Bonus Points Fact Sheet

In Louisiana, the state accountability system awards bonus points to schools that demonstrate significant growth with their persistently low-performing students. The bonus points are calculated using different methodologies for K-8 and high schools, though in both instances, schools are rewarded for ensuring struggling students are progressing.

Schools may earn up to 10 non-proficient super-subgroup bonus points that are added on top of the overall SPS results. Bonus points may improve a school's letter grade.

STEPS TO DETERMINE K-8 BONUS POINTS

For K-8 schools, value-added growth data on the LEAP/*i*LEAP is used to calculate bonus points.

Step #1: Determine which students scored below Basic in the prior year school year.
Only students who scored Unsatisfactory or Approaching Basic on the LEAP or *i*LEAP ELA and/or math during the prior year administration are eligible for inclusion in the bonus point calculation. Additional considerations include:

- Students can be potentially eligible for the ELA non-proficient super-subgroup, the mathematics non-proficient super-subgroup or both.
- Grade 2 Iowa tests are not used in the calculation of the non-proficient super-subgroup points.
- Grade 3 repeaters will be included.
- Students must be included in value-added to be included in the bonus

Step #2: Determine which students remained below Basic in the current school year.
All previously non-proficient students (i.e. students who scored below Basic) who remain non-proficient are eligible for the bonus point calculation and should be counted in Step 3 and beyond.

If previously non-proficient students earn proficient scores (i.e. Basic or above), the school earns an "A" for that student. Schools earn 100 points ("A") for every student scoring Basic, 125 points ("A") for every student scoring Mastery, and 150 points ("A+") for every student scoring Advanced. Because schools receive points for these students as part of their SPS, these students are not counted in the non-proficient super-subgroup.

Step #3: Determine if the school is eligible for non-proficient super-subgroup bonus points.
Schools must have at least 10 students in the ELA subgroup or the mathematics subgroup (identified in Step #2) and 30% of those students must exceed their projected growth on the value-added model[1] for LEAP or *i*LEAP in ELA and/or math to qualify for the bonus calculation.

If there are less than 10 students in the subject subgroup or less than 30% of the students exceeded their growth within a given subject subgroup, then the school is not eligible to earn points for that subject.

[1] As required by the USDOE, unlike the value-added model (VAM) used for teacher evaluations, the VAM model used for the bonus shall not include student background characteristics.

Step #4: Determine the points awarded for the non-proficient super-subgroup
Points are awarded based on the number of students OR the percentage of students that exceed growth in each subject group, whichever is higher, using the following points allocation:

- .1 point is awarded for students that earned an Approaching Basic in the previous year.
- .2 points are awarded for students that earned an Unsatisfactory in the previous year.

Example #1: A school has 20 non-proficient students in the mathematics subgroup with a VAM growth determination, and 10 achieve the required growth (50%). Of the 10 students, 4 of the students earned an achievement level of Unsatisfactory and 6 students earned Approaching Basic in the prior year. Points are awarded in the following table. The highlighted formula would yield the highest number of points for the student group.

State Test Achievement Level (Prior Year)	Number of Students	Percent of Students	Point Award
Unsatisfactory	**4 of 20**	**20%**	**4 * .2= .8 points (using number)** **20 * .2= 4 points (using percent)**
Approaching Basic	**6 of 20**	**30%**	**6 * .1= .6 points (using number)** **30 * .1 = 3 points (using percent)**
TOTAL	**10 of 20**	**50%**	**7 points (adding Unsatisfactory and Approaching Points together)**

Example #2: A school has 150 non-proficient students, and 75 achieve the required growth (50%). Of the 75 students, 30 students earned an achievement level of Unsatisfactory, and 45 students earned an achievement level of Approaching Basic in the prior year. Points are awarded in the following table. The highlighted formula yields the highest number of points for the student group.

State Test Achievement Level (Prior Year)	Number of Students	Percent of Students	Point Award
Unsatisfactory	**30 of 150**	**20%**	**30 * .2= 6 points (using number)** **20 * .2= 4 points (using percent)**
Approaching Basic	**45 of 150**	**30%**	**45 * .1= 4.5 points (using number)** **30 * .1= 3 points (using percent)**
TOTAL	**75 of 150**	**50%**	**10 points (adding Unsatisfactory and Approaching Basic points together; cannot exceed 10)**

STEPS TO DETERMINE HIGH SCHOOL BONUS POINTS

For high schools, growth on the ACT test series is used to calculate bonus points.

Step #1: Identify all grade 12 students who have an ACT composite score in the current school year.

Step #2: Determine if the students earned a non-proficient score on the most recent state test in the prior two school years in English language arts and or mathematics.

- Non-proficient is defined as Needs Improvement or Fair on the English II, Algebra I, and/or Geometry end-of-course exams.
- If last test record is LEAP Grade 8, then Unsatisfactory or Approaching Basic is non-proficient.
- Locate a PLAN test score (predicts score on ACT) for a test that was taken prior to the highest ACT score earned.
- Identify the highest predicted ACT composite score, as predicted by the PLAN test.

Step # 3: Determine if the high school is eligible for ACT non-proficient super-subgroup bonus points.
A school must have at least 10 students in English/language arts or mathematics with the required three data elements (ACT score, PLAN score, previous year non-proficient state test score). Of those students, at least 30% of the eligible students must earn an *actual* ACT composite score that is equal to or higher than the highest *predicted* ACT composite score, as predicted by the PLAN test.

If there are less than 10 students in the subject subgroup or if less than 30% of the students earned an *actual* ACT score that was equal to or higher than the *predicted* ACT score, then the school is not eligible to earn points for that subject.

Step # 4: Determine the number of points for the ELA subgroup and/or the mathematics subgroup.
For every student that earned an *actual* ACT score equal to or higher than the highest *predicted* ACT composite score, as predicted by the PLAN test, multiply:

- .1 point for the number or percentage of students (whichever is higher) that exceeded their growth expectation for students who scored Fair on the EOC or Approaching Basic on the LEAP (must use the most recent prior year ELA and mathematics test)
- .2 points for the number or percentage of students for students who scored Needs Improvement on the EOC or Unsatisfactory on the LEAP.

NOTE: Starting in the 13-14 school year, high schools may also earn bonus points for progress with previously non-proficient 10th grade students who earn an *actual* PLAN composite score that is equal to or higher than the highest *predicted* PLAN score, as determined by the EXPLORE. Such students will count toward the ten student minimum, as well as the mandatory 30% in calculations.