

Louisiana Believes

**ESSA Accountability Updates:
Transitioning to Higher Standards
November Supervisor Collaborations**

Guiding Beliefs

All of Louisiana's students, representing unique and diverse cultures, are as smart and capable as any students in America.

Because our students have tremendous talents and potential, 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.

Improvements to Louisiana's Accountability System

The new formulae represent three critical shifts in the design of the accountability system.

- 1. Ensuring an “A” in Louisiana’s letter grade system signals mastery of fundamental skills.** This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.
- 2. Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers.** This progress index will replace the current progress point system.
- 3. Expanding the school performance score formula to emphasize interests and opportunities for students, in addition to traditional assessment and graduation outcomes, as five percent of school scores.**

Agenda

- New Letter Grade Scales
- K8 Assessment Policies
- Grade 8 DCAI Policy
- High School Assessment Policies
- ACT Index
- Cohort Graduation Indices
- Progress Index
- Plan for Struggling Schools and Subgroups
- Interests and Opportunities Index

Letter Grade Scale

As Louisiana transitions to higher standards, the letter grade scale will be adjusted.

- A curve will no longer be used to adjust the score ranges each year.
- The letter grade ranges in the table below will be in effect from 2017-2018 through 2020-2021.

| Letter Grade | Scale Through 2016-2017* | Scale for 2017-2018 through 2020-2021 | Scale for 2021-2022 through 2023-2024 | Scale for 2024-2025 and beyond |
|--------------|--------------------------|---------------------------------------|---------------------------------------|--------------------------------|
| A | 100.0-150.0 | 90.0-150.0 | 95.0-150.0 | 100.0-150.0 |
| B | 85.0-99.9 | 75.0-89.9 | 80.0-94.9 | 85.0-99.9 |
| C | 70.0-84.9 | 60.0-74.9 | 65.0-79.9 | 70.0-84.9 |
| D | 50-69.9 | 50.0-59.9 | 50.0-64.9 | 50-69.9 |
| F | 0-49.9 | 0-49.9 | 0-49.9 | 0-49.9 |

* In 2016-2017, a curve was applied to letter grades based on the distribution of grades compared to 2012-2013 and by grade configuration.

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K8 Assessment Index

How will the assessment index change in 2017-2018?

- To allow for greater recognition of student progress, the assessment index will be 75% of the SPS instead of 95% or 100% (depending on school having grade 8).
- Students are fully prepared to be successful at the next grade level or next level of study when they earn a score of Mastery on the LEAP 2025 test. With this transition to redefining proficiency to align with other states, the achievement level points for Mastery will be changed to 100. The Basic achievement level will be awarded 80 points.

K8 Assessment Index: Old and New Scales

In October, BESE adjusted the recommendation for points awarded for Basic to 80.

| | | 2016-2017 | 2017-2018 |
|--|-------------------|-----------|-----------|
| Grades 3-8 All Subjects (Science will be field test so results will not be reported.) | Advanced | 150 | 150 |
| | Mastery | 125 | 100 |
| | Basic | 100 | 80 |
| | Approaching Basic | 0 | 0 |
| | Unsatisfactory | 0 | 0 |
| | | | |

K8 Science Assessment Index for 2017-2018

BESE approved a policy for the 2018-2019 SPS to include the higher of the science assessment indices from 2016-2017 or 2018-2019.

2017 SPS: Use 2016-2017 science results

2018 SPS: Use higher of two indices from 2015-2016 or 2016-2017

2019 SPS: Use higher of two indices from 2016-2017 or 2018-2019

NOTE: In 2019, the actual index points earned for 2016-2017 will be used if they were greater than points earned in 2018-2019. 2015-2016 index points will not be used in 2019.

K8 Assessment: Middle School Students Taking High School Courses

- Incentive points for students who score Mastery or Advanced on a high school assessment will be awarded for all grades.
- Federal law, however, mandates that scores from high school assessments taken by students in middle school grades may only include grade 8 Algebra scores. Students will take the grade level assessments in addition to the high school assessment for all other grades and subjects, as required by ESSA.

Accountability code 88 can only be applied to a LEAP grade 8 math test.

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K-8 School SPS: Dropout/Credit Accumulation Index (DCAI)

Purpose

This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

Accountability

- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.
- Course experiences counted only for students on Jump Start pathway for alternate assessment and identified as participating in LAA 1 on current IEP in SER.

Policy

- 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 between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

| Carnegie Units | 2016-2017 | 2017-2018 |
|----------------|-----------|-----------|
| 7 | 150 | 150 |
| 6.5 | | 125 |
| 6 | | 100 |
| 5.5 | 125 | 75 |
| 5 | 100 | 50 |
| 4.5 | 75 | 25 |
| 4 | 50 | 0 |
| 3.5 | 25 | |
| <3.5 | 0 | |

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High School Assessments

How will the high school assessment index change in 2017-2018?

- New assessments for English I and II, Algebra I, Geometry and U.S. History will be reported across five levels as are LEAP 2025 for grades 3 through 8.
- To increase recognition of student progress, the assessment index will count as 12.5% of the school and district score instead of 25%. The other 12.5% will come from progress on LEAP 2025 assessments.
- English I will be required for graduation for all students who enter high school in or after 2017-2018.
- Some of the high school assessments have been waived for inclusion in final grades.

| Subject Test | Fall 2017 | Spring 2018 | 2018-2019 |
|--------------|------------------------|------------------------|------------------------|
| English I | Waived | District Decision | Include in final grade |
| English II | Waived | District Decision | Include in final grade |
| English III | Include in final grade | Include in final grade | Include in final grade |
| Algebra I | Waived | District Decision | Include in final grade |
| Geometry | Waived | District Decision | Include in final grade |
| US History | Waived | Waived | Include in final grade |
| Biology | Include in final grade | Include in final grade | Waived |

High School Assessments

- Four level EOC index does not change.

| Achievement Level | Index Points |
|-------------------|--------------|
| Excellent | 150 |
| Good | 100 |
| Fair | 0 |
| Needs Improvement | 0 |

- Five level LEAP 2025 high school assessments follow same scale as LEAP grades 3-8.

| | | 2016-2017 | 2017-2018 |
|---------------------|-------------------|-----------|-----------|
| High School 5-level | Advanced | | 150 |
| | Mastery | | 100 |
| | Basic | | 80 |
| | Approaching Basic | | 0 |
| | Unsatisfactory | | 0 |

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ACT and WorkKeys

What stays the same in 2017-2018?

- All grade 12 students must take the ACT, except those who participate in LAA I / LEAP Connect testing.
- The highest point award from ACT or WorkKeys will be used, but student must have an ACT score.

How is the ACT index different in 2017-2018?

- The scale continues to raise expectations so that students are prepared for college and a career. An ACT of 21 indicates an A performance.
- The WorkKeys test has changed. While certificates earned in prior years will continue to be recognized, scores from prior years cannot be combined with scores from the new assessment to qualify for a certificate.

| ACT Composite | 2016-2017 | 2017-2018 | WorkKeys Value |
|---------------|-----------|-----------|-------------------|
| 36 | 154.0 | 150.0 | |
| 35 | 147.6 | 147.6 | |
| 34 | 144.8 | 144.2 | |
| 33 | 142.0 | 140.8 | |
| 32 | 139.2 | 137.4 | |
| 31 | 136.4 | 134.0 | WorkKeys Platinum |
| 30 | 133.6 | 130.6 | |
| 29 | 130.8 | 127.2 | |
| 28 | 128.0 | 123.8 | |
| 27 | 125.2 | 120.4 | |
| 26 | 122.4 | 117.0 | |
| 25 | 119.6 | 113.6 | |
| 24 | 116.8 | 110.2 | WorkKeys Gold |
| 23 | 114.0 | 106.8 | |
| 22 | 111.2 | 103.4 | |
| 21 (A) | 108.4 | 100.0 | |
| 20 | 105.6 | 90.0 | |
| 19 | 102.8 | 80.0 | |
| 18 | 100.0 | 70.0 | |
| <18 | 150.4 | 0.0 | |

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High School Graduation Rate

Purpose

The cohort graduation rate measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

Policy

All 9th grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are legitimate leavers. **Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a Jump Start diploma will be included in the cohort in the year they graduate when they remain continuously enrolled.**

Legitimate leavers are students who are removed from the cohort for the following exits: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

| Graduation Rate Ranges | 2016-2017 (2015-2016 Cohort) | 2017-2018 (2016-2017 Cohort) |
|------------------------|------------------------------|--|
| 0-60 | CGR * 1.166667 | |
| 61-100 | (CGR * 2) - 50 | |
| 0-75 | | CGR * .9 |
| 76-90 | | CGR * 1.111112 |
| 91-100 (A) | | For 90, 100. Add 5 pts for each percent increase; 91=105, 92=110 |

High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each cohort member. The “A” bar will remain at receipt of a diploma.

| Quality of Diploma (Graduation Index): Student Results | Points Awarded |
|---|----------------|
| HS Diploma plus Additional points awarded for students who graduate on time and meet requirements for one or more of the following: <ul style="list-style-type: none"> • Advanced Placement • International Baccalaureate • JumpStart credentials • CLEP • TOPS-aligned dual enrollment course completion • Associates Degree (NEW) | 110-160 |
| Four-year graduate (Includes Career Diploma students with a regional Jump Start credential, as well as students earning a Jump Start diploma who are assessed on alternate assessment) | 100 |
| Five and six-year graduate with any diploma (Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points.) | 50-75 |
| HiSET/GED + Statewide JumpStart credential (NEW) | 40 |
| HiSET/GED (earned no later than October 1 following last exit record) | 25 |
| Non-graduate without HiSET/GED | 0 |

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K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

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 math by 8th or English II/Geometry for HS.
- 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?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' 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)

NOTE: For K8, the progress index will be averaged across two years of results.

How Can High Achieving Students Show Growth?

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 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.

NOTE: The K8 progress index will be averaged across two years of results.

“Floor” for Mastery in the Progress Index

| Progress Result | Students scoring Basic or Below in Current Year | Students scoring Mastery in Current Year |
|---|---|--|
| On track to Mastery OR Continued Growth to Advanced | 150 | 150 |
| VAM: 80-99 th percentile | 150 | 150 |
| VAM: 60-79 th percentile | 115 | 115 |
| VAM: 40-59 th percentile | 85 | 85 |
| VAM: 20-39 th percentile | 25 | 85 |
| VAM: 1-19 th percentile | 0 | 85 |

Any student scoring Advanced in the current year shall earn 150 points in the Progress Index.

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Build a Plan: Persistently Struggling Schools

School systems are required, per ESSA, to submit a plan for persistently struggling schools. Strong plans:

- Align to school systems' needs assessment,
- Leverage evidence-based strategies and interventions that have been proven to significantly improve outcomes for students, and
- Make strategic use of all funds to finance those interventions.

Persistently struggling schools meet one or more of the following criteria:

In 2017-2018:

Consistently low **overall performance** → comprehensive intervention

In 2018-2019:

- Consistently low **subgroup performance** → urgent intervention
- Chronic issues with **student behavior** → urgent intervention

Plan for Struggling Schools: Comprehensive Intervention Schools

In 2017-2018, schools earn the label of **“Comprehensive Intervention Required”** if they meet any of the following criteria:

- **Low School Performance Score:** Earned a D, F, or T-rating (where the “T” SPS score was equivalent to a “D” or “F” SPS score) for each of the past 3 consecutive school years
- **Low School Performance Score - New Schools:** New schools that earned a “D,” “F,” or “T”-rating (where the “T” SPS score was equivalent to a “D” or “F” SPS score) for each of their first 2 years of operation
- **Low Graduation Rate:** Earned a graduation rate less than 67 percent in the most recent school year

Information regarding plans for struggling schools can be found here: [School Redesign Grants](#)

Comprehensive Intervention

Comprehensive Intervention Required

| How is it earned? | How is it removed? | What are the implications? |
|---|--|--|
| <p>Low SPS</p> | <ul style="list-style-type: none"> •C or better letter grade for two consecutive years | <ul style="list-style-type: none"> •School system must submit plan for improvement •After two consecutive years earning an “F,” school system presents plan to BESE •Eligible for RSD after four years of “F” |
| <p>Low SPS - New Schools</p> | | |
| <p>Low Grad Rate</p> | <ul style="list-style-type: none"> •C or better letter grade for two consecutive years, <i>and</i> •Graduation rate of 67% or above | <ul style="list-style-type: none"> •School system must submit plan for improvement |
| <p>Urgent Intervention Required for 3 consecutive years (In 2018-2019)</p> | <ul style="list-style-type: none"> •Subgroup score is “D” or better for two consecutive years •Suspension rate less than 2x national average for 2 consecutive years | <ul style="list-style-type: none"> •School system must submit plan for improvement •Not eligible for Top Gains •<i>Subgroup performance only:</i> Cannot earn an “A” overall |

Urgent Intervention Schools

UPDATE

Beginning in 2018-2019, two types of Urgent Intervention could be assigned to schools: “Urgent Intervention Needed” and “Urgent Intervention Required”

Urgent Intervention Needed:

- Performance of one or more subgroups is equivalent to “D” or “F” (1 year)

Urgent Intervention Required:

- Performance of one or more subgroups is "F" equivalent for two consecutive years
- Out of school suspension rate more than 2x the national average for 3 consecutive years (>5.2% for elementary/ middle schools, >20.2% for combination/high schools)

**Urgent Intervention
Needed**

**Urgent Intervention
Required**

**Comprehensive
Intervention**

Urgent Intervention Required (Beginning in 2018-2019)

| How is it earned? | How is it removed? | What are the implications? |
|---|--|--|
| <p>Subgroup performance equivalent to “F” for 2 consecutive years</p> | <p>Subgroup score is “D” or better for two consecutive years</p> | <ul style="list-style-type: none"> •School system submits plan for improvement (optional in 2017-2018, required in 2018-2019) •Schools not eligible for Top Gains •Schools labeled “Urgent Intervention Required” for the same subgroup or for OSS rates for 3 consecutive years earn Comprehensive Intervention label in School Finder in 2018-2019 •<i>Subgroup performance only</i>: Cannot earn an “A” overall |
| <p>Out of school suspension rate 2x national average for 3 consecutive years</p> | <p>Suspension rate less than 2x national average for two consecutive years</p> | |

Subgroup Requirements

A subgroup performance score shall be calculated, at a minimum, for each major racial and ethnic group, as well as the following student groups:

- Economically-disadvantaged;
- Students with disabilities;
- English learners;

Beginning in 2017-2018:

- Foster care
- Homeless; and
- Military-affiliated

In order to receive a subgroup performance score, a school must have in the subgroup:

- a minimum of 10 students included in each graduation, dropout credit, and ACT index where included in the overall school SPS
- 40 units in each assessment and progress index included in the school's overall school performance score calculation.

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Development of the Interests and Opportunities Index

The ***Interests and Opportunities Indicator*** (five percent of each school's score) will measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents. A working group, comprised of educators across the state, was formed to recommend categories and metrics of students experiences for inclusion in the indicator.

| Name | Role | School or LEA |
|-------------------|--------------------|---|
| Paul Nelson | Superintendent | Tensas |
| David Alexander | Superintendent | Ascension |
| Sarah Allen | ES Principal (2-5) | St. Martinville Primary (St. Martin) |
| Keshea Jones | MS Principal | East Ouachita Middle School (Ouachita) |
| Judy Grooms | MS Principal | Cope Middle School (Bossier) |
| Kyle Wedberg | HS Principal | NOCCA |
| Karin Lawless | Accountability | Zachary |
| Bonnie Richardson | PE Teacher | Baton Rouge Foreign Language Academic Immersion Magnet (East Baton Rouge) |
| Kelly Stomps | Music Teacher | St. Tammany |

Timeline: Development of the Interests & Opportunities Indicator

| Date | Milestone | Focus |
|--------------------|--|---|
| September 2017 | Working Group Meeting I | Envision excellence, recommend categories |
| October 2017 | Working Group Meeting II | Recommend metrics |
| Winter 2017-2018 | Accountability Commission Meetings | Develop fair and consistent indicator |
| Spring 2018 | 2017-2018 data review for data available | Analyze results |
| Spring/Summer 2018 | BESE consideration | Approve or offer feedback |
| August 2018 | Launch of I&O learning year | Begins 2018-2019 school year |
| Fall 2019 | 2018-2019 I&O learning year results | Understand impact on SPS |
| 2019-2020 | I&O included in accountability | Launch I&O as accountability measure |

K-12 School Performance Score Release Resources

The Department will release the following resources later this month to further support schools and schools systems in having conversations with families about the new Louisiana School Finder and report cards, and what upcoming changes are happening in the way schools are rated in our state.

- **Animated school performance score videos:** [Animated SPS Videos](#) that will explain each metric in the Louisiana School Finder related to K-12 school and Early Childhood performance:
- **Parent Night Presentation:** [Parent Night Presentation](#) that will explain the new Louisiana School Finder system, its purpose, the data included in it, and what information will be provided in the future through this system as it relates to school quality
- **Printable School Report Card:** report cards from the Louisiana School Finder system that schools will be able to print and send home to families or share at parent nights

Next Steps

The final calculator has been posted to the accountability library.

School finder has opened and is available to the public.

Principal and superintendent profiles will be provided in secure site in winter.

Send questions or requests for additional information to assessment@la.gov.