

Louisiana Believes

**Policy Updates for 2018-2019 and School Report Card
Preview and Planning
Supervisor Collaborations - September 2018**

Revisions to Louisiana's Accountability System

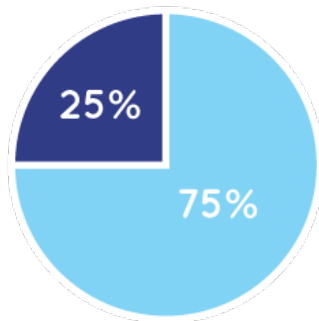
The 2017-2018 school performance score (SPS) formulae will represent two critical shifts in the design of Louisiana's accountability system as a result of the Every Student Succeeds Act.

- 1. Ensuring an "A" in Louisiana's letter grade system signals mastery of fundamental skills.** This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.
- 2. Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers.** This progress index replaces progress points.

School Performance Score Formulae

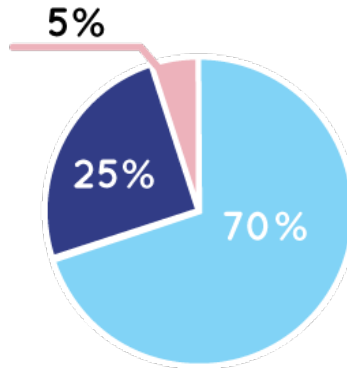
Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:

Elementary Schools



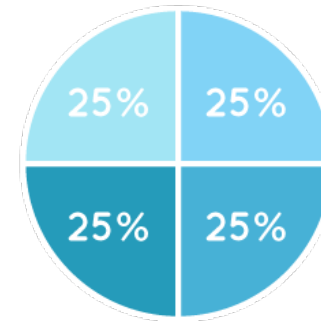
- State Assessment Performance
- Student Progress

Elementary/Middle Schools (with Grade 8)



- State Assessment Performance
- Student Progress
- Credit Accumulation

High Schools



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

NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020.

Letter Grade Scale Transition

Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be adjusted to allow schools time to respond to higher expectations in each index.

Letter Grade	2017-18 through 2020-21	2021-22 through 2023-24	2024-25 and beyond
A	90.0 - 150.0	95.0 - 150.0	100.0 - 150.0
B	75.0 - 89.9	80.0 - 94.9	85.0 - 99.9
C	60.0 - 74.9	65.0 - 79.9	70.0 - 84.9
D	50.0 - 59.9	50.0 - 64.9	50.0 - 69.9
F	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9

Accountability Formula Details

K-8 School SPS: Assessments

Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery of the knowledge and skills reflected in the standards of that grade and subject.

Accountability

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP Achievement Level	2017-2018 and beyond
Advanced	150
Mastery	100
Basic	80
Approaching Basic/Unsatisfactory	0

K8 Assessment Index: Middle School Students Taking High School Assessments

- Incentive points for students who score Mastery (+25) or Advanced (+50) on a high school assessment will be awarded for all grades.
- Federal law, however, mandates that scores from high school assessments taken by students in middle school grades may only include grade 8 Algebra scores. Students will take the grade level assessments in addition to the high school assessment for all other grades and subjects, as required by ESSA.
- Accountability code 88 can only be applied to a LEAP grade 8 math test.

Achievement Level	Middle School Grade Level Assessment: Index Points	High School EOC Assessment: Index Points
Advanced	150	200
Mastery	100	125
Basic	80	80
Approaching Basic	0	0
Unsatisfactory	0	0

K-8 School SPS: Dropout/Credit Accumulation Index (DCAI)

Purpose

This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

Accountability

- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.

Policy

- To count toward DCAI, students must be full academic year in 8th and 9th grade (or transitional 9th, where applicable), if earning Carnegie credits.
- Students transferring between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

Carnegie Course Credits	2017-2018 and beyond
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grader	0
Dropout	0

New in 2018-2019: English Language Proficiency Learning Year

As required under ESSA, Louisiana will include a measure of progress to English language proficiency for English learners in the accountability formula. Every EL's improvement in English language proficiency will count in equal weight to all other assessments in the Assessment Index.

Throughout spring/summer 2018, the Department engaged a work group made up of experts in EL instruction and educators from the schools and school systems serving a majority of the state's EL students. Based on the recommendations of this work group, as endorsed by the Accountability Commission in August 2018, the Department will propose a specific methodology for measuring and rewarding ELP progress within the Assessment Index for BESE consideration in October.

For each ELPT tester, the recommended progress measure will consider:

1. Is the student on a trajectory to exit EL status within the expected time frame (based on his/her initial grade and proficiency)?
2. Did the student demonstrate improvement in English proficiency from the previous school year?

Because the state transitioned to a new ELP assessment in 2017-2018, the Department will recommend that 2018-2019 is a learning year, with ELP progress included in report cards for the first time in 2019-2010.

High School SPS: EOC Achievement and Growth

Purpose

The End-Of-Course (EOC) exams assess whether students have mastered the standards of core high school core subjects. EOC exams are required in Algebra I, Geometry, English I (beginning in 2017-2018), English II, Biology, and U.S. History. English III will phase out over the next couple of years.

Policy

All high school students, except for students who participate in LAA 1, are required to take an ELA and math EOC exam by their 3rd cohort year regardless of graduation pathway.

Scores from high school students who are retaking an EOC are not used in the school performance score (unless taken in middle school where current practice of counting scores in middle school (with incentive points) and again in high school will continue).

LEAP 2025 EOCs Achievement Level	2017-2018 and beyond
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	80
Approaching Basic/Unsatisfactory (or Fair/Needs Imp.)	0

High School SPS: ACT and WorkKeys

Purpose

The ACT/WorkKeys index is to ensure student readiness for postsecondary learning.

Policy

- All students in grade 11 take the ACT, a nationally recognized measure of college and career readiness.
- Schools earn points for the highest composite score earned by a student through the spring testing date of their senior year or a student who graduates at the end of grade 11.
- Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability when the WorkKeys score yielded more index points than the ACT score.

ACT / WorkKeys	2017- 2018 and beyond
36	150
31 or Platinum	134
27	120.4
25	113.6
24 or Gold	110.2
23	106.8
21 (ACT Readiness marker)	100
20	90
19	80
18 or Silver	70
17 or below	0

High School SPS: Graduation Rate

Purpose

The cohort graduation rate measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

Policy

All 9th grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are legitimate leavers. **Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a diploma will be included in the cohort in the year they graduate.**

Legitimate leavers are students who are removed from the cohort and exited enrollment for one or more of the following reasons: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

Cohort Grad Rate	2017-2018 and beyond 100 = 90%
0-75%	CGR × 0.9
76-90%	CGR × 1.111112
91-100%	+5 points per percent increase (91=105, 92=110)

High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each 12th grader. The “A” bar will remain at receipt of a diploma.

Quality of Diploma (Graduation Index): Student Results	Points Awarded
HS Diploma plus Additional points awarded for students who graduate on time and meet requirements for one or more of the following: <ul style="list-style-type: none"> • Advanced Placement • International Baccalaureate • JumpStart credentials • CLEP • TOPS-aligned dual enrollment course completion • Associates Degree 	110-160
Four-year graduate (Includes Career Diploma students with a regional Jump Start credential, as well as students earning a diploma who are assessed on an alternate diploma)	100
Five and six-year graduate with any diploma (Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. New: Five -year graduates with an Associate’s Degree earn 150 points.)	50-75
HiSET/GED + JumpStart credential	40
HiSET/GED (earned no later than October 1 following last exit record)	25
Non-graduate without HiSET/GED	0

K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th or 10th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.



Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
 - 80th-99th percentile (150 points)
 - 60th-79th percentile (115 points)
 - 40th-59th percentile (85 points)
 - 20th-39th percentile (25 points)

NOTE: The progress index will be averaged across two years of results.

How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points or an A+.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (Question 2).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th grade. If a student achieves this target, then the school is awarded 150 points or an A+.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (Question 2).

Students scoring Mastery in the current year shall not earn less than 85 points.

“Floor” for Mastery in the Progress Index

Progress Result	Students scoring Basic or Below in Current Year	Students scoring Mastery in Current Year
On track to Mastery OR Continued Growth to Advanced	150	150
VAM: 80-99 th percentile	150	150
VAM: 60-79 th percentile	115	115
VAM: 40-59 th percentile	85	85
VAM: 20-39 th percentile	25	85
VAM: 1-19 th percentile	0	85

Any student scoring Advanced in the current year shall earn 150 points in the Progress Index.

New: Progress Index for Schools Ending in Third Grade

In response to feedback from school and school system leaders, BESE approved policy in June 2018 to provide for the inclusion of a progress index in the SPS formula for schools ending in 3rd grade.

This policy goes into a effect for the 2017-2018 school year (2018 SPS) and impacts only the small number of schools that end in 3rd grade.

For the purposes of calculating a school performance score, schools that end in 3rd grade will be “paired” with the school where a majority of students matriculate for 4th grade. The lower school’s SPS will be based on its assessment index (75%) and the progress index of the paired school (25%).

Comprehensive and Urgent Intervention

Improvements to Louisiana's Accountability System: Transparent Reporting and Support for Struggling Students

As part of Louisiana's Every Student Succeeds Act (ESSA) plan, any school identified under one of the following intervention labels will be required to submit an improvement plan to the Department, and an application for funding to support its implementation.

Comprehensive Intervention Required labels will appear on the "Overall Performance" page in the Louisiana School Finder, while Urgent Intervention Needed and Required labels will appear on the "Discipline and Attendance" and/or "Breakdown by Student Groups" pages.

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.

**Beginning in 2018-2019, schools that are UIR for 3 or more years will be identified as CIR.*

Subgroup Performance Score Methodology

Subgroup performance scores are calculated following the same methodology as the overall SPS formula for all of the following subgroups: economically disadvantaged, students with disabilities, English learner, homeless (new), military affiliation (new), foster care (new), and each major race/ethnicity group.

Subgroup performance scores are reported by percentile rank in School Finder and are used to identify schools for urgent intervention.

In order to earn a subgroup performance score, a school must have a minimum of 10 students in the subgroup included in each graduation, ACT, assessment, and progress index included in the school's overall school performance score calculation.

For example:

- Hogwarts Academy enrolls students in grades K-8, and it's overall SPS includes an assessment index (70%), progress index (25%), and DCAI (5%). Hogwarts enrolls 25 total students who are English learners. 15 ELs are in tested grades, but only 5 ELs were enrolled in the 8th grade at Hogwarts last year. Hogwarts Academy will earn an EL subgroup score based on an assessment index (75%) and progress index (25%).
- Dumbledore High School (grades 9-12) earns an overall SPS based on a HS assessment & progress index, ACT index, graduation rate index, and strength of diploma index (25% each). DHS enrolls 100 economically disadvantaged students spread evenly across grades 9-12 and has 25 ED students in its graduation cohort. The ED score for DHS will be based on the same four indices as the overall score.
- Gryffindor Middle School (grades 6-8) enrolls 9 students who are homeless. GMS will not have a score for the homeless subgroup.

School Report Card Preview

2017-2018 Reporting: Transition to the New Formula

In order to ensure full transparency and to allow families to compare school performance over time, the Department will publish 2017-18 school ratings using the previous accountability formula as well as the new formula. This information will be reported in the [Louisiana School Finder](#), as illustrated below, and side-by-side in the results spreadsheet posted on the Department's website.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2017-18 OVERALL PERFORMANCE (NEW FORMULA)

A 141.3

2017-18 OVERALL PERFORMANCE (OLD FORMULA)

A 140.3

2016-17 OVERALL PERFORMANCE (OLD FORMULA)

A 138.9

Calculating 2017-18 Results under the Old Formula

Due to changes in state assessments, the Department will be required to make some minor revisions to the 2016-17 accountability formula in order to calculate results in 2017-18.

2016-17 Accountability Policy	Issue for 2017-18 Calculation	Proposed Solution
<p>HS Assessment Index points are based on four EOC achievement levels:</p> <ul style="list-style-type: none"> • Needs Improvement = 0 • Fair = 0 • Good = 100 • Excellent = 150 	<p>High school LEAP 2025 EOCs have five achievement levels.</p>	<p>Follow 2016-17 K8 Assessment Index points:</p> <ul style="list-style-type: none"> • Unsatisfactory = 0 • Approaching Basic = 0 • Basic = 100 • Mastery = 125 • Advanced = 150
<p>Due to the inability to calculate EXPLORE to PLAN HS progress points due to the elimination of the EXPLORE assessment, the average of EXPLORE to PLAN points earned in the two previous years (2014-15 and 2015-16) was used for the 2016-17 school year SPS in combination with the points earned based on PLAN to ACT growth in 2016-17.</p>	<p>No EXPLORE or PLAN assessments administered. Cannot measure EXPLORE to PLAN progress nor PLAN to ACT progress.</p>	<p>Carry forward 2016-17 HS progress points.</p>
<p>Science assessment results make up 1/6th of the K8 Assessment Index.</p>	<p>New science assessment was field tested in 2017-18. No statewide science assessment results available.</p>	<p>Consistent with the inclusion of social studies during 2015-16 field testing, use either the 2015-16 or 2016-17 science assessment index (old formula), whichever yields the higher SPS.</p>
<p>Alternate Assessment Index Points are based on three LAA 1 levels:</p> <ul style="list-style-type: none"> • Working toward Standard = 0 • Meets Standard = 100 • Exceeds Standard = 150 	<p>LEAP Connect assessment has four achievement levels.</p>	<p>Award points as defined below:</p> <ul style="list-style-type: none"> • Level 1 = 0 • Level 2 = 100 • Level 3 = 125 • Level 4 = 150
<p>Students assessed on LAA 1 or LEAP Connect were considered non-graduates in the cohort graduation rate index.</p>	<p>Under ESSA, students assessed on the alternate assessment may be counted as graduates in the year in which they graduate or exit.</p>	<p>Use the class of 2017 cohort graduation rate including alternate assessment graduates in order to calculate the 2017-18 cohort graduation rate under both the old and new formula.</p>

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 both student performance and student progress.

HOW IS THIS SCHOOL PERFORMING ON
PERFORMANCE SCORE METRICS?



STUDENT PERFORMANCE

D 54.9

[View Details](#)



STUDENT PROGRESS

A 90.9

[View Details](#)

Student Progress Report Card Details

Student progress measures the rate at which students are progressing towards mastering the key skills they need to be successful in the next grade level. This rating recognizes the growth students achieve throughout the school year, rather than just recognizing their performance on end-of-year assessments.

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

2017-2018 PROGRESS RATING



2017-2018 PROGRESS SCORE

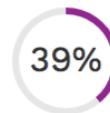
93.3

90.0-150 75.0-89.9 60.0-74.9 50.0-59.9 0-49.9

(A) 100-150 (B) 85-99.9 (C) 67.1-84.9 (D) 47.2-67 (F) 0-47.1

PERCENTAGE TOP GROWTH

[What is this measure?](#)



[View Details](#)

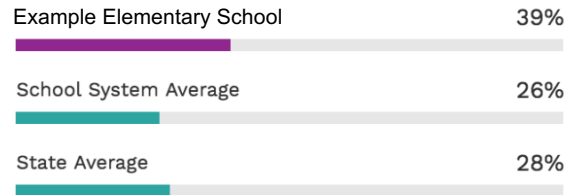
Student Progress Report Card Details: Top Growth

[< Back to Student Progress](#)

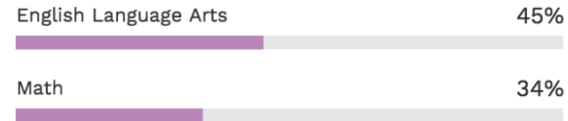
PERCENTAGE TOP GROWTH



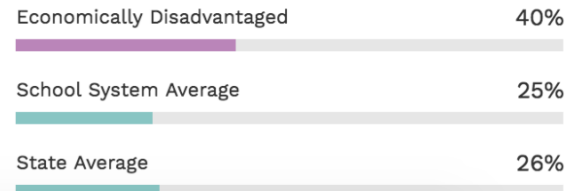
HOW DID THIS SCHOOL PERFORM COMPARED TO THE SCHOOL SYSTEM & STATE?



HOW DID STUDENTS PERFORM IN EACH SUBJECT?



HOW DID THIS SCHOOL PREPARE SPECIFIC GROUPS OF STUDENTS COMPARED TO THE SCHOOL SYSTEM AND STATE?



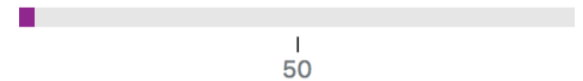
New to School Finder: Urgent Intervention Required Labels

Schools will receive an “Urgent Intervention Required” label in School Finder and will be required to submit a school improvement plan to the Department if:

- the performance of one or more subgroups is equivalent to an “F” for two years or more; or
- they have an out-of-school suspension rate that doubles the national average for three consecutive years.
 - PK-4 OSS rate exceeds 5.2% for three years, and/or
 - 5-12 OSS rate exceeds 20.2% for three years

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

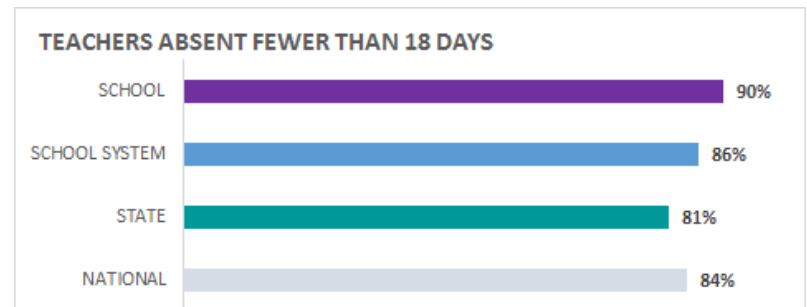
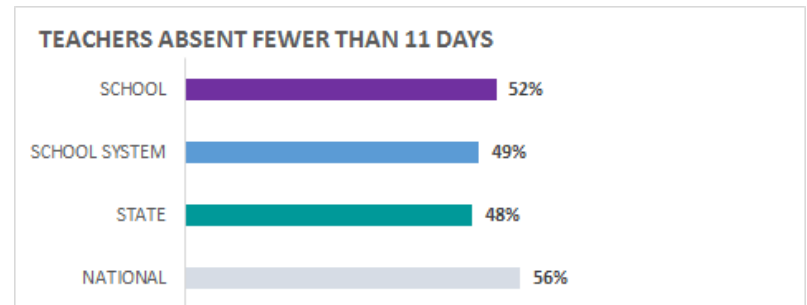
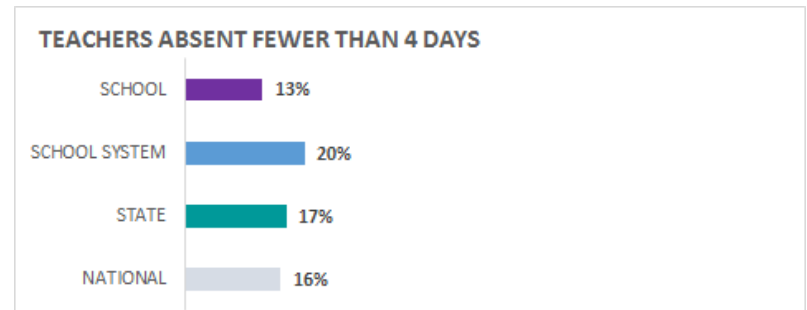
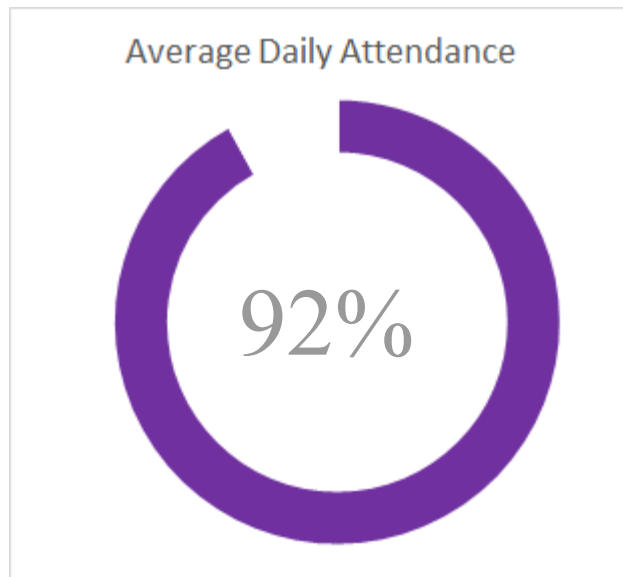
ECONOMICALLY DISADVANTAGED



For this group, the school performed better than **3%** of all Louisiana schools.

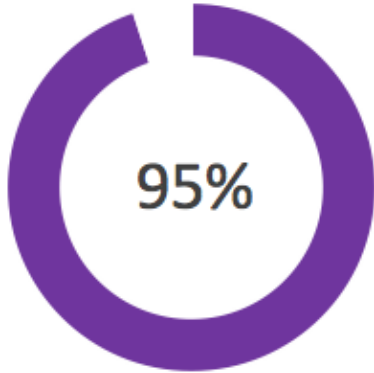
URGENT INTERVENTION REQUIRED>

New to School Finder: Teacher Attendance

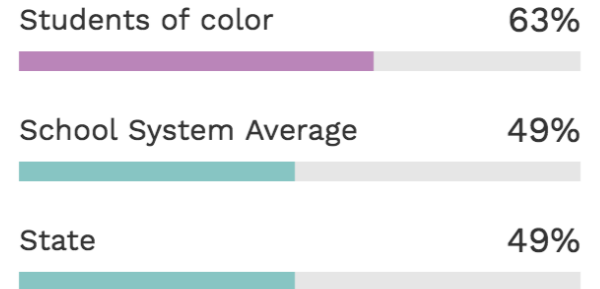
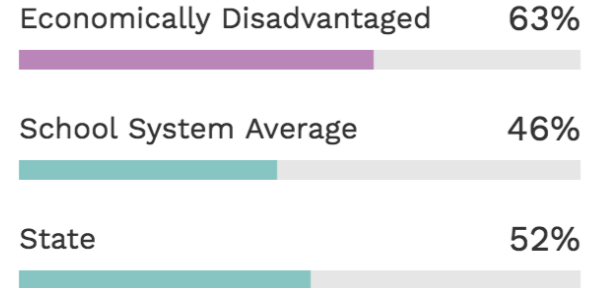


New to School Finder: FAFSA

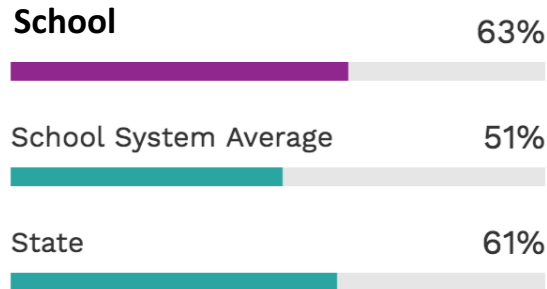
FAFSA Submission Rate



HOW DID THIS SCHOOL PREPARE SPECIFIC GROUPS OF STUDENTS COMPARED TO THE SCHOOL SYSTEM AND STATE?



HOW DID THIS SCHOOL PERFORM COMPARED TO THE SCHOOL SYSTEM & STATE?



Questions?

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