Louisiana Accountability Commission

January 9, 2017

Agenda

- Meeting Objectives
- Elementary/Middle School Performance Score Formula
- High School Performance Score Formula
- Next Steps

What does the Accountability Commission do?

The Accountability Commission meets regularly to study and make recommendations to the LDOE and BESE regarding school, district, and state accountability.

In the past, the Commission has made recommendations on a wide range of pressing issues related to Louisiana's teacher, leader, school, and district accountability systems, such as:

- The school and district accountability formula and star rating system
- Policies for the transition to higher academic expectations
- Revisions to Louisiana's teacher evaluation system (Compass)

Today, the Accountability Commission is tasked with considering recommendations to LDOE and BESE on the benchmarks needed to gradually raise the standard for student proficiency such that the average student in a school or district with a letter grade of "A" achieves at least "mastery" on state assessments, per Bulletin 111—*The Louisiana School, District, and State Accountability System*, as well as other adjustments to the school performance score formula, per ESSA.

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Objectives

In today's meeting, the Accountability Commission will consider the following recommendations to BESE regarding revisions to the state school accountability system:

- Recommend the method for a fair, meaningful, and transparent growth index to be included in elementary/middle school performance scores and the weight that index will hold in the overall rating.

- Consider the timeline and process by which the state will transition to the new elementary/middle 2025 standards in the accountability system.

- Discuss key measures of the high school formula.

Timeline

Timeline	Action
Today	Accountability Commission recommends elementary/middle school SPS formula, weights, and transition timeline
February 8	Accountability Commission recommends high school SPS formula, weights, and transition timeline
March	Public comment and BESE consideration
April	Submission of state ESSA plan to USDOE
April-August	Training and support for districts
By August	USDOE approval of state ESSA plan
Fall 2017	2016-2017 results released under current formula, but with new information on performance under the new formula
2017-2018	Schools pilot leading indicators
Fall 2018	2017-2018 results released under new formula (excluding leading indicators)

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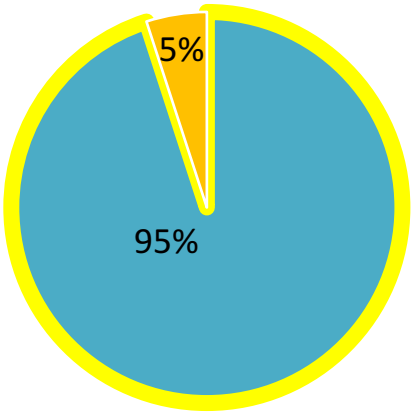
Elementary/Middle School Performance Score Recommendations

1. **Recommend ambitious 2025 goals that are reflected in the accountability system.** ✓
2. Recommend key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores. ✓
3. Recommend growth index methodology.
4. Recommend the weight that the growth index carries in the overall performance score.
5. Recommend the timeline and process for transitioning to the ambitious “A” standards.

Draft Framework Elementary/Middle School Performance Formula

2016-2017 and before:

Elementary/Middle Schools (with Grade 8)



+ Up to 10 progress points

- Assessment Index
- Dropout Credit Accumulation Index

Framework 2017-2018 and beyond:

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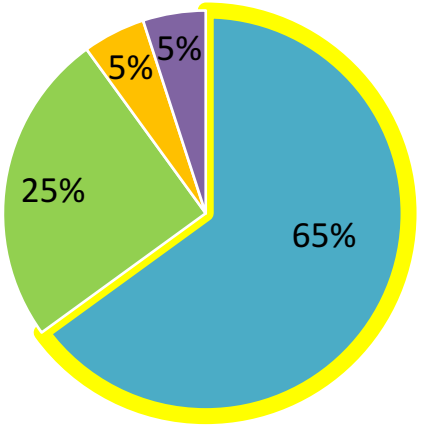


- Assessment Index
- Growth Index
- Dropout Credit Accumulation Index
- Leading Indicators

Grade 3-8 Assessment Index

The 2025 "A" target is Mastery.

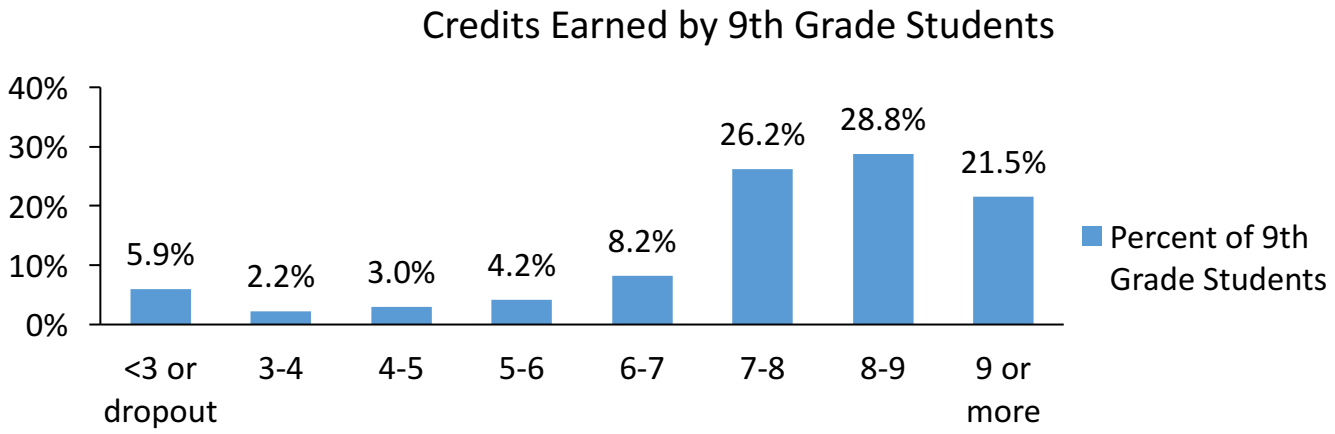
- Mastery (Level 4) comparable to the standard for proficiency on NAEP.
- Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills approximate to the subject matter.
- Since Louisiana began assessing all students in 1999, the percent of students scoring "Basic" or above in ELA has increased 16 percentage points in 4th grade and 34 percentage points in 8th grade. The percent of students scoring "Basic" above in math has increased 28 percentage points in 4th grade and 19 percentage points in 8th grade.
- The percent of grade 3-8 ELA and math tests scoring "Mastery" or above in 2016 increased to 38 percent, up from from 33 percent in 2015. The trend indicates that students, educators, and schools are adjusting to higher expectations implemented through a four-year transition period.

Dropout Credit Accumulation Index (DCAI)

The 2025 "A" target is 6 credits completed by the end of 9th grade.

- Feedback from the field revealed concerns that measuring only TOPS-aligned course credits (original suggestion in ESSA framework) in 9th grade would negatively impact schools serving students with disabilities and those in transitional 9th grade, creating a disincentive to provide students with remediation when needed.

- Students are required to earn 23 credits for a Jump Start diploma and 24 credits for a TOPS University diploma.



Elementary/Middle School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system. ✓
2. **Recommend key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores. ✓**
3. Recommend growth index methodology.
4. Recommend the weight that the growth index carries in the overall performance score.
5. Recommend the timeline and process for transitioning to the ambitious “A” standards.

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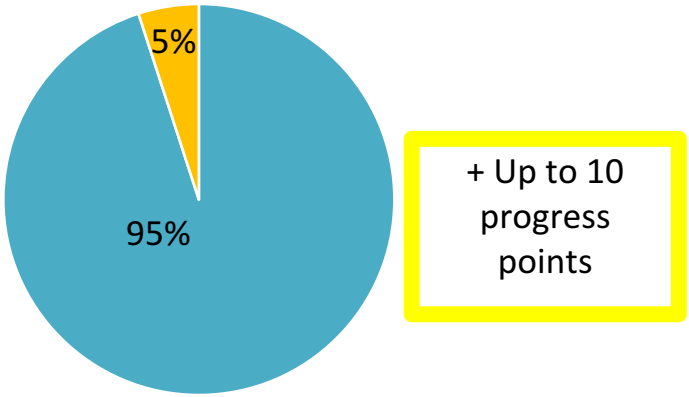

- Assessment Index
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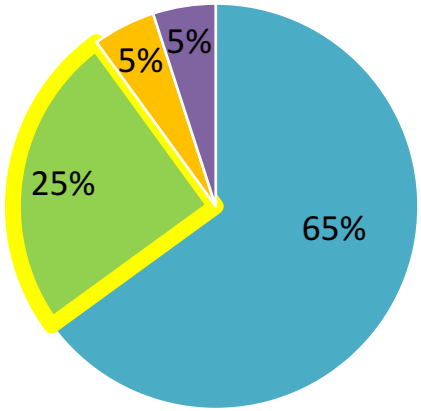


- Assessment Index
- Growth Index
- Dropout Credit Accumulation Index
- Leading Indicators

Growth Index Methodologies

The Commission recommended moving forward with simulations of model C (value-added), model E (growth to mastery), and model F (combination of C and E).

C. **Value-Added:** How well are students growing relative to similar peers?
   - Percentiles measure awards points based on how much students exceed or fall below expected scores

E. **Growth to Mastery**: How well are students progressing toward Mastery?

F. **Combination of Growth to Mastery and Value-Added**

Elementary/Middle School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system. ✔

2. Recommend key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores. ✔

3. **Recommend growth index methodology.**

4. Recommend the weight that the growth index carries in the overall performance score.

5. Recommend the timeline and process for transitioning to the ambitious “A” standards.

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

1) Are students on track to Mastery?

Every student scoring below Mastery in grades 3 to 7 will receive a simple, clear growth target for the following year that illustrates the growth required to be "on track" to Mastery by 8th grade ELA and math.

These clear targets will guide educator planning, but also provide parents – for the first time – with a clear, measurable, meaningful target for all students who are not yet proficient.

If students achieve the target, the school will earn 150 points, or an A+, for achieving the desired target. However, if a student does not achieve the target, then Louisiana will consider the second important question.

2) Are students outperforming their peers?

Using Louisiana's value-added system, it is possible to compare students' individual performance to that of similar peers – students with similar prior scores, students with similar attendance and discipline records, and even students with the same disabilities where relevant.

As part of question 2, Louisiana will calculate an expected score for each student based on the characteristics as described above. Then, student results will be ranked based on the degree to which individual students' results exceeded or fell short of the expected scores. Schools will earn points based on students' percentile rank as compared to peers.

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

In Model F, students have multiple ways to demonstrate growth and schools earn the highest number of points for each student.

Step 1: Growth to Mastery

- Basic or below students on track to Mastery by 8th grade (150 points)

Step 2: Growth Relative to Peers

- 81st-99th percentile (150 points)
- 61st-80th percentile (115 points)
- 41st-60th percentile (85 points)
- 21st-40th percentile (25 points)

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

How can high achieving students earn recognition for growth within the growth index (25%), in addition to the credit awarded in the status index (65 to 70%)?

For students scoring Advanced (the highest possible rating):

- If they maintain a score of Advanced, the school automatically earns 150 points or an A+.
- If the student drops below Advanced, the school is awarded points based on the student's performance compared to similar peers.

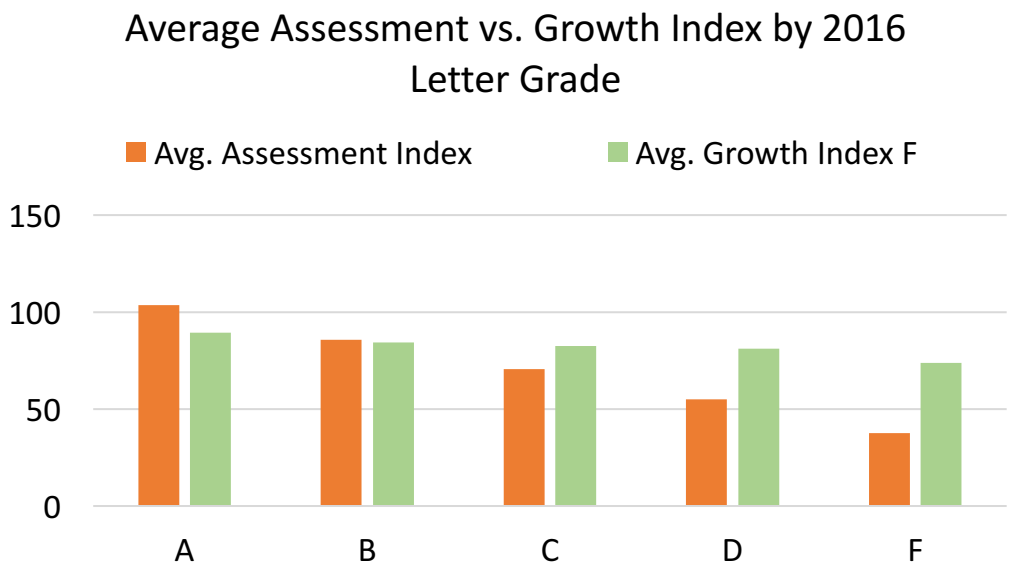
For students scoring Mastery:

- If a Mastery student achieves their "Continued Growth" target toward Advanced, the school earns 150 points.
- If the student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers.

F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

Schools with higher performance tend to do somewhat better on growth under the hybrid growth model, but-–as to be expected in a strong growth model—there is wide variation of growth results across each letter grade band. Comparing 2014-15 to 2015-16 results, 1 site moved from the highest to the lowest rating, and none did the reverse. About 40% of sites maintained the same rating and more than 80% moved no more than 1 rating.



2016 Letter Grade	Growth Index F Average	Growth Index F Range
A	89.5	63.3 - 121.7
B	84.1	55.8 - 125.2
C	82.5	47.1 - 119.3
D	81.2	44.0 - 115.1
F	73.9	55.3 - 98.3

Growth and Special Populations

The proposed growth measure ensures fairness for all schools, including high poverty schools and those serving students with disabilities.

The results of the proposed growth index demonstrated **little to no relationship between a school's growth index results and the percentage of students with disabilities or the percentage of students who are economically disadvantaged**. In other words, the growth measure ensures fairness for all students and schools serving all students.

Elementary/Middle School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system. ✔
2. Recommend key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores. ✔
3. Recommend growth index methodology.
4. **Recommend the weight that the growth index carries in the overall performance score.**
5. Recommend the timeline and process for transitioning to the ambitious “A” standards.

Example School Results by Growth Weight

Status/ Growth	Assessment Index with 2025 Standards	Growth Index	SPS / Letter Grade with *10% Growth*	SPS / Letter Grade with *25% Growth*	SPS / Letter Grade with *50% Growth*
High/Mod	110.1	79.4	109 / A	104.4 / A	96.7 / B
Low/High	33.9	113.6	47.7 / F	59.6 / D	79.5 / C
Low/Mod	25.6	78.4	37.1 / F	45 / F	58.2 / D

- **High/Mod:** This is a school where students are on average achieving Mastery on state assessments. At a 50% weighting, a moderate growth score would be sufficient to drop a high achieving school to a “B” letter grade.

- **Low/High:** This is a school where students are not yet achieving Mastery on state assessments, but educators are making remarkable progress relative to similar students. At a 10% weighting, despite incredible growth with students, the school would still receive an F.

- **Low/Mod:** This is a school where students are not yet achieving Mastery on state assessments, and students are generally continuing below proficiency across years. At 50%, the moderate growth score would be sufficient to raise a low achieving school to a “D” letter grade.

Weighting Recommendation

Too often, Louisiana schools receive letter grades in the current accountability system that are a reflection primarily on the student population they serve (e.g., high correlation with income status of students).

In Louisiana's proposed accountability system, an "A" school should be one where students are not only high performing, but also demonstrate growth over time. Conversely, an "F" school is one where students are low performing and they are not improving year over year.

With growth weighted 25%, a school struggling on achievement but with remarkable student growth receives credit for their exemplary work – instead of an "F," the school receives a "D." Additionally, a school with high achieving students who are continuing at the same performance level continues to earn an "A".

Weighting growth 25% of the overall score achieves a balance between status and growth in the overall accountability system that reflects the objectives of the system for our highest and lowest rated schools.

Elementary/Middle School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system. ✔
2. Recommend key method(s) for a fair, meaningful, and transparent growth index to be included in school performance scores. ✔
3. Recommend growth index methodology.
4. Recommend the weight that the growth index carries in the overall performance score.
5. **Recommend the timeline and process for transitioning to the ambitious "A" standards.**

Transition to 2025 Standards

Gradually adjusting the index three times between now and 2025 reduces disruption to the system while still ensuring schools do not experience sharp declines in their letter grade as a result of the transition.

Performance Label	2016-2017	2017-2018	2021-2022	2024-2025
Advanced	150	150	150	150
Mastery	125	120	110	100
Basic	100	90	70	50
Approaching Basic	0	0	0	0
Unsatisfactory	0	0	0	0

Credits Earned	2016-2017	2017-2018	2021-2022	2024-2025
7 or more	150	150	150	150
6.5	150	145	135	125
6	150	140	120	100
5.5	125	115	95	75
5	100	90	70	50
4.5	75	65	45	25
4	50	40	20	0
3.5	25	20	10	0
3 or less	0	0	0	0
3rd year 8th grader	0	0	0	0
Dropout	0	0	0	0

Transition to 2025 Standards

On average, schools would need to improve 11.1 points in 9 years to maintain their current School Performance Score by 2025.

The table below illustrates the amount of growth schools would need to achieve in order to maintain their current letter grade as the system transitions.

School Year	Average SPS Points Needed to Maintain 2016 Letter Grade				Average SPS Point Change
	A Schools	B Schools	C Schools	D Schools	
2017-18	2.1	0.5	0.0	0.0	-0.3
2021-22	6.3	3.2	0.6	0.0	-5.7
2024-25	11.6	8.6	3.5	0.1	-11.1

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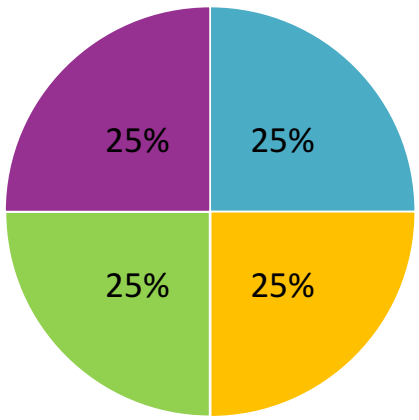
Draft Framework High School Performance Score Formula

2016-2017 and before:

High Schools

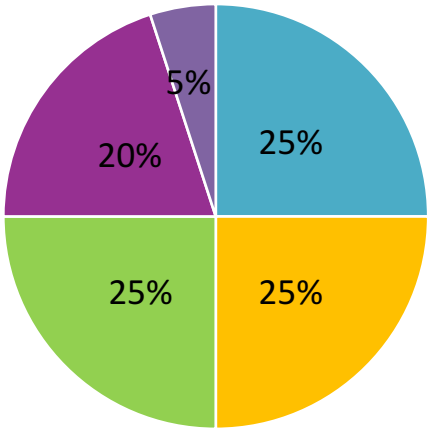


+ Up to 10 progress points

- End of Course Assessments
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate

Framework 2017-2018 and beyond:

High Schools



- Progress Index (EOC and ACT)
- ACT/WorkKeys
- Strength of Diploma Index
- Cohort Graduation Rate
- Leading Indicators

High School Performance Score Recommendations

1. **Recommend ambitious 2025 goals that are reflected in the accountability system.**
2. Recommend the indicators and weights that make up the high school performance score.
3. Recommend growth index methodology.
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ACT

The proposed "A" target is a composite ACT score of 21.

According to ACT's college readiness benchmarks, students who score 21 or higher on the ACT are more likely to be successful in college. Students meeting ACT's score benchmarks have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in credit-bearing first-year college courses.

Additionally, a score of 21 or above gives students access to the TOPS Opportunity awards.

- Board of Regents minimum admission standards:
  - Regional (Grambling, LSU-A, LSU-S, McNeese, Nicholls, NSU, SLU, SU, SUNO, ULM): 20
  - Statewide (LA Tech, ULL, UNO): 23
  - Flagship (LSU): 25
- TOPS ACT requirements
  - Tech (2-year): 17
  - Opportunity (4-year): 20
  - Performance (4-year +): 23
  - Honors (4-year ++): 27

Cohort Graduation Rate

The proposed "A" target is 90 percent of students graduating in four years.

- Research shows that students who graduate high school on-time have better outcomes across all measures – academic, work, civic life, and even health—compared to students who graduate late.
- Louisiana's graduation rate for the class of 2015 reached an all-time high of 77.5%, up more than 10 percentage points from 66.3% in 2006-07.
- The average graduate rate among "A" rated high schools in 2015 was 88.5%. The most recent national average is 82%.

Strength of Diploma Graduation Index

2016-2017

Student Result	Index Points
HS Diploma plus (a) Passing AP/IB/CLEP score 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 for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET	25

Proposed 2017-2018

Student Result	Index Points
HS Diploma plus Associate's Degree	*160*
HS Diploma plus (a) Passing AP/IB/CLEP score 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 for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	110
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET plus any Jump Start credential	*40*
HiSET	25

High School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system.
2. **Recommend the indicators and weights that make up the high school performance score.**
3. Recommend growth index methodology.
4. Recommend the timeline and process for transitioning to the ambitious 2025 standards.

End-of-Course (EOC) Index

The draft framework did not include an EOC index. However, some have suggested that the high school accountability system should continue to include a measure of EOC performance.

- As Louisiana transitions to five-level EOCs that are aligned with grade 3-8 assessments, a high school EOC index would ensure continuity in the system through 10th grade.

- EOCs measure Louisiana's core academic content standards in English, Algebra, Geometry, US History and Biology and they are used for student graduation determinations.

Should the high school performance score formula include an EOC assessment index?

High School Performance Score Recommendations

1. Recommend ambitious 2025 goals that are reflected in the accountability system.

2. Recommend the indicators and weights that make up the high school performance score.

3. **Recommend growth index methodology.**

4. Recommend the timeline and process for transitioning to the ambitious 2025 standards.

High School Growth Index

The draft framework proposed that the high school growth index would measure growth on EOCs (9th and 10th grade) and up through the ACT (11th and 12th grade). However, some have suggested that the high school growth index should measure growth through EOCs only.

- Student performance on the EOCs is highly correlated with performance on the ACT.
- However, the ACT and EOCs are administered for different purposes, and including growth through ACT would result in ACT counting toward a larger portion of the overall score.

Should the high school growth index measure growth through the ACT or through EOCs only?

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Appendix

Student Growth Results

Students who perform at or above their expected score relative to their peers (VAM) are also typically on track to reach Mastery by 8th grade, and often increased one or more achievement levels.

Students who perform below their expected scores relative to their peers (40th percentile or below) are, on average, more than 16 scaled score points from being on track to reach Mastery. The overwhelming majority of these students remained at the same achievement level or declined.

2016 Student Growth Percentile	Average Scaled Score Points from Growth to Mastery Target	Met Growth to Mastery Target	Increased 1 or more Achievement Levels	No Change in Achievement Levels	Declined 1 or more Achievement Levels
81-99th percentile	15.1	83%	71%	29%	0%
61-80th percentile	0.5	59%	40%	58%	2%
41-60th percentile	-7.6	31%	20%	72%	8%
21-40th percentile	-16.1	9%	6%	69%	25%
1-20th percentile	-31.7	1%	1%	37%	62%
All Students	-8.1	36%	27%	53%	20%

C) Value-Added Growth in Percentiles

How well are students growing relative to similar peers?

How is it calculated?

1. A value-added model is used to determine the expected score for each student based on his/her performance history and the performance of similar students statewide.
2. A student's "residual" or growth score is calculated as the difference between his/her expected and actual score.
3. Student growth scores are then ranked by subject from the 1st to 99th percentile.

How do schools earn points?

Schools earn points based on each students' growth percentile. One possible index is shown to the right, which has five levels like our assessments. Students who perform about as expected (41-60th percentile) earn 85 points or a B grade.

How much do results vary from year to year (using two-year averages)?

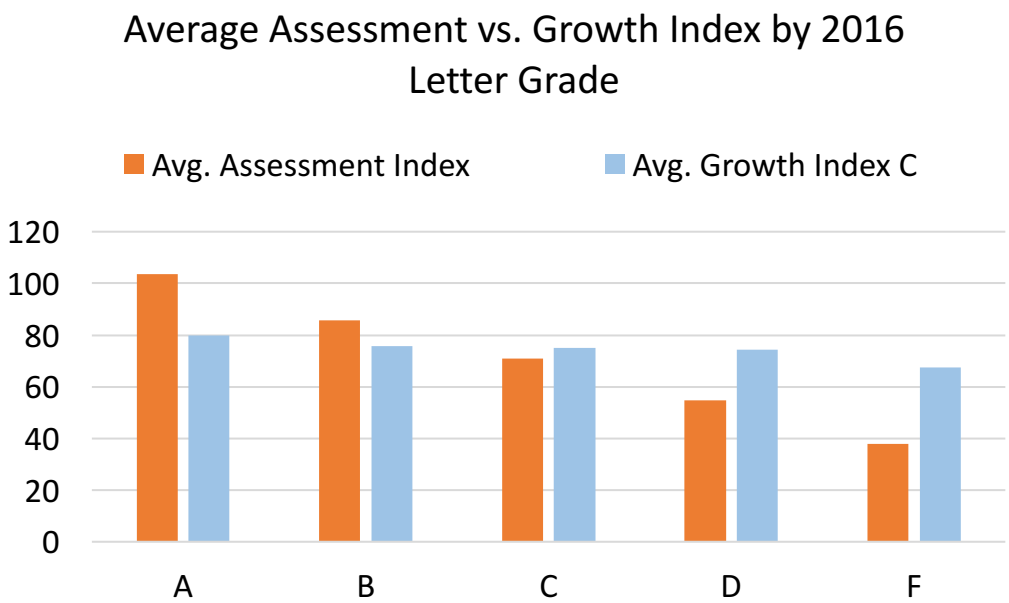
- On average, schools swung 0.9 points on the growth measure from 2014-15 to 2015-16
- No sites in the lowest rating (0-49.9) in 2014-15 moved to the highest rating (100-150) in 2015-16, and none moved from highest to lowest rating
- 40% of sites stayed in the same rating category from one year to the next

Student Growth Percentile	Index Points
81-99th percentile	150
61-80th percentile	115
41-60th percentile	85
21-40th percentile	25
1-20th percentile	0

Value Added (C) Impact on School Performance

How well are students growing relative to similar peers?

Because value-added models answer a different question than the assessment index, the results vary somewhat from assessment index results. Though schools with higher performance tend to do somewhat better on growth, there is wide variation of growth results across each letter grade band.



2016 Letter Grade	Growth Index C Average	Growth Index C Range
A	80	55.0 - 109.4
B	75.7	50.9 - 110.0
C	75.1	38.9 - 108.2
D	74.2	38.2 - 109.4
F	67.4	47.8 - 87.1

E) Growth to Mastery

How well are students progressing toward Mastery?

How is it calculated?
Growth to Mastery targets represent the score needed for a student to reach or maintain Mastery by 8th grade and reflect the body of work achieved by elementary and middle schools

$$\text{Target} = \frac{\text{Mastery Scaled Score (750) - Prior Year Scaled Score}}{\text{Years to 8th Grade}}$$

How do schools earn points?
If students meet or exceed their Growth to Mastery target, they earn 150 points in the Growth Index.

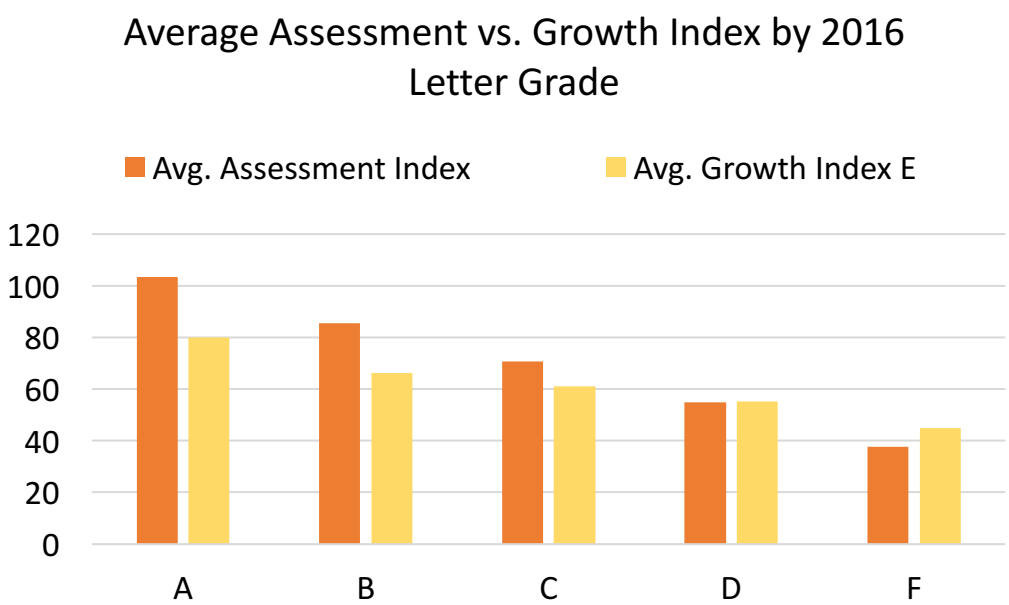
How much do results vary from year to year?

- On average, schools swung 1 point from 2015 to 2016
- One site moved from the lowest rating (0-49.9) in 2015 to the highest rating (100-150) in 2016 and vice versa
- 43% of sites stayed in the same rating category from one year to the next

Growth to Mastery (E) Impact on School Performance

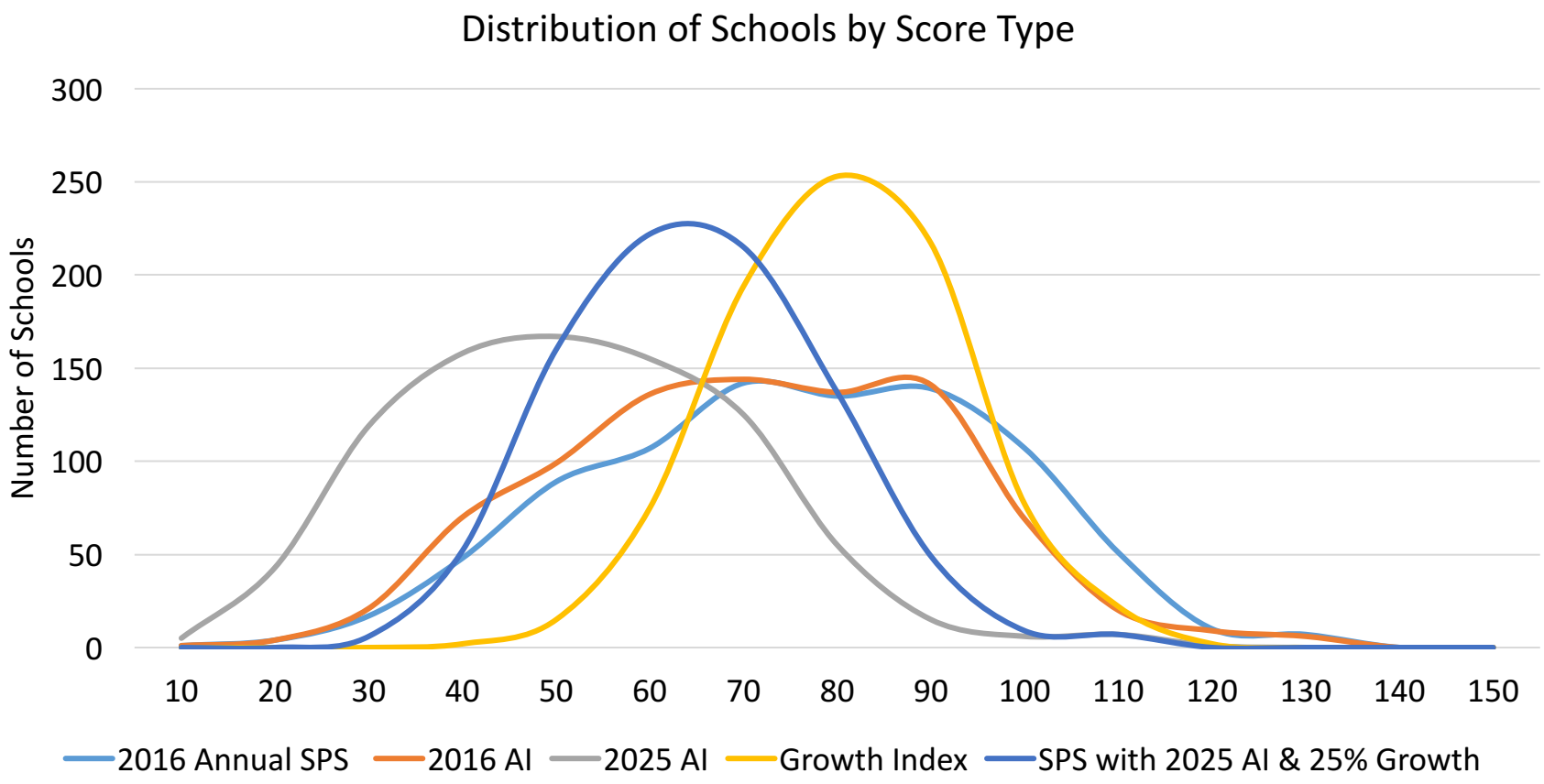
How well are students progressing toward Mastery?

In 2016, 41 percent of students were on track to reach Mastery by 8th grade. Because Growth to Mastery focuses on students who are Basic or below, it awards points to students who do not earn points under the Assessment Index. However, Growth to Mastery is highly correlated with status.



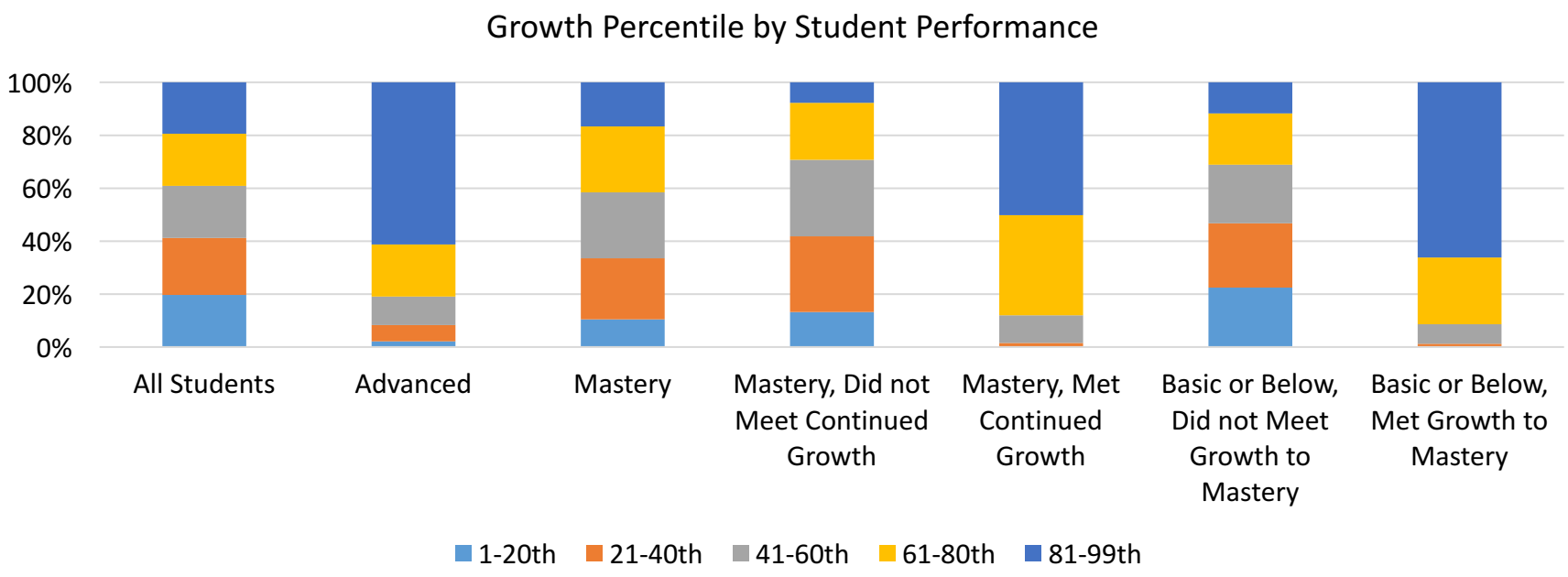
2016 Letter Grade	Growth Index E Average	Growth Index E Range
A	80.2	34.1 - 140.0
B	66	21.3 - 125.0
C	60.6	24.2 - 111.6
D	54.7	21.4 - 107.1
F	44.1	15.1 - 82.5

School Performance Across Models



Value-Added and Achievement Levels

- In the proposed business rules, students scoring Advanced in the current year earn 150 points; 64% of these students would have earned 150 points under VAM, and 85% had VAM results in the top two quintiles.
- Students scoring Mastery have a fairly even growth distribution on value-added. 21% of Mastery students met continued growth targets.
- More than 95% of students on track to Mastery were in the top three VAM quintiles, and more than three-quarters were in the top two quintiles, while about half of students who are not on track to Mastery are also in the bottom two VAM quintiles.



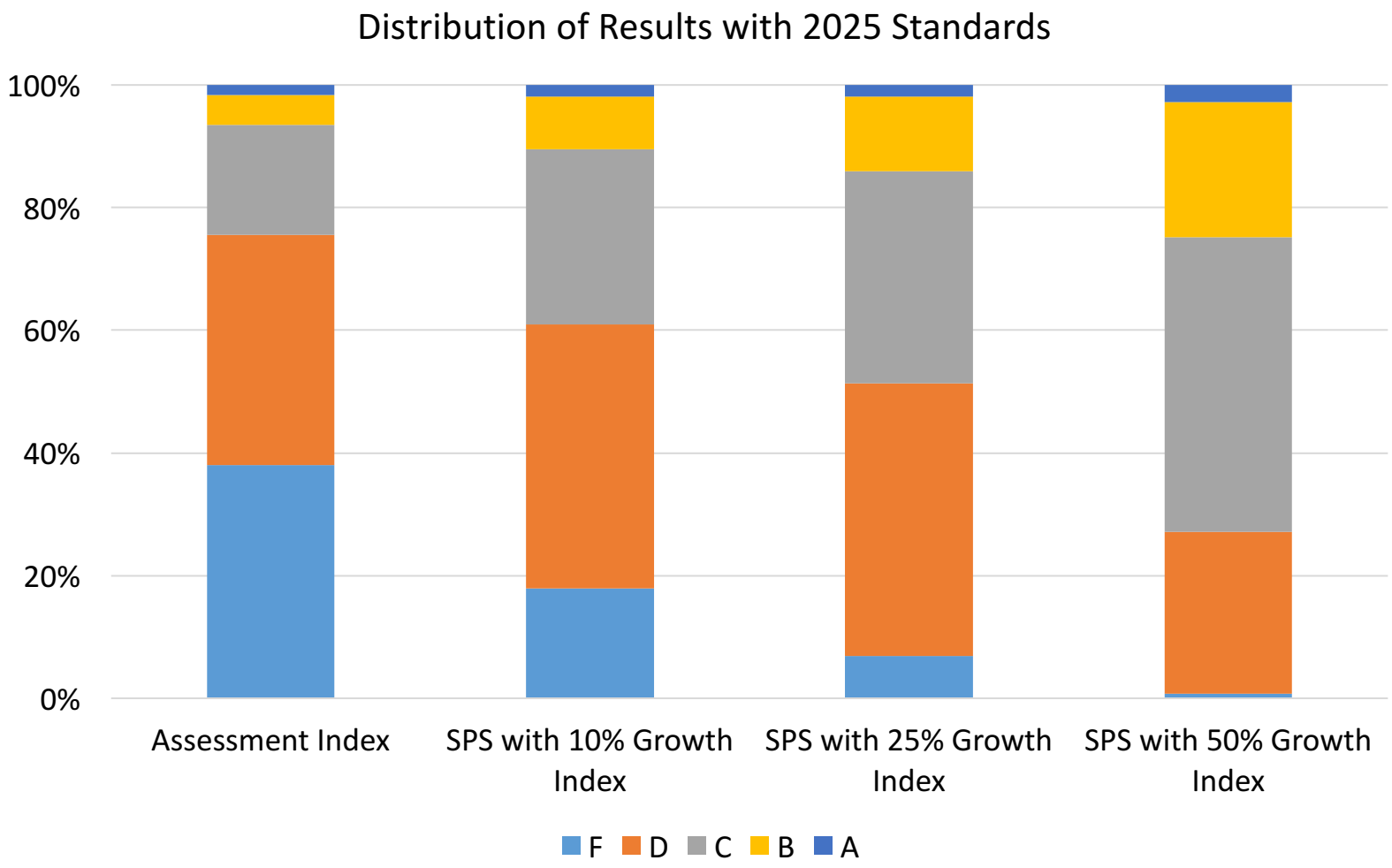
F) Growth to Mastery with Value-Added

How well are students progressing toward Mastery? And, how well are students growing relative to similar peers?

In Model F, students have multiple ways to demonstrate growth and schools earn the "best of" points. The table below illustrates how schools earned points compared to 2016 letter grades.

Calculation Step	Achievement Level		Growth to Mastery	Value-Added				No Points
Points	150 Points	150 Points	150 Points	150 Points	115 Points	85 Points	25 Points	
2016 Letter Grade	Advanced	Continued Growth (M to A)	Met Target	81st-99th Percentile	61st-80th Percentile	41st-60th Percentile	21st-40th Percentile	1st-20th Percentile
A	13%	8%	22%	2%	7%	12%	18%	18%
B	6%	5%	24%	3%	9%	14%	20%	19%
C	4%	3%	25%	4%	10%	15%	20%	20%
D	2%	2%	25%	4%	11%	16%	20%	19%
F	1%	1%	22%	4%	11%	17%	22%	23%
Total	6%	4%	24%	3%	9%	15%	20%	19%

Growth Weights



Grade 3-8 Assessment Index

2016-2017

Performance Label	Index Points
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0

Commission to recommend implementation timeline.

Proposed 2024-2025

Performance Label	Index Points
Advanced	150
Mastery	100
Basic	50
Approaching Basic	0
Unsatisfactory	0

If we applied the 2025 standard today:

2015 Letter Grade	Avg. Index: Current	Avg. Index: Proposed
A	103	70.5
B	84.6	54.9
C	69.2	42.2
D	51.4	29.9
F	34.8	19.6
All Schools	75.3	47.8

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average assessment index results by 27.5 points. Commission will recommend a gradual timeline over eight years.

Dropout Credit Accumulation Index (DCAI)

2016-2017

Carnegie Units	Index Points
6 or more	150
5.5	125
5	100
4.5	75
4	50
3.5	25
3 or less	0
3rd year 8th grader	0
Dropout	0

Commission to recommend implementation timeline.

Proposed 2024-2025

Carnegie Units	Index Points
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
3rd year 8th grader	0
Dropout	0

If we applied the 2025 standard today:

2015 Letter Grade	Avg. DCAI: Current	Avg. DCAI: Proposed
A	143.6	124.5
B	136.9	112
C	132.3	105.4
D	126.4	100.8
F	95.9	71.5
All Schools	134.4	108.4

As seen in the table to the left, applying the 2025 standards to 2015 achievement reduces average DCAI results by 26 points, though most schools maintain an “A” average.