

Louisiana Believes

2013-2014
School Report Cards

Agenda

- Background
- Report Cards
- Results

Background

- **Louisiana’s jobs have changed:** In 2011, 28 percent of Louisiana’s workforce had a 2- or 4-year degree. To meet future needs, that number must double.
- **Our students are just as capable as their peers around the country:** While a score of “mastery” denotes readiness to complete a year of technical college or university on-time, in our state “basic” has been accepted as full proficiency.
- **Our students deserve high expectations:** Over the last 10 years we have seen a steady increase in our students’ “basic” proficiency (over a 15 point increase). We now must turn our attention to increasing “mastery” student performance.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Minimal Command	Partial Command	Moderate Command	Strong Command	Distinguished Command

Path to 2025



Transition Policies

As we continue giving educators time to learn the new expectations and adjust their practice, BESE approved a series of policies to support educator and student learning.

- **School accountability.** Letter grade distributions will remain the same from 2013 to 2014 and 2015. During the two year transition, any school or district that maintained or improved its annual performance score will not experience a decrease in its current letter grade. As in any other year, if a school improves, the performance score and letter grade may go up.
- **Teacher accountability.** For 2014 and 2015, the state will not produce “value-added data” because there will be no baseline from which to calculate. Compass policies will remain in effect, but student learning scores will not need to be based on value-added data.
- **Student accountability.** In 2014 and 2015, the state will maintain current 4th grade policy but allow districts to issue waivers for students demonstrating readiness to progress. The state will shift the 8th grade retention standard to be a remedial standard and require that remediation take place on the high school campus in a “transitional 9th grade” year.

For more information on the transition policies, click [here](#).

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Report Card Release Process

The Department hosted calls with education leaders in order to:

- Review and affirm the district and school results
- Discuss opportunities for improvement by the district, including areas where the Department can support districts moving forward
- Preview resources to be provided for education leaders across the state
 - Principal report cards
 - Public report cards
 - Network support

Grades K-8

MIDDLE SCHOOL

2013-2014 • District • Grades 7-8

Magnet/Alternative School

B



Enrolled • 00% Special Education • 00% Free & Reduced Lunch

SPS = ###

HOW DID STUDENTS PERFORM?

Students are assessed on their performance towards meeting grade-level expectations.

ABOVE
Grade Level

AT
Grade Level

LEVEL	SCHOOL	DISTRICT	STATE		
Above Grade Level	%	%	%		
At Grade Level	%	%	%		
Below Grade Level	%	%	%	STEADY	IMPROVED

NOTE: The table above includes students who take LAA 1 and LAA 2. View how their performance is measured [here](#). Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	%	%	%
5-5.5	%	%	%
3.5-4.5	%	%	%
3 or Less OR Dropout	%	%	%



DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA	#	%	%	%
Math	#	%	%	%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:	0	STUDENTS WITH DISABILITIES:	0	STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:	0
0%	13/14 vs 12/13	0%	13/14 vs 12/13	0%	13/14 vs 12/13
on or above grade level		on or above grade level		on or above grade level	
STEADY		STEADY		STEADY	

2012-2013: 2013-2014

C SPS
###

B SPS
###

As Louisiana transitions to higher standards and new assessments, the State Board of Education and the Louisiana Department of Education are committed to ensuring that educators and students have time to learn and adjust to the new expectations. To understand Louisiana's transition policies during this time to learn, [click here](#).

What are my school and course choice options?

Where can I find additional performance information?

High School

HIGH SCHOOL
2013-2014 • District • Grades 9-12
Magnet/Alternative School

B



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HOW DID STUDENTS PERFORM ON HIGH SCHOOL EXAMS?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	%	%	%		
At Grade Level	%	%	%		
Below Grade Level	%	%	%	STEADY	IMPROVED

NOTE: This table includes students who take LAA 1. View how their performance is measured [here](#).

WHAT PERCENT OF STUDENTS GRADUATED?

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate four years later.

	SCHOOL	DISTRICT	STATE	12/13 vs 11/12
4 year diploma	%	%	%	 STEADY

ARE STUDENTS PREPARED FOR COLLEGE & CAREER SUCCESS?

A score of 18 or above on the ACT indicates students have minimum proficiency for college & career success. SCORE OF 18+

	SCHOOL	DISTRICT	STATE	13/14 vs 12/13
TOPS Honors Score of 27+	%	%	%	 DECLINING
TOPS Performance Score of 23+	%	%	%	
TOPS Opportunity Score of 20+	%	%	%	
ACT Score of 18+	%	%	%	

WHAT KIND OF DIPLOMAS & CREDITS DID STUDENTS EARN?

The graduation index measures the strength of a diploma and credits that a high school graduate earned.

DIPLOMA + CREDITS	SCHOOL	DISTRICT	STATE
High School Diploma + passing score on college credit exam *	%	%	%
High School Diploma + passing score on college credit course *	%	%	%
High School Diploma	%	%	%
Nongraduates	%	%	%



DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA	#	%	%	%
Math	#	%	%	%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:	0	STUDENTS WITH DISABILITIES:	0	STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:	0
13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13
0% on or above grade level	 STEADY	0% on or above grade level	 STEADY	0% on or above grade level	 STEADY

2012-2013: 2013-2014

C SPS ### B SPS ###

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Where can I find additional performance information?

Grades K-12

COMBINATION SCHOOL 2013-2014 • District • Grades K-12 Magnet/Alternative School

B



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SPS = ###

HOW DID STUDENTS PERFORM IN GRADES 3-8?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	%	%	%		
At Grade Level	%	%	%		
Below Grade Level	%	%	%	STEADY	IMPROVED

NOTE: The two tables above include students who take LAA 1 and LAA 2. View how their performance is measured [here](#). Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	%	%	%
5-5.5	%	%	%
3.5-4.5	%	%	%
3 or Less OR Dropout	%	%	%

HOW DID STUDENTS PERFORM ON HIGH SCHOOL EXAMS?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	%	%	%		
At Grade Level	%	%	%		
Below Grade Level	%	%	%	STEADY	IMPROVED

WHAT PERCENT OF STUDENTS GRADUATED?

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate four years later.

	SCHOOL	DISTRICT	STATE	12/13 vs 11/12
4 year diploma	%	%	%	 STEADY

ARE STUDENTS PREPARED FOR COLLEGE & CAREER SUCCESS?

A score of 18 or above on the ACT indicates students have minimum proficiency for college & career success. SCORE OF 18+

	SCHOOL	DISTRICT	STATE	13/14 vs 12/13
TOPS Honors Score of 27+	%	%	%	 DECLINING
TOPS Performance Score of 23+	%	%	%	
TOPS Opportunity Score of 20+	%	%	%	
ACT Score of 18+	%	%	%	

WHAT KIND OF DIPLOMAS & CREDITS DID STUDENTS EARN?

The graduation index measures the strength of a diploma and credits that a high school graduate earned.

DIPLOMA + CREDITS	SCHOOL	DISTRICT	STATE
High School Diploma + passing score on college credit exam*	%	%	%
High School Diploma + passing score on college credit course*	%	%	%
High School Diploma	%	%	%
Nongraduates	%	%	%



DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA (K-8)	#	%	%	%
Math (K-8)	#	%	%	%
ELA (9-12)	#	%	%	%
Math (9-12)	#	%	%	%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:	0	STUDENTS WITH DISABILITIES:	0	STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:	0
13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13	13/14 vs 12/13
0% on or above grade level	 IMPROVED	0% on or above grade level	 STEADY	0% on or above grade level	 STEADY

2012-2013 2013-2014

C SPS ###

B SPS ###

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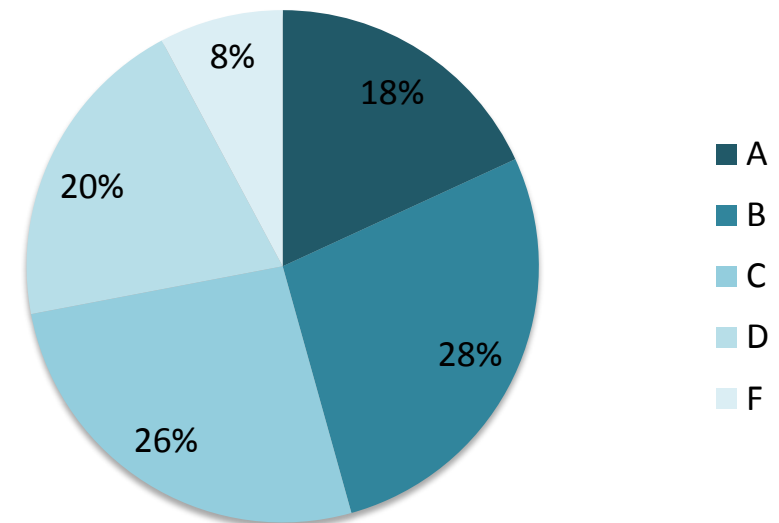
School Performance: Results

For 2014, school letter grade distributions must be the same or better than distributions in 2013 by school type (e.g., K8 v. K8, HS v. HS), per BESE transition policies.

Overall, the distribution is steady with improvements at the highest levels.

School Letter Grades	2012-2013 Number of Schools	2013-2014 Number of Schools
A	187	241
B	388	366
C	382	350
D	270	268
F	109	104

**Distribution of School Letter Grades
2013-2014**

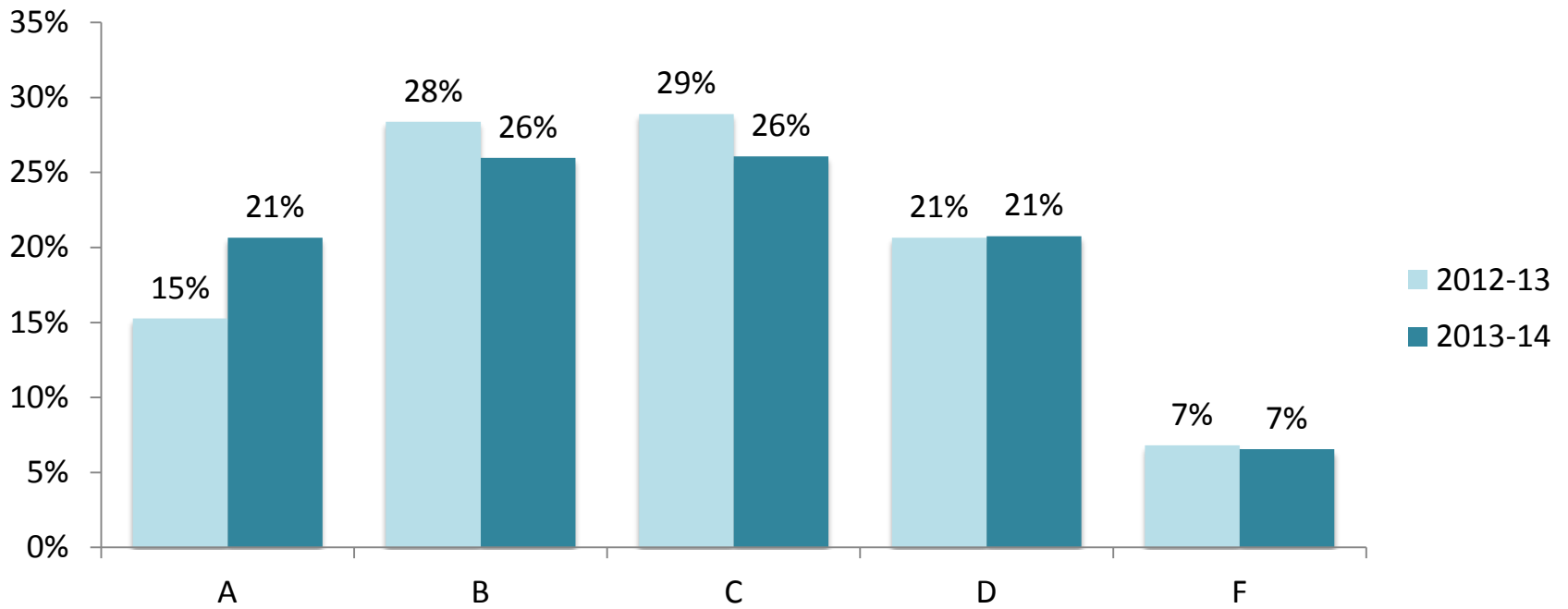


Note: 2012-13 and 2013-14 include schools that closed at the end of that academic year. T schools not included.

Elementary Schools

Performance at elementary schools improved in 2013-2014, with 6% more schools earning A letter grades.

**Percentage of Elementary Schools by Letter Grade
2012-2013 to 2013-2014**

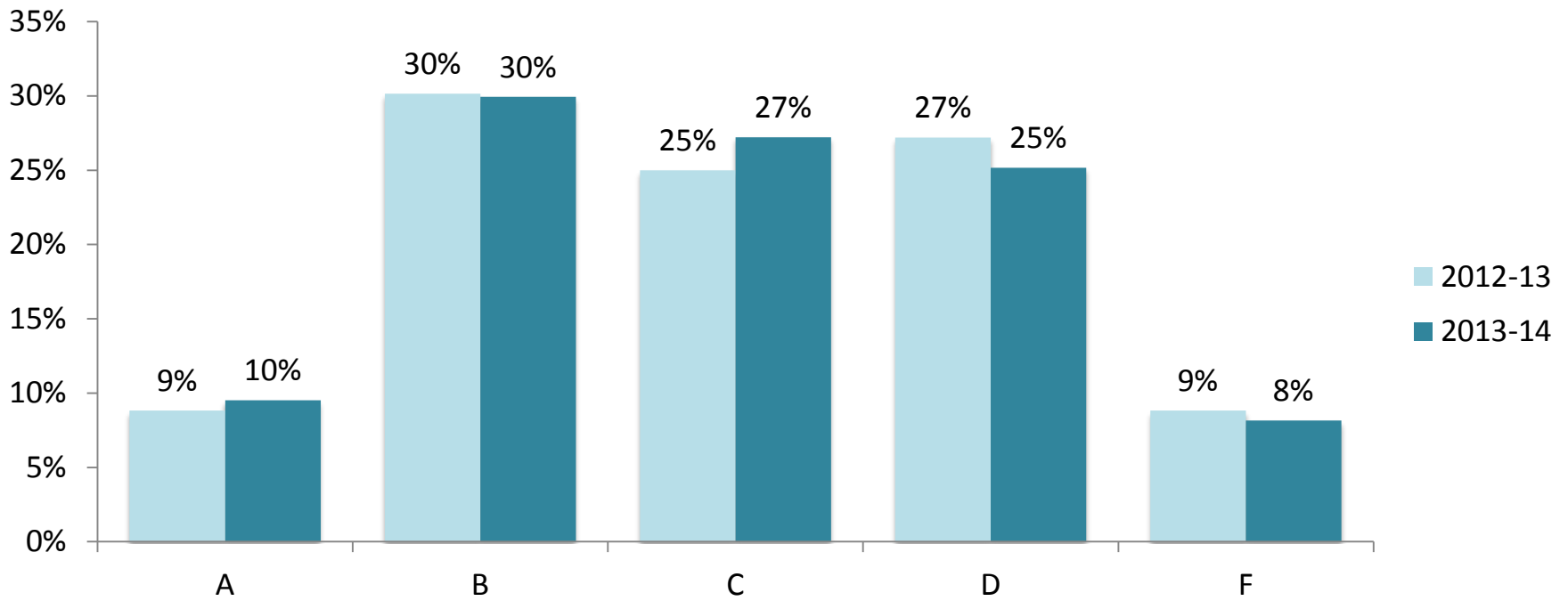


Note: Due to rounding, percentages may not add up to 100%. T schools not included.

High Schools

Performance of students and educators at high schools remained steady in comparison to 2012-2013.

**Percentage of High Schools by letter Grade
2012-2013 to 2013-2014**

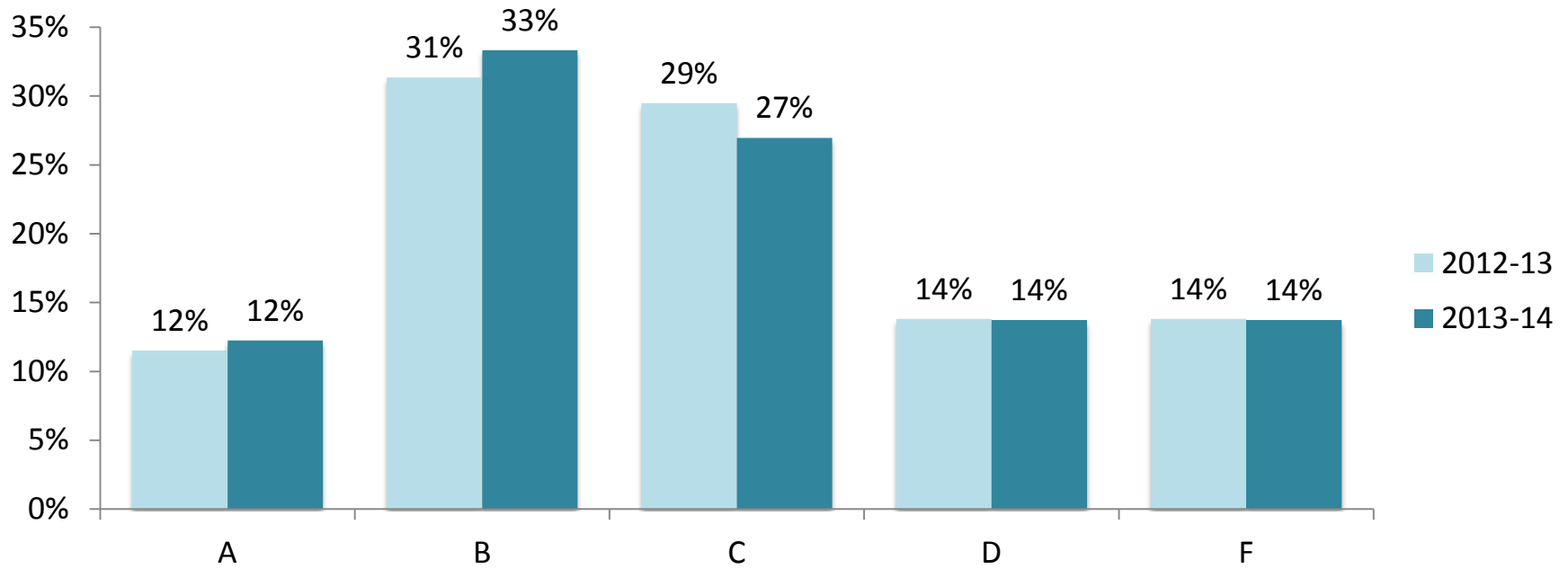


Note: Due to rounding, percentages may not add up to 100%. T schools not included.

Combination Schools

Performance of students and educators at combination schools also improved, with an increase in A and B letter grade schools.

**Percentage of Combination Schools by Letter Grade
2012-2013 to 2013-2014**



Note: Due to rounding, percentages may not add up to 100%. T schools not included.

Elementary Schools Impacted by Transition Policies

School	2014 SPS (Letter Grade)
Judice Middle School	69.9 (C)
Carencro Middle School	69.9 (C)
Greenbrier Elementary School	69.8 (C)
Rusheon Middle School	69.8 (C)
Mary D. Coghill Charter School	69.7 (C)
Winnfield Primary School	69.5 (C)
Winnfield Kindergarten School	69.5 (C)
Vic A. Pitre Elementary School	69.4 (C)
Glen View Elementary School	69.3 (C)
Cypress Springs Elementary School	69.3 (C)
Livaudais Middle School	69.3 (C)
Labadieville Middle School	69.2 (C)
Breaux Bridge Elementary School	69.2 (C)
Sunset Acres Elementary School	49.9 (D)
KIPP New Orleans Leadership Academy	49.9 (D)
Hadnot – Hayes STEM Elementary School	49.9 (D)

High Schools Impacted by Transition Policies

School	2014 SPS (Letter Grade)
New Iberia Senior High School	84.3 (B)
Madison High School	49.2 (D)
St. Helena Central High School	49.0 (D)
Peabody Magnet High School	47.6 (D)
Washington/Marion Magnet High School	46.8 (D)

BESE Transition Policy Scale

Letter Grade	2012-2013 Scale	2013-2014 Elementary School Scale	2013-2014 High School Scale
A	100.0 - 150.0	100.0 - 150.0	100.0 – 150.0
B	85.0 - 99.9	85.0 - 99.9	84.3 – 99.9
C	70.0 - 84.9	69.2 – 84.9	70.0 – 84.2
D	50.0 - 69.9	49.9 – 69.1	46.8 – 69.9
F	0.0 - 49.9	0.0 – 49.8	0.0 – 46.7

Due to the new and special nature of this policy, the Legislative Auditor will conduct an external review of its implementation per the Department's request.

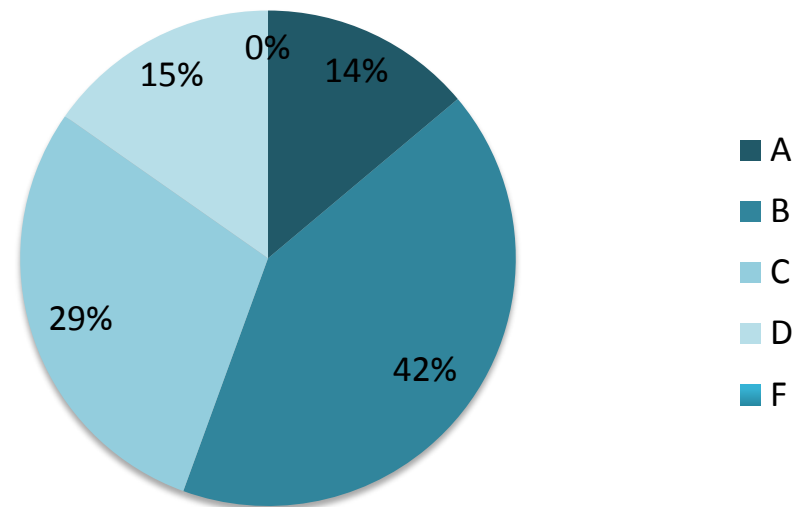
District Performance: Results

In 2013-2014, average district performance improved.

- More districts earned A letter grades
- No school districts earned an F letter grade

School Letter Grades	2012-2013 Number of District	2013-2014 Number of Districts
A	9	10
B	28	30
C	23	21
D	9	11
F	3	0

Distribution of District Letter Grades 2013-2014



Louisiana Believes
