

Louisiana Believes

School Accountability
2014-15

Agenda

- Objectives
- School Performance Scores
 - K-8
 - 9-12
- School Letter Grades and Transition
- Planning, Support, and Resources
- Contacts

Objectives

Session Overview and Objectives

The school performance score (SPS) represents student performance including important indicators of assessment and readiness, graduation, diploma strength, and progress.

This presentation will:

- Review parts of the student performance that make up the SPS and policies associated with the SPS calculations for 2014-2015 (2015 SPS)
- Highlight resources that will facilitate planning and understanding of school accountability

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K-8 School SPS: Accountability (slide 1 of 4)

School Accountability

School accountability for Louisiana schools with grades K-7 includes student assessment performance and progress points, and for schools with grade 8 includes dropout/credit accumulation index.

Grade Configuration	Performance
K-7 (Elementary)	100% Assessments + Progress Points
K-8, 7-8 (Middle)	95% Assessments + 5% (Dropout/Credit Accumulation Index) + Progress Points

K-8 School SPS: Assessments (slide 2 of 4)

Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies so as to assess whether each student gained the knowledge and skills reflected in the standards of that grade and subject.

Accountability

PARCC Achievement Levels	LEAP/iLEAP Achievement Level	LAA 1 Achievement Level	Assessment Index Points Per Student
Level 5	Advanced	Exceeds Standard	150
Level 4	Mastery	----	125
Level 3	Basic (Proficient)	Meets Standard	100
Level 2 or Level 1	Approaching Basic/ Unsatisfactory (Non-proficient)	Working Towards Standard	0

K-8 School SPS: Dropout/Credit Accumulation Index (DCAI) (slide 3 of 4)

Purpose

Schools with 8th grade earn points for the number of credits students accumulate by the end of 9th grade or Transitional 9th grade. This encourages successful transition to high school, as well as access to Carnegie credits in middle school.

Accountability

- Calculated for schools that include Grade 8
- Points based on number of Carnegie Credits earned through the end of 9th grade (and transitional 9th, where applicable)
- 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 districts between 8th and 9th grade are still eligible to earn points for DCAI

Carnegie Course Credits	DCAI Points Per Student
6	150
5.5	125
5	100
4.5	75
4	50
3.5	25
3 or less	0
3 rd year 8 th grade student	0
Dropout	0

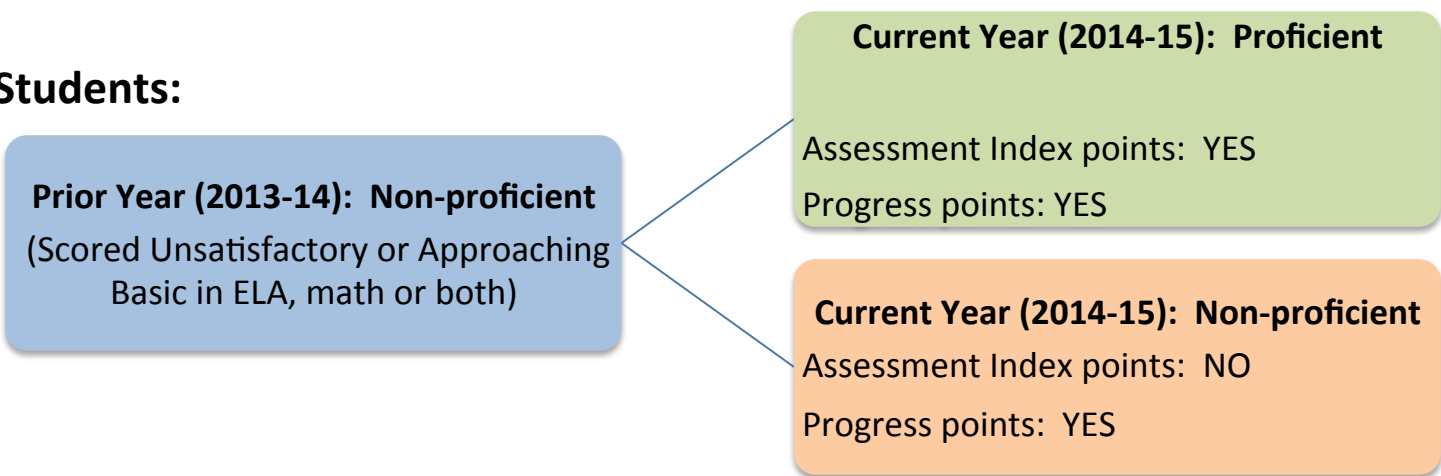
K-8 School SPS: Progress Points (slide 4 of 4)

Progress Points

Schools may earn up to 10 progress points for previously non-proficient students who exceed their expected score.

Consideration	Policy
Eligible Students	School must have 10+ students with school-level VAM scores who were non-proficient in prior year in math, ELA, or both
Required Success Rate	Schools must have more than 50% of the eligible students exceed their expected score in math, ELA, or both
Reward	Schools will receive .1 for students scoring Unsatisfactory in prior year and .05 for students scoring Approaching Basic in prior year who exceed expectations in current year

Eligible Students:



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High School SPS: Accountability (slide 1 of 6)

School Accountability

School accountability for Louisiana schools with grades 9-12 includes student assessment performance on both EOC and ACT, progress points, cohort graduation rate, and strength of diploma (graduation index).

Grades 9-12	
Assessment	25%
ACT	25%
Cohort Graduation Rate	25%
Strength of Diploma (Graduation Index)	25%
+ Progress Points	

High School SPS: EOC Exams (slide 2 of 6)

Purpose

The End-Of-Course (EOC) exams assess whether students have mastered the standards of various high school core subjects.

Tests

EOC exams are required in Algebra I, Geometry, English II, English III, Biology, and U.S. History.

Accountability

EOC Score/Level	Points Earned Per Test
Excellent	150 points
Good (Proficient)	100 points
Fair or Needs Improvement (Non-proficient)	0 points

High School SPS: ACT (slide 3 of 6)

Purpose

All Louisiana 11th graders take the ACT, a nationally recognized measure of college and career readiness.

Accountability

Schools earn points for the highest composite score earned by a student through the April testing date of their senior year.

NOTE: Beginning in 2015-16, the ACT Index will include students' highest score on either the ACT or the WorkKEYS. Starting in 2014-15, the LDOE will fund WorkKEYS assessments for juniors on the Career diploma.

ACT Composite Score	Points Earned Per Student
36	150.4 points (maximum)
27 (TOPS Honors)	125.2
25	119.6
23 (TOPS Performance)	114
20 (TOPS Opportunity)	105.6
18	100.0
17 or below	0 points

High School SPS: Graduation Rate (slide 4 of 6)

Purpose

The cohort graduation rate measures our base expectation, that students who enter 9th grade will graduate four years later.

Accountability

- Inclusion: All 9th graders who enter a graduation cohort are included in calculations of the cohort graduation rate.
- Transitional 9th: Students will enter into the first-time ninth grade cohort in the year that follows the transitional 9th grade. If students in transitional 9th dropout, they will be included as a dropout in cohort graduation rate calculations.

Calculation

The cohort graduation rate is calculated in the following manner:

Cohort Graduation Rate (CGR)	Formula
0 to 60 percent grad rate	$CGR \times 1.166667$
61 to 100 percent grad rate	$(CGR \times 2.0) - 50$

High School SPS: Strength of Diploma (slide 5 of 6)

Purpose

The graduation index measures the quality of the diploma earned by each 12th grader.

Accountability

Schools earn points for graduates in the following manner (2013-2014 cohort graduates):

Quality of Diploma (Graduation Index): Student Results	Points Awarded
HS Diploma plus (a) AP score of 3 or higher, IB score of 4 or higher, or CLEP score of 50 or higher; OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course grade of the following type: AP** (with exam score of 1 or 2), college credit, dual enrollment, or IB (with score of 1, 2 or 3); OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points, if the passing course grade for (a) is earned in a TOPS core curriculum course. ** Students must take the AP exam and pass the course to earn 110 points.	110
Four-year graduate (Includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with any diploma *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, or a CLEP of 50 or higher will generate 140 points.	75
Six-year graduate with any diploma	50
HiSET (formerly GED)	25
Non-graduate without HiSET	0

High School SPS: Progress Points (slide 6 of 6)

Accountability

High schools may earn up to 10 progress points for non-proficient students who score at the top of the expected score range or higher on the PLAN and/or ACT.

Note: High School Progress Points for 2014-15 are Under Review

	Progress Points: EXPLORE to PLAN	Progress Points: PLAN to ACT
School Accountability	Schools can earn progress points for eligible students who score at the top of the expected score range or higher on the PLAN test.	Schools can earn progress points for eligible students who score at the top of the expected score range or higher on the ACT (12 th grade).
Policy	<ul style="list-style-type: none"> • 30% or more of non-proficient students who score at the top of the expected score range or higher on PLAN, as predicted by EXPLORE, and ACT, as predicted by PLAN. • This can be met by the subgroup for ELA and/or math. • School must have 10 or more eligible students in the subgroup to receive points. • Schools earn .2 point for students who previously scored Unsatisfactory/Needs Improvement and .1 point for students who previously scored Approaching Basic/Fair. 	
Students Eligible (in the denominator)	Students who were non-proficient on state assessments (LEAP or EOC) in year of EXPLORE or year prior (most recent test is used in ELA and in math).	Students who were non-proficient on state assessments (EOCs) in the year of PLAN or the year between PLAN and 12 th grade ACT score (most recent test is used in ELA and in math).

Combination Schools

School Accountability

Schools with students in both K-8 and 9-12 grades will receive a school performance score based on both the K-8 and 9-12 formulas and weighted by students included in the formula.

Grade Configuration	Performance
K-7 (Elementary)	100% assessments + Progress Points
K-8, 7-8 (Middle)	95% assessments + 5% (dropout/credit accumulation index) + Progress Points
9-12 (High)	25% assessments + 25% ACT + 25% Cohort Graduation Rate + 25% Graduation Index + Progress Points

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Steady Growth Toward the Baseline Year



Moving Toward 2025

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](#).

School Accountability: Letter Grades

Letter Grades

For 2013-14 and 2014-15, letter grades will be aligned to the 2012-13 distribution to ensure **simplicity, consistency, and fairness** between now and the new baseline year, 2015-16, as Louisiana transitions to higher standards. In doing so, this will allow:

1. Time to learn
2. Time to set a baseline for 2015
3. Time to appropriately raise the bar, as Louisiana pursues its 2025 goal – a time where “mastery,” not “basic,” is the expectation.

Possible test score shifts	Policy to ensure simplicity, consistency, and fairness in 2014 and 2015 Release
School/District Performance Scores Decrease	Letter grades aligned to the 12-13 letter grade distribution
School/District Performance Scores Increase	Letter grades will improve as they would in any other year

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Resources

SPS Calculator

The calculators are designed for educators to input school level data in order to estimate school performance scores. There are two calculators available in the [accountability toolbox](#): a K-8 and a K-12 calculator.

Policy Guidance on Transitional 9th and High School Planning

- [Transitional 9th grade Guide](#): This guide is designed to help district identify, plan, and improve the academic achievement of struggling 8th grade students.
- [High School Guide](#): This guide is designed to help counselors and school staff plan the pathways and goals for all students.

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Accountability Contacts

Contacts

If you have any additional questions, please feel free to contact the accountability team via email.

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