

Louisiana Believes

2016 District and School Performance Reports

Agenda

- I. Louisiana's Accountability System
- II. 2016 District and School Performance Reports
- III. Challenges Not Highlighted in Current System
- IV. Accessing Results

The Role of the Accountability System

The Purpose of the School and District Accountability System

The school and district accountability system sets the expectation for academic quality across Louisiana.

Based on the definition of quality, the system guides decision-making through:

- Parents using the information to evaluate school choices;
- Superintendents and principals setting annual goals based on measures contained within the system; and
- State and district administrators determining interventions in struggling schools.

Changing the Definition of Academic Quality

Because the accountability system establishes a definition of quality that impacts every school, raising the bar for students in every school in Louisiana starts with adjusting the definition of quality in the accountability system.

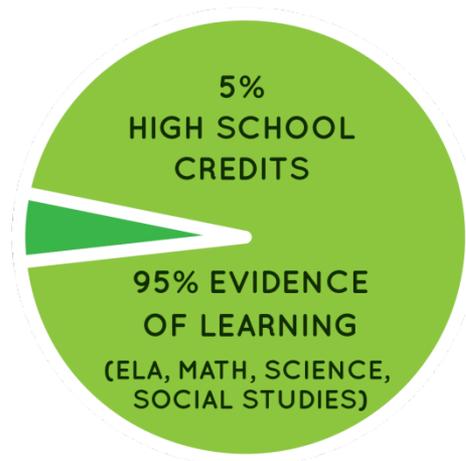
Louisiana's Accountability System

K-8 Accountability: For schools with grades K-7, the accountability system includes student assessment performance and progress points, and for schools with grade 8 it also includes a dropout/credit accumulation index.

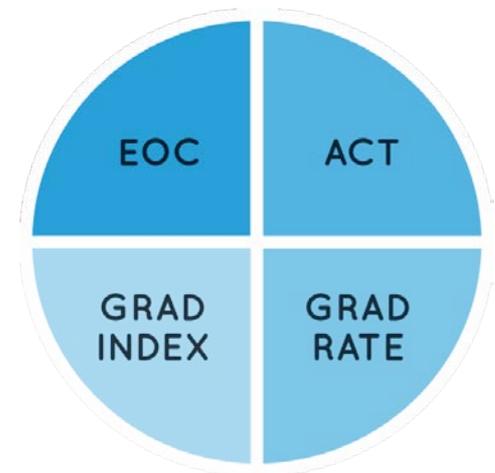
High School Accountability: For schools with grades 9-12, the accountability system includes student assessment performance on both EOC and ACT, progress points, cohort graduation rate, and credentials earned in college or the workplace.



Elementary



Middle



High

What is an “A” School in Louisiana?

Schools are awarded 100 points in their school performance score for each of the current “A” standards below.

Index	Current “A” Standard
Grade 3-8 Assessments	Basic or above
9 th Grade Credit Accumulation	5 or more course credits
ACT and WorkKeys	18 or above
End of Course Assessments	Good or above
Strength of Diploma	Diploma
Cohort Graduation Rate	75%
Progress Points	Schools earn up to 10 progress points for prior year non-proficient students who exceed expected score

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Elementary Report Card

ELEMENTARY SCHOOL
 2015-2016 • District • Grades K-6 • Site Code
 Magnet/Alternative School

B



Enrolled • 00% Special Education • 00% Economically Disadvantaged

SPS - ###

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

SCORE	SCHOOL	DISTRICT	STATE
ON TRACK (Mastery and Above)	%	%	%
NEED SUPPORT (Basic and Below)	%	%	%

NOTE: The table above includes students who take LAA 1. View how their performance is measured [here](#).
 Schools with grades no higher than 2 have accountability data based on a paired school designated by its district.

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
ON TRACK (Mastery and Above)	%	%	%	%	%	%	%	%	%
NEED SUPPORT (Basic and Below)	%	%	%	%	%	%	%	%	%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously scoring below Basic but who exceeded expectations in the current year.

TOTAL POINTS EARNED	#
---------------------	---

2013-2014	2014-2015	2015-2016		
C SPS ###	C SPS ###	B SPS ###		

During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies](#).

Middle School Report Card

MIDDLE SCHOOL

2015-2016 • District • Grades 7-8 • Site Code

Magnet/Alternative School

Enrolled • 00% Special Education • 00% Economically Disadvantaged

B



SPS - ###

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

SCORE	SCHOOL	DISTRICT	STATE
ON TRACK (Mastery and Above)	%	%	%
NEED SUPPORT (Basic and Below)	%	%	%

NOTE: The table above includes students who take LAA 1. View how their performance is measured [here](#).

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
ON TRACK (Mastery and Above)	%	%	%	%	%	%	%	%	%
NEED SUPPORT (Basic and Below)	%	%	%	%	%	%	%	%	%

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Students completing at least 6 or more Carnegie units by the end of the freshman year are on track to graduate in four years.

AVERAGE NUMBER OF CREDITS EARNED BY END OF GRADE 9	SCHOOL	DISTRICT	STATE
	##.#	##.#	##.#

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously scoring below Basic but who exceeded expectations in the current year.

TOTAL POINTS EARNED	#
---------------------	---

2013-2014		2014-2015		2015-2016		FAMILY Support TOOLBOX	DATA CENTER
C	SPS ###	C	SPS ###	B	SPS ###		

During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies.](#)

High School Report Card

HIGH SCHOOL

2015-2016 • District • Grades 9-12 • Site Code
Magnet/Alternative School

B



SPS - ###

Enrolled • 00% Special Education • 00% Economically Disadvantaged

INDICATOR	SCHOOL	14/15 VS 15/16	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	DISTRICT	STATE	NATIONAL
End of Course Exams (Good or Excellent)	%	STEADY	%	%	%	%	%	N/A
ACT: Average Score	#	STEADY	#	#	#	#	#	#
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	%	N/A	%	%	%	%	%	N/A
Students Graduating in Four Years with a Diploma	%	STEADY	%	%	%	%	%	%
Graduates Scoring 3+ on Advanced Placement Test or 50+ on CLEP	%	STEADY	%	%	%	%	%	%
Graduates Earning TOPS-aligned Dual Enrollment Credit	%	STEADY	%	%	%	%	%	N/A
Students Enrolling in College after Graduating	%	STEADY	%	%	%	%	%	%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously scoring below Basic but who exceeded expectations in the current year.

TOTAL POINTS EARNED	#
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2013-2014		2014-2015		2015-2016		FAMILY Support TOOLBOX	DATA CENTER
C	SPS ###	C	SPS ###	B	SPS ###		

Combination (K-12) School Report Card

COMBO SCHOOL

2015-2016 • District • Grades K-12 • Site Code
Magnet/Alternative School

B



Enrolled • 00% Special Education • 00% Economically Disadvantaged

SPS - ###

INDICATOR	SCHOOL	14/15 VS 15/16	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	DISTRICT	STATE	NATIONAL
Grades 3-8 Assessments On Track (Mastery and Above)	%	### ### STEADY	%	%	%	%	%	N/A
End of Course Exams (Good or Excellent)	%	### ### STEADY	%	%	%	%	%	N/A
ACT: Average Score	#	### ### STEADY	#	#	#	#	#	#
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	%	N/A	%	%	%	%	%	N/A
Students Graduating in Four Years with a Diploma	%	### ### STEADY	%	%	%	%	%	%
Graduates Scoring 3+ on Advanced Placement Test or 50+ on CLEP	%	### ### STEADY	%	%	%	%	%	%
Graduates Earning TOPS-aligned Dual Enrollment Credit	%	### ### STEADY	%	%	%	%	%	N/A
Students Enrolling in College after Graduating	%	### ### STEADY	%	%	%	%	%	%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously scoring below Basic but who exceeded expectations in the current year.

TOTAL POINTS EARNED	#
---------------------	---

2013-2014	2014-2015	2015-2016	FAMILY Support TOOLBOX	DATA CENTER
C SPS ###	C SPS ###	B SPS ###		

During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies.](#)

Alternative School Report Card

SCHOOL NAME

2015-2016 • District • Grades K-12 • Site Code
Alternative School Supplemental Report

Enrolled • 00% Special Education • 00% Economically Disadvantaged

B

SPS - ###

DEMOGRAPHIC & GENERAL INFORMATION

SCHOOL MISSION

Self-Reported Narrative Box

ACADEMIC COMPARISON

AVERAGE SCHOOL PERFORMANCE SCORE

SCHOOL	ALTERNATIVE SCHOOLS	ALL SCHOOLS
###	###	###

INDICATOR	SCHOOL	13/14 VS 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	ALTERNATIVE SCHOOLS	DISTRICT	STATE	NATIONAL
Grades 3-8 Assessments On Track (Mastery and Above)	%	STEADY	%	%	%	%	%	%	N/A
End of Course Exams (Good and Above)	%	STEADY	%	%	%	%	%	%	NA
ACT: Average Score	#	STEADY	#	#	#	#	#	#	#
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	%	N/A	%	%	%	%	%	%	N/A
Students Graduating in Four Years with a Diploma	%	STEADY	%	%	%	%	%	%	%
Students Graduating in Five or More Years	#	STEADY	#	#	#	#	#	#	N/A

2013-2014	2014-2015	2015-2016	FAMILY Support TOOLBOX	DATA CENTER
C SPS ###	C SPS ###	B SPS ###		

2016 School Performance: Improvements on Nearly Every Measure

THE ASSESSMENT INDEX FOR ELEMENTARY AND MIDDLE SCHOOLS IMPROVED 3.3 POINTS SINCE 2015:

- The percentage of students scoring “Mastery” and above, the true bar for proficiency on the LEAP ELA and math assessments in grades 3-8, increased by six percentage points from 2015 to 2016, and over 10 percentage points since 2013.

THE ACT INDEX IMPROVED 13.7 POINTS SINCE 2015:

- The class of 2016 earned a record-high average composite for Louisiana –19.5, making Louisiana the most improved state that assesses all of its students.
- For the first time in 2015-16, student results on the WorkKeys career-readiness assessment were included in the ACT Index.

2016 School Performance: Improvements on Nearly Every Measure

THE GRADUATION RATE INDEX IMPROVED 5.8 POINTS SINCE 2015:

- In 2015 Louisiana's graduation rate reached an all-time high of 77.5 percent. Louisiana has raised its graduation rate 10.3 percent in the past five years, outpacing the nation's growth of 4.6 percent.

THE STRENGTH OF DIPLOMA INDEX IMPROVED 4.4 POINTS SINCE 2015:

- Louisiana high school students now have more college and career opportunities in high school than ever before. In 2016, they achieved a record number of Advanced Placement credits, earning 845 more credits in 2016 than 2015.
- Students also earned a record number of college credit by successfully taking the College-Level Examination Program[®], increasing from 1,278 in 2015 to 2,630 in 2016, an increase of 106 percent.

2016 School Letter Grade Distribution

Letter	Elementary & Middle Schools				Combination Schools				High School				Total			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
A	150	202	162	196	19	22	24	39	18	17	41	61	187	241	227	296
B	279	255	263	243	57	61	66	57	52	51	49	44	388	367	378	344
C	284	254	280	272	56	48	47	34	42	47	38	40	382	349	365	346
D	203	203	199	202	24	24	14	14	43	41	33	25	270	268	246	241
F	67	64	67	66	29	27	27	22	13	13	13	13	109	104	107	101

Early Childhood Performance

In addition to school and district performance reports, the Department also shared practice performance profiles this week with early childhood programs.

Since 2012, Louisiana has been implementing Act 3, which requires the state to evaluate all publicly-funded early childhood programs (child care, Head Start and pre-K) to help families choose the best option for their children. To help families understand how programs support learning and development, the rating system measures classroom interactions and instruction using a nationally-regarded tool.



Early Childhood Performance: The Learning Year

After piloting for several years, Louisiana established a unified rating system to:

- measure classroom interactions and instruction needed for positive child outcomes;
- articulate a path to improvement; and
- provide families with tools to help them make the right program choice for their child.

During the 2015-2016 school year, Louisiana successfully completed a statewide practice year for the unified rating system. Last year 98 percent of classrooms were observed each semester using a nationally-regarded observation tool that measures interactions and instruction over a two hour period.

Results indicate:

- Louisiana has exemplars—from schools, Head Start and child care—that score among the best in the country.
- Programs, on average, positively impact children by providing warm, caring, and organized classrooms.
- Too many children are not receiving the instructional support needed to prepare them for kindergarten.

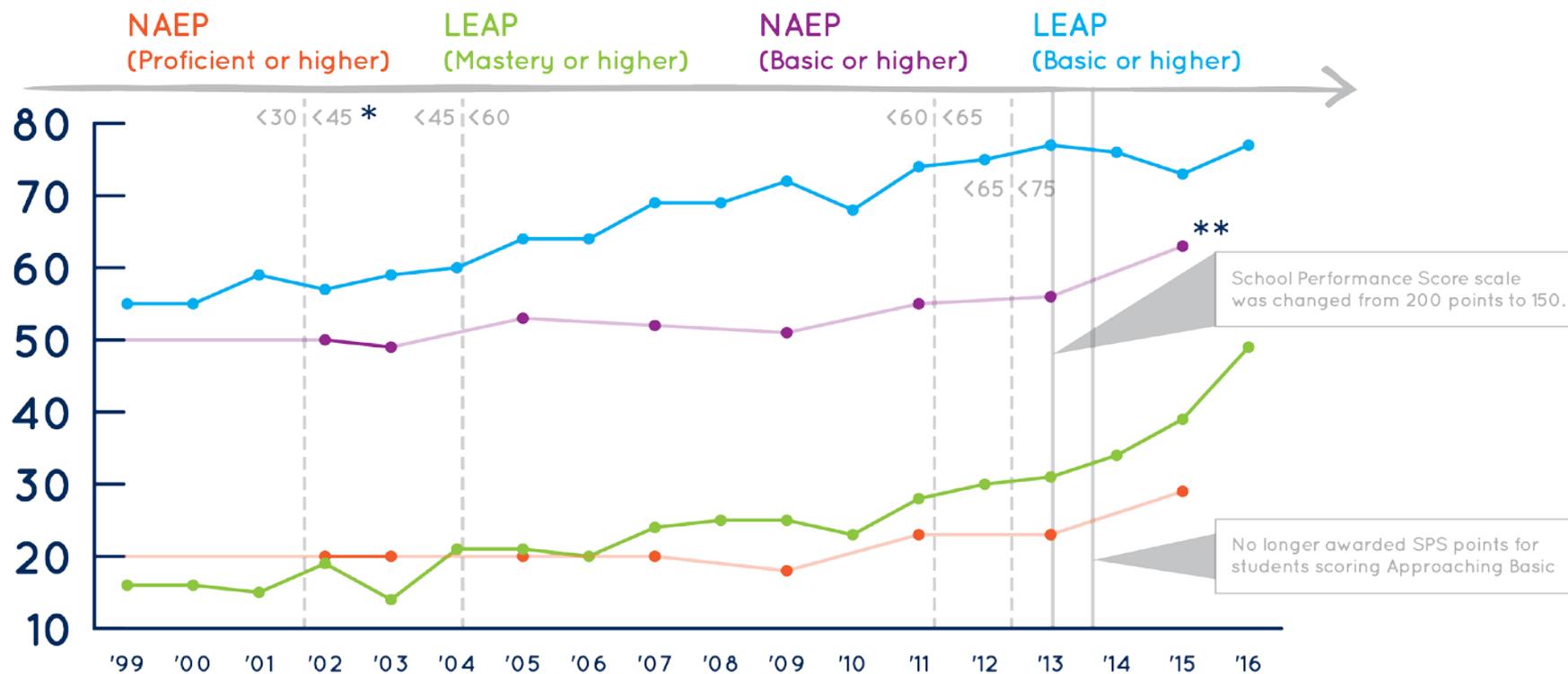
The Department and its partners will support sites to use this valuable information in order to build on their unique strengths as well as address their specific needs.

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Moving Towards Mastery

As seen in these 4th grade reading results, as expectations for schools and students have increased over time, so has student performance.



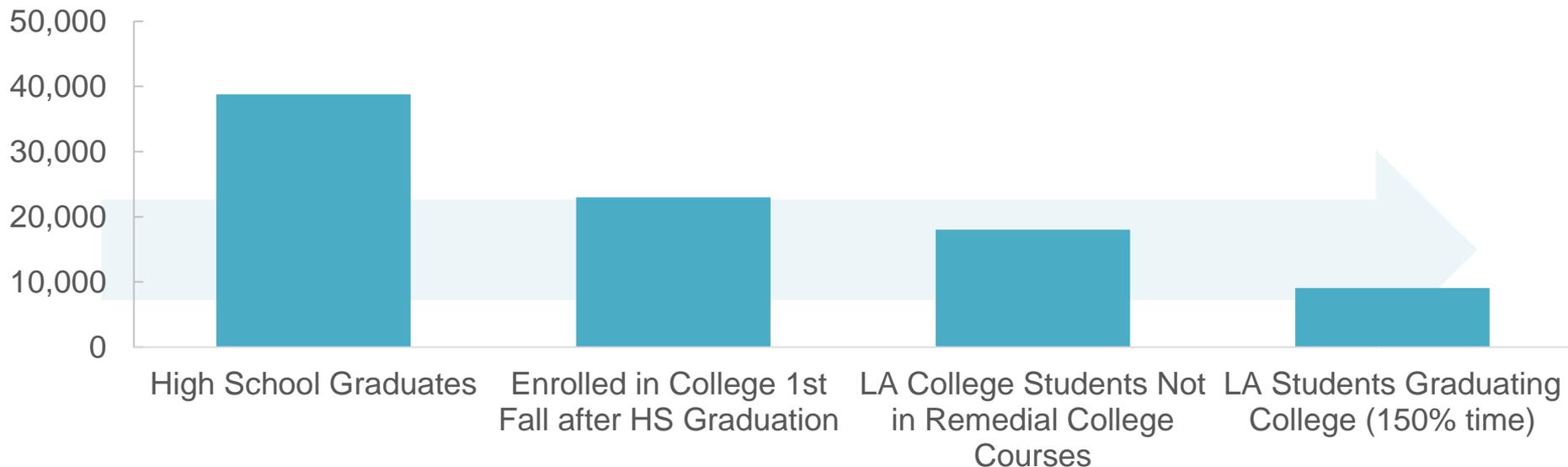
*Denotes change in F-rated school performance score threshold.

**Chart illustrates 4th grade ELA assessment results. NAEP did not administer ELA tests in 2016.

Mastery of Fundamental Skills

Most jobs in Louisiana require some education after high school, often at a four-year college or at a two-year technical and community college. However, in 2014 only roughly 30 percent of the Louisiana workforce had a four-year and two-year degree.

Fewer than 40 percent of students who enroll in a Louisiana college or university graduate in a period of “time and a half” (three years for an associate’s degree and six years for a bachelor’s degree).



Mastery of Fundamental Skills

Below are the average performances for both A-rated schools in Louisiana and the state as a whole on every student achievement measure in the state's accountability system.

Performance Metric	Current "A" School Averages	Current State Averages
3-8 Assessments: Mastery+	54%	33%
3-8 Assessments: Basic+	86%	67%
DCAI: Average number of credits earned in 9 th grade	8.1	7.4
EOC: Good+	75%	61%
ACT: Average Composite Score	21.2	19.3
Graduation Rate: Average	89.8%	77.5%
Strength of Diploma: Students Earning 110 points or more (Diploma or Diploma + AP/IB/DE)	57.4%	44.4%

Academic Progress for Disadvantaged Students

On average, high achieving schools excel on student-level growth, but the ranges indicate that there are strong and weak growth results across each letter grade band.

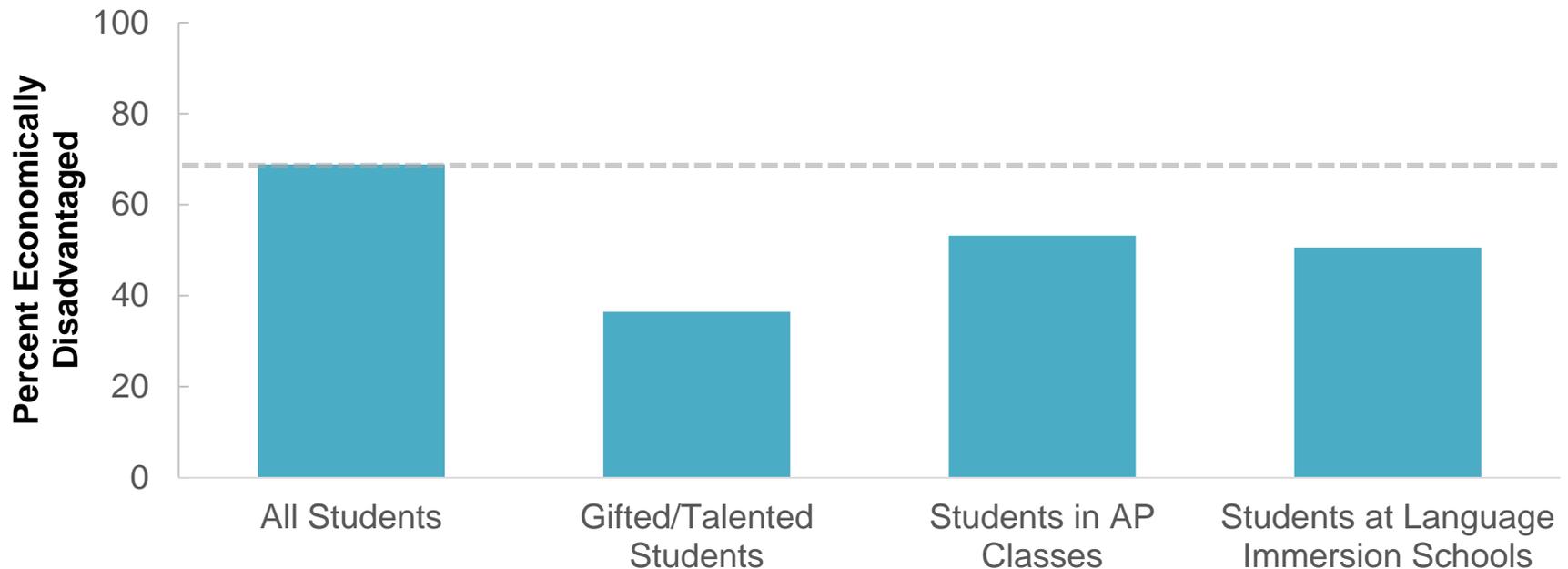
Today, Louisiana has “A” schools in which only 23 percent of non-proficient students exceed growth targets. Louisiana also has “F” schools where 53 percent of non-proficient students exceed targets.

2016 Letter Grade	Non-Proficient Students % Exceeding Target	Non-Proficient Students Range of % Exceeding Target
A	56%	23% - 94%
B	50%	29% - 81%
C	47%	12% - 76%
D	43%	13% - 66%
F	39%	22% - 53%
Total	47%	12% - 94%

Increasing Access to Enriching Experiences

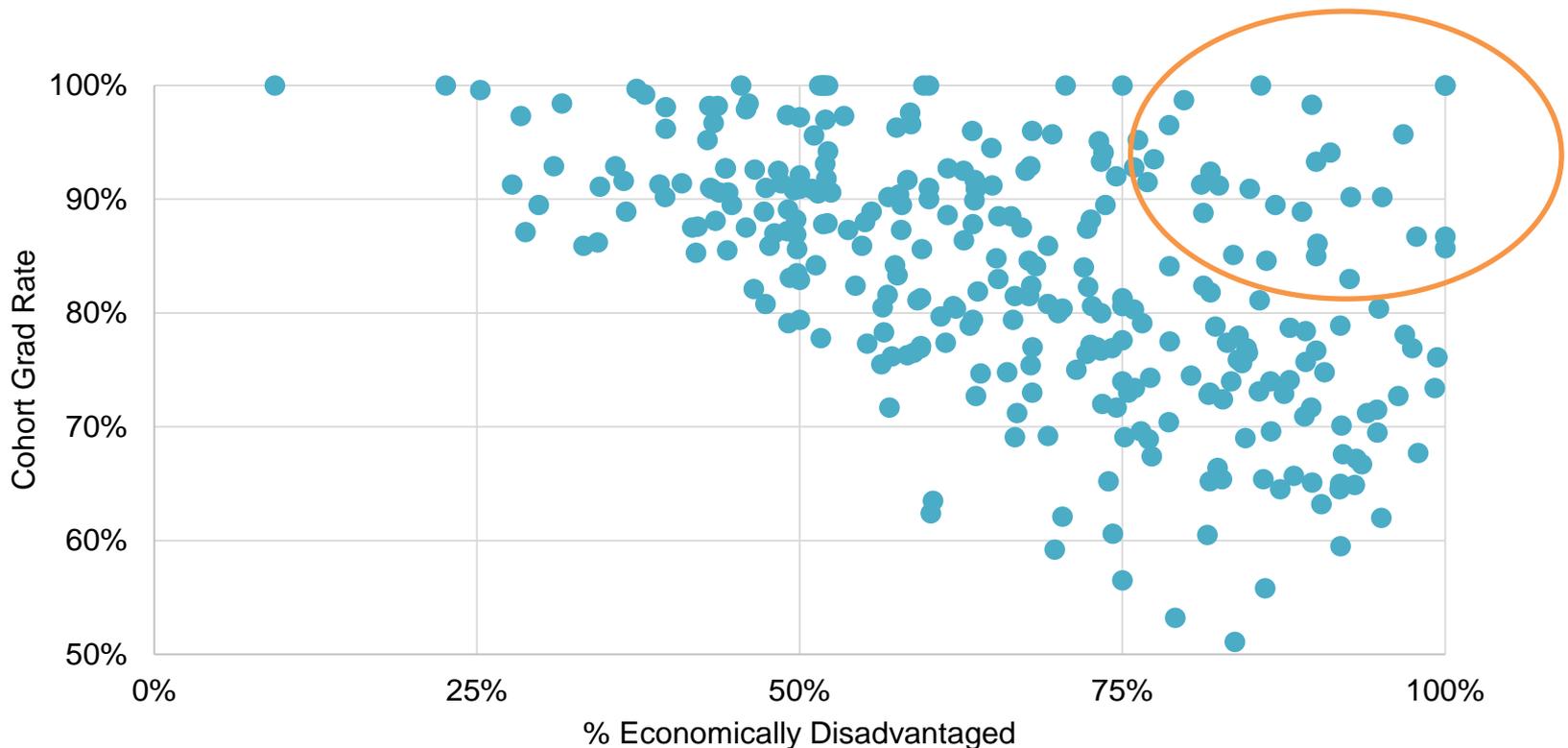
In order for students to be successful in school and in life, it is important that their individual needs and interests be met. Louisiana students need affordable access to advanced coursework, the arts, foreign language options, and other experiences that can be life-changing for children.

However, gaps still exist in the opportunities provided to students to enroll in enrichment courses or ones that address their unique interests or needs.



Persistently Struggling Schools

While some high schools serving economically disadvantaged students struggle to graduate students on time, many schools with majority disadvantaged populations have graduation rates exceeding the state average.



ESSA State Plan Development Timeline

The Department is currently undergoing a [year-long process](#) to develop its long-term plan for PreK-12 education, in compliance with the federal Every Student Succeeds Act (ESSA), and to identify solutions to the above mentioned challenges.

The Department will work with the following advisory groups to finalize the state's ESSA plan, which will be submitted to the U.S. Department of Education this spring, with the hope of receiving approval prior to the start of the 2017-2018 school year.

Date	Meeting
December 5	Accountability Commission <i>(2017 meetings TBD)</i>
December 6-7	BESE Meetings
January 24	Nonpublic School Council
January 25	Special Education Advisory Panel
January 23-24	BESE Meetings
February 16	Superintendent's Advisory Council
March 7-8	BESE Meetings
March 29	Special Education Advisory Panel

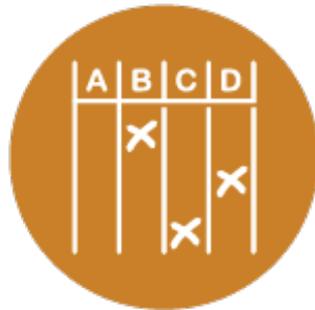
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State, District and School-Level Results

To view district and school report cards text “reportcard” to 99008.

Or click on one of the images below to access state, district and school level performance scores and school report cards.



SCHOOL
REPORT CARDS



SCHOOL
AND DISTRICT
PERFORMANCE
SCORES

Louisiana Believes

2016 District and School Performance Reports