<b>Graduation Rate Index:</b> Measures students graduating from high school in four years	<b>Second Year Dropout/Credit Accumulation:</b> Measures students successful transition to the next school year
<b>Strength of Diploma Index:</b> Measures students graduating in four years with high value college or career credentials	<b>12th Grade Strength of Diploma Index:</b> Measures 12th grade students graduating with high value college or career credentials

# Alternative Education School Rating Formula Results

Prior to the new alternative education school rating formula, 100 percent of alternative schools earned F letter grades. Under the new formula, the results are distributed across the scale.

2018-2019 Letter Grade Distribution: Alternative Schools





# 2018-2019 Early Childhood Center Performance

# Performance Rating Approach: Focus on Interactions with Children

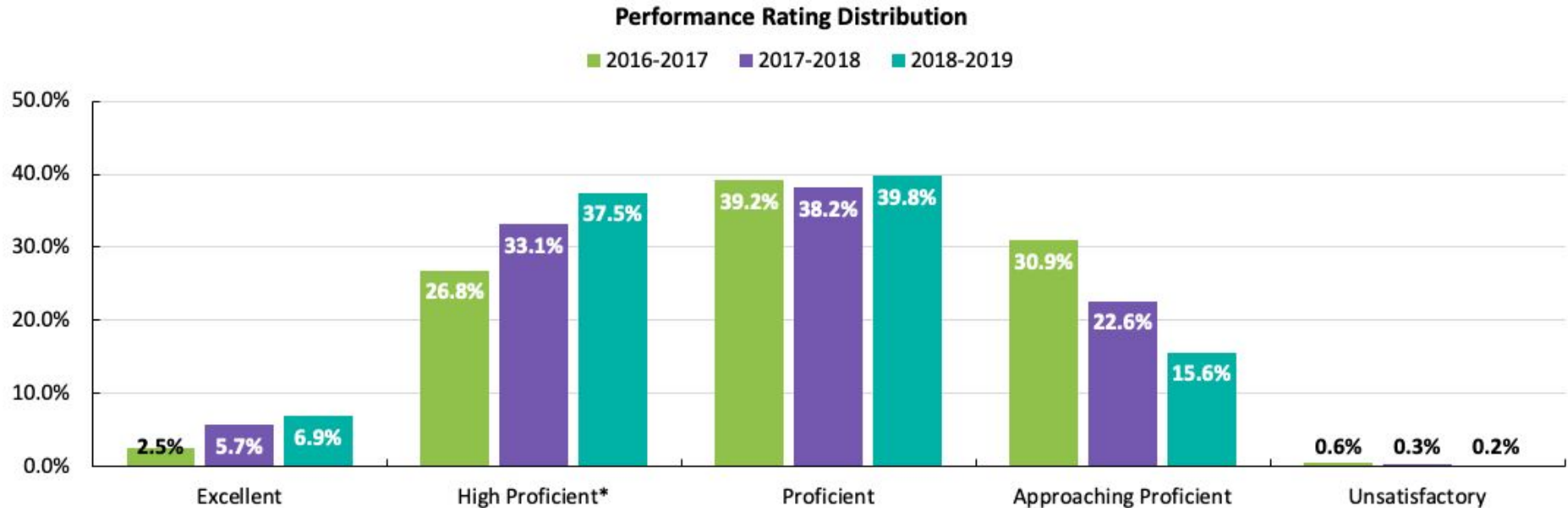
Louisiana uses the *CLASS*® rating tool to measure, inform, and support improvement on the core elements needed for early childhood classroom quality.

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

Expectations for the Classroom:	Pre-K Domains	Toddler Domains	Infant Domains*
<i>Warm, positive environment with trusting relationships</i>	Emotional Support	Emotional & Behavioral Support	Responsive Caregiving
<i>Daily routines are organized and disruptions are minimal</i>	Classroom Organization		
<i>Children are supported to learn concepts, develop language, and connect ideas through dialogue and play</i>	Instructional Support	Engaged Support for Learning	

# Early Childhood Performance Trends

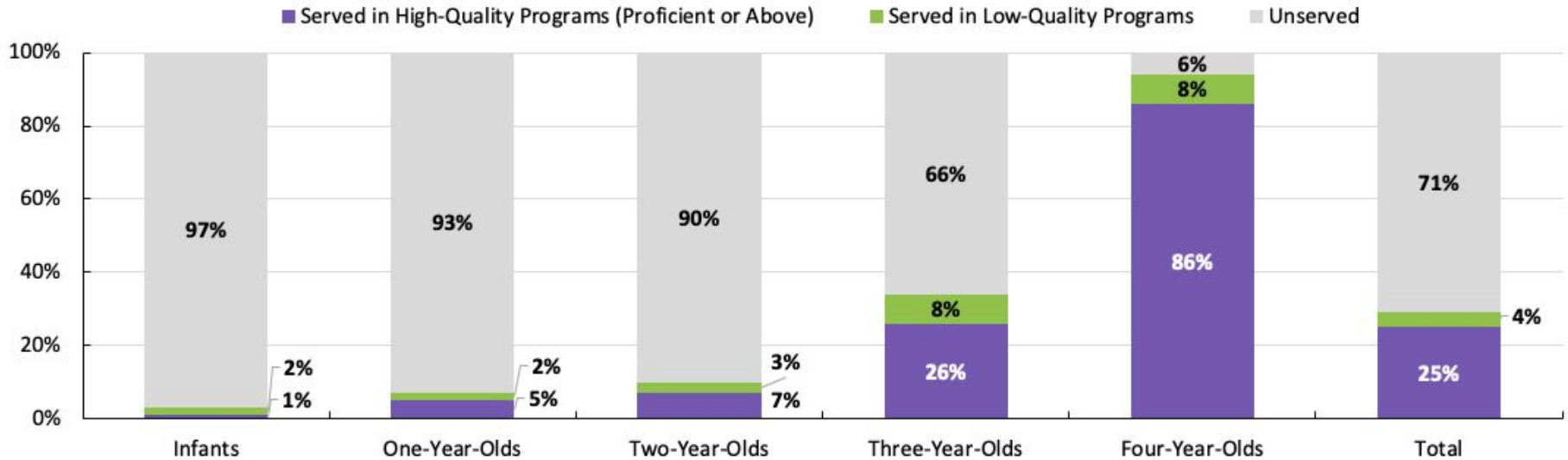
Compared to last year, 126 more sites (7 percent) achieved Proficient or above in 2018-2019, indicating that more children across the state are receiving quality care and education than in years past.



# Access to Early Childhood Seats

On average, approximately 4,000 children per month are on the waiting list to receive child care assistance. As a result, these children are not afforded the opportunity to attend a high-quality, early childhood program. Over two-thirds of these children are under the age of four.

Percent of Students in Early Childhood Programs





# Excelling Early Childhood Centers



**113 sites**

demonstrated excellence with no unsatisfactory scores in any domain.



**216 sites**

demonstrated high performance for the state's youngest learners.



**57 sites**

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

**2019 Honor Roll**