Louisiana Believes

2017-2018 LEAP 2025 Student Progress
August 22, 2018

DEPARTMENT of
EDUCATION

Accessing 2018 Student Progress Results

2017-2018 Value-Added Data:
How to Access the Data

For Teachers

In the Compass Information System (CIS) under the "VAM" tab, teachers will be able to view their overall VAM scores, as well as VAM and TSG data by subject and by student.

- VAM includes grades 4-8 ELA, mathematics, and social studies. VAM is included in teacher's overall evaluation results in 2017-2018.

- TSG includes English I, Algebra, and Geometry. TSG is for informational purposes only in 2017-2018 while the tests are in transition to five levels.

For School and School System Leaders:

The following data are available to school and school system leaders in CIS for both VAM and TSG data.

- **Student results by teacher and by subject:** CIS Report #40, Value-Added Student Growth Data

- **Overall teacher results and overall results by subject:** CIS Report #41, Value-Added Student Growth Data

2017-2018 Student Progress Data: What is Currently Available?

File	Location
2017-2018 Progress Index VAM Exclusion Rosters	[Louisiana Data Review](#) available to accountability contacts under "Downloadable Roster Files."
2017-2018 Progress Index Point Roster	[Louisiana Data Review](#) available to accountability contacts under "Downloadable Roster Files."
2018 LEAP 2025 Progress Summary	Secure ftp
2016-2017 Progress Index Rosters	Louisiana Secure Portal

2016-2017 Progress Index Results:
How to Access Data in the Secure Portal

The 2017-2018 Progress Index included in School Performance Scores will be based on both 2016-2017 and 2017-2018 progress results for students in grades 4-8.

To access 2016-2017 progress results in the Principal and Superintendent Secure Reporting Portal (www.LouisianaSchools.info), school and school system leaders have two options:

1. Pull the number of tests by progress index point level (0, 25, 85, 115, or 150) at the school and school system level. These numbers can be used in the SPS calculator.
    - Select the school or school system name using the white search bar at the top of the screen.
    - From the DATA MENU at the top, select "Student Progress: K-8" or "Student Progress: 9-12"
    - Use the CHANGE QUESTION menu to select "How did my students earn points in the Progress Index?"
    - Click SHOW DETAILS and reference the 2017 columns.

1. Download the progress index student roster.
    - At the top of the screen next to the white search bar, click ROSTER.
    - Open the downloaded file in Excel. Filter by Column C (entity_type) = School.
    - Reference the Roster File Data Dictionary for column descriptions.

For questions about logging into the secure portal, please email SystemSupport@la.gov

Resources to Support Releases

Student Progress Data Resources:

- [Louisiana K-12 Accountability System one-pager](#)
- [2017-2018 Grades 4 to 8 Progress Index FAQ](#)
- [2017-2018 High School Progress Index FAQ](#)
- [2017-2018 SPS Calculator](#)
- [Using Measures of Student Progress to Strengthen Practice and Student Learning](#)

Value-Added Data Resources:

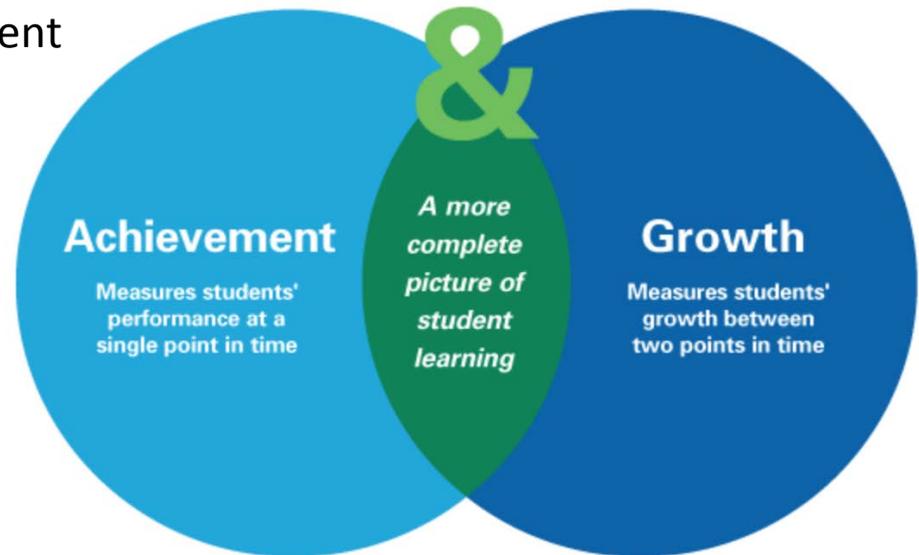- [2017-2018 VAM Release](#)
- [Value-Added Data FAQ](#)

How is Progress Measured?

What is Student Progress?

Louisiana's student progress measure is an exciting new component of the accountability system designed to provide students, parents, educators, and the public with important information on the growth students make from one year to the next.
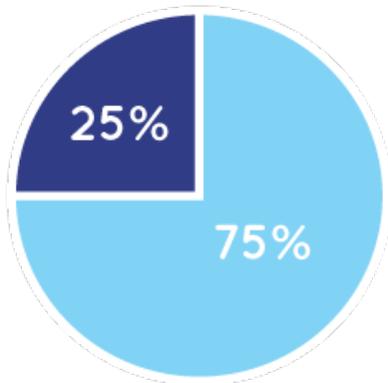
Academic achievement indicates whether students are prepared for the next level of study. Student progress indicates whether students are improving from one year to the next. Together, achievement and progress provide a more complete picture.

Now the state's accountability system measures not only where students ended up, but how much progress they made to get there.


Achievement
Measures students' performance at a single point in time

&

A more complete picture of student learning

Growth
Measures students' growth between two points in time

2017-2018 School Performance Scores

Elementary Schools

- 25% Student Progress
- 75% State Assessment Performance

Legend:
- State Assessment Performance
- Student Progress

Elementary/Middle Schools
(with Grade 8)

- 5% Credit Accumulation
- 25% Student Progress
- 70% State Assessment Performance
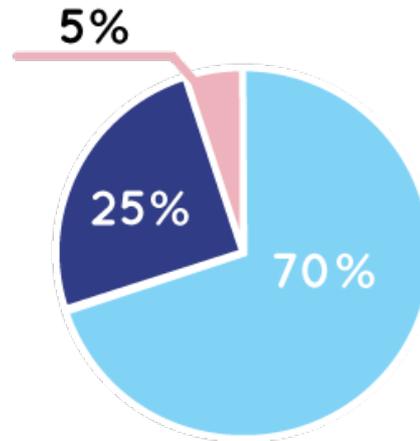
Legend:
- State Assessment Performance
- Student Progress
- Credit Accumulation

High Schools

- 25%
- 25%
- 25%
- 25%
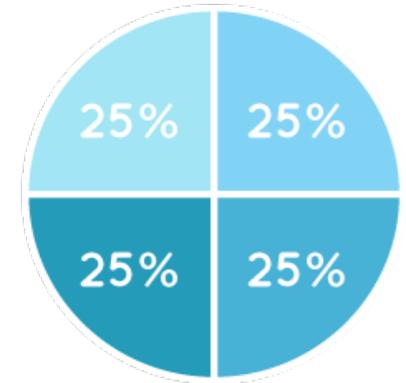
Legend:
- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate

How Does Louisiana Measure Student Progress?

The progress each student makes from one year to the next is measured by answering two questions.

1. **Growth to Mastery/Advanced:** Is the student on track to scoring Mastery by 8th grade (elementary/middle school students) or 10th grade (high school students), signalling their readiness for the next grade-level?

1. **Value-Added Model:** Did the student outperform their expected score, based on a comparison to similar students statewide?

Student progress that is on track to Mastery (question 1) *and/or* that outperforms similar statewide peers (question 2) is recognized with an 'A' (115 or more points) in **school and school system performance scores**.

The value-added model in question 2 is the same model used to calculate growth for students, teachers (VAM/TSG), schools and school systems (progress index).

How is the School Progress Index calculated?

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 mathematics 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?

- Schools will earn points based on students' VAM 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)
  - 1st-19th percentile (0 points)

NOTE: The progress index will be averaged across two years of results. Due to the transition in high school assessments, the high school progress index will be based on one year in 2017-2018.

Question 1: Growth to Mastery

Every student scoring below Mastery has a unique, annual target that illustrates the growth required for them to to be on track to Mastery in ELA and mathematics by 8th or 10th grade.

For example:
- Mateo earned a score of 700 or *Approaching Basic* on the 3rd grade mathematics assessment.
- In order to reach the minimum score for *Mastery*, 750, by 8th grade, Mateo must improve 50 points in 5 years.
- To calculate Mateo's Growth to Mastery target for 4th grade mathematics, divide the total number of points he must improve to reach Mastery by 8th grade (50) by the number of years he has until 8th grade (5).
- Therefore, Mateo must improve 10 points, or reach a score of 710, in 4th grade to be on track to Mastery.

Question 1: Growth to Advanced

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 or 10th 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.

Question 2: Value-Added Model

The value-added model (VAM) measures students' success compared to similar peers year to year.

The VAM predicts how well students will perform on the assessment in comparison to their peers with similar prior assessment scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

How is VAM Measured?

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.

In this example, the student's VAM score is +65, the difference between her expected score (710) and actual score (775).
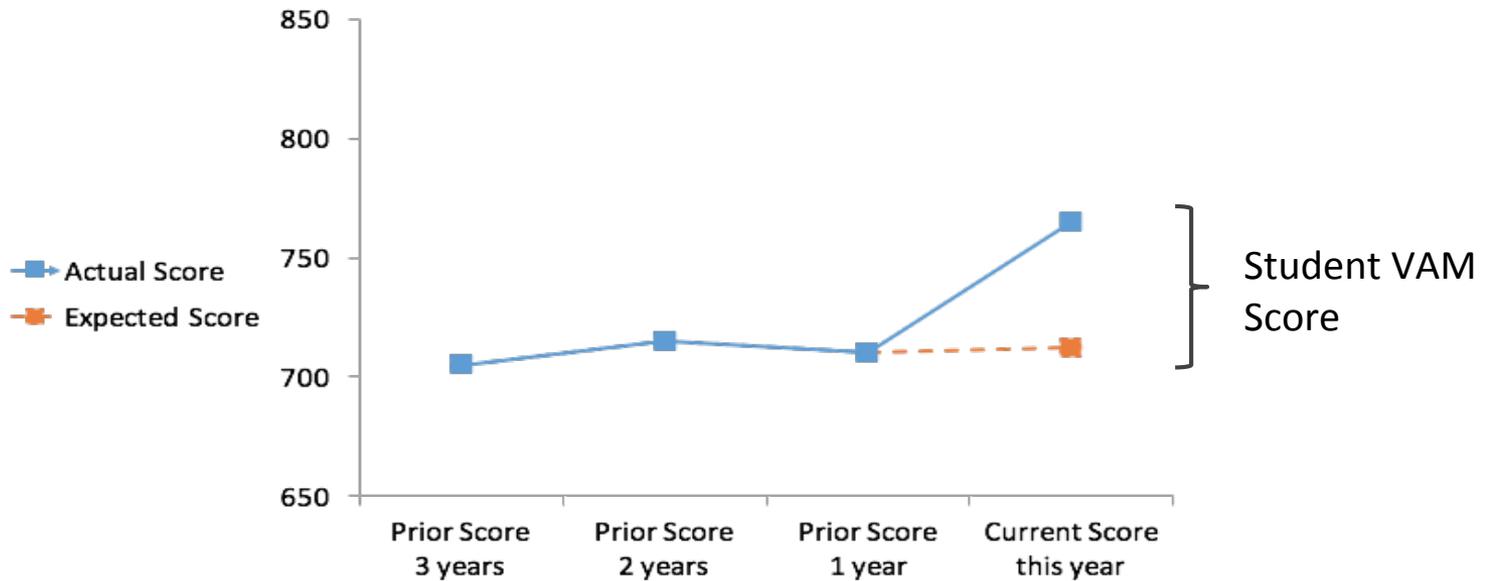
Which Data are Used in VAM?

VAM includes the following student characteristics as measured by state assessments or as reported to the Department by school systems.

Data Included in model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent from school
Student Suspension	Total number of days student is suspended from school
Student Mobility	Yes, if student is enrolled in more than one school in an academic year.
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Grouped into the following Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Disability, Other Health Impairment
Economically Disadvantaged	Yes or No
English Language Learner	Yes or No

How are VAM Scores Calculated for Students?

The actual score for each student is compared to the expected score to determine if he or she has made more, less, or an expected amount of progress. The following example illustrates how these variables would apply to a student.

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. Comparing Suzy to students with the same prior year pattern, her peers, she is expected to score Approaching Basic (719) this year.
- Suzy has a speech/language disability. All students with speech/language disabilities scored, on average, 1.5 points below their peers. Thus, her expected score is reduced to 717.5.
- Suzy missed ten days of school. All students missing ten days of school scored, on average, 1.5 points below their peers. Thus, her expected score is further adjusted to 716.
- No other characteristics (e.g., mobility, discipline, retention) apply to Suzy, so they do not impact her expected score.
- Suzy's actual score was 726, thus Suzy exceeded her expected score by ten points.
- Suzy's VAM score was a +10.

How are VAM Results Calculated for Teachers?

Step 1: By content (e.g. ELA, mathematics), the student VAM scores, connected to a teacher, are averaged to create a teacher effect score.

- A *positive teacher effect* indicates that, on average, students in a teacher's classroom met or exceeded their expected scores. A *negative teacher effect* indicates that, on average, students in a teacher's classroom did not meet their expected scores. An average teacher would have a result of zero, indicating that students achieved what would be expected.

Step 2: Those teacher effect scores are percentile ranked with all other teachers in the state by content area and overall (combining all content areas). The percentile rank is the teacher performance compared to peers statewide.

Step 3: The overall percentile rank is the teachers' final VAM score, which is categorized into four effectiveness ratings as shown in the following chart. For example, a teacher ranked as 75 has performed better than 75 percent of the teachers statewide and received an effectiveness level of Effective: Proficient.

| Teacher Percentile Rank	Compass Effectiveness Levels
80-99	Highly Effective
50-79	Effective: Proficient
11-49	Effective: Emerging
1-10	Ineffective

How to Use Student Progress Data?

How are Student Progress Results Used?

By Families

School performance scores are reported in School Finder to **provide families with accurate information** about the extent to which schools in their community are preparing students for the next level of study. School systems must provide students in D and F schools the option to transfer.
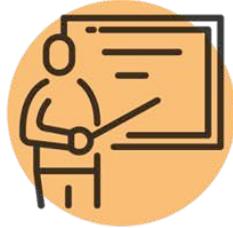
By Teachers

Teachers use student performance and progress data to **identify gaps** in learning and instruction, provide **targeted interventions** to students, and **set meaningful goals** for their classrooms at the start of each school year.

By School & System Leaders

School and school system leaders review data in the **principal and superintendent secure reporting portal**, and they use the data to identify and implement strategies to support improvement in struggling schools.

By the LDOE

The Department awards funds to schools that persistently struggle overall, and with specific groups of students, to **develop improvement plans** to better meet the needs of their students. Additionally, schools earning an F rating for four consecutive years are eligible for the Recovery School District.

Digging Deeper into the Data

Review teacher results
- Which teachers had the biggest positive effect on student results?
- Which teachers may need additional support?
- What is the plan for providing that support?

Review subgroup data
- Which subgroups demonstrated the biggest gains?
- Where were the biggest gaps in student growth?
- To what do you attribute this?
- What strategies did the school employ this year that worked?
- What strategies can the school employ to close the gaps?

Goal setting
- What goals can the school/school system set to drive positive change for next year?
- What strategies can the school/school system use to meet the goals?
- How can the faculty and staff be invested in these goals?

Next Steps

Next Step: Communicating 2018 Student Progress Results

Next week, the Department will publicly celebrate all students demonstrating **top growth** on the progress measure.

Top growth includes ELA and mathematics assessment results that:
- demonstrated improvement that is on track to Mastery of key skills and content, and/or
- outperformed other similar students statewide (i.e., top 40 percent).

Details on the timeline of the public release will be emailed to Superintendents later this week, and communicated in the weekly newsletter next Tuesday.

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Communicating 2018 Student Progress Results: Preview of Public Report

Below is a preview of what the school-level student progress summary report will look like. A copy of this report was also placed in the FTP yesterday evening.

In July, the Department shared the percent Mastery and above on ELA, math, and social studies assessments by school and school system. The progress report will provide a side-by-side comparison of the percent Mastery and above, as reported in July, and the percent demonstrating top growth on ELA and math assessments.

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2017-2018 LEAP 2025 Progress Results---Percent of Tests Demonstrating Top Growth* and Scoring Mastery and Above

*Scores meeting growth to Mastery/Advanced targets (question 1) and/or growth that falls in the 60-99th percentile relative to similar peers statewide (question 2); scores are in the top two levels in the Progress Index (115+ points).
Due to the high school assessment transition, 2018 progress results combine two years (2016-17 and 2017-18) for grade 4-8 assessments and one year (2017-18) for high school assessments.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

School System Code	School System Name	Site Code	Site Name	ELA (Grades 3-8, English I & II)		Math (Grades 3-8, Algebra I & Geometry)	
				2018 % Top Growth	2018 % Mastery & Above	2018 % Top Growth	2018 % Mastery & Above

Next Step: Support for Fall Release

At the September Supervisor Collaborations, the following sessions will be offered to support school systems in preparing for the fall release of school performance scores.

- Using the Calculator to Estimate School Performance Scores

- 2017-2018 LEAP 2025 Results: Explore the Data

- Policy Updates for 2018-2019 and School Report Card Preview and Planning

- Communicating Fall School Performance Scores to Families

Next Step: Reporting on Overall School Performance

Release of 2018 School Performance Scores

- In addition to an overall school performance score and letter grade, schools will also receive a score and letter grade equivalent for both student performance and student progress.

Contact Us

For technical questions regarding student progress data or certification, email assessment@la.gov.

For technical questions regarding VAM or TSG data, email compass@la.gov.

For general support in understanding your school system's data, please reach out to your Network Leader or Regional Turnaround Support Manager.