Louisiana Believes

Superintendent and Principal Profiles
December 2016

DEPARTMENT of EDUCATION

Welcome

Objective: Participants in this session will use an example principal profile to:

- Ensure that current priorities or strategies are aligned to prior year data
- Adjust priorities and strategies in order to ensure better outcomes

Agenda

- Overview
- Guiding questions
- Goal setting

Overview

Principal Profile

The superintendent and principal profiles break down the components of the district or school performance score in order to allow a leader to identify and address issues from the prior year.

Section	Purpose
School Performance at a Glance	How had the district/school performed over the past four years?
Student Performance	How did students perform on state assessments?
Student Improvement	How much progress did the school make with nonproficient students?
Preparation for High School	How many credits were students able to earn by the end of grade 9?
Preparation for College and Career	How prepared are students when they are leaving high school?
Subgroup Performance	How did specific subgroups perform?
Comparison to Other Schools	How does the district/school compare to others?
Calculation of District or School Performance Score	How was the district/school performance score calculated?

School Performance at a Glance

School Performance at a Glance

This section includes the SPS for four years as well as the break down of each indicator included in the SPS.

Section I: School Performance at a Glance

School Accountability: Letter Grade and Performance Score

	School Letter Grade	School Performance Score	Change in SPS From Prior Year	K8 Assessment Index	Dropout/Credit Index	End-of-Course Assessment Index	ACT Index	Cohort Graduation Rate Index	Strength of Diploma (Grad Index)	Progress Points Earned
2015-2016 Performance	Letter	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#
2014-2015 Performance	Letter	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#
2013-2014 Performance	Letter	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#.#	#
2012-2013 Performance	Letter	#.#	NA	#.#	#.#	#.#	#.#	#.#	#.#	#

Guiding questions that may be appropriate for this section:
- Are there particular indicators that are trending either up or down?
- How can a PLC use this begin identifying where students are not successful and where they are?

School Ranges and the Transition Years

The school performance at a glance section includes a description of the transition years as well the standard letter grade scale. This is not the curved scale, but the one defined in policy.

School Ranges and the Transition Years

For 2015-2016 and 2016-2017, as in previous transition years, letter grades distribution will remain consistent as Louisiana transitions to higher standards. School Performance Score (SPS) ranges will be adjusted by configuration to ensure consistency in distribution. The standard SPS range (without the adjustment for distribution) is included below.

Letter Grade	School Letter Grade
A	100.0 – 150.0
B	85.0 – 99.9
C	70.0 – 84.9
D	50.0 – 69.9
F	Below 50.0

2

How did students perform? *(K-8)*

How did students perform? *(K-8)*
Content Areas by Grade Level

Assessment results are included in this section along with an assessment index by grade level and content area.

Section II: How did students perform? *(K-8 Information)*

Spring 2016 Grade 3 *i*LEAP and LEAP Tests - Performance by Achievement Level

Grade 3 Achievement Levels	English Language Arts						Mathematics						Science					
	School		School Last Year		District	State	School		School Last Year		District	State	School		School Last Year		District	State
Advanced	#	%	#	%	%	%	#	%	%	%	%	%	#	%	#	%	%	%
Mastery	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Basic	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Approaching Basic	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Unsatisfactory	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Assessment Index	#.#		#.#		#.#	#.#	#.#		#.#		#.#	#.#	#.#		#.#		#.#	#.#

Guiding questions that may be appropriate for this section:
- Where is the school higher than district and state averages?
- Where is the school lower than district and state averages?
- How does the performance compare to the prior year?
- How does the assessment index of one content area compare to another (e.g., math vs ELA)?
- How does the assessment index of one grade level compare to another (e.g., gr 3 vs gr 5)?

Social Studies Assessment Index

During 2015-2016, the grades 3-8 social studies assessment was an optional field test. A school's assessment index was determined by the prior two years of social studies results and weighted by the current student population.

Spring 2016 Social Studies Assessment Index

In order to ensure a steady formula during the field test year, either the 2013-2014 or 2014-2015 social studies assessment index—whichever results in the higher score—was carried forward. The index that was carried forward was weighted by the 2015-2016 Science assessment index population to prevent impact of change in population size from prior year.

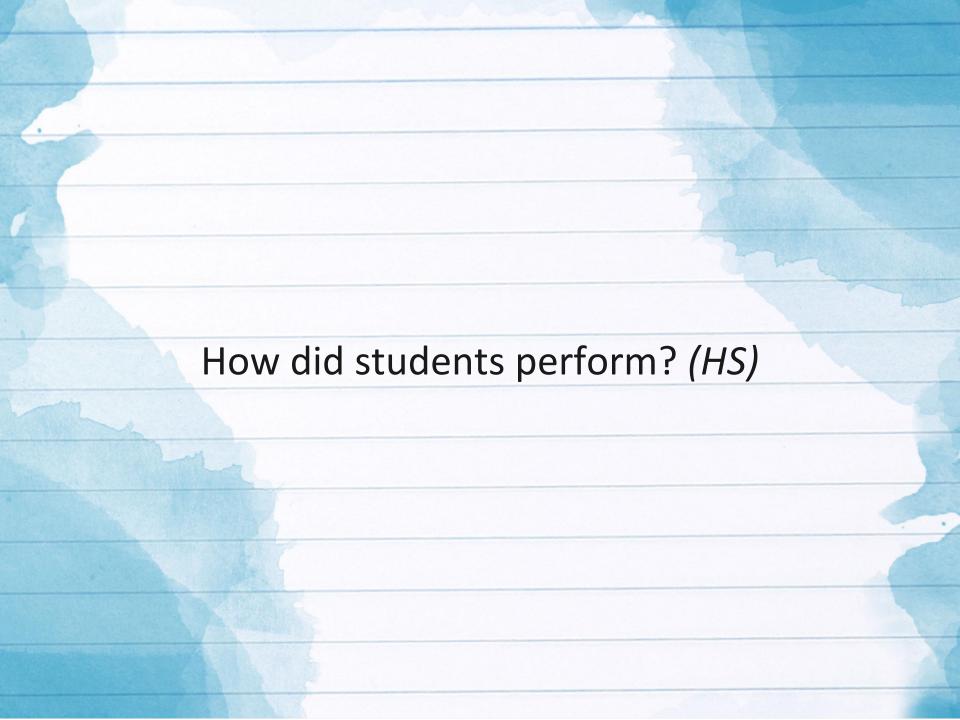|	2013-2014 Assmt Index	2014-2015 Assmt Index	Assmt Index Carried Forward to 2015-2016
Social Studies Assessment Index	#.#	#.#	#.#

How did students perform? *(K-8)*
Combined Grade Levels by Content Area

Assessment results are combined in this table in order to determine overall content area performance across a school.

Spring 2016 Combined Grades 3-8 LEAP, iLEAP, EOC, and LAA 1 Tests - Performance by Achievement Level

Achievement Levels	English Language Arts						Mathematics						Science					
	School		School Last Year		District	State	School		School Last Year		District	State	School		School Last Year		District	State
Advanced	#	%	#	%	%	%	#	%	%	%	%	%	#	%	#	%	%	%
Mastery	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Basic	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Approaching Basic	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Unsatisfactory	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Assessment Index	#.#		#.#		#.#	#.#	#.#		#.#		#.#	#.#	#.#		#.#		#.#	#.#

Guiding questions that may be appropriate for this section:
- Where is the school higher than district and state averages?
- Where is the school lower than district and state averages?
- How does the performance compare to the prior year?
- How does the assessment index of one content area compare to another (e.g., math vs ELA)?
- How does the assessment index of one grade level compare to another (e.g., gr 3 vs gr 5)?

Louisiana Believes

How did students perform? *(HS)*

How did students perform? *(EOC)*

Assessment results are included in this section along with an assessment index by assessment and content area.

Section II: How did students perform? *(High School Information)*

2015-2016 EOC Tests - Performance by Achievement Level

Subjects	Assmt Index		Excellent				Good				Fair				Needs Improvement			
	School	School Last Year	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
English II	#.#	#.#	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
English III	#.#	#.#	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Combined Eng II & III	#.#	#.#	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Algebra I	#.#	#.#	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Geometry	#.#	#.#	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%	#	%	#	%	%	%
Combined			#	%					#	%					#	%					#	%				

Guiding questions that may be appropriate for this section:
- Where is the school higher than district and state averages?
- Where is the school lower than district and state averages?
- How does the performance compare to the prior year?
- How does the assessment index of one assessment compare to another (e.g., Alg I vs Bio)?
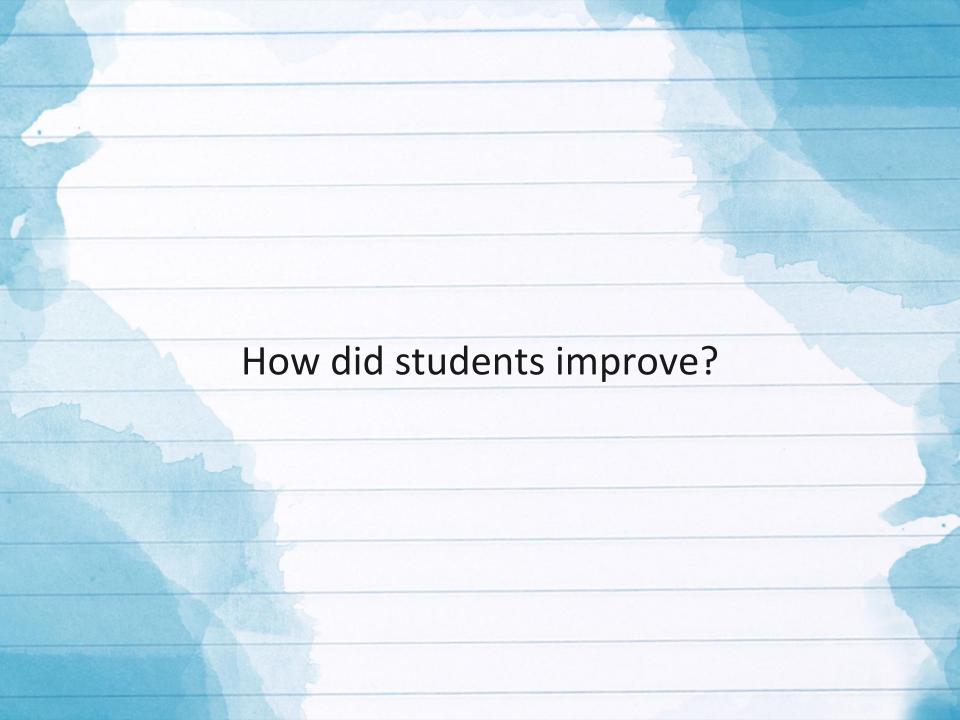
Louisiana Believes

How did students perform? *(ACT/WK)*

ACT and WorkKeys results are combined in this table which includes prior year, district, and state comparisons.

ACT and WorkKeys Performance - Comparative Analysis

ACT Information	ACT Performance					
	School		School Last Year		District	State
Students Scoring 18+	#	%	#	%	%	%
Silver WorkKeys Certificate	#	%	NA	NA	%	%
Students Scoring 20+ (TOPS Opportunity)	#	%	#	%	%	%
Students Scoring 23+ (TOPS Performance)	#	%	#	%	%	%
Gold WorkKeys Certificate	#	%	NA	NA	%	%
Students Scoring 27+ (TOPS Honors)	#	%	#	%	%	%
Platinum WorkKeys Certificate	#	%	NA	NA	%	%
Assessment Index	#.#		#.#		#.#	#.#
Average ACT Composite	#.#		#.#		#.#	#.#

Guiding questions that may be appropriate for this section:
- Where is the school lower/higher than district and state averages?
- How does the performance compare to the prior year?

Louisiana Believes

How did students improve?

How did students improve?

Progress points earned in are included in the tables in this section and are calculated using the value-added model.

Section III: How did students improve? (K-8 Information)

Growth for Non-Proficient Students - Progress Points for Schools

Subject	Number of Test Units		Percent of 14-15 non-proficient students exceeding their expected score in 15-16*			Total Progress Points **
	Number of students who were non-proficient in 2014-15	Number of 14-15 non-proficient students who exceeded their expected score in VAM 2015-16	School	District	State	
English Language Arts	#	#	%	%	%	#
Math	#	#	%	%	%	

* To earn progress points, there must be more than 50.0% of non-proficient students exceeding their expected score.
** The maximum number of progress points is 10.

Section III: How did students improve? (High School Information)

Growth for Non-Proficient Students - Progress Points for Schools

Subject	Number of test units		Percent of non-proficient students scoring at or above the median of the expected range in 2015-2016*			Total Progress Points Earned
	Number of non-proficient students	Number of non-proficient students who scored at or above the median of the expected range in 15-16	School	District	State	
ELA (EXPLORE to PLAN)	#	#	%	%	%	#
ELA (PLAN to ACT)	#	#	%	%	%	
Math (EXPLORE to PLAN)	#	#	%	%	%	#
Math (PLAN to ACT)	#	#	%	%	%	

*There must be more than 50% of non-proficient students at or above the median of the expected range to gain progress points. The maximum number of progress points is 10.

Note: Grade 12 repeating students included in 2014-15 SPS are excluded from the ACT and progress points indexes in 2015-16.

9

How did different subgroups perform?

How did different subgroups perform?

Results in this section are broken down by subgroup.

Guiding questions that may be appropriate for this section:
- Where is the school higher than district and state averages?
- Where is the school lower than district and state averages?
- How does the performance compare to the prior year?
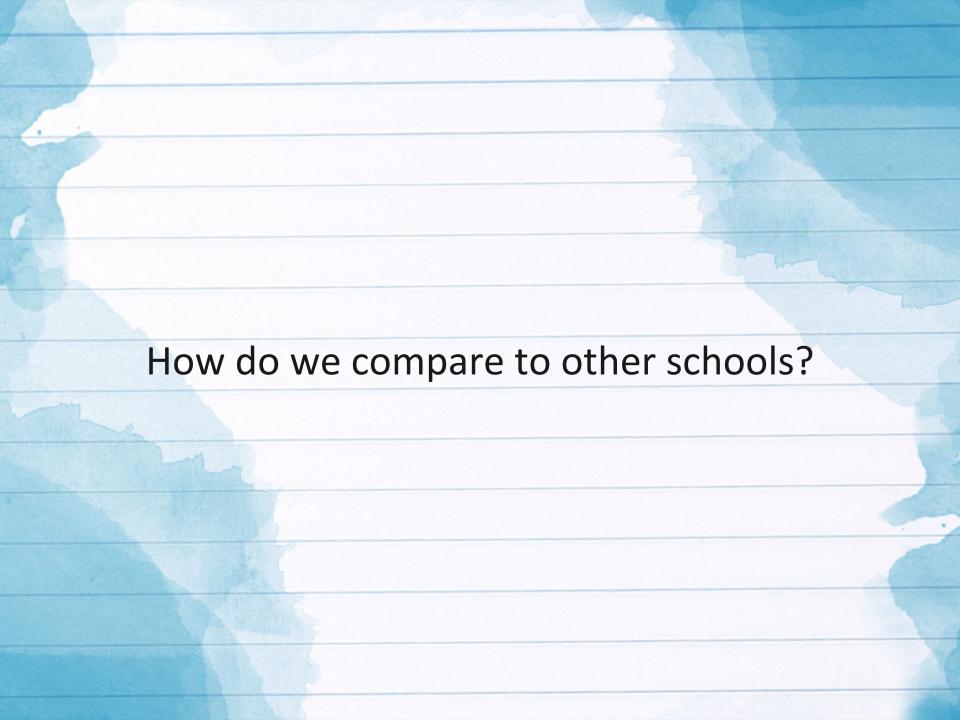- How does the performance of subgroup compare to another?

How did different subgroups perform?
SPS by Subgroup

Results in this section are broken down by subgroup assigning a school performance score to each subgroup.

2015-2016 Subgroup School Performance Score

	Students with Disabilities		Students Who are Economically Disadvantaged		English Language Learners		Minority Students	
	School	District	School	District	School	District	School	District
Subgroup SPS	#	#	#	#	#	#	#	#
Students in Subgroup	#	#	#	#	#	#	#	#

Guiding questions that may be appropriate for this section:
- Where is the subgroup lower/higher than district and state performance scores?
- How does the school performance score of one subgroup compare to another?

How do we compare to other schools?
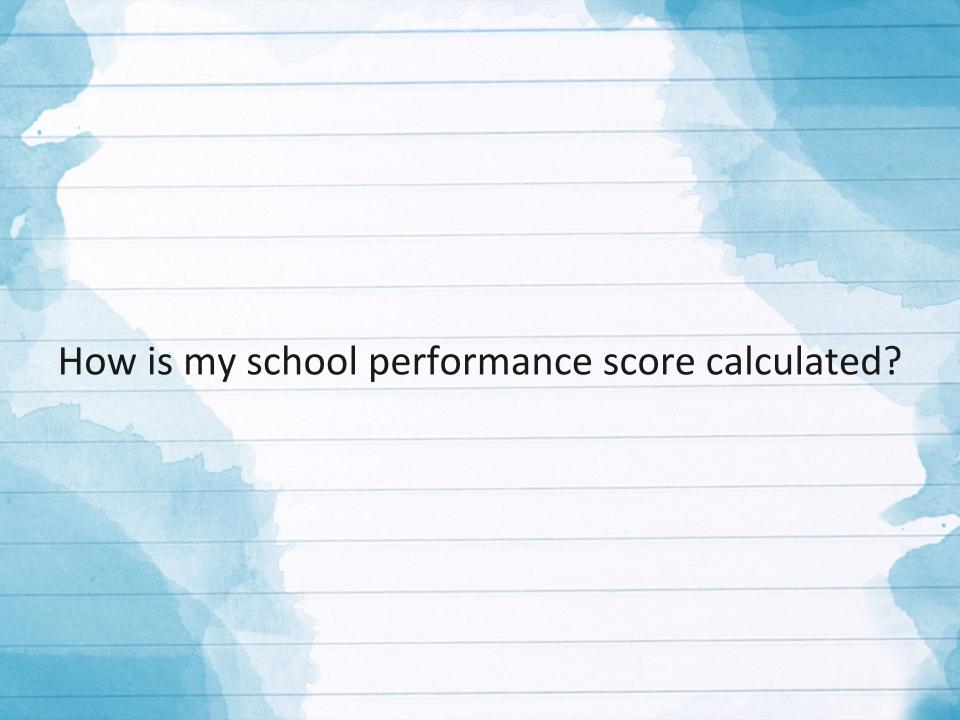
How did different subgroups perform?

Results in this section are broken down by indicator and school letter grade.

Section VII: How do we compare to other schools?

School Performance at a Glance: Average School Performance by Letter Grade and Index

	# of Combination Schools	% Combination Schools	Avg. Basic and Above (All)	Avg. Basic and Above (ELA)	Avg. Basic and Above (Math)	Avg. Mastery and Above (All)	Avg. Mastery and Above (ELA)	Avg. Mastery and Above (Math)	Avg. KB Assmt Index	Avg. DCAI	Avg. Total Progress Points
XX School*			%	%	%	%	%	%	#.#	#.#	#
A Schools	#	%	%	%	%	%	%	%	#.#	#.#	#
B Schools	#	%	%	%	%	%	%	%	#.#	#.#	#
C Schools	#	%	%	%	%	%	%	%	#.#	#.#	#
D Schools	#	%	%	%	%	%	%	%	#.#	#.#	#
F Schools	#	%	%	%	%	%	%	%	#.#	#.#	#
Total	#	%	%	%	%	%	%	%	#.#	#.#	#

Guiding questions that may be appropriate for this section:
* Where are indicators in comparison to other schools of similar/different letter grades?
* How can a PLC use this begin identifying where students are not successful and where they are?

How is my school performance score calculated?

How did different subgroups perform?
SPS by Subgroup

This section defines for a leader exactly how their SPS was calculated.

2015-2016 SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
K-8: Assessment (LEAP, iLEAP, EOC, and LAA 1)	#.#	%	#.#
K-8: Dropout/Credit Accumulation Index	#.#	%	#.#
High School: ACT Assessment	#.#	%	#.#
High School: End-of- Course (EOC) / LAA 1 Assessment	#.#	%	#.#
High School: Cohort Graduation Index	#.#	%	#.#
High School: Cohort Graduation Rate Index	#.#	%	#.#
K-8 Progress Points			#
High School Progress Points			#

Combination SPS				
K-8 Weight	K-8 SPS	HS Weight	HS SPS	Final SPS
#	#.#	#	#.#	#.#

School Performance Scores are calculated using a school's index scores (i.e. performance on specific components) multiplied by the corresponding formula weight. A combination school SPS is the weighted average of the K8 and high school testers/cohort members.

Activity

Using the Profiles

Groups across the room have been provided with sample profiles and school-specific current year priorities or strategies.

Identify gaps and bright spots in the profile data.

Name what needs to be different in these areas.

Compare the current projects and initiatives to the gaps.

Are the initiatives indicated the right ones for the school? Are there additional measures that the school may need to plan for?

What might next steps be in adjusting these initiatives?

Using the Profiles to Plan for 2017-2018

2017-2018 District Planning Process

- Thanks to the hard work of talented educators across the state, **Louisiana's students have made impressive academic gains over the past five years** resulting in more students than ever before having the opportunity to thrive in college and/or their chosen career path.

- Even with these important gains, **Louisiana will continue to raise the bar for students** so that by 2025, A-rated schools will average "mastery" or "level four" performance in literacy and mathematics, and indicator of true readiness for the next level of study.

- **Reaching this new bar will require that districts have even stronger academic plans** to ensure that limited time, human capital and financial resources are directed to the areas that are most likely to improve student outcomes.

- **To support educators through this process, the Department will widen and deepen its support structures and focus in the following areas**:
  - Preparing all students for kindergarten
  - Developing high-quality instruction in every classroom
  - Creating a path to prosperity for each student through their high school career

2017-2018 District Planning Guide

The Department will kickoff its support of the district planning process at the January/February Supervisor Collaborations. The 2017-2018 District Planning Guide, which will be released at the collaborations, will serve as a resource for school systems as they create academic plans for the 2017-2018 school and leverage resources available by the Department.

Specifically this 2017-2018 District Planning Guide will support school systems as they:
- **Phase 1: Reflect and Prioritize**
  - Use superintendent profile and educator workforce report to identify areas of strength and opportunities for improvement in school system performance
  - Prioritize specific improvements for 2017-2018
- **Phase 2: Plan and Align Resources**
  - Identify projects and initiatives that will lead to the prioritized improvements from phase 1
  - Align 2017-2018 budget to fund these initiatives and projects
- **Phase 3: Communicate Their Plan**
  - Share plan with key stakeholders ensuring that each group (e.g. teachers, parents, community members) are clear on how the plan impacts them and the next steps they should take

Email districtsupport@la.gov with questions.

Next Steps

The profiles should be used now to evaluate current actions and in the next few months to plan for the 2017-2018 school year.

Action
Use your school profile report to identify gaps and bright spots
Name what needs to be different in these areas
Compare this to current projects and initiatives to the gaps
Evaluate and adjust current projects and initiatives
With the release of the District Planning Guide in the coming months use the profiles to plan for the 2017-2018 school year.