

Louisiana Believes

Accountability Policy Update October 2017

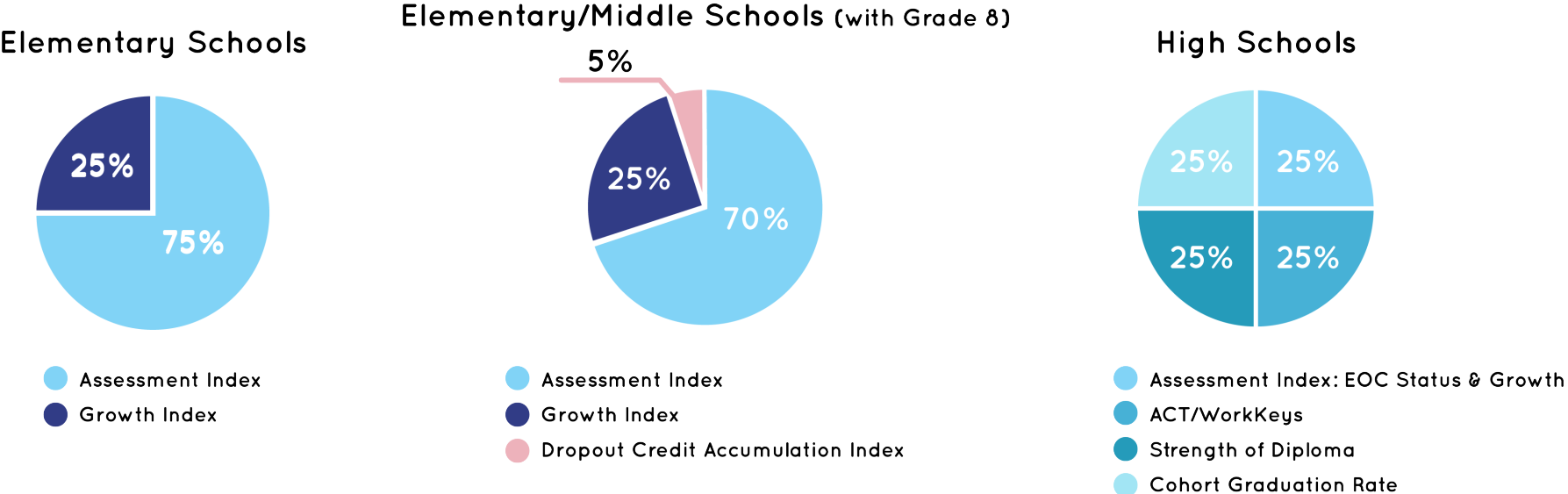
Improvements to Louisiana's Accountability System

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

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

School Performance Score Formulae

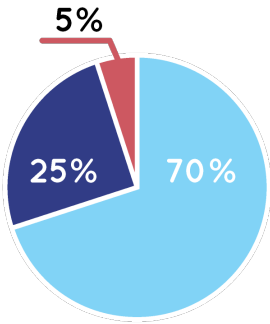
Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:



NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020.

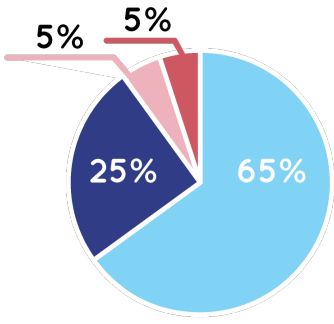
School Performance Score Formulae (2019-2020 and beyond)

Elementary Schools



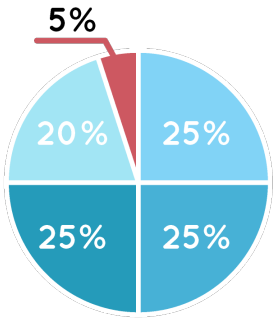
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

Improving Accountability Policies

Based on conversations with school and school system leaders over the past couple of months, the Department has made the following improvements to the policies reviewed and ultimately approved by BESE on Tuesday.

1. Schools that were significantly **impacted by the flooding** in 2016-2017 will use the better of the 2016-2017 or 2015-2016 accountability results.
2. As high schools transition to five-level high school LEAP 2025 assessments, schools will continue to earn **100 points for Good on the four-level EOC assessments**
3. School systems determine whether to use ELA and math **EOC results in spring grades.**
4. Schools that support students to complete **Jump Start credentials in the summer after graduation** will earn credit in the Strength of Diploma index.
5. **5th year graduates who earn an Advanced Jump Start credential** will generate 140 points, comparable to a passing AP, IB, or CLEP score

Summary of Additional BESE Adjustments

1. A score of 'Basic' will be awarded 80 points in the K-8 assessment index and the 9-12 assessment index. The same adjustment will be made for the LEAP Connect assessment.
2. For purposes of calculating an elementary/middle school progress index or high school progress index, schools will be awarded up to 150 points for students scoring Mastery in the current year, but no fewer than 85 points, including for students whose results fall within the 1st to 39th percentiles of VAM.
3. In 2018-2019, the first year of the LEAP 2025 science assessment, either the 2016-2017 or 2018-2019 science assessment index, whichever yields the higher school performance score, will be used in the K-8 assessment index.

K-8 School SPS: Assessments

Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery of the knowledge and skills reflected in the standards of that grade and subject.

Accountability

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP Achievement Level	2017-2018 and beyond
Advanced	150
Mastery	100
Basic	80
Approaching Basic/Unsatisfactory	0

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

Purpose

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

Accountability

- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.

Policy

- To count toward DCAI, students must be full academic year in 8th and 9th grade (or transitional 9th, where applicable), if earning Carnegie credits.
- Students transferring between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

Carnegie Course Credits	2017-2018 and beyond
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grader	0
Dropout	0

High School SPS: EOC Achievement and Growth

Purpose

The End-Of-Course (EOC) exams assess whether students have mastered the standards of core high school core subjects. EOC exams are required in Algebra I, Geometry, English I (beginning in 2017-2018), English II, Biology, and U.S. History. English III will phase out over the next couple of years.

Policy

All high school students, except for students who participate in LAA 1, are required to take an ELA and math EOC exam by their 3rd cohort year regardless of graduation pathway.

Scores from high school students who are retaking an EOC are not used in the school performance score (unless taken in middle school where current practice of counting scores in middle school (with incentive points) and again in high school will continue).

LEAP 2025 EOCs Achievement Level	2017-2018 and beyond
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	80
Approaching Basic/Unsatisfactory (or Fair/Needs Imp.)	0

High School SPS: ACT and WorkKeys

Purpose

The ACT/WorkKeys index is to ensure student readiness for postsecondary learning.

Policy

- All students in grade 11 take the ACT, a nationally recognized measure of college and career readiness.
- Schools earn points for the highest composite score earned by a student through the spring testing date of their senior year or a student who graduates at the end of grade 11.
- Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability when the WorkKeys score yielded more index points than the ACT score.

ACT / WorkKeys	2017- 2018 and beyond
36	150
31 or Platinum	134
27	120.4
25	113.6
24 or Gold	110.2
23	106.8
21 (ACT Readiness marker)	100
20	90
19	80
18 or Silver	70
17 or below	0

High School SPS: Graduation Rate

Purpose

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

Policy

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

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

Cohort Grad Rate	2017-2018 and beyond 100 = 90%
0-75%	CGR × 0.9
76-90%	CGR × 1.111112
91-100%	+5 points per percent increase (91=105, 92=110)

High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each 12th grader. The “A” bar will remain at receipt of a diploma.

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

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

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th or 10th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.



Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
 - 80th-99th percentile (150 points)
 - 60th-79th percentile (115 points)
 - 40th-59th percentile (85 points)
 - 20th-39th percentile (25 points)

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

How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points or an A+.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (Question 2).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th grade. If a student achieves this target, then the school is awarded 150 points or an A+.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (Question 2).

Students scoring Mastery in the current year shall not earn less than 85 points.

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

“Floor” for Mastery in the Progress Index

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

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

Build a Plan: Persistently Struggling Schools

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

Strong plans:

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

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

1. Consistently low **overall performance** → comprehensive intervention
2. Consistently low **subgroup performance** → urgent intervention
3. Chronic issues with **student behavior** → urgent intervention

Plan for Struggling Schools: Comprehensive Intervention Schools

Schools will earn the label of **“Comprehensive Intervention Required”** if they meet any of the following criteria:

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

Urgent Intervention Schools

There are types of Urgent Intervention schools: “Urgent Intervention Needed” and “Urgent Intervention Required”

Urgent Intervention Needed:

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

Urgent Intervention Required:

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

