

Louisiana Believes

2015 School and District
Performance Scores

Agenda

- Louisiana's Accountability System
- 2015 Report Cards
- 2014-2015 Results

The Role of the Accountability System

The Purpose of the School and District Accountability System

The school and district accountability system sets the expectation for academic quality across Louisiana.

Based on the definition of quality, the system guides decision making through:

- Parents use of the information to evaluate school choices.
- Superintendents and principals setting annual goals based on measures contained within the system.
- State and district administrators determining interventions in struggling schools.

Raising the Definition of Academic Quality

Because the accountability system establishes a definition of quality impacting every school, district, and administrator, raising the bar for students in every school statewide starts with adjusting the definition of quality in the accountability system.

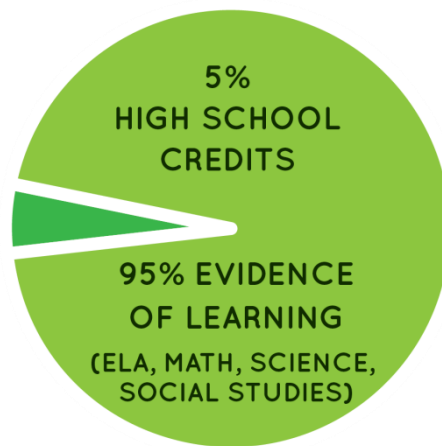
Louisiana's Accountability System

K-8 Accountability: For schools with grades K-7, the accountability system includes student assessment performance and progress points, and for schools with grade 8 it also includes dropout/credit accumulation index.

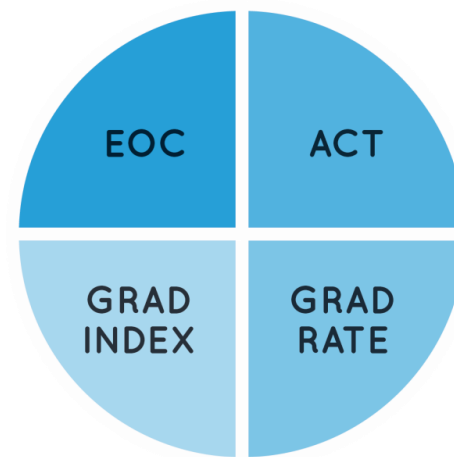
High School Accountability: For schools with grades 9-12, the accountability system includes student assessment performance on both EOC and ACT, progress points, cohort graduation rate, and strength of diploma (graduation index).



Elementary



Middle



High

Progress Toward Higher Expectations and Improved Comparability

1999

- Grade 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. “Approaching Basic” (level 2) and levels above earn schools performance score points.

2006

- Grade 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2013

- Grades 3-8 and high school English language arts and math transitional assessments align to Louisiana’s new standards. Only “Basic” and above earn school performance score points. High schools achieve comparability through ACT 11th grade assessment.

2015

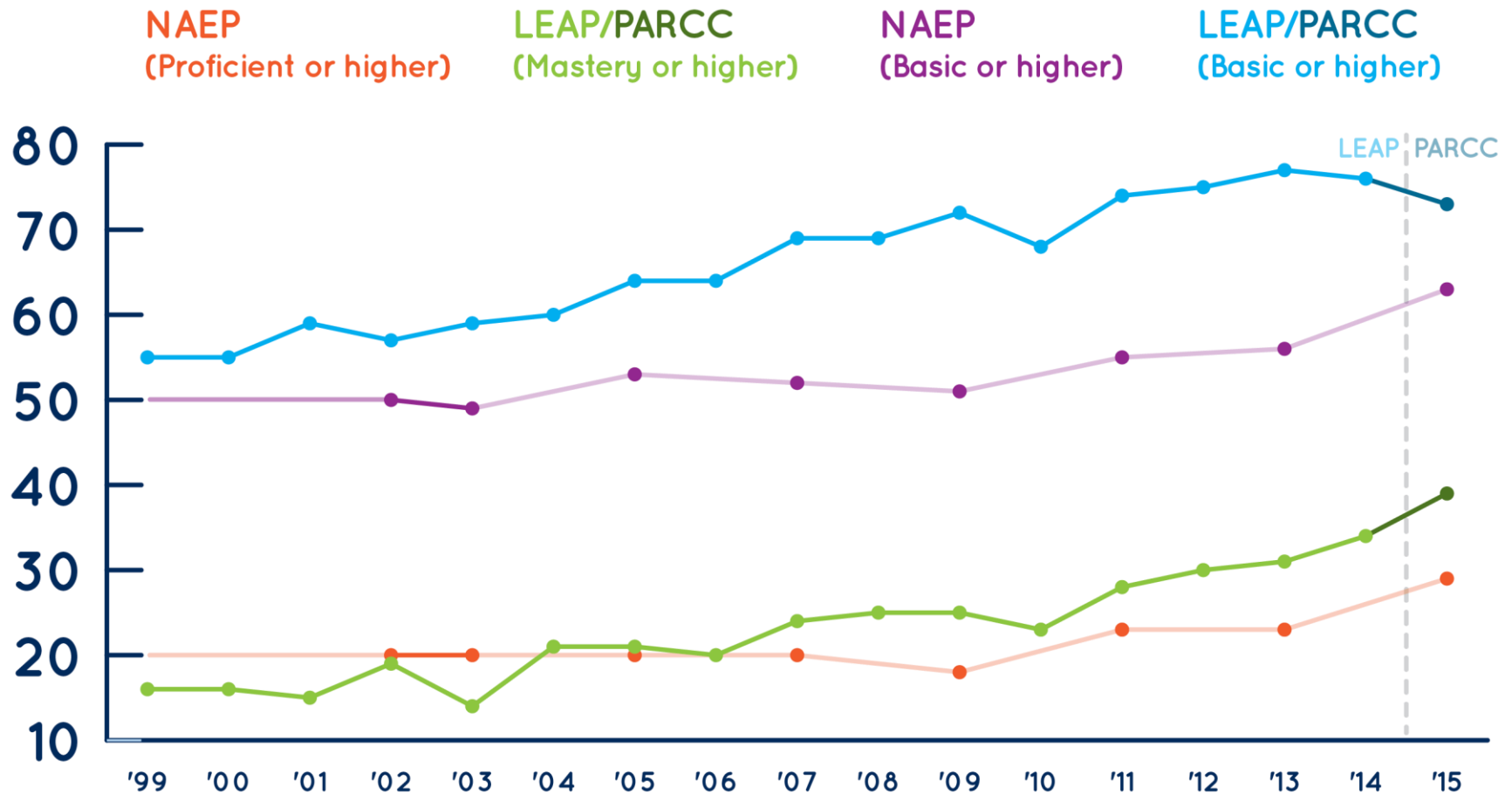
- Grades 3-8 English language arts and math exams fully aligned to Louisiana's standards. Results are significantly comparable with other states for the first time.

2025

- By 2025 schools earning ratings of ‘A’ will average “Mastery” performance rather than “Basic.”

Moving Towards Mastery

The chart below shows 4th grade reading gains over time on two different series of tests: the National Assessment of Education Progress (NAEP) and the LEAP (changed to PARCC in 2015). Note how as the accountability system has raised expectations, performance has steadily improved over time.



The Process of Raising Expectations

Today a school rated 'A' school is one in which the average performance is a minimum of "basic." By the year 2025, an 'A' school will be one in which the average performance is "level four" or "mastery," indicating full readiness for the next level of education.

To start this process of raising expectations, the state has commenced a two-year transition "baseline" period during which the state will measure performance on new standards. The 2015 year was the first of two baseline years. The baseline period will allow a fair measurement of statewide performance before determining the pace at which the system should adopt the new "mastery" definition of quality.

During this transition baseline, the overall distribution of school letter grades will not drop below its levels at the start of the transition. Also, "high-stakes" promotion decisions will be made locally rather than through state tests. Value-added data will not be required for use Compass reviews.

After the two-year baseline, the expectations for letter grades will gradually rise so that by 2025 an 'A' school is one in which the average performance is "mastery" or "level four."

Assessment and Accountability Timeline

Dates	Action
November 2014	Department announces 2015 test score release schedule
March/May 2015	320,000 students take PARCC tests
June – Aug.	Individual test questions scored by LEAP vendor
August-Sept	PARCC state standard-setting verifies questions were as challenging as anticipated before students completed test
Sept. 28 - Oct. 2	Individual student raw scores (total points out of total available) finalized
October 5 - 9	Statewide briefings from technical experts on standard setting, scale scores, cut scores, and comparability among Louisiana and other states, in advance of BESE meeting
October 12	Public release of preliminary statewide scale scores
October 13	BESE approved cut scores
October 14	Department applied achievement levels to scale scores
Oct. 19 - 23	Public release of state and LEA level final scores by achievement level
Oct. 26 - 30	Public release of high school performance scores and letter grades
Nov. 9 - 13	Individual student reports released
Dec. 10-15	LDOE briefing calls with districts
December 15	Release of Parent Guides to Report Cards
December 17	Final school and district letter grades released

Agenda

- Louisiana's Accountability System
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Elementary Report Card

ELEMENTARY SCHOOL

2014-2015 • District • Grades K-6 • Site Code
Magnet/Alternative School

Enrolled • ##% Special Education • ##% Economically Disadvantaged

B

SPS = ###

LETTER GRADE/SPS:
Here is your school's letter grade and school performance score for 2014-2015. School performance scores are reported on 150-point scale as follows:

- A** 100-150
- B** 83.9-99.9
- C** 66.2-83.8
- D** 45.2-66.1
- F** 0-45.1

STUDENT PROFICIENCY:
Information on the rate in which students are proficient, and therefore meeting grade-level expectations and ready for the next level of studies.

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	SCHOOL	DISTRICT	STATE
MASTERY +	%	%	%
BASIC +	%	%	%

NOTE: The table above includes students who take LAA.1. View how their performance is measured [here](#). Schools with grades no higher than 2 have accountability data based on a paired school designated by its district.

SUBGROUP PERFORMANCE:
Information on the performance of historically underserved populations of students as compared to their peers.


HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
MASTERY +	%	%	%	%	%	%	%	%	%
BASIC +	%	%	%	%	%	%	%	%	%

Elementary Report Card

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year

	NON-PROFICIENT STUDENTS	EXCEEDING EXPECTATIONS	DISTRICT	STATE	TOTAL POINTS EARNED	14/15 vs 13/14
ELA	#	%	%	%	#	 IMPROVED
MATH	#	%	%	%		

2013-2014		2014-2015		ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
C	SPS ###	B	SPS ###		

During transition years (2013-2015), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. More information about transition policies is available [here](#).

LETTER GRADE/SPS COMPARISON:
 Did your school improve?
 Compare last year's letter grade and school performance score to this year.

Click here for additional parent resources in the Family Support Toolbox or additional student performance data in the Data Center.

Middle School Report Card

MIDDLE SCHOOL

2014-2015 • District • Grades 7-8 • Site Code
Magnet/Alternative School

Enrolled • 00% Special Education • 00% Economically Disadvantaged

B

SPS = ###



LETTER GRADE/SPS:
Here is your school's letter grade and school performance score for 2014-2015. School performance scores are reported on 150-point scale as follows:

A	100-150
B	83.9-99.9
C	66.2-83.8
D	45.2-66.1
F	0-45.1

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	SCHOOL	DISTRICT	STATE
MASTERY +	%	%	%
BASIC +	%	%	%

NOTE: The table above includes students who take LAAS. 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 DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
MASTERY +	%	%	%	%	%	%	%	%	%
BASIC +	%	%	%	%	%	%	%	%	%

STUDENT PROFICIENCY:
Information on the rate in which students are proficient, and therefore meeting grade-level expectations and ready for the next level of studies.

SUBGROUP PERFORMANCE:
Information on the performance of historically underserved populations of students as compared to their peers.

Middle School Report Card

historically underserved populations of students as compared to their peers.

MASTERY +	7%	7%	7%	7%	7%	7%	7%	7%	7%
BASIC +	%	%	%	%	%	%	%	%	%


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 8.

CREDITS	SCHOOL	DISTRICT	STATE
6+	%	%	%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient, but who exceeded expectations in the current year.

	NON-PROFICIENT STUDENTS	EXCEEDING EXPECTATIONS	DISTRICT	STATE	TOTAL POINTS EARNED	14/15 vs 13/14
ELA	#	%	%	%	#	 IMPROVED
MATH	#	%	%	%		

LETTER GRADE/SPS COMPARISON:
Did your school improve?
Compare last year's letter grade and school performance score to this year.

2013-2014	2014-2015	ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
C SPS ###	B SPS ###		

During transition years (2013-2016), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. More information about transition policies is available [here](#).

HIGH SCHOOL PREPARATION:

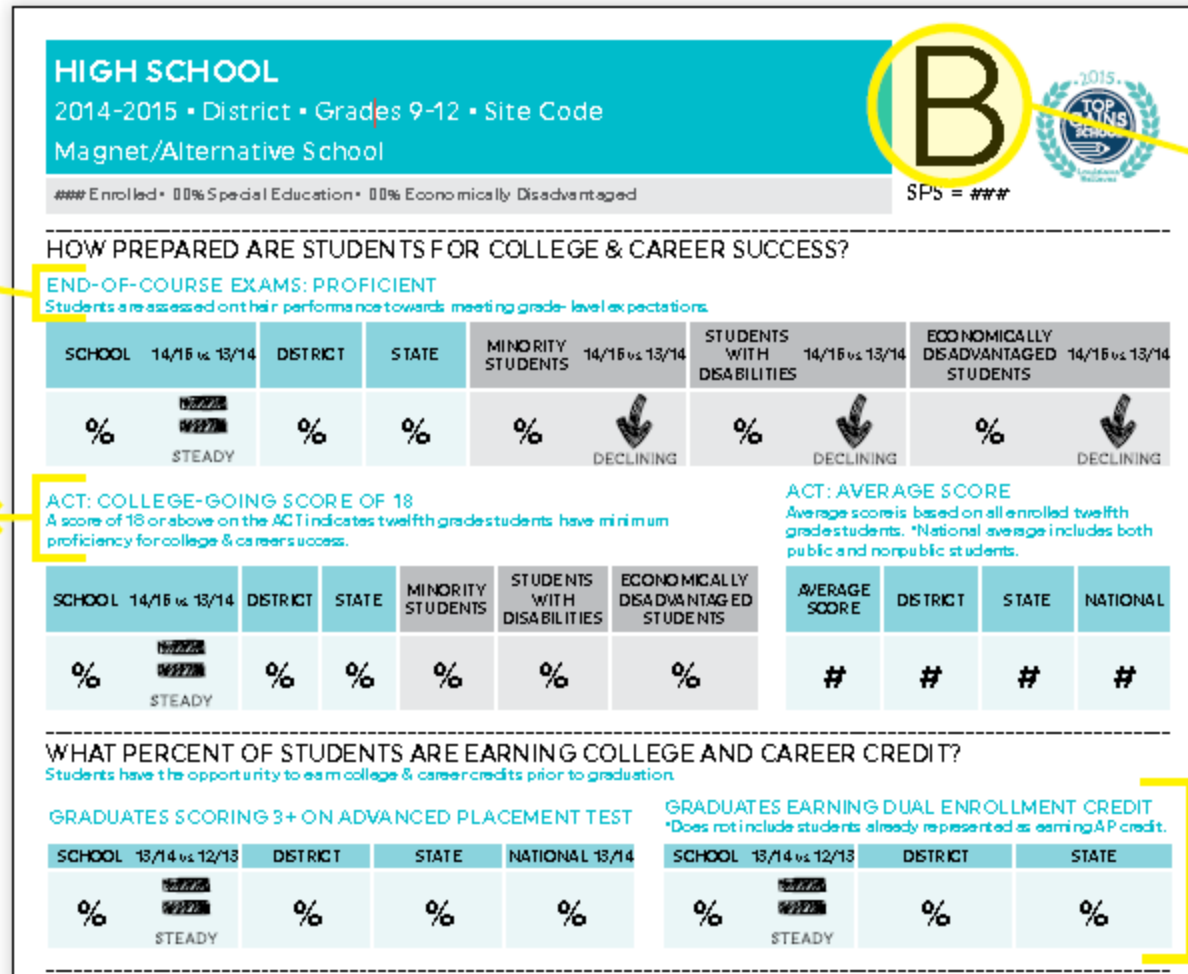
Information on the rate at which your school is successfully preparing students for the critical transition into high school, including the number of credits earned by the completion of their freshman year. Students earning 6+ are on track to graduate on time in four years.

Click here for additional parent resources in the Family Support Toolbox or additional student performance data in the Data Center.

High School Report Card

STUDENT PROFICIENCY:
Students scoring "Good" or above on End-of-Course test are considered proficient and therefore are meeting the expectations for that course.

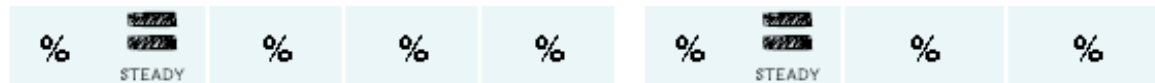
ACT PERFORMANCE:
The ACT, taken by all Louisiana juniors, determines a student's ability enter into a postsecondary education. This section provides information on the number of students who earned a college-going score of 18 or higher and the average student composite score compared to other schools in the district, state and country.



High School Report Card

COLLEGE READINESS:

After graduating high school, some students directly attend college, while some may take a full school year to enroll. This information shows the rate at which students enrolled in college by the 2nd fall semester after graduation from high school.



WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?

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

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
%	STEADY	%	%	%	%	%	%

WHAT PERCENT OF STUDENTS ENROLLED IN COLLEGE AFTER GRADUATING?

Students enrolled in a two- or four-year college within the 2nd fall semester after high school graduation.

SCHOOL	DISTRICT	STATE
%	%	%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

TOTAL POINTS EARNED	14/16 vs 13/14
#	IMPROVED

2013-2014	2014-2015
C SPS ###	B SPS ###

[ADDITIONAL PERFORMANCE INFORMATION](#)

[DATA CENTER](#)

SUBGROUP PERFORMANCE:
Information on the performance of historically underserved populations of students as compared to their peers.

LETTER GRADE/SPS COMPARISON:

Did your school improve? Compare last year's letter grade and school performance score to this year.

Click here for additional parent resources in the Family Support Toolbox or additional student performance data in the Data Center.

Alternative School Report Card

SCHOOL NAME

2014-2015 • District • Grades K-12 • Site Code
Alternative School Supplemental Report

B

Enrolled • 00% Special Education • 00% Economically Disadvantaged

SPS = ###

DEMOGRAPHIC & GENERAL INFORMATION

WHAT PERCENTAGE OF STUDENTS ARE OVERAGE?
The percentage of students who are two or more years older than students typically enrolled at a grade level.

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
%	%	%

WHAT PERCENTAGE OF STUDENTS RECEIVE SPECIAL EDUCATION SERVICES?

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
%	%	%

ACADEMIC COMPARISON

AVERAGE SCHOOL PERFORMANCE SCORE

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
###	###	###

HOW DID STUDENTS PERFORM ON GRADES 3-8 ASSESSMENTS?

LEVEL	SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
Mastery +	%	%	%
Basic	%	%	%
Below Basic	%	%	%

Alternative School Report Card

WHAT PERCENTAGE OF STUDENTS
ARE ECONOMICALLY DISADVANTAGED?

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
%	%	%

PERSISTENCE COMPARISON

CONTINUED ENROLLMENT RATE
The percentage of students who continue to be enrolled
in school at the end of the year

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
%	%	%

CREDIT ACCUMULATION
Average number of credits earned by the end of the freshman year

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
#	#	#

HOW DID STUDENTS PERFORM
ON HIGH SCHOOL EXAMS?

LEVEL	SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
Excellent	%	%	%
Good	%	%	%
Fair	%	%	%
Needs Improvement	%	%	%

HOW DID STUDENTS EXIT HIGH SCHOOL?

LEVEL	SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
High School Diploma	%	%	%
GED/HISET	%	%	%
Certificate of Achievement	%	%	%
Other Nongraduates	%	%	%

District Report Card

DISTRICT NAME

2014-2015 District Report Card • LEA Code

Enrolled • 00% Special Education • 00% Economically Disadvantaged

2013-2014

C

DPS: ###

2014-2015

B

DPS: ###

LETTER GRADES

	NUMBER OF SCHOOLS				PERCENT OF SCHOOLS
	ELEMENTARY/MIDDLE	HIGH	COMBINATION	TOTAL	
A	##	##	##	##	%
B	##	##	##	##	%
C	##	##	##	##	%
D	##	##	##	##	%
F	##	##	##	##	%

DID THIS DISTRICT MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

District earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

TOTAL POINTS EARNED

#

HOW DID STUDENTS IN GRADES 3-8 PERFORM ON STATE ASSESSMENTS?

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
MASTERY +	%	%	%	%	%
BASIC +	%	%	%	%	%

District Report Card

HOW PREPARED ARE STUDENTS FOR COLLEGE & CAREER SUCCESS?

END-OF-COURSE EXAMS: PROFICIENT

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

DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
%	%	%	%	%

ACT: AVERAGE SCORE

Average score is based on all enrolled twelfth grade students.
*National average includes both public and nonpublic students.

AVERAGE SCORE	STATE	NATIONAL
#	%	%

WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?

Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES SCORING 3+ ON ADVANCED PLACEMENT TEST

DISTRICT	STATE	NATIONAL
%	%	%

GRADUATES EARNING DUAL ENROLLMENT CREDIT

DISTRICT	STATE
%	%

WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?

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

DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
%	%	%	%	%	%

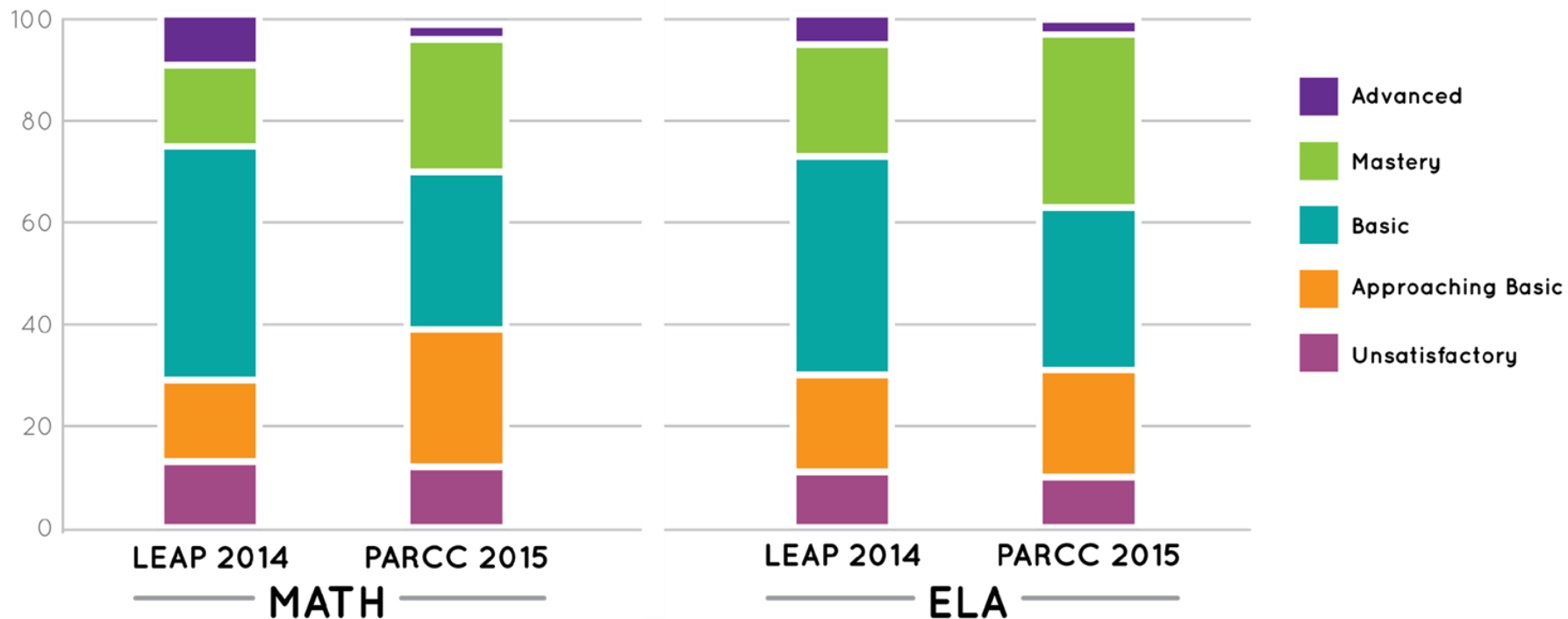
During transition years (2013-2016), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. More information about transition policies is available [here](#).

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2015 Elementary and Middle School Consistency Across Years

Because both PARCC and LEAP assessments are designed to align relatively closely to the NAEP, performance on 2015 assessments was relatively consistent with performance on 2014 assessments. However, because the tasks students were asked to complete were more challenging, there was an increase in both higher achieving students scoring at higher levels and struggling students not reaching basic levels of proficiency.



2015 High School Letter Grades: Improvements on Every Measure

THE EOC INDEX IMPROVED .7 SINCE 2014: Statewide, 62 percent of students scored Good or above on End-of-Course tests in 2015, indicating content mastery. In the current formula, schools averaging 'Good' earn an 'A' in this index.

THE ACT INDEX IMPROVED 3.5 SINCE 2014: The class of 2015 earned a record-high average composite for Louisiana – 19.4, making Louisiana the most improved state that assesses all of its students. In the current formula, schools averaging an 18 ACT composite average earn an 'A' in this index.

THE GRADUATION RATE IMPROVED 1.1 SINCE 2014: The class of 2014 included nearly 1,600 additional graduates with the overall percentage of graduates reaching a record high of 74.6 percent. In the current formula, schools averaging a graduation rate of 75 percent earn an 'A' in this index.

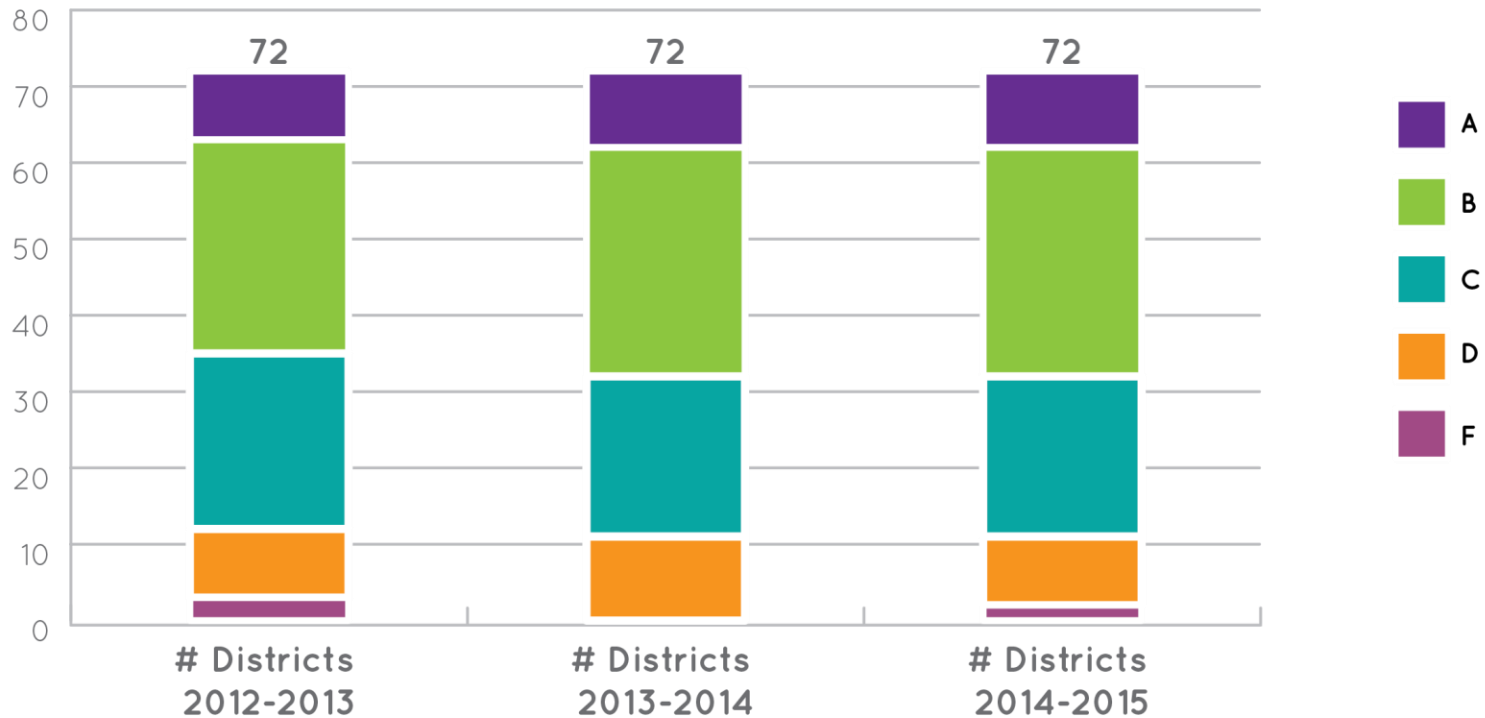
THE STRENGTH OF DIPLOMA INDEX IMPROVED 2.2 SINCE 2014: Louisiana high school students have college and career opportunities in high school now more than ever. In 2015, they achieved a record number of Advanced Placement credits, earning nearly 1,300 more in 2015 than 2014. Nearly 1,300 additional students earned an IBC before exiting high school in 2015, and more than 1,500 additional graduates participated in dual enrollment. In the current formula, schools can earn an 'A' in this index even if the average student graduates without any additional credentials.

Process of Producing Report Cards

Timeline for Completion	Steps to Calculating School Performance Scores
Summer-Fall 2014	Submission by districts of 2013-2014 graduates
December 2014	Student fall assessments (EOC)
Spring 2015	Student spring assessments (LAA 1, EOC, ACT, and grades 3-8 math, ELA, science, and social studies)
August- September 2015	Test data and graduation data verified by local schools and school districts
October 2015	Calculation of high school SPS and letter grades
	State applies baseline transition policy to 3 high schools to keep distribution of letter grades constant
	Release of high school report cards
December 2015	One-year nonparticipation policy proposed and passed by BESE
	Calculation of elementary, middle, combination scores, including nonparticipation policy
	State applies baseline transition policy to 111 elementary, middle, and combination to keep distribution of letter grades constant
	Release of all school and district report cards

2015 District Letter Grades

The distribution of district letter grades has remained steady over the last three years, as part of BESE's transition policy established in 2013. The statewide SPS is down .4 points from an 89.2 in 2014 to 88.8 in 2015.

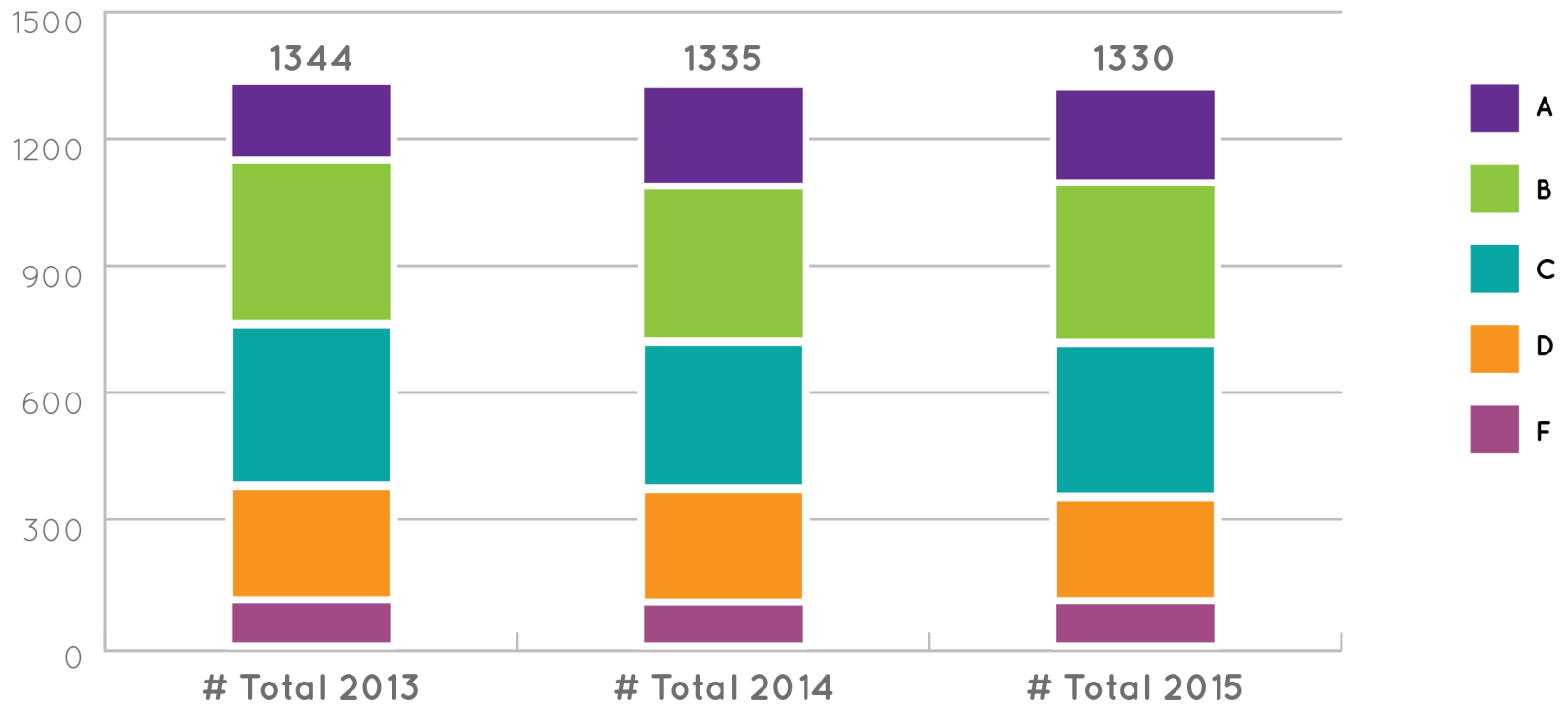


2015 District Letter Grade Distribution

	2012-2013	2013-2014	2014-2015
Letter Grade	# Districts	# Districts	# Districts
A	9	10	10
B	28	30	30
C	23	21	21
D	9	11	9
F	3	0	2
Total	72	72	72

2015 School Letter Grades

The distribution of school letter grades has also remained steady over the last three years, as part of BESE's transition policy established in 2013.



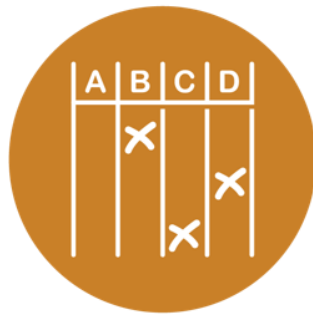
2015 School Letter Grade Distribution

Letter	Elementary & Middle Schools			Combination Schools			High School			Total		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
A	150	202	162	19	22	24	18	17	41	187	241	227
B	279	255	263	57	61	66	52	51	49	388	367	378
C	284	254	280	56	48	47	42	47	38	382	349	365
D	203	203	199	24	24	14	43	41	33	270	268	246
F	67	64	67	29	27	27	13	13	13	109	104	107

**2013 and 2014 distribution updated per Bulletin 111

State-District and School-Level Results

Click on one of the images below to access state, district and school level performance scores and school report cards.



SCHOOL AND DISTRICT
REPORT CARDS



SCHOOL
AND DISTRICT
PERFORMANCE
SCORES

Louisiana Believes

2015 School and District
Performance Scores