Louisiana School and Center Performance and Improvement
November 8, 2018
Improving Louisiana’s Schools
SCHOOL SYSTEM IMPROVEMENT STRATEGY

To address the continued need for school improvement statewide, the Louisiana Department of Education...

**IDENTIFIES STRUGGLING SCHOOLS AND CENTERS:**
Annual performance scores are issued to identify struggling schools and early childhood centers in need of improvement.

**APPROVES AND FUNDS IMPROVEMENT PLANS:**
School systems develop, submit, and receive approval for annual improvement plans that are
- **focused** on proven strategies across the Department’s five priority areas,
- **driven** by the school system planning framework, and
- **executed** through a consolidated application system.

**SUPPORTS PLAN IMPLEMENTATION:**
School systems implement improvement plans with support from the Department, network teams, and education partners.
To support school systems in improving schools labeled as struggling, the Department has:

- identified specific criteria for approving local plans, including high-quality curriculum, assessments, and professional development;
- developed resources that will help school systems meet these criteria; and
- deployed field staff to help school systems design a plan that meets the needs of their system.
Yesterday, the Department released a new process for funding improvement plans.

- The School System Planning framework establishes priorities to help school systems create one plan.
- The Super App is one application for dollars.
- Super App is due February 1, 2019.
- BESE will approve funding to support these plans in April 2019.
Evaluating School Performance

The 2017-2018 school performance scores will reflect three critical shifts in the design and reporting of Louisiana’s accountability system.

1. Raising expectations of what it means to be an ‘A’ school gradually between now and 2025

2. Rewarding progress students make throughout the year in addition to their absolute performance

3. Identifying and supporting schools struggling generally or with particular groups of students
Shift 1: Raising Expectations within School Rating System

The first shift is to ensure that by 2025, an ‘A’ in Louisiana’s letter grade system signals mastery of fundamental skills.

### WHAT DOES IT TAKE FOR A SCHOOL TO EARN AN “A” IN LOUISIANA?

<table>
<thead>
<tr>
<th>Student Performance on State Assessments:</th>
<th>Students are achieving “Mastery” or higher on state assessments.</th>
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<tbody>
<tr>
<td>ACT:</td>
<td>Students average a score of 21 or higher on the ACT.</td>
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<tr>
<td>Student Progress:</td>
<td>Regardless of where a student starts at the beginning of the year, they progress throughout the school year and are on track to achieve “Mastery”.</td>
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<tr>
<td>Strength of Diploma:</td>
<td>Students graduate on time in four years and schools earn additional points for students in college-level classes or earning Jump Start credentials.</td>
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<tr>
<td>Dropout Credit Accumulation Index:</td>
<td>Students earn six or more credits by 9th grade signaling a successful transition from middle school.</td>
</tr>
<tr>
<td>Cohort Graduation Rate:</td>
<td>Nine out of 10 students in each high school cohort graduate in four years.</td>
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The second critical shift is an increased value in the progress of every individual child through the new Student Progress Index.

Shift 2: Measuring Annual Growth of All Students

The progress index measures how well students, regardless of where they start at the beginning of the year, are progressing toward “Mastery” throughout the year, and rewards schools for this growth.

Schools earn an ‘A’ in the progress index for any student who:

- is on track to reach “Mastery” (or “Advanced”) by grade 8 (or grade 10 for high schools); or
- scores higher than expected based on the scores of other students similar to them.
Shift 3: Identifying Struggling Schools

As part of Louisiana’s ESSA plan, any school identified under one of the following intervention labels is required to submit a plan to the Department for improvement and an application for funding to support its implementation.

The labels (CIR/UIR) also appear on a school’s report card in School Finder.
2017-2018 School Accountability Formula

Elementary School Performance Scores
- State Assessment Performance: 75%
- Student Progress: 25%

Elementary/Middle School Performance Scores (with Grade 8)
- State Assessment Performance: 70%
- Student Progress: 25%
- Credit Accumulation in 9th grade: 5%

High School Performance Scores
- State Assessment Performance and Progress: 25%
- ACT/WorkKeys: 25%
- Strength of Diploma: 25%
- Graduation Rate: 25%
Steady Performance in K-12 Schools

- More Louisiana students than ever before graduated from high school in four years. The statewide four-year graduation rate increased from 77 percent in 2016 to 78.2 percent in 2017.

- 48 percent of the Class of 2017 earned early college credit or statewide career credentials valued in high-wage industries. That's up from 43 percent in 2016 and 37 percent in 2013.

- Since 2012, the number of Louisiana students meeting ACT’s college readiness benchmark (21 and above) has increased by nearly 40 percent.

- Overall, results on ELA and mathematics assessments remained steady in 2018, while the percent of students demonstrating mastery on social studies increased in the second year of the new standards-aligned assessment.
As schools react to the higher expectations, the letter grade rating distribution has shifted slightly.

*2017 results exclude Livingston Parish schools due to flooding. An additional 80 schools impacted by flooding in Ascension, Baker, Central, East Baton Rouge, and Lafayette earned the better of their 2016 or 2017 school performance score and letter grade.
Excelling Schools

477 schools demonstrated excellence in student progress from one school year to the next

191 schools demonstrated excellence educating students with disabilities, English learners, and/or economically disadvantaged students

View 2018 Honorees
Struggling Schools

276 schools have been identified as in need of comprehensive improvement, and will submit plans for whole-school improvement.

An additional 226 schools struggled persistently with one or more groups of students and/or school discipline, and are required to submit a plan for urgent intervention.

In total, school systems will be required to submit plans for 502 schools.

<table>
<thead>
<tr>
<th>Comprehensive Intervention Required</th>
<th>Discipline</th>
<th>Urgent Intervention Required (groups are not mutually exclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>276</td>
<td>159</td>
<td>67</td>
</tr>
</tbody>
</table>

*Includes all race/ethnicity groups, in addition to those displayed on this slide.
2017-2018 Early Childhood Performance
Performance Rating Approach: Focus on Interactions with Children

Louisiana uses CLASS™ to measure, provide information on, and support improvement on the core elements needed for center quality: adult-child interactions and instruction.

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS™ assesses how well teachers interact with children, including how well they:

<table>
<thead>
<tr>
<th>Description</th>
<th>PreK Domain</th>
<th>Toddler Domain</th>
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<tbody>
<tr>
<td>Create a warm, positive environment and build trusting relationships with children</td>
<td>Emotional Support</td>
<td>Emotional &amp; Behavioral Support</td>
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<tr>
<td>Organize daily routines and minimize disruptions</td>
<td>Classroom Organization</td>
<td></td>
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<tr>
<td>Help children learn concepts and connect ideas through dialogue and play</td>
<td>Instructional Support</td>
<td>Engaged Support for Learning</td>
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Early Childhood Performance Trends

Improvement in 2017-2018:

• More than 14,000 observations were conducted in 1,590 sites in nearly 5,300 classrooms, which amounts to more than 1 million minutes of care and education observed.

• Almost 10 percent more sites are rated as “proficient” or above relative to last year.

• More than a third of Community Networks have at least one Excellent site, representing exemplary quality on a tool used both nationally and internationally.

Yet Challenges Remain:

• Too many children are still not receiving the instruction needed to fully prepare them for kindergarten.

• There are stark differences in access for publicly-funded seats by age: while most economically disadvantaged four year olds are served, less than 10 percent of 0-2 year olds are.
Louisiana has shown improvement over three years of statewide implementation of its birth-to-five unified quality rating system, with more programs scoring Proficient and above, and fewer scoring Approaching Proficient or Unsatisfactory.
Excelling Early Childhood Centers

**2018 Honor Roll**

- **90 sites** demonstrated excellence with no unsatisfactory scores in any domain
- **151 sites** demonstrated high performance for the state’s youngest learners
- **52 sites** demonstrated more than 1 point of growth on a 7 point scale
Beginning in 2018-2019, sites that receive a rating below 3.75 are required to participate in a formal improvement planning process led by the Department.

Sites participating in the Early Childhood Site Improvement Planning Process:

- work with the Department to complete a needs assessment and develop an improvement plan;
- are connected to opportunities for high-quality coaching and professional development through Child Care Resource and Referral Centers, LEAs and others; and
- maintain monthly communication with Department field staff to ensure progress is being made.
Both school performance scores and early childhood performance profiles are reported this year through Louisiana’s interactive, online tool: Louisiana School Finder.

Louisiana School Finder provides families with:

• **school performance scores and early childhood performance ratings** to show how well schools and centers are preparing students for the next grade-level;

• **basic information about schools and centers** such as their address, website, hours of operation, and principal or director’s name; and

• **listings of course offerings, clubs, enrichment, and extracurricular activities.**

www.louisianaschools.com
New to School Finder: Early Childhood Honor Rolls

WHAT IS THIS SITE’S RATING FOR CLASSROOM QUALITY?

Excellent

WHAT IS THIS SCHOOL’S OVERALL LETTER GRADE?

A

2017-2018 LETTER GRADE

TOP GAINS SCHOOL>

EXCELLENCE HONOR ROLL>

TOP GAINS HONOR ROLL>
In order to ensure full transparency, and to allow families to compare school performance over time, the Department will publish 2017-2018 school ratings using the old and new accountability formula in School Finder.
In addition to an overall school performance score and letter grade, schools will also receive a score and letter grade for each key index in their school performance score.
New to School Finder: Urgent Intervention Required Labels

Schools identified as “Urgent Intervention Required” will receive a notation in School Finder as shown below.

For this group, the school performed better than 18% of all Louisiana schools.

Schools that receive this label will be required to submit strategies for improvement to the Department, and are eligible for funding support through Super App.
New to School Finder: Teacher Attendance and FAFSA Completion

**STUDENT PERFORMANCE**

- **STATE ASSESSMENTS**: 85.4
- **ACT**: 63.1
- **GRADUATION RATE**: 115.5
- **STRENGTH OF DIPLOMA**: 128.8

**FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) SUBMISSION RATE**

What is this measure?

**TEACHER WORKFORCE**

**TEACHER ANNUAL ATTENDANCE RATE**

Coming in Spring 2019

*Louisiana Believes*
Next Steps
# Next Steps in Supporting School and Center Improvement

<table>
<thead>
<tr>
<th>Actions</th>
<th>Date</th>
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<tr>
<td>November Supervisor Collaborations focused on 2019-2020 School System Planning Process and Super App</td>
<td>Nov 8, 13, 14, 15</td>
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<tr>
<td>Louisiana Early Childhood School Readiness Tax Credit guidance released</td>
<td>November</td>
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<tr>
<td>Schools hold parent nights to share school performance results with families</td>
<td>Winter</td>
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<tr>
<td>Department and network teams provide technical support to early childhood programs and school systems in completing their improvement plans</td>
<td>Nov 2018-Jan 2018</td>
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<tr>
<td>School systems submit plans in Super App</td>
<td>February 1, 2019</td>
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<td>BESE approves competitive allocations and school systems begin implementation</td>
<td>April 2019</td>
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