

## Louisiana: 2013 Accountability Profile

### What new performance goal did Louisiana adopt after receiving waivers to *No Child Left Behind* requirements?

<b>Performance Goal</b> >	Louisiana kept the original <i>NCLB</i> goal that all students meet state standards in reading and mathematics by scoring at the proficient level or higher on state assessments by 2014.
<b>Grade Level</b>	<b>Measures (Approved for 2013)</b>
Elementary	State assessments: English/language arts, mathematics, science, social studies
Middle Grades	State assessments: English/language arts, mathematics, science, social studies Dropout Index
High	End-of-course exams: English II, English III, Algebra I, geometry, biology and American history Graduation Index Cohort graduation rate College and career readiness: ACT

### How will Louisiana measure school performance and student progress after receiving waivers?

In Louisiana, schools are now assigned letter grades (A-to-F) based on School Performance Scores derived from the state performance index. The School Performance Score (SPS) is based on a 150-point scale. An SPS score of 100 represents 100 percent proficiency for all students, and an SPS score of 150 demonstrates advanced proficiency for all students. SPS scores for the elementary and middle grades are based on achievement results and a Dropout Index for schools with grade 8. For high schools, SPS scores are based on end-of-course exams, average composite ACT scores, cohort graduation rates, and a graduation index.

Louisiana also will evaluate student progress by measuring the percent of students meeting annual targets. Each school has an SPS target, a reading and math performance target, and a progress/growth target for the lowest-performing 35 percent of students.

**Louisiana's School Performance Scores, 2013**

Grade Level	Achievement <sup>1</sup>	Graduation/Dropout Index	Cohort Graduation Rate			
K-5	English/language arts, math science and social studies <b>(100%)</b>					
K-8, 7-8	English/language arts, math, science and social studies <b>(95%)</b>	Dropout Index <sup>2</sup> (5%)				
9-12	End-of-course exams (25%) ACT <sup>3</sup> (25%)	Graduation Index <sup>4</sup> (25%)	Cohort Graduation Rate (25%)			
<b>Source:</b> Louisiana Department of Education — <a href="http://www.louisianabelieves.com/accountability/school-performance-scores">http://www.louisianabelieves.com/accountability/school-performance-scores</a> .		Total Available Points: 150				
		Letter-Grades Scale				
		A	B	C	D	F
		100 – 150	85 – 99.9	70 – 84.9	50 – 69.9	0 – 49.9

**Notes:** <sup>1</sup>Achievement results for elementary and middle grades are based on Louisiana Educational Assessment Program (LEAP) assessments and the Integrated Louisiana Educational Assessment Program (iLEAP). <sup>2</sup>The dropout index is measured by the dropout rate. <sup>3</sup>For high schools, the average composite ACT score is weighted in School Performance Scores. <sup>4</sup>The graduation index points are assigned based on college- and career-readiness performance of the graduating class.

## How will Louisiana identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

Louisiana will use School Performance Scores and a letter-grade system in order to identify its Reward, Focus and Priority Schools. All schools are eligible for Reward or Focus status, but only Title I schools<sup>1</sup> can be identified for Priority status. Keeping with the principles of flexibility, Louisiana developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	<p>High-performing schools are:</p> <ul style="list-style-type: none"> <li>Grade A schools that increase School Performance Score by 5 points or more in one year.</li> </ul> <p>High-progress schools are:</p> <ul style="list-style-type: none"> <li>B, C, D or F schools that meet or exceed the annual target for the lowest-performing 35 percent of students, or</li> <li>schools that increase the School Performance Score by 10 points or more in one year.</li> </ul>	<p>Financial rewards, public recognition</p> <p>High-progress schools also receive additional School Performance Score points.</p>	Reward Schools are identified annually.
Focus	<p>Schools that are:</p> <ul style="list-style-type: none"> <li>F schools not transferred to the state-run Recovery School District</li> <li>schools with a School Performance Score less than 50, or</li> <li>high schools with a graduation rate less than 60 percent</li> </ul>	Customized interventions aligned to turnaround principles and approved by a state agency	<p>Focus schools are identified annually, and schools are allowed to exit Focus School status when:</p> <ul style="list-style-type: none"> <li>schools increase the School Performance Score to 50 or higher for two consecutive years, and</li> <li>their letter grades increased above F.</li> </ul>
Priority	<p>Title I schools that are:</p> <ul style="list-style-type: none"> <li>among the lowest 5 percent of schools based on achievement of all students on state assessments, or</li> <li>D or F schools already transferred to the state-run Recovery School District (may include schools with less than 60 percent graduation rate or Tier I and Tier II SIG schools<sup>2</sup>)</li> </ul>	<p>Recovery School District oversees performance objectives and new operating structure</p> <p>Customized interventions aligned to turnaround principles</p>	<p>After five years, a school can choose to return to its former school district or remain with the Recovery School District if:</p> <ul style="list-style-type: none"> <li>the school has earned a School Performance Score of 53 for two consecutive years (out of 150 possible points on the scale).</li> </ul>

**Notes:** <sup>1</sup>Title I schools are those that receive federal monies to serve a large population of students from low-income families.

<sup>2</sup>Schools currently operating under a federal Student Improvement Grant (SIG).

**Source:** Louisiana ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/la.pdf>.

Source: Louisiana ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/la.pdf>.

- New performance goal, pg. 70
- Annual Measurable Objectives (AMOs), pg. 67
- Letter grades, pg. 50
- School Performance Scores, pg. 51
- Reward Schools, pg. 72
- Priority Schools entrance criteria, pg. 76
- Priority Schools exit criteria, pgs. 85-86
- Focus Schools entrance criteria, pg. 86
- Focus Schools exit criteria, pg. 92