

**Title 28
EDUCATION**

Part XI. Accountability/Testing

**Subpart 1. Bulletin 111—The Louisiana School, District, and State
Accountability System**

Chapter 1. General Provisions

§101. School Accountability
[Formerly LAC 28:LXXXIII.101]

A. ...

B. Under ~~No Child Left Behind (NCLB)~~ the Every Student Succeeds Act (ESSA), which reauthorized the federal Elementary and Secondary Education Act of 2001, a state's ~~definition of Adequate Yearly Progress (AYP) accountability system~~ must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students. ~~Schools shall be judged on AYP through both the school performance score component and the subgroup component of the Louisiana School Accountability System.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003), LR 43:.

Chapter 3. School Performance Score Component

§301. School Performance Score Goal
[Formerly LAC 28:LXXXIII.301]

A.—B. ...

C. Final accountability results shall be issued by the fall semester of each year and all accountability reports will reflect the configuration of the school as it existed the prior spring semester.

1. ~~For K-7 schools, the school performance score will consist entirely of one index based on assessments and progress points listed in the table below. Beginning in the 2017-2018 school year (2018 SPS), the school performance score for K-7 schools will include an assessment index and a progress index. An interests and opportunities indicator will be included in school performance scores no later than the 2019-2020 school year (2020 SPS).~~

2. ~~For K-8 schools, the school performance score will consist of an assessment index, dropout/credit accumulation index, and progress points. Beginning in 2017-2018 (2018 SPS), the school performance score for K-8 schools will include an assessment index, progress index, and dropout/credit accumulation index. The interests and opportunities indicator will be included in school performance scores no later than 2019-2020 school year (2020 SPS).~~

K-8 School Performance Score Indices and Weights		
LEAP, iLEAP, EOC, and LAA +	Grades K-7	100 percent
	Grades K-8	95 percent
Dropout/Credit Accumulation Index	Grade 8	5 percent
Progress Points	Grades 3-8	Up to 10 points

K-8 School Performance Score Indices and Weights			
Index	Grades	Beginning in 2017-18	No Later than 2019-20
3-8 and high school LEAP 2025, EOC, LEAP Connect, and ELPT*	Grades K-7	75 percent	70 percent
	Grades K-8	70 percent	65 percent

Progress Index	Grades K-8	25 percent	25 percent
Dropout/Credit Accumulation Index	Grade 8	5 percent	5 percent
Interests and Opportunities	Grades K-8	NA	5 percent

*Beginning in 2018-19

3. For schools with a grade 12, the school performance scores will include four indicators weighted equally and progress points as outlined in the table below. Beginning in the 2017-2018 school year (2018 SPS), the school performance score for schools with a grade 12 will include five indicators as outlined in the table below. The interests and opportunities indicator will be included in school performance scores no later than 2019-2020 school year (2020 SPS).

End of Course Tests, LAA †	Grades 9-12	25 percent
ACT* (Beginning in 2015-16, the ACT index shall also recognize WorkKeys. A concordance table comparing ACT to WorkKeys will be produced after the Spring 2015 administration.)	Grade 12 and graduating students with last enrollment as grade 11	25 percent
Graduation Index	Grade 12	25 percent
Graduation Rate	Grade 12	25 percent
Progress points	Grades 10 and 12	Up to 10 points

*When calculating a school's ACT index score, students participating in the LAA † assessment shall not be included in the denominator of such calculation.

Index	Grades	Beginning in 2017-2018	No Later than 2019-2020
High school LEAP 2025, EOC, LEAP Connect, LAA † and ELPT*	Grades 9-12	12.5 percent	12.5 percent
Progress Index	Grades 9-12	12.5 percent	12.5 percent
ACT/WorkKeys**	Grade 12 and graduating students with last enrollment as grade 11	25 percent	25 percent
Strength of Diploma Index	Grade 12	25 percent	25 percent
Cohort Graduation Rate	Grade 12	25 percent	20 percent
Interests and Opportunities	Grades 9-12	NA	5 percent

*Beginning in 2018-19

**When calculating a school's ACT index score, students participating in the LEAP Connect or LAA † assessment shall not be included in the denominator of such calculation.

C.4.—C.4.b. ...

i. assessment units from students who are initial testers for EOC or high school LEAP 2025+ plus the students eligible to test ACT (students with EOC or high school LEAP 2025 and ACT will count only one time);

C.4.b.ii.—C.5. ...

D.—Progress Points

1.—The school performance score will also be affected by the progress points earned from growth calculated for the non-proficient student subgroup (i.e., super subgroup):

2.—To be eligible for K-8 progress points, the school must have:

~~a.— at least 10 students in the non-proficient subgroup, as identified for subgroup membership based on prior year assessment scores only (i.e. students may be proficient or non-proficient in the current year) in ELA or mathematics; and~~

~~b.— more than 50 percent (i.e. 50.001+) of the students in the non-proficient subgroup exceed their expected score, as determined by the value added model for students in grades K-8;~~

~~e.— if Subparagraphs 2.a and 2.b are met, then the number and the percent of students will be multiplied by 0.1, and the higher of the two products will be used to assign progress points. For students who earn an unsatisfactory on LEAP or iLEAP, the multiplier will be 0.1. For students who earn an approaching basic on LEAP or iLEAP in the prior year, the multiplier will be 0.05.~~

~~3.— To be eligible for high school progress points in 2014-2015 (2015 SPS), the school shall meet either Subparagraph a or b of this Paragraph, whichever is greater in total:~~

~~a.— at least 10 students in the non-proficient subgroup, as identified for subgroup membership based on the most recent of the two previous years' state assessment scores in ELA or mathematics and a minimum of 30 percent of the students in the non-proficient subgroup score at the top of the expected score range or higher, as determined by the ACT series. If both conditions are met, then the number and the percent of students will be multiplied by 0.1, and the higher of the two products will be used to assign progress points.~~

~~i.— For students who earned an unsatisfactory on LEAP or iLEAP or needs improvement on end-of course tests in prior year(s), the multiplier will be 0.2.~~

~~ii.— For students who earned an approaching basic on LEAP or iLEAP or a fair on end-of course tests in prior year(s), the multiplier will be 0.1.~~

~~iii.— Schools can earn a maximum of 10 progress points to be added to the SPS.~~

~~NOTE: EXPLORE predicts PLAN and PLAN predicts ACT. As an example, if EXPLORE predicted a student would score between 17 and 19 on the PLAN, the student must score a 19 or higher in order to potentially earn progress points for the school.~~

~~b.— at least 10 students in the non-proficient subgroup, as identified for subgroup membership based on the most recent of the two previous years' state assessment scores in ELA or mathematics and more than 50 percent (i.e. 50.001+) of the students in any one of the four non-proficient subgroups (ELA EXPLORE to PLAN, ELA PLAN to ACT, math EXPLORE to PLAN, math PLAN to ACT) score above the median of the expected score range or higher, as determined by the ACT series. If both conditions are met, then the number and the percent of students will be multiplied by 0.1, and the higher of the two products will be used to assign progress points.~~

~~i.— For students who earned an unsatisfactory on LEAP or iLEAP or needs improvement on end-of course tests in prior year(s), the multiplier will be 0.1.~~

~~ii.— For students who earned an approaching basic on LEAP or iLEAP or a fair on end-of course tests in prior year(s), the multiplier will be 0.05.~~

~~iii.— Schools can earn a maximum of 10 progress points to be added to the SPS.~~

~~NOTE: EXPLORE predicts PLAN and PLAN predicts ACT. As an example, if EXPLORE predicted a student would score between 15 and 19 on the PLAN, the student must score a 18 or higher (median is 17) in order to potentially earn progress points for the school.~~

~~c. Beginning in 2015-2016 (2016 SPS), only schools earning progress points through 3.b shall be applicable.~~

~~i.— For combination schools that include both middle and high school grades (e.g., 6-12), the progress points shall be calculated by adding the points earned from each test group together. For sums that are greater than 10, a maximum of 10 points will be awarded.~~

~~d. For the 2016-2017 school year (2017 SPS), due to the inability to calculate EXPLORE to PLAN progress points due to the elimination of the EXPLORE assessment, the average of EXPLORE to PLAN points earned in the two previous years (2014-2015 and 2015-2016) will be used for the 2016-2017 school year SPS in combination with the points earned based on PLAN to ACT growth in 2016-2017. As in prior years, schools may earn up to 10 points total.~~

AUTHORITY NOTE:— Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003), amended LR 31:1512 (July 2005), LR 32:1017 (June 2006), LR 32:2034, 2035 (November 2006), LR 33:424 (March 2007), LR 33:2349 (November 2007), LR 33:2593 (December 2007), LR 34:430 (March 2008), LR 35:639 (April 2009), LR 36:1987 (September 2010), LR 38:3105 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 39:2441 (September 2013), LR 40:1313 (July 2014), LR 40:2507 (December 2014), LR 41:1481 (August 2015), LR 41:2578 (December 2015), LR 42:2171, 2172 (December 2016).

§303. Transition from Fall 2013 to Spring 2016 (2014, 2015, and 2016 SPS Release)
[Formerly LAC 28:LXXXIII.303]

A. Schools shall receive an annual 2013 SPS using the 150-point scale, as approved for the 2012-13 school year and as described in Chapters 3-6 of this bulletin.

B.1. In order to provide for a two-year baseline associated with new assessments in English language arts and mathematics, the LDE shall ensure that the distribution of school letter grades remains constant throughout this transition by assigning school letter grades for the 2013-2014, 2014-2015, and 2015-2016 school years based on the distribution of school letter grades by school type (e.g., K-8 v. combination v. high school) from the 2012-2013 school year.

a. If schools generally decline in performance scores, then the distributions (K-8, combination and high school) shall remain the same as in 2012-13 so as not to punish schools during the transition.

b. Any school or district that maintains or improves its annual performance score as compared to the 2012-13 performance scores shall not experience a decrease in its letter grade. Thus, if schools generally improve in performance scores, then the distributions shall improve as they would in any other year.

e. If, in implementing consistent distributions of letter grades, more than one school of the same type (e.g., K-8 school, combination school, or high school) earns the same school performance score (i.e., they are “tied”), then all such schools shall be awarded the same letter grade. For example, if a school earning a school performance score of 84.9 in the 2014-2015 school year is awarded a letter grade of B, all other schools of the same type earning a school performance score of 84.9 in the 2014-2015 school year shall also receive a letter grade of B.

2. Prior to the creation of the transitional ninth grade, some schools were categorized as combination schools, rather than high schools, simply because they offered 8th grade courses to a select group of students ineligible for 9th grade. Such schools shall be classified as high schools and the 12-13 distributions shall be adjusted to reflect this shift.

C. By the fall of 2015, BESE shall determine, in consultation with the Accountability Commission, the timeline and 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” (level 4) on state assessments no later than the 2024-2025 school year.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 39:2442 (September 2013), amended LR 40:760 (April 2014), LR 40:1314 (July 2014), LR 41:1263 (July 2015).

§305. Transition from 2017-2018 to 2024-2025 SPS Release

A. Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be adjusted to allow schools time to respond to higher expectations in each index. In 2018, the minimum score required for an A, B, and C school letter grade will be lowered by 10 points as compared to the 2012-13 baseline grading scale. In 2022, the scales will partially increase by five points each, and by 2025 the scale will return to the 2012 baseline ranges as detailed below.

Beginning in 2017-2018 and through 2020-2021	
School Performance Score	Letter Grade
90.0-150.0	A
75.0-89.9	B
60.0-74.9	C
50.0-59.9	D
0-49.9	F

Beginning in 2021-2022 and through 2023-2024	
School Performance Score	Letter Grade
95.0-150	A
80.0-94.9	B
65.0-79.9	C
50.0-64.9	D
0-49.9	F

Beginning in 2024-2025 and beyond	
School Performance Score	Letter Grade
100-150	A
85-99.9	B
70-84.9	C
50-69.9	D
0-49.9	F

Chapter 4. Assessment and Dropout/Credit Accumulation Index Calculations

§405. Calculating a K-8 Assessment Index [Formerly LAC 28:LXXXIII.405]

A. For all grades 3-8 use the values from the following table.

iLEAP and LEAP 2025 Index Points	
Label	Subject-Test Index Points
Advanced =	150
Mastery (Exceeding the Standard) =	125-100
Basic (Meeting the Standard) =	100-70
Approaching Basic (Approaching the Standard) =	0
Unsatisfactory =	0

~~B.~~ Beginning in the 2018-2019 school year, the K-8 assessment index will also include a measure of progress to English language proficiency for English learners. Every English learner's improvement on the English language proficiency exam counts in equal weight to all other exams.

~~B. C.~~ Weight each subject-test index score by the corresponding value from the table below.

Unit Weights for K-8 Assessment Index				
Grade	ELA	Math	Science	Social Studies
3rd	2	2	1	1
4th	2	2	1	1
5th	2	2	1	1
6th	2	2	1	1
7th	2	2	1	1
8th	2	2	1	1

~~C.~~ Sum all weighted subject-test index scores.

~~D.~~ Sum all weights applied to subject-test index scores from the table above (in Subsection B).

~~E.~~ Divide the sum from Subsection D by the total scores.

~~F.~~ When middle schools 8th grade students participate only in an EOC the Algebra I exam and not also the grade-level math assessment in a given subject, EOC the Algebra I test results shall be used in the middle school's assessment index (70 for Basic, 100 for "good" Good/Mastery, and 150 for "excellent" Excellent/Advanced) and

will be weighted by content as noted in the table above. Middle schools will also earn incentive points for all EOC or high school LEAP 2025 scores of “~~good~~” Good/Mastery or “~~excellent~~” Excellent/Advanced earned during the same year in which the test was administered.

1. Incentive points will be awarded as follows:

a. ~~excellent~~ Excellent or Advanced = 50;

b. ~~good~~ Good or Mastery = 25.

~~GH~~ The policy, as outlined in Subsection F of this Section, shall also apply to combination schools. The EOC or high school LEAP 2025 score will be used in middle school results for the year in which the ~~EOC~~ assessment is taken, incentive points may be awarded, and the score will be banked for use in the high school score once the student arrives in 9th grade, as outlined in §409.A.3.

~~HI~~ In the ~~2015-2016~~ 2017-2018 school year, the ~~social studies science~~ test will be administered as a field test only. When calculating the K-8 assessment index for the ~~2015-2016~~ 2017-2018 school year, either the ~~2015-2016 or 2016-2017~~ 2013-2014 or 2014-2015 ~~social studies science~~ assessment index, whichever yields the higher school performance score, shall be used as the ~~social studies science~~ component of the overall assessment index and will be weighted by the ~~2015-2016~~ 2017-2018 ~~social studies science~~ assessment index tested population in order to limit impact of population changes from prior years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 36:1989 (September 2010), LR 38:3106 (December 2012), LR 41:2579 (December 2015), LR 42:548 (April 2016), LR 42:2172 (December 2016), LR 43:.

**§409. Calculating a 9-12 Assessment Index
[Formerly LAC 28:LXXXIII.409]**

A. All operational end-of-course (EOC) and high school LEAP 2025 tests will be used in the calculation of the ~~EOC~~ grade 9-12 assessment index.

1. ...

2. The ~~EOC~~ performance level will be used in the calculation of the ~~EOC~~ assessment index as described in the chart below.

<u>EOC or high school LEAP 2025 Performance Level</u>	<u>Index Points</u>
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	70
Approaching Basic (or Fair)	0
Unsatisfactory (or Needs Improvement)	0

3. Proficient test scores of “~~good~~” or “~~excellent~~” Basic, Good/Mastery, or Excellent/Advanced earned by students at a middle school will be included in the SPS calculations of the high school to which the student transfers as well. The scores for the high school will be included in the accountability cycle that corresponds with the students’ first year of high school. EOC or high school LEAP 2025 test scores considered “not proficient” (“~~needs improvement~~”, “~~fair~~” Approaching Basic/Fair, Unsatisfactory/Needs Improvement) will not be transferred, or banked, to the high school. Students will retake the test during summer remediation or at the high school, and the highest achievement level earned by the student from the first (middle school) or second administration of the test at the high school will be used in the calculation of the high school assessment index in the first year of high school the same year in which it was earned.

4. ~~Beginning with the 2012-13 school year, students~~ Students who are completing their third year in high school must have taken the algebra I and English II tests, or LAA I or LEAP Connect. If they do not, the students will be assigned a score of zero and be counted as non-participants in high school testing. All students must be included in the assessment cohort regardless of course enrollment, grade assignment or program assignment.

5. Beginning in the 2018-2019 school year, the grade 9-12 assessment index will also include a measure of progress to English language proficiency for English learners. Every English learner's improvement on the English language proficiency exam counts in equal weight to all other exams.

B.1. The ACT composite score will be used in the calculation of the ACT assessment index as described in the chart below. To the extent practicable, a student's highest earned score for any ACT administration shall be used in the calculation.

ACT Composite	Index Pts
0-17	0
18	100
19	102.8
20	105.6
21	108.4
22	111.2
23	114
24	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

2.a. Starting in the 2015-16 school year, student performance on the WorkKeys shall be included within the ACT index, where a student takes both assessments and earns a greater number of index points for WorkKeys than for ACT.

b. The concordance table below shall be used to award points beginning in the 2015-16 school performance score results and shall be reevaluated annually for continued alignment with ACT performance.

WorkKeys Level	Index Points
Platinum	136.4
Gold	116.8
Silver	100

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 33:252 (February 2007), LR 36:1989 (September 2010), LR 37:2118 (July 2011), repromulgated LR 37:2382 (August 2011), amended LR 37:3200 (November 2011), LR 38:1212 (May 2012), LR 38:2357 (September 2012), LR 38:3106 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 40:1314 (July 2014), LR 41:2579 (December 2015), LR 42:548 (April 2016), LR 43:

§411. ACT/WorkKeys Index

A.1. The ACT composite score will be used in the calculation of the ACT assessment index as described in the chart below. To the extent practicable, a student's highest earned score for any ACT administration shall be used in the calculation.

ACT Composite / WorkKeys	Index Points Beginning in 2017-2018
0-17	0
18	70.0
19	80.0
20	90.0
21	100.0

ACT Composite / WorkKeys	Index Points Beginning in 2017-2018
22	103.4
23	106.8
24	110.2
25	113.6
26	117.0
27	120.4
28	123.8
29	127.2
30	130.6
31	134.0
32	137.4
33	140.8
34	144.2
35	147.6
36	150

2.a. Starting in the 2015-16 school year, student performance on the WorkKeys shall be included within the ACT index, where a student takes both assessments and earns a greater number of index points for WorkKeys than for ACT.

b. The concordance tables below shall be used to award points beginning in the 2017-18 school performance score results and shall be reevaluated annually for continued alignment with ACT performance.

WorkKeys Index (2017-2018)	
WorkKeys Level	Index Points
Platinum	134.0
Gold	110.2
Silver	70.0

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:.

§413. Dropout/Credit Accumulation Index Calculations
[Formerly LAC 28:LXXXIII.413]

A.—B.3. ...

4. Students who are completing their third year in grade 8 shall be included in the calculation and earn zero points.

Number of Carnegie Units	Index Point Award
7 or more	150
6.5	125
6 or more	150 100
5.5	125 75
5	100 50
4.5	75 25
4	50
3.5	25
3 4 or less	0
3rd year 8th grade student	0
Dropout	0

Chapter 5. Progress Index Calculations

§501. Calculating an Elementary/Middle School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for ELA and math LEAP 2025 assessments as follows.

B. For students scoring Unsatisfactory, Approaching Basic, or Basic in the prior school year, the progress index will award 150 points for each ELA and math score meeting or exceeding the “growth to Mastery” target set by the Department.

1. The growth to Mastery target will be calculated by adding to the prior year scaled score the difference between the 8th grade scaled score required for Mastery (750) and the prior year assessment scaled score divided by the number of years for the student to reach 8th grade (8 - prior year grade). For students with prior year grade 7, the Growth to Mastery target is a score of Mastery.

2. Growth to Mastery targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

C. For students scoring Mastery on the prior year assessment, the progress index will award 150 points for meeting or exceeding the “continued growth” target.

1. The continued growth target will be calculated by adding to the prior year scaled score the difference between the 8th grade scaled score required for Advanced (794 in ELA and 801 in math) and the prior year assessment scaled score divided by the number of years for the student to reach 8th grade (8 - prior year grade). For students with prior year grade 7, the continued growth target is a score of Advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for Advanced in the current year, the target is Advanced.

D. A score of Advanced in the current year will be awarded 150 points in the progress index.

E. If a student does not earn 150 points in B-E above, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, section 504 status, suspensions, mobility, and absences to calculate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in grades 3-12. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student’s actual achievement score and that student’s expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history (e.g., actual: 725; expected: 700), then the result would be positive (e.g., growth result: 25). In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student growth results in the same subject area (ELA or math) and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded as follows:

Student Growth Percentile	Index points
80-99 th percentile	150
60-79 th percentile	115
40-59 th percentile	85
20-39 th percentile	25
1-19 th percentile	0

F. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 5 and who have eligible LEAP or EOC assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index (growth to Mastery and value-added model) if any of the following are true:

1. Student did not take the ELA or math assessment, or assessment result was voided in current or prior year.

2. Student has more than one missing prior year score in the available subject tests. For example, if the contents available in the prior year were ELA, math, science, and social studies, a student missing more than one score in those contents would be excluded.

3. Assessment results for current or prior school year are in multiple grade levels in the same year.

4. Current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model.

5. Assessment results for current and prior year are not sequential. For example, a student's prior year assessment record was for a 5th grade test and his/her current year assessment record was for a 4th grade test.

6. Insufficient numbers of comparable students for valid calculations within the value-added model.

G. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation. For example, in 2018-2019, the number of points earned by students in 2018-2019 will be added to the number of points earned by students in 2017-2018 and divided by the total number of students in 2018-2019 and 2017-2018.

H. If the EOC or high school LEAP 2025 result earned by students at a middle school is transferred, or banked, to the high school, the progress index result for the relevant assessment will also be transferred.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:

§503. Calculating a High School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for Algebra I, Geometry, English I, and English II assessments as follows.

B. Progress is measured between a student's 8th grade ELA and math assessments and the high school EOC or LEAP 2025 ELA and math assessments (Algebra I, Geometry, English I, and English II).

1. If a student took only the EOC or high school LEAP 2025 assessment in middle school, the middle school progress index results will carry forward to the high school.

2. Retests will not be counted in the progress index.

C. For students scoring Unsatisfactory, Approaching Basic, or Basic on the baseline assessment, the progress index will award 150 points for each English and math score meeting or exceeding the Growth to Mastery target.

1. The growth to Mastery target for students taking their first EOC or high school LEAP 2025 in a content area will be calculated by adding to the baseline scaled score the difference between the scaled score required for Mastery (750) and the baseline scaled score divided by two. The growth to Mastery target for students taking their second EOC or high school LEAP 2025 in a content area will be Mastery (750).

2. Growth to Mastery targets will be rounded to the nearest whole number but must be at least one point above the baseline scaled score.

D. For students scoring Mastery on the baseline assessment, the progress index will award 150 points for meeting or exceeding the "continued growth" target.

1. The continued growth target will be calculated by adding to the baseline scaled score the difference between the English II and Geometry scores required for Advanced and the prior year assessment scaled score divided by two. For students taking their second EOC or high school LEAP 2025 in a content area, the continued growth target is a score of Advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point about the baseline scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for Advanced in the current assessment, the target is Advanced.

E. A score of Advanced in the current year will be awarded 150 points in the progress index.

F. If a student does not earn 150 points in B-D above, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, section 504 status, suspensions, mobility, and absences to estimate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in grades 3-12. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history (e.g., actual: 725; expected: 700), then the result would be positive (e.g., growth result: 25). In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student residuals in the same subject area (ELA or math) and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded as follows:

Student Growth Percentile	Index points
80-99 th percentile	150
60-79 th percentile	115
40-59 th percentile	85
20-39 th percentile	25
1-19 th percentile	0

G. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 5 and have eligible LEAP or EOC assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index (Growth to Mastery and value-added model) if any of the following are true:

1. Student did not take the ELA or math assessment or assessment result was voided in current or prior year.

2. Student has more than one missing prior year score in the available subject tests. The value-added model uses tests in all contents available to analyze any given content. For example, if the contents available in the prior year were ELA, math, science, and social studies, a student missing more than one score in those contents would be excluded.

3. Assessment results for current or prior school year are in multiple grade levels in the same year.

4. Current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model.

5. Insufficient numbers of comparable students for valid calculations within the value-added model.

6. Student is dually enrolled in Algebra I and Geometry courses (applies to Geometry only).

H. The progress index will combine the results of two school years.

1. If only one year of data is available, for a school the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation. For example, in 2018-2019, the number of points earned by students in 2018-2019 will be added to the number of points earned by students in 2017-2018 and divided by the total number of students in 2018-2019 and 2017-2018.

3. In 2017-2018 only, the high school progress index will be based only on one year of results.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:.

Chapter 56. Inclusion in Accountability

§5615. State Assessments and Accountability **[Formerly LAC 28:LXXXIII.515]**

A. Louisiana students in grades 3-8 will participate in at least one of the following state assessments on an annual basis:

1. LEAP; or
2. ~~iLEAP; or~~
23. LEAP Alternate Assessment Level 1 (LAA 1) Connect.

B. Louisiana students in grades 9, 10, 11, and 12 will participate in at least one of the following state assessments ~~on an annual basis:~~

1. EOC or high school LEAP 2025 (when they are enrolled in the course for which a test is available);
2. ~~GEE (only for repeating testers);~~
23. LEAP **Alternate Assessment Level 1 (LAA 1) or LEAP** Connect;
4. ~~EXPLORE in grade 9;~~
5. ~~PLAN in grade 10;~~
36. ACT in grade 11 or 12.

C. All ~~LEP~~ students who are English learners shall take the Louisiana English Language Proficiency Test (ELPT) assessment ~~the English language development assessment (ELDA)~~ annually, as well as the appropriate state assessment for their enrolled grade.

D. EOC or high school LEAP 2025 scores for repeaters (in any subject) shall not be included in high school SPS calculations except for middle school students who earn a score of Unsatisfactory/Needs Improvement or Approaching Basic/Fair needs improvement and repeat the course in the 9th or 10th grade and retake the EOC or high school LEAP 2025 test.

E. English learners who have not been enrolled in a school in the United States for one full school year shall participate in all required academic assessments and the ELPT.

1. In the first year, academic assessment and ELPT scores will not be included in school performance score calculation as indicated by the application of an assigned accountability code and verification of first year enrollment.

2. In the second year, ELA and math assessment scores will be included in the progress index only, as outlined in Chapter 5 ELPT improvement will be included in the assessment index.

3. In the third year, academic assessment and ELPT improvement will be included in the assessment index and progress index for school performance score calculations.

~~Scores shall not be included in school performance score calculations for LEP students who have not been enrolled in a school in the United States for one full school year.~~

F. ...

G. An ACT score from a twelfth grade student will count in only one accountability cycle.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:2422 (October 2005), LR 32:1022 (June 2006), LR 33:253 (February 2007), LR 36:1990 (September 2010), LR 37:2119 (July 2011), LR 38:1212 (May 2012), LR 38:3107 (December 2012), 39:2443 (September 2013), LR 40:2507 (December 2014), LR 43:.

§5617. Inclusion of Students
[Formerly LAC 28:LXXXIII.517]

A. The test score of every student who is enrolled in any school in an LEA on October 1 of the academic year and who is eligible to take a test at a given school within the same LEA shall be included in the LEA's district performance score (DPS). The score of every student that will count in the DPS will be counted at the school where the student was enrolled on February 1 for SPS and subgroup performance AYP.

1. For EOC or high school LEAP 2025 tests taken in December the score will count in the SPS at the school where the student is enrolled for the test.

2. For ACT, a grade 12 student will be considered full academic year at the school and district from which the student graduated in December of the current school year if the student was enrolled in the district on October 1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:1512 (July 2005), LR 31:2422 (October 2005), LR 31:2764 (November 2005), LR 33:2594 (December 2007), LR 38:3107 (December 2012), LR 39:305 (February 2013), LR 40:1315 (July 2014), LR 43:.

§5619. Inclusion of Schools
[Formerly LAC 28:LXXXIII.519]

A. All K-8 schools shall have a minimum of 40 testing units in any combination of LEAP, ~~ILEAP~~, or LEAP Connect assessments.

B. All 9-12 and combination schools shall have a minimum number of 40 units in any combination of graduation cohort membership and 3-8 and high school LEAP 2025, ~~ILEAP~~, **LAA 1**, ~~or EOC~~, LEAP Connect, or ACT assessments.

C.—D.2. ...

3. A school must have 20 eligible ELA and math scores to receive the progress indices. If sufficient units exist for the assessment indices but not for the progress indices, the assessment indices shall be used.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:1512 (July 2005), LR 32:1022 (June 2006), LR 34:431 (March 2008), LR 36:1991 (September 2010), LR 38:3108 (December 2012), LR 40:2507 (December 2014), LR 41:1263 (July 2015), LR 43:.

§5621. Pairing/Sharing of Schools with Insufficient Test Data
[Formerly LAC 28:LXXXIII.521]

A. Any school with at least one testing grade (3-11) will receive its SPS based only on its own student data provided it meets the requirements of §519.

B. Any K-2 school with insufficient testing data will be awarded an SPS equal to the SPS of the school to which it is paired.

C. Any school enrolling only twelfth grade students will be awarded an SPS based on shared data from a school or schools containing grades 9-11 that send it the majority of its students. This sharing relationship is to define the cohort that will provide the starting roster on which its graduation index will be based

D. Any K-2, 9-12 configuration shall receive an SPS based solely on the 9-12 data.

~~E. Any ninth grade only school that does not administer an English/language arts assessment shall be paired with another school that administers an English/language arts assessment.~~

~~E.F.~~ A district must identify the school where each of its non-standard schools shall be paired in order to facilitate the proper sharing of data for reporting purposes, as described above. The paired school must be the one that receives by promotion the largest percentage of students from the non-standard school. In other words, the paired school must be the school into which the largest percentage of students feed. If two schools receive an identical percentage of students from a non-standard school, or when there is no distinct feeder pattern, the district shall select the paired school.

~~E.G.~~ Requirements for the number of test/graduation index units shall be the sum of the units used to calculate the school's SPS (see §519).

~~G.H.~~ If a school has too few test units to be a "stand-alone" school, it may request to be considered stand-alone.

1. It shall receive an SPS that is calculated solely on that school's data, despite the small number of test units.
2. The request shall be in writing to the LDE from the LEA superintendent.
3. The school forfeits any right to appeal its SPS and status based on minimum test unit counts.

I. ~~Once the identification of "paired" schools has been made, this decision is binding for 10 years. An appeal to the BESE may be made to change this decision prior to the end of 10 years, when redistricting or other grade configuration and/or membership changes occur.~~

~~J.— If 10 years has not elapsed, but a paired/shared school acquires a sufficient number of testing units, then the pair/share relationship will be broken, and the school will be treated as a stand-alone school.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 30:1445 (July 2004), LR 32:1023 (June 2006), LR 36:1991 (September 2010), LR 38:3108 (December 2012), LR 39:1422 (June 2013), LR 40:1315 (July 2014), LR 43:

Chapter ~~67~~. Graduation Cohort, Index, and Rate

§~~6701~~. Defining a Graduation Index

[Formerly LAC 28:LXXXIII.601]

A. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 38:1391 (June 2012), LR 38:3108 (December 2012), LR 43:

§~~6703~~. Determining a Cohort for a Graduation

[Formerly LAC 28:LXXXIII.603]

A.—C.2.c. ...

3. Specific documentation is required for students to be considered legitimate leavers.

a. The only acceptable documentation for transfers to other diploma awarding schools ~~or programs~~ is a request for student records from the qualifying school or program, ~~or~~ a letter from an official in the receiving school or program acknowledging the students enrollment, ~~or a notarized note written and signed by the parent indicating the reason for exit. The documentation must be clearly dated before October 1 following the student's exit from the Louisiana Student Information System (SIS).~~ The LDE can, during data certification and audits, require proof that the school or program is recognized as a "diploma awarding" by the state in which it is located.

b. Documentation for a student transfer to home school is an official document from LDE indicating approval ~~school withdrawal form with parent signature and an LDE letter of approval to the parent, both dated before October 1 following the student's exit from the Louisiana SIS.~~

c. Students who emigrate to another country must be documented with a statement signed by a parent, ~~or a request for student records, or an approved application for participation in a foreign exchange program which verifies dates of enrollment.~~

C.3.d.—G. ...

H. Any student who exits K-12 education to enter a school or program that does not award a state-recognized high school diploma shall be considered a dropout in graduation cohort calculations.

I.—J. ...

K. Students assessed using the LAA 1 or LEAP Connect shall be included in the graduation rate for the year in which they graduated or the year in which they exited after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. Students who are not exited will be counted in the year that they reach the age of 22.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 33:424 (March 2007), LR 33:2031 (October 2007), LR 35:2312 (November 2009), LR 36:2242 (October 2010), LR 36:2840 (December 2010), LR 38:3108 (December 2012), LR 40:1316 (July 2014), LR 43:.

§6711. Documenting a Graduation Index
[Formerly LAC 28:LXXXIII.611]

A.—E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1024 (June 2006), amended LR 35:639 (April 2009), LR 35:2312 (November 2009), LR 36:2242 (October 2010), LR 36:2841 (December 2010), LR 38:3108 (December 2012), LR 40:1316 (July 2014), LR 42:2172 (December 2016), LR 43:.

§6712. Calculating a Cohort Graduation Index
[Formerly LAC 28:LXXXIII.612]

A. To calculate the cohort graduation index, the following formulas shall be used.

Cohort Graduation Rate	Formula Used
0 percent to 60 percent	$CGR \times 1.166667$
61 percent to 100 percent	$(CGR \times 2) - 50$

Cohort Graduation Rate (CGR)	Formula Used
0 percent to 75 percent	$CGR \times 0.9$
76 percent to 90 percent	$CGR \times 1.111112$
91 percent to 100 percent	+5 points per percent increase (91=105, 92=110)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:306 (February 2013), LR 43:.

§6713. Calculating a Graduation Strength of Diploma Index
[Formerly LAC 28:LXXXIII.613]

A. For 2014-15 only (2013-14 graduates), points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
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**, college credit, dual enrollment, or IB** 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/IB 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 score of 50 or higher will generate 140 points.	75
Six-year graduate with any diploma	50
HiSET	25
Non-graduate without HiSET	0

B. Beginning in 2015-16 (2014-15 graduates), points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
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 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. **Students must take the AP/IB 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 score of 50 or higher will generate 140 points.	75
Six-year graduate with any diploma	50
HiSET	25
Non-graduate without HiSET	0

C. Beginning in 2016-2017 (2015-2016 graduates), points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
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 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. **Students must take the AP/IB exam and pass the course to earn 110 points.	110
Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
HS Diploma earned through pathway for students assessed on the LAA†	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 score of 50 or higher will generate 140 points.	75
Six-year graduate with any diploma	50
HiSET	25
Non-graduate without HiSET	0

A. Beginning in 2017-2018 (2016-2017 cohort), points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
HS Diploma plus Associate's Degree	160

Student Result	Points
<u>HS Diploma plus</u> (a) <u>AP score of 3 or higher, IB Score of 4 or higher, or CLEP score of 50 or higher</u> OR (b) <u>Advanced statewide Jump Start credential</u> *Students achieving both (a) and (b) will generate 160 points.	150
<u>HS Diploma plus</u> (a) <u>At least one passing course grade for TOPS core curriculum credit of the following type: AP**, college credit, dual enrollment, or IB**</u> OR (b) <u>Basic statewide Jump Start credential</u> *Students achieving both (a) and (b) will generate 115 points. **Students must take the AP/IB exam and pass the course to earn 110 points.	110
<u>Four-year graduate (includes Career Diploma student with a regional Jump Start credential)</u>	100
<u>Five-year graduate with any diploma</u> *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an <u>Advanced statewide Jump Start credential</u> will generate 140 points.	75
<u>Six-year graduate with any diploma</u>	50
<u>HiSET plus Jump Start credential</u>	40
<u>HiSET</u>	25
<u>Non-graduate without HiSET</u>	0

~~B.D.~~The graduation index of a school shall be the average number of points earned by cohort members, except that students assessed using the LAA 1 or LEAP Connect shall be included in the graduation index for the year in which they graduated or the year in which they exited after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. Students who are not exited will be counted in the year that they reach the age of 22.

1. Starting with the graduating class of 2017-2018 (2019 SPS), only WIC-approved industry based certifications (IBC)s will be included as basic statewide credentials.

~~C.E.1.~~The diploma must be earned no later than the third administration of the summer retest following the fourth year of high school of the students' cohort.

~~a.~~ For example, a student who finishes the fourth year of high school in 2012 must complete the assessment requirements before or during the 2014 summer test administration.

~~21.~~ When related to awarding fifth-year graduate points, the enrollment must be continuous and consist of at least 45 calendar days only if the student graduates from an LEA different than the one to which the student was assigned in the fourth year.

~~D.F.~~To ensure the accuracy of data used to calculate the graduation index, the calculation shall lag one year behind the collection of the data. (The index earned by the graduating class of 2012 will be used for 2013 accountability calculations.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1025 (June 2006), amended LR 33:2031 (October 2007), LR 33:2594 (December 2007), LR 35:1472 (August 2009), LR 36:1769 (August 2010), repromulgated LR 36:1994 (September 2010), LR 36:2243 (October 2010), LR 37:3201 (November 2011), LR 38:1391 (June 2012), LR 38:3109 (December 2012), LR 39:306 (February 2013), LR 39:2444 (September 2013), LR 40:1317 (July 2014), LR 41:615 (April 2015), LR 42:1017 (July 2016), LR 42:2172 (December 2016), LR 43:

Chapter 78. Urgent Intervention and Comprehensive Intervention Subgroup Component

§7801. Subgroup Component Indicators Performance [Formerly LAC 28:LXXXIII.701]

A. A subgroup performance score shall be calculated for each school and district in the same manner as defined in Chapter 3 of this bulletin.

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

- a. Economically-disadvantaged;
- b. Students with disabilities;
- c. English learners;
- d. Foster care;
- f. Homeless; and,
- g. Military-affiliated.

B. School subgroup performance scores will be reported publicly by percentile rank relative to all other schools receiving a score for each subgroup.

~~A. Each school shall be evaluated on the subgroup component. A school shall pass the subgroup component provided that each subgroup of students meets the subgroup component, and the school, as a whole, meets the criteria for status or improvement on the additional academic indicator.~~

~~1. Passing the subgroup component:~~

~~a. Participation rate test—95 percent of the students within the subgroup participated in the standards based assessments during the current year, during the current and previous year averaged, or during the current and previous two years averaged; and~~

~~b. Annual Measurable Objective status test (AMO status test)—the subgroup percent proficient score is at/or above the annual measurable objective in ELA and mathematics; or~~

~~e. Safe Harbor Test—~~

~~i. the percentage of non-proficient students within the subgroup reduced by at least 10 percent of the previous year's value; and~~

~~ii. The subgroup improved or met the criterion on the additional academic indicator (attendance rate for K-11 schools, and non-dropout rate through 2006 and graduation rate beginning in 2007 for schools with a twelfth grade).~~

~~d. Beginning with the fall 2010, the additional academic indicator for schools with a twelfth grade shall be evaluated using new procedures as required by the U. S. Department of Education published in High School Graduation Rate: *Non-Regulatory Guidance* (December 22, 2008).~~

~~2. 2002-03 will be year one of judging schools based on the subgroup component.~~

~~3. 2003-04 will be year two of judging schools based on the subgroup component.~~

~~4. For the non-proficient reduction portion of the safe harbor test, a comparison of current year assessment data to the previous year assessment data shall be used. For the additional academic indicator check for the safe harbor test and for the whole school check, attendance and dropout data from two years prior will be compared to data from three years prior. Beginning in 2007, a graduation rate shall replace use of the dropout data for the additional academic indicator.~~

~~5. To ensure high levels of reliability, Louisiana will apply a 99 percent confidence interval to the calculations of subgroup component determinations for the:~~

- a. ~~AMO status test;~~
- b. ~~reduction of non-proficient students (safe harbor test); and~~
- e. ~~additional academic indicator status analyses.~~

6. ~~Louisiana will not apply a confidence interval to improvement analyses for the additional academic indicator.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2742 (December 2003), amended LR 30:2445 (November 2004), LR 32:1025 (June 2006), LR 36:2842 (December 2010), LR 43:

§7803. Inclusion of Students in the Subgroup Component Performance
[Formerly LAC 28:LXXXIII.703]

A. Students that meet the full academic year criteria, as described in §517 and as described in Paragraphs A.1-2 of this Section, shall be included in all subgroup performance score calculations, component analyses for the AMO status test and reduction of non-proficient students (safe harbor test):

1. ~~student is not exempted from testing due to medical illness, death of the student's family member(s), or the student being identified as LEP and in a school in the United States for less than one full academic year;~~

1. Student is a former LEP English learner student for up to two years after no longer being considered LEP an English language learner under state rules. These students will not count toward the minimum n for the LEP EL subgroup.

2. Student was previously identified as having a disability, but has exited IEP status within the past two years. These students will not count toward the minimum n for the students with disabilities subgroup.

B. ~~For analyses involving the additional academic indicator, all students in each subgroup in the school shall be included.~~

C. ~~Each subgroup (African American, American Indian/Alaskan Native, Asian, Hispanic, white, multi racial, Pacific Islander, economically disadvantaged, limited English proficient, students with disabilities, and all students) within each school shall be evaluated separately on ELA and mathematics. Students who are identified as Hispanic in one or more subgroup categories will be included in the Hispanic subgroup.~~

1. In calculating the subgroup component school performance score for a school:

a. the alternate academic achievement standards for students participating in LAA 1 or LEAP Connect will be used, provided that the percentage of proficient LAA + students assessed using the LAA 1 or LEAP Connect at the district level does not exceed 1.0 percent of all students in the grades assessed. If the district exceeds the 1.0 percent proficient cap, the district shall request a waiver. The students exceeding the cap shall be assigned a zero on the assessment and be considered non-proficient if:

- i. the district fails to request the waiver; or
- ii. if the district requests the waiver but it is determined by LDE that ineligible students were administered LAA 1 or LEAP Connect;

b. when calculating the 1.0 percent cap for alternate assessment purposes, all decimals in results shall be rounded to the next highest whole number;

- i. 1.0 percent of 628 students is 6.28 students. The 1.0 percent cap, in this instance, is 7 students.

2. Students participating in LAA 1 or LEAP Connect shall be included in the special education students with disabilities subgroup.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003), amended LR 30:1619 (August 2004), repromulgated LR 30:1996 (September 2004), amended LR 30:2256 (October 2004), amended LR 30:2445 (November 2004), LR 31:912 (April 2005), LR 31:2762 (November 2005), LR 33:253 (February 2007), LR 34:428 (March 2008), LR 34:867 (May 2008), LR 36:1991 (September 2010), LR 37:2119 (July 2011), LR 38:3110 (December 2012), LR 40:2507 (December 2014), LR 43:

§7805. Annual Measurable Objective Urgent Intervention Needed
[Formerly LAC 28:LXXXIII.705]

A. ~~The annual measurable objective (AMO) is the percent of students required to reach the proficient level in a given year on the standards based assessments. Beginning in 2015, English language arts and mathematics test results from grades 3-8 LEAP, iLEAP, high school EOC algebra I and English II, and LAA 1 will be used to calculate the percent proficient for the subgroup component (for schools and districts).~~

1. ~~At the middle school level, if a student takes algebra 1, then the algebra 1 score shall be used for AMO calculations.~~

2. ~~At the high school level, if the algebra I score was used at the middle school level, the geometry score shall be used for AMO calculations.~~

B. ~~As required in NCLB, the AMOs have been established based on the baseline percent proficient score (proficient = CRT level of basic, mastery, or advanced) in English language arts and mathematics in the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grades 4, 8, and 10.~~

1. ~~For proficiency levels see chart below.~~

Proficiency	
LEAP/iLEAP	Basic, Mastery, Advanced
EOC	Good, Excellent
LAA 1	Meets or Exceeds Standard

C. ~~The AMOs for ELA and math are as follows.~~

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

D. ~~A 99 percent confidence interval shall be used when evaluating whether subgroups within a school have attained the annual measurable objective (AMO).~~

E. ~~A confidence interval is a statistic that creates a range of scores. Subgroups with a 95 percent participation rate that attain a percent proficient score within or above the confidence interval range for the AMO shall be considered as having passed the subgroup component. Confidence interval ranges are affected by subgroup size. Smaller subgroups will have a wider range and larger subgroups will have a narrower range.~~

A. ~~Schools will be labeled “Urgent Intervention Needed” for each subgroup in which the subgroup performance score is equivalent to a “D” or “F” letter grade on the school performance score scale.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003), amended LR 33:253 (February 2007), LR 38:2357 (September 2012), LR 40:2508 (December 2014), LR 42:549 (April 2016), LR 43:

§807. Urgent Intervention Required

A. ~~Schools will be labeled “Urgent Intervention Required” for each subgroup in which the subgroup performance score is equivalent to an “F” letter grade on the school performance score scale for two consecutive~~

years in the same subgroup. Any such school shall not earn an overall letter grade of “A.” A school that would otherwise earn an “A” letter grade shall instead earn a “B.”

B. Schools exhibiting persistent excessive out-of-school suspension rates more than double the most recent national average for the school type (elementary/middle, high, combination), as defined by the Civil Rights Data Collection, shall also be labeled “Urgent Intervention Required.” Schools without tested grades shall not be paired for the purposes of identification relative to out-of-school suspension rates.

C. To be no longer be labeled “Urgent Intervention Required,” the school must not earn the equivalent of “Urgent Intervention Required” for the same subgroup or for excessive out-of-school discipline for two consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:306 (February 2013), LR 43:.

§809. Comprehensive Intervention Required

A. Any school that earns a “D” or “F” letter grade in the state accountability system for three consecutive years or with a cohort graduation rate of less than 67 percent in the most recent year shall be labeled “Comprehensive Intervention Required.”

1. For a turnaround school that has earned one or more “T” letter grades as provided for in §1105.A, the Department shall determine the “A,” “B,” “C,” “D,” or “F” equivalent letter grade for the purpose of determining whether the school has earned the “Comprehensive Intervention Required” label.

2. A new school, as defined in §3301, shall be labeled “Comprehensive Intervention Required” if it earns a “D” or “F” letter grade in both the first and second year of operation.

B. A school that earns the equivalent of “Urgent Intervention Required” for a period of three consecutive years for the same subgroup or for excessive out of school discipline shall be labeled “Comprehensive Intervention Required.”

C. Schools having fewer than 40 units may be labeled “Comprehensive Intervention Required” based on the available data.

D. To no longer be labeled as requiring comprehensive intervention, the school must earn an “A,” “B,” or “C” letter grade for two consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:306 (February 2013), LR 43:.

§811. Required Interventions

A. In accordance with Louisiana’s approved consolidated State plan pursuant to the Every Student Succeeds Act (ESSA), each LEA shall develop a plan that describes the goals, strategies, and monitoring processes that will be used to address the challenges of each school labeled “Urgent Intervention Required” or “Comprehensive Intervention Required” for approval according to timelines and procedures developed by the LDE. Such plan shall remain in effect until such time as the school achieves established exit criteria set forth in §807 and §809 of this bulletin, or until an amended plan is required.

B. The LDE shall support LEAs through providing assistance and feedback in the development of the plans and reviewing the implementation and effectiveness of the plans. The LDE shall increase involvement with LEAs for those schools that do not make progress.

C. To ensure continued progress to improve student academic achievement and school success, the LDE shall implement more rigorous actions for schools labeled “Urgent Intervention Required” and “Comprehensive Intervention Required” that fail to show improvement over time.

- D. For each school that has been labeled “Comprehensive Intervention Required” for four or more consecutive years, the LDE and BESE, if applicable, shall require one or more rigorous interventions permitted under state law.
- E. Each LEA required to submit a plan under this section and §1601 of this bulletin shall submit a single plan to LDE that addresses the requirements of both sections.

§707.—Safe Harbor
{Formerly LAC 28:LXXXIII.707}

A. Subgroups that do not pass the AMO status test by attaining a percent proficient score within or above the confidence interval range shall be evaluated for safe harbor.

B. Safe harbor is attained if:

1. the subgroup makes a 10 percent reduction in its non-proficiency rate from the previous year:

a. a 99 percent confidence interval is applied to this reduction check; and

2. the subgroup:

a. achieves a 90 percent attendance rate (for schools without a 12th grade) (A 99 percent confidence interval is applied to the 90 percent attendance rate.); or

b. makes at least 0.1 percent improvement in attendance rate

C. For schools with a grade 12, a graduation rate will be calculated as described in §708.

D. Subgroups passing the participation rate test and achieving safe harbor shall be considered as having passed the subgroup component.

E. English language arts and mathematics test results from grades 3-8, EOC, and LAA 1 will be used to calculate the reduction of non-proficient students in safe harbor.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003), amended LR 32:1025 (June 2006), LR 33:253 (February 2007), LR 33:2594 (December 2007), LR 38:1213 (May 2012), LR 38:2357 (September 2012), LR 38:3110 (December 2012), LR 40:2508 (December 2014), LR 42:549 (April 2016).

§708.—Using a Graduation Rate in the Subgroup Component
{Formerly LAC 28:LXXXIII.708}

A. As required by the *No Child Left Behind Act of 2001*, Louisiana shall calculate a graduation rate based on a cohort of students beginning in 2007.

B. The definition of a cohort for this calculation is the same as that used in §603.

C. The additional academic indicator (AAI) calculation shall comply with *High School Graduation Rate: Non-Regulatory Guidance* (December 22, 2008) published by the U. S. Department of Education.

1. For subgroup accountability purposes, Louisiana high schools shall use an increasing target for the additional academic indicator.

2. For subgroup accountability purposes, Louisiana’s high school annual targets shall increase annually as shown in the following table.

Louisiana Annual Graduation Rate Targets						
2009	2010	2011	2012	2013	2014	2015
63.0%	64.3%	65.6%	66.9%	68.2%	69.5%	70.8%
2016	2017	2018	2019	2020	2021	2022
72.2%	73.5%	74.8%	76.1%	77.4%	78.7%	80.0%

~~3.—For subgroup accountability purposes, each Louisiana school that enrolls students in ninth grade or higher and offers at least a regular diploma shall have annual targets calculated by the LDE that begin with the school's 2007 graduation rate and increase by equal increments (rounded to 1 decimal place) to reach 80.0 percent in 2022.~~

~~4.—The increment each school must improve each year to maintain its progress toward the 2022 goal is the "annual improvement step."~~

~~D.—Confidence intervals shall not be applied to any graduation rate considerations beginning with the 2010 accountability decisions.~~

~~E.—Determining if a school or subgroup within a school has made AYP as it relates specifically to graduation rate is accomplished by answering a series of Yes/No questions. When an answer is "yes," a school or subgroup has made AYP (related to graduation rate) and no further answers are required for the specific school or subgroup.~~

~~1.—Does the cohort have fewer than 40 members?~~

~~2.—Has the cohort met or exceeded an 80.0 percent graduation rate?~~

~~3.—Has the cohort met or exceeded the state annual target?~~

~~4.—Has the cohort met or exceeded the school annual target?~~

~~5.—Has the cohort met or exceeded 110 percent of the annual improvement step (defined in Paragraph C.4).~~

~~F.—If at the end of the series of 5 questions a "yes" is not provided, the cohort has failed AYP.~~

~~G.—A school (or subgroup) that exceeds the state's target with its 2009 graduation rate shall use the state targets as school targets. New schools shall have targets based on their second year graduation rates and the number of years remaining until 2022.~~

~~H.—All subgroups and the whole school shall be evaluated using the steps delineated in this Section regardless of safe harbor considerations.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:10.1.~~

~~HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 32:1026 (June 2006), amended LR 33:424 (March 2007), LR 36:2243 (October 2010), LR 37:1122 (April 2011), LR 38:3110 (December 2012).~~

§709.—Failing the Subgroup Component
[Formerly LAC 28:LXXXIII.709]

~~A.—A school shall fail the subgroup component if ANY subgroup within that school fails the participation rate test, the ELA or math AMO status test or the safe harbor test.~~

~~B.—A school in which all subgroups have passed the subgroup component must also have the school pass the additional academic indicator (AAI). A school passes the AAI when it has:~~

~~1.—achieved a 90 percent attendance rate (for schools without a 12th grade)/65 percent graduation rate, beginning in 2007 (for schools with a 12th grade) (A 99 percent confidence interval is applied to the 90 percent attendance rate); or~~

~~2.—made at least 0.1 percent improvement in attendance rate (for schools without a 12th grade);~~

~~3.—beginning in fall 2011 using 2010 graduation data met one of the 5 criteria in §708.F, above for the whole school and each subgroup within the school with sufficient data for a valid and reliable decision.~~

~~NOTE:—If a school in which all subgroups have passed the subgroup component does not pass the additional academic indicator, it shall not pass the subgroup component.~~

~~AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:10.1.~~

~~HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003), amended LR 30:2256 (October 2004), LR 32:1026 (June 2006), LR 33:2594 (December 2007), LR 37:1123 (April 2011), LR 38:3110 (December 2012).~~

Chapter 11. School Performance Categories

§1101. Letter Grades

[Formerly LAC 28:LXXXIII.1101]

A. For the 2013-2014, 2014-2015 and 2015-2016 school years, letter grades shall be assigned pursuant to §303 of this bulletin. Thereafter schools will receive letter grades based on the school performance score (SPS). **Letter grades shall be assigned pursuant to §305 of this bulletin.**

B.—D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2120 (July 2011), amended LR 38:3110 (December 2012), LR 40:760 (April 2014), LR 41:2579 (December 2015), LR 43.

§1102. Academically Unacceptable Schools (AUS)

[Formerly LAC 28:LXXXIII.1102]

A. A school with a letter grade of "F" ~~baseline SPS below 50.0 shall be identified as an academically unacceptable school (AUS), except in 2013-2014 and 2014-2015 when AUS status shall be assigned for those schools with a letter grade of "F."~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2121 (July 2011), amended LR 39:304 (February 2013), LR 40:760 (April 2014).

§1107. ~~Unknown School and District Performance Due to Nonparticipation in State Assessments (2014-2015 Only)~~

[Formerly LAC 28:LXXXIII.1107]

A. ~~For the 2014-2015 school year only, if the number of nonparticipants (see §4101.B of this bulletin) in grades 3 to 8 English language arts and mathematics is greater than 10 percent of all testers for that school, then the LDE shall carry forward the 2013-2014 school performance score and letter grade of said school as the 2014-2015 annual school performance score and letter grade, and shall clearly note the use of the 2013-2014 result, due to nonparticipation, on the annual public report card.~~

1. ~~If a school meets the criteria outlined in Subsection A of this Section but did not have a letter grade or SPS from the year prior, then a letter grade of "U" (unknown) shall be awarded for the 2014-2015 school year.~~

B. ~~For the 2014-2015 school year only, if the number of nonparticipants (see §4101.B of this bulletin) in grades 3 to 8 English language arts and mathematics is less than or equal to 10 percent of all testers for that school, then the LDE shall include in the calculation of the school or district performance score results from the 2013-2014 Louisiana state assessments in English language arts or mathematics for such students, where available. Where no such 2013-2014 English language arts and/or mathematics results are available for nonparticipants, nonparticipation shall be addressed by using the average assessment index points earned for the specific school, grade level and subject. For students with partial scores in 2014-2015, the LDE shall use the higher of the student's two results, 2013-2014 or 2014-2015; if students with partial scores do not have a score from 2013-2014, then the LDE shall use either the 2014-2015 partial score or the average 2014-2015 assessment index points earned for the specific school, grade level and subject, whichever is higher.~~

AUTHORITY NOTE: ~~Promulgated in accordance with R.S. 17:10.1.~~

HISTORICAL NOTE: ~~Promulgated by the Board of Elementary and Secondary Education, LR 42:549 (April 2016).~~

Chapter 13. Rewards/Recognition

§1301. Reward Eligibility

[Formerly LAC 28:LXXXIII.1301]

A. A school shall be labeled a “reward school” if it ~~meets the following growth goals:~~ earns the equivalent to an “A” letter grade on the progress index.

~~1. For schools labeled an “A” for the previous academic year, such schools shall improve their SPS by five points. If an “A” school is within five points of the total possible points (i.e., 150), then the school shall need to reach an overall score of 150.~~

~~2. For schools labeled “B,” “C,” “D,” or “F,” such schools shall improve their SPS by 10 points.~~

B. ...

C. Schools will not be eligible for reward status ~~regardless of growth~~ if they are ~~in any level of subgroup component failure~~ labeled “Urgent Intervention Required” for any reason.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003), amended LR 30:1446 (July 2004), LR 31:1513 (July 2005), LR 33:1334 (July 2007), LR 33:2595 (December 2007), LR 38:3111 (December 2012), LR 39:2444 (September 2013), LR 40:1317 (July 2014), LR 43:

Chapter 16. Academically Unacceptable Schools and Subgroup Component Failure

§1601. Identification as an Entry into Academically Unacceptable School Status

[Formerly LAC 28:LXXXIII.1601]

A. A school with a letter grade of “F” shall be identified as an academically unacceptable school (AUS). ~~For the 2011-2012 accountability release, schools with SPS of less than 75.0 out of 200 shall be labeled “academically unacceptable schools” (AUS). Beginning with the 2012-2013 accountability release, schools with SPS less than 50.0 out of 150 shall be labeled “AUS.” All AUS schools shall implement remedies from the “academically unacceptable schools” table (below).~~

~~1. BESE may, during times of transition in the accountability system, waive schools meeting certain conditions from receiving the AUS label and/or from implementing certain remedies and sanctions.~~

~~B. A school shall enter AUS Level 1 when identified as AUS if the school was not labeled AUS the previous year, including schools that did not receive performance labels the previous year.~~

~~C. Schools progress to more serious levels of AUS based on the number of consecutive years a school has been labeled AUS.~~

~~D. Schools exit academically unacceptable school status when their SPSs are greater than or equal to 50.0.~~

~~E. Academically Unacceptable Schools~~

Academically Unacceptable Schools			
Level	Remedy	Title I	Non-Title I
AUS 1 (Year 1) (notified Aug. 1)			
AUS 3 (Year 3)	School Choice	X	X
AUS 4+ (Year 4+)	Eligible for the RSD	X	X

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2595 (December 2007), amended LR 35:2312 (November 2009), LR 36:1770 (August 2010), LR 37:2121 (July 2011), LR 38:3111 (December 2012).

§1603. Requirements for Academically Unacceptable Schools
[Formerly LAC 28:LXXXIII.1603]

A. For each academically unacceptable school operating under the jurisdiction of any city, parish, or other local public school board, the school’s LEA shall be required to develop a reconstitution plan to describe the goals, strategies, and interventions that will be used to address the challenges of each academically unacceptable school as provided for in the table below according to timelines and procedures developed by the LDE.

Years of Consecutive “F” Letter Grades for Academically Unacceptable School	Content of Plan	Approval of Plan Required by
1 st “F” Letter Grade	Evidence-based interventions	LDE
2 nd consecutive “F” Letter Grade	Evidence-based interventions, with adjustments as needed	LDE, which may recommend BESE review and approval
3 rd consecutive “F” Letter Grade	More intensive interventions as recommended by the LDE	BESE
4 th or subsequent consecutive “F” Letter Grade	More intensive interventions, including but not limited to possible transfer to RSD	BESE

B. Each reconstitution plan shall include a school choice policy as required by Chapter 25 of this Bulletin.

C. For plans submitted during the 2017-2018 school year based on 2016-2017 school year results, BESE shall consider reconstitution plans for schools earning a 4th or subsequent consecutive “F” letter grade that include evidence-based interventions developed by the LEA and recommended by the state superintendent.

D. Pursuant to the timelines set forth in paragraph A of this section, the state superintendent shall approve or recommend to BESE appropriate interventions for alternative education schools or Office of Juvenile Justice schools as defined in Chapters 35 and 36 of this bulletin, respectively.

~~A. Schools/LEAs that do not comply with AUS remedies and sanctions will be eligible for state takeover.~~

~~B. Schools entering AUS Level 1 (AUS1)-AUS Level 3 (AUS3) must:~~

~~1. allow parents of students in academically unacceptable schools (AUS) to transfer their child to a higher performing public school as stated in Chapter 25;~~

~~2. supplemental education services (SES) are no longer a required remedy. However, if SES will be utilized in an “F” school, then the SES provider must be selected from a state approved list of providers published annually by the LDE.~~

~~C. In compliance with R.S. 17:10.5, schools labeled AUS for four consecutive years are eligible for state takeover (other criteria may apply).~~

~~1. The means for this takeover occurring is a group submitting a proposal for a type 5 charter school and by BESE awarding a charter to the group.~~

~~2. Since multiple proposals may be submitted for one school, they are evaluated and the proposal most likely to succeed is most likely to receive the charter.~~

~~3. The LEA may also develop a proposal to keep and reconstitute its school.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2596 (December 2007), amended LR 35:2313 (November 2009), LR 38:3112 (December 2012).

§1605. Entry and Exit from Subgroup Component Failure

[Formerly LAC 28:LXXXIII.1605]

A. Any school that fails to meet Subgroup AYP in the same subject or in the AAI for two consecutive years enters Subgroup Component Failure Level 1 (SCF1).

B. Schools in any level of subgroup component failure remain at the same level if they pass Subgroup AYP for one year in the subject that caused them to originally enter.

C. A school exits subgroup component failure when it passes the Subgroup AYP for two consecutive years in the subject that caused them to originally enter subgroup component failure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2597 (December 2007).

§1607. Requirements for Schools Identified as Failing the Subgroup Component for Two Consecutive Years

[Formerly LAC 28:LXXXIII.1607]

A. Schools identified as entering subgroup component failure shall enter school improvement level 1. Each year the school improvement level shall be updated to reflect the number of years of subgroup failure.

B. Schools identified as SH+ shall not qualify for “reward school” status or any of the benefits of such status.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2597 (December 2007), amended LR 38:3112 (December 2012).

Chapter 21. State-Level School Improvement, Academically Unacceptable Schools and Subgroup Component Failure Tasks

§2101. State Support at Each Level

[Formerly LAC 28:LXXXIII.2101]

A. State's responsibilities to districts with schools and schools labeled AUS or for subgroup component failure as aligned with Chapter 16 levels of remedies and sanctions, include:

1. providing a diagnostic process for schools through the network structure;

2. providing support and training through the network structure; and

3. recommend providing an approved list of supplemental educational service providers should schools or districts wish to utilize supplemental educational services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2748 (December 2003), amended LR 30:2745 (December 2004), LR 31:1516 (July 2005), LR 32:1027 (June 2006), LR 33:2598 (December 2007), LR 35:2313 (November 2009), LR 38:3112 (December 2012).

Chapter 24. Recovery School District

Editor's Note: Section 2403 has been incorporated into Bulletin 129—The Recovery School District. See LAC 28:CXLV.505.

§2401. Eligibility for Transfer to the Recovery School District

[Formerly LAC 28:LXXXIII.2401]

A. Pursuant to R.S. 17:10.5, a school is eligible for transfer to the recovery school district pursuant to any of the following conditions.

1. The LEA—city, parish, or other local public school board or other public entity fails to submit a reconstitution plan for a school in AUS-4 to BESE for approval as required by §1603 of this Bulletin.

2. A school's reconstitution plan is submitted to BESE but is deemed to be unacceptable.

3. A school and/or the city, parish, or other local public school board or other public entity LEA fails to comply with the terms of a BESE approved reconstitution plan.

4. A school is labeled academically unacceptable for four consecutive years.

5. A successful parent petition as provided for in §502 of Bulletin 129.

B. The recovery school district under R.S. 17:10.5 and 10-7 shall retain jurisdiction of any school transferred to it for a period of not less than five school years not including the school year in which the transfer occurred if the transfer occurred during a school year.

1. No later than October 1 each year, the recovery school district shall make a report to the state Board of Elementary and Secondary Education.

a. The report shall include at a minimum each of the following elements:

i. the status of each school transferred;

ii. the nature of its faculty and administration;

iii. the demographics and size of its student body;

iv. its organizational and management structure;

v. whether there has been improvement in student academic performance and, if so, how much and, if not, why not.

2. No later than January 1 prior to the expiration of the five-year period, the state Board of Elementary and Secondary Education shall take action on the recommendations of the recovery school district concerning the transfer of schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1028 (June 2006), amended LR 33:2599 (December 2007), LR 34:431 (March 2008), LR 35:640 (April 2009), LR 37:2595 (September 2011).

Chapter 25. School Choice

§2501. Schools Requiring Choice

[Formerly LAC 28:LXXXIII.2501]

A.—B.2. ...

C. An LEA must adopt a policy relative to school choice for students who previously attended or would otherwise attend a D-rated school, pursuant to R.S. 17:4035.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 33:2599 (December 2007), LR 38:3113 (December 2012), LR 43:.

§2505. Transfer Options

[Formerly LAC 28:LXXXIII.2505]

A.—B.2. ...

C. Students may not transfer to any school that is academically unacceptable or that has been identified for school improvement 1 or higher for subgroup component failure.

D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 33:2599 (December 2007), LR 43:.

Chapter 29. Progress Reporting

§2901. State Annual Reporting

[Formerly LAC 28:LXXXIII.2901]

A. The SBESE shall report annually on the state's progress in reaching Louisiana's ~~2014~~ 2025 goals. The Louisiana Department of Education shall publish individual school reports to provide information on every school's performance. The school reports shall, at minimum, include the following information: school performance scores, percent proficient scores, and student growth ~~and school progress in reaching growth targets~~.

1. In addition to the overall letter grade, LDE shall report individual ratings equivalent to a letter grade for key indices within the formula.

2. The LDE shall report subgroup performance to schools for the following subgroups:

~~1-a.~~ African American;

~~2-b.~~ American Indian/Alaskan Native;

~~3-c.~~ Asian;

~~4-d.~~ Hispanic;

~~5-e.~~ white;

~~6-f.~~ two or more races;

~~7-g.~~ economically disadvantaged;

~~8-h.~~ limited English proficient English learners;

~~9-i.~~ students with disabilities;

~~j.~~ homeless;

~~k.~~ military-affiliated;

~~l.~~ foster care; and

~~10-m.~~ all students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003), amended LR 38:3113 (December 2012), LR 43:.

Chapter 31. Data Correction and Appeals/Waivers Procedure

§3101. Appeals/Waivers and Data Certification Processes [Formerly LAC 28:LXXXIII.3101]

A. An appeal/waiver procedure and a data certification process have been authorized by the State Board of Elementary and Secondary Education (SBESE) and shall be used to address unforeseen and aberrant factors and to correct inaccurate accountability data impacting schools in Louisiana.

1. ~~Beginning with the 2008-09 academic year, in compliance with the requirement in the *No Child Left Behind Act* of 2001 that a school shall have an opportunity to review school level data prior to being identified as an Academically Unacceptable School or failing the subgroup component, ~~the~~ LDE shall establish a data certification period for all schools/LEAs to correct any inaccurate accountability data prior to the release of accountability results.~~

A.1.a.—C.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003), amended LR 30:1620 (August 2004), repromulgated LR 30:1996 (September 2004), amended LR 30:2257 (October 2004), LR 31:2422 (October 2005), LR 35:2313 (November 2009), LR 38:3113 (December 2012), LR 40:1318 (July 2014), LR 43:.

§3103. Definitions

[Formerly LAC 28:LXXXIII.3103]

Appeal—a request for the calculation or recalculation of the School or District Performance Score (SPS), growth target, and/or subgroup component scores based on the most recent spring test administration, and attendance and dropout data from the prior academic year.

Waiver—a temporary "withholding" of accountability decisions for no more than one accountability year. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in the state statute.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003), amended LR 30:2258 (October 2004), LR 43:.

Chapter 33. New Schools and/or Significantly Reconfigured Schools

§3301. Inclusion of New Schools

[Formerly LAC 28:LXXXIII.3301]

A. ...

B. When two or more schools are created from an existing school (e.g., grades 4-6 "split" from an existing K-6 structure, creating a K-3 school and a 4-6 school), the LEA must consult with the LDE prior to implementing such changes to determine how the impacted schools will retain reward and/or academically unacceptable (AUS) or subgroup ~~component failure~~ status and any sanctions, remedies, and funds (e.g., a 3-8 school in AUS 3 should retain the AUS3 status in both schools if it is reconfigured into a 3-5 and a 6-8 school and if all grade levels contributed to its poor performance). After this consultation, the LDE shall make all decisions regarding the effects of these changes on ~~rewards, AUS and subgroup component failure status,~~ accountability results and sanctions for all schools effected by the changes and will notify the LEA of its decision.

C.—E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 31:2765 (November 2005), LR 33:2599 (December 2007), LR 36:1992 (September 2010), LR 37:3201 (November 2011), LR 38:2358 (September 2012), LR 38:3114 (December 2012), LR 40:1318 (July 2014), LR 43:.

§3303. Reconfigured Schools

[Formerly LAC 28:LXXXIII.3303]

A. Reconfigured schools are identified as schools that change grade configuration, combine two schools with separate ~~site codes~~ site codes into one school with a single ~~site code~~ site code, or divide one school into two separate schools with different ~~site codes~~ site codes. Data collected at one site shall not be moved to another site and included in accountability results except when two or more schools with dissimilar configurations combine to create one school.

B. Prior to any reconfiguration, the LDE will review the changes to school sites in the planned reconfiguration and will consult with the LEA on the effects that the reconfiguration will have on rewards and/or academically unacceptable (AUS) or subgroup ~~component failure status~~ performance. After this consultation, the LDE shall make all decisions regarding the effects of these changes on rewards, AUS or subgroup ~~component failure status~~ performance, and sanctions for all schools effected by the changes and will notify the LEA of its decision. ~~Any AUS, SCF, or AA-status and eligibility for participating in any specific programs shall be determined by the LDE.~~

C.—F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 30:2446 (November 2004), LR 31:2765 (November 2005), LR 33:2600 (December 2007), LR 36:1993 (September 2010), LR 37:3201 (November 2011), LR 38:3114 (December 2012), LR 40:1318 (July 2014), LR 43:.

Chapter 39. Inclusion of Students with Disabilities

§3901. Assessment of Students with Disabilities [Formerly LAC 28:LXXXIII.3901]

A. All students, including those with disabilities, shall participate in Louisiana's testing program. The scores of all students who are eligible to take the 3-8 or high school LEAP 2025, ~~LEAP~~, EOC assessments, ACT, ~~PLAN~~, ~~EXPLORE~~, or LAA 1, LEAP Connect, or Louisiana English Language Proficiency Test (ELPT) shall be included in the calculation of the SPS. ~~Most~~ Students with disabilities shall take the assessments with accommodations, if required by their individualized education program (IEP).

~~1. Only students with significant cognitive disabilities are eligible to participate in LEAP Alternate Assessment Level 1 (LAA 1) as defined by the LEAP Alternate Assessment Level 1 participation criteria.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 31:2763 (November 2005), LR 36:1994 (September 2010), LR 38:3115 (December 2012), LR 40:2508 (December 2014), LR 43:

§3903. LEAP Alternate Assessment Participation Criteria [Formerly LAC 28:LXXXIII.3903]

~~A. A student participating in LEAP Alternate Assessment Level 1 shall progress toward a certificate of achievement.~~

~~B.~~ Students with disabilities participating in the LEAP Alternate Assessment Level 1 (LAA 1) or LEAP Connect must meet specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 31:2763 (November 2005), LR 40:2508 (December 2014), LR 43:

§3905. Inclusion of Alternate Assessment Results [Formerly LAC 28:LXXXIII.3905]

A. All SPS shall include LAA 1 or LEAP Connect scores.

B. Each LAA 1 or LEAP Connect exam will be assigned one of ~~three performance~~ four achievement levels (~~exceeds standard, meets standard, working toward standard~~) and each ~~performance~~ achievement level will be assigned points for use in assessment index calculations as follows.

<u>LAA 1 or LEAP Connect</u> Performance Level	Assessment Points
<u>Exceeds Standard or Level 4: High</u> Complexity	150
<u>Meets Standard or Level 3:</u> Moderate Complexity	100
Level 2: Low Complexity	70
<u>Working Toward Standard or Level</u> 1: Low Complexity	0

~~1. Students scoring meets standard or exceeds standard on a LAA 1 exam will be considered proficient in subgroup component calculations.~~

~~2.~~ 1. Students taking LAA 1 or LEAP Connect exams shall be included in accountability calculations at the grade level in which they are enrolled in the student information system (SIS).

C. Students participating in LEAP Alternate Assessment Level 1 (LAA 1) or LEAP Connect will be assigned scores of zero in SPS ~~component~~ calculations and scores of ~~non-proficient in subgroup component calculations~~ if they do not meet the specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 30:767 (April 2004), LR 31:2763 (November 2005), LR 33:254 (February 2007), LR 35:2031 (October 2008), LR 35:640 (April 2009), LR 35:641 (April 2009), LR 38:3115 (December 2012), LR 40:2508 (December 2014), LR 43:.

Chapter 40. Definitions Related to English Proficiency

§4001. Proficient in English

[Formerly LAC 28:LXXXIII.4001]

A. To be considered English proficient and exit ~~limited English proficient (LEP)~~ English language learner (ELL) status, a ~~LEP~~ an ELL student must score Level 4 (Early Advanced) or Level 5 (Advanced) on all four ELPT domains: Speaking, Listening, Reading, and Writing.

1. ~~For grades K-2:~~

a. ~~two years at composite level V on the English language development assessment (ELDA); or, in the same year;~~

b. ~~at composite level V on ELDA and at grade-level/benchmark/low risk on a standardized reading assessment, such as DIBELS Next.~~

2. ~~For grades 3-8:~~

a. ~~composite level V on ELDA; or, in the same year;~~

b. ~~at composite level 4 IV on ELDA and at proficient on the ELA or English language arts state content assessment.~~

3. ~~For grades 9-12:~~

a. ~~composite level V on the ELDA; or, in the same year;~~

b. ~~at composite level IV on the ELDA and at proficient on ELA or English state content assessment in the most recent academic year.~~

B. Students with disabilities who are unable to meet the above exit criteria after four years or more in ~~LEP~~ ELL status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from ~~LEP~~ ELL status, (but will still be required to take statewide assessments).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 33:254 (February 2007), LR 34:2552 (December 2008), LR 36:2243 (October 2010), LR 38:3115 (December 2012).

§4003. Making Progress in Learning English

[Formerly LAC 28:LXXXIII.4003]

A. Making progress in learning English will be demonstrated by a student who moves from the most recent Prior Year ELDA composite level to, in the current year, at least the next higher progress criterion as described below: defined by BESE following the first administration of the LEPT assessment in the 2017-2018 school year.

Prior Year ELDA Level	Progress Criterion
Beginning (Level I)	Lower Intermediate (Level II)
Lower Intermediate (Level II)	Upper Intermediate (Level III)
Upper Intermediate (Level III)	Advanced (Level IV)
Advanced (Level IV)	Full English Prof. (Level V) or English proficient (Sec. 4001 Definition)
Full English Prof. (Level V)	English Proficient (Sec. 4001 Definition)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 36:2244 (October 2010).

§4005. English Language Proficiency Descriptors
[Formerly LAC 28:LXXXIII.4005]

A. English language proficiency labels are defined as:

1. Level I—Beginning Proficiency indicates that the student who is limited English proficient is:
 - a. beginning to understand short utterances;
 - b. beginning to use gestures and simple words to communicate;
 - c. beginning to understand simple printed material;
 - d. beginning to develop communicative writing skills.
2. Level II—Lower Intermediate Proficiency indicates that the student who is limited English can:
 - a. understand simple statements, directions, and questions;
 - b. use appropriate strategies to initiate and respond to simple conversation;
 - c. understand the general message of basic reading passages;
 - d. compose short informative passages on familiar topics.
3. Level III—Upper Intermediate Proficiency indicates that the student who is limited English proficient can:
 - a. understand standard speech delivered in most settings;
 - b. communicate orally with some hesitation;
 - c. understand descriptive material within familiar contexts and some complex narratives;
 - d. write simple texts and short reports.
4. Level IV—Advanced Proficiency indicates that the student who is limited English proficient can:
 - a. identify the main ideas and relevant details of discussions or presentations on a wide range of topics;
 - b. actively engage in most communicative situations familiar or unfamiliar;
 - c. understand the context of most text in academic areas with support;
 - d. write multi-paragraph essays, journal entries, personal/business, and creative texts in an organized fashion with some errors.
5. Level V—Full English Proficiency indicates that the student who is limited English proficient can:
 - a. understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics;
 - b. is fluent and accurate in language production;
 - c. use reading strategies the same as their native English speaking peers to derive meaning from a wide range of both social and academic texts;
 - d. write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions.

AUTHORITY NOTE:—Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE:—Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004).

Chapter 41. Data Collection and Data Verification

§4104. ~~Dropout/Exit Data Validation~~ [Formerly LAC 28:LXXXIII.4104]

A. The LDE may review and validate attendance, dropout, graduation, discipline, accountability code and exit code data:

A.1.—B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1029 (June 2006), amended LR 38:3116 (December 2012), LR 43:

Chapter 43. District Accountability

§4301. Inclusion of All Districts [Formerly LAC 28:LXXXIII.4301]

A.—B.2. ...

C. District Performance Score (DPS). A district performance score (DPS) shall be calculated in the same manner as a combination school performance score, aggregating all of the students in the district.

1. ~~Assessment d~~Data from students enrolled in a district for a full academic year shall be used to calculate the DPS, to include all indices for which data are available. ~~assessment, growth, as well as performance on graduation index, cohort graduation rate, dropout/credit accumulation index and any progress points for which the district is eligible.~~

2. ...

D. ~~Subgroup Component.~~ District AYP shall be determined by evaluating the aggregate performance of subgroups:

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003), amended LR 30:1446 (July 2004), LR 32:543 (April 2006), LR 37:2119 (July 2011), LR 38:3116 (December 2012), LR 40:760 (April 2014), LR 40:1318 (July 2014), LR 43:

~~§4310. Subgroup Component AYP (Adequate Yearly Progress)~~ ~~[Formerly LAC 28:LXXXIII.4310]~~

A. ~~District Subgroup Component Indicators~~

1. ~~Each district shall be evaluated on the subgroup component at three different levels (grade clusters); elementary (K-5), middle (6-8), and high school (9-12). A district shall pass the subgroup component provided that each subgroup of students within each grade cluster meets the passes the subgroup component, and each grade-cluster the district, as a whole, meets the criteria for status or improvement on the additional academic indicator.~~

a. ~~Passing the Subgroup Component~~

—— i. ~~Participation rate test: 95 percent of the students within the each subgroup within each grade-cluster participated in the standards-based assessments; and~~

—— ii. ~~Annual measurable objective status test (AMO status test): the subgroup percent proficient score within each grade-cluster is at/or above the annual measurable objective in ELA and mathematics; or~~

—— iii. ~~Safe harbor test:~~

(a). ~~the percentage of non-proficient students within the each subgroup within each grade-cluster reduced/declined by at least 10 percent of the previous year's value; and~~

~~(b). the subgroup improved or met the criterion on the additional academic indicator (attendance rate for the elementary and middle schools grade clusters and non-dropout rate for the high schools grade cluster).~~

~~b.— 2002-03 will be year one of judging districts based on the subgroup component.~~

~~e.— 2003-04 will be year two of judging districts based on the subgroup component.~~

~~d.— For the non-proficient reduction portion of the safe harbor test, a comparison of current year assessment data to the previous year assessment data shall be used. For the additional academic indicator check for the safe harbor test and for the whole grade cluster check, attendance and dropout data from the prior year will be compared to data from two years prior.~~

~~—— i.— For 2005-06 only, the safe harbor comparison of assessment results shall include only English language arts and mathematics results from grades 4, 8, and 10.~~

~~—— ii.— Beginning in 2006-07, safe harbor shall be determined using English language arts and mathematics assessment data from grades 3-8 and 10.~~

~~e.— To ensure high levels of reliability, Louisiana will apply a 99 percent confidence interval to the calculations of subgroup component determinations for:~~

~~—— i.— AMO status test;~~

~~—— ii.— reduction of non-proficient students (safe harbor test); and~~

~~—— iii.— status attendance/non-dropout rate analyses.~~

~~f.— Louisiana will not apply a confidence interval to improvement analyses for attendance/non-dropout rate.~~

~~B.— Inclusion of Students in the Subgroup Component~~

~~1.— Students that meet the following criteria shall be included in all subgroup component analyses for the AMO status test and reduction of non-proficient students (safe harbor test).~~

~~a.— Enrolled for the Full Academic Year (FAY):~~

~~—— i.— at school level enrolled at the school on Oct. 1 and the date of testing;~~

~~—— ii.— at district level enrolled in the district on Oct. 1 and the date of testing;~~

~~—— iii.— at state level enrolled in a public LEA in the state on Oct. 1 and the date of testing.~~

~~b.— First administration of the test:~~

~~—— i.— only the first test administration will be used for the subgroup status and growth tests;~~

~~—— ii.— excludes summer school results and repeaters.~~

~~e.— Not exempted from testing due to medical illness, death of the student's family member(s), or the student being identified as LEP and in an English speaking school for less than one full academic year.~~

~~2.— For analyses involving the additional academic indicator, all students in each subgroup within each grade cluster in the district shall be included.~~

~~3.— Each subgroup (African American, American Indian/Alaskan Native, Asian, Hispanic, white, economically disadvantaged, limited English proficient, students with disabilities, and all students) within each district shall be evaluated separately on ELA and mathematics. In calculating the subgroup component for a district:~~

~~a.— the alternate academic achievement standards for students participating in LAA 1 will be used, provided that the percentage of proficient LAA 1 students does not exceed 1.0 percent of all students in the grades assessed. If the district exceeds the 1.0 percent proficient cap, the district shall request a waiver. The students exceeding the cap shall be assigned a zero on the assessment and be considered non-proficient if:~~

~~—— i.— the district fails to request the waiver; or~~

~~—— ii.— the district requests the waiver but it is determined by LDE that ineligible students were administered LAA 1;~~

- ~~b.— students participating in LAA 1 shall be included in the special education subgroup;~~
- ~~e.— LEP students shall participate in the statewide assessments;~~
- ~~i.— scores shall not be included in AMO or improvement in percent proficient calculations for LEP students who have not been enrolled in an English speaking school for one full school year;~~
- ~~d.— when calculating the 1 percent cap for alternate assessment purposes, all decimals in results shall be rounded to the next highest whole number;~~
- ~~i.— 1.0 percent of 1341 students is 13.41 students. The 1.0 percent cap, in this instance, is 14 students.~~
- ~~4.— Subgroups shall consist of:~~
 - ~~a.— at least 10 students in order to be evaluated for the subgroup component;~~
 - ~~b.— at least 40 students in order to be evaluated for the 95 percent participation rate.~~
- ~~5.— Subgroups shall pass the participation rate test and either the AMO status test, or the safe harbor test in order to be considered as having passed the subgroup/component.~~

~~C.— AMO~~

- ~~1.— The Annual Measurable Objective (AMO) is the percent of students required to reach the proficient level in a given year on the standards-based assessments, which through 2005 will include English language arts and mathematics tests for 4th, 8th, and 10th grades. Beginning with Spring 2006 test results, proficiency levels shall be determined using English language arts and mathematics assessment data from grades 3-8 and 10.~~
 - ~~a.— Proficient = a score of basic, mastery or advanced.~~
- ~~2.— As required in NCLB, the AMOs have been established based on the baseline percent proficient score (proficient = CRT level of basic, mastery, or advanced) in English language arts and mathematics in the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grades 4, 8, and 10.~~
- ~~3.— The AMOs for ELA and math are as follows.~~

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

- ~~4.— A 99 percent confidence interval shall be used when evaluating whether subgroups within a grade cluster within a district have attained the Annual Measurable Objective (AMO).~~
- ~~5.— A confidence interval is a statistic that creates a range of scores. Subgroups with a 95 percent participation rate that attain a percent proficient score within or above the confidence interval range for the AMO shall be considered as having passed the subgroup component. Confidence interval ranges are affected by subgroup size. Smaller subgroups will have a wider range and larger subgroups will have a narrower range.~~

~~D.— Safe Harbor~~

- ~~1.— Subgroups that do not pass the AMO status test by attaining a percent proficient score within or above the confidence interval range shall be evaluated for safe harbor.~~
- ~~2.— Safe harbor is attained if:~~

- a. ~~the subgroup makes a 10 percent reduction in its non-proficiency rate from the previous year:~~
 - ~~i. a 99 percent confidence interval is applied to this reduction check; and~~
- b. ~~the subgroup:~~
 - ~~i. achieves a 90 percent non-dropout rate (9-12) or attendance rate (K-5, 6-8) (any LEA without a 12th grade shall use attendance rate). (A 99 percent confidence interval is applied to the 90 percent attendance rate and 90 percent non-dropout rate check); or~~
 - ~~ii. makes at least 0.1 percent improvement in non-dropout rate (9-12) or attendance rate (K-5, 6-8) from the previous year (any LEA without a 12th grade shall use attendance rate):~~
 - 3. ~~The non-dropout rate shall be evaluated for students in grade 9 and above.~~
 - 4. ~~Subgroups passing the participation rate test and achieving safe harbor shall be considered as having passed the subgroup component.~~

E. ~~Failing the Subgroup Component~~

- 1. ~~A district shall fail the subgroup component if ANY subgroup within that ANY grade cluster in the district fails the participation rate test, the ELA or math AMO status test and the safe harbor test.~~
- 2. ~~A grade-cluster district in which all subgroups have passed the subgroup component must also have the grade-cluster district pass the additional academic indicator:~~
 - a. ~~achieved a 90 percent non-dropout rate (9-12) or attendance rate (K-5, 6-8) (any LEA without a 12th grade shall use attendance rate). (A 99 percent confidence interval is applied to the 90 percent non-dropout or attendance rate check); or~~
 - b. ~~made at least 0.1 percent improvement in non-dropout rate (9-12) or attendance rate (K-5, 6-8) from two years prior to the previous year (any LEA without a 12th grade shall use attendance rate):~~

~~NOTE: If a grade-cluster district in which all subgroups have passed the subgroup component does not pass the additional academic indicator, it shall not pass the subgroup component.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.~~

~~HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1447 (July 2004), amended LR 30:2446 (November 2004), LR 31:424 (February 2005), LR 31:633 (March 2005), LR 31:913 (April 2005), LR 32:1029 (June 2006), amended LR 33:635 (April 2007), LR 34:429 (March 2008), LR 34:868 (May 2008), LR 36:1994 (September 2010), LR 40:2509 (December 2014).~~

Chapter 45. Disaster Considerations for School and District Accountability

§4503. One Year Waiver for "Severe Impact" Schools and Districts [Formerly LAC 28:LXXXIII.4503]

A.—F. ...

G. Districts may elect to have severe impact schools:

- 1. remain fully in accountability and receive scores and labels as limited impact schools (see §4507 and §4509); or
- 2. receive scores and letter grades as limited impact schools, but schools:
 - a. will not enter or advance in school improvement or academic assistance comprehensive or targeted intervention and support labels or academically unacceptable status as a result of accountability labels based on data collected during the year of the disaster; but
 - b. schools can exit school improvement or academic assistance as a result of accountability labels comprehensive or targeted intervention and support labels based on data collected during the year of the disaster.

H.—M. ...

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.~~

~~HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1412 (August 2006), amended LR 33:636 (April 2007), LR 36:1994 (September 2010), LR 37:2120 (July 2011), LR 43:~~

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