

Current Policy

**Title 28
EDUCATION**

Part LXXXIII. Bulletin 111—The Louisiana School, District, and State Accountability System

Chapter 3. School Performance Score Component

§301. School Performance Score Goal

- A. A school performance score (SPS) shall be calculated for each school. This score shall range from 0.0 to 150.0.
- B. Each school shall receive its school performance scores under one site code regardless of its grade structure.
- 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.
 - 2. For K-8 schools, the school performance score will consist of an assessment index, dropout/credit accumulation index, and progress points.

| K-8 School Performance Score Indices and Weights | | |
|---|------------|-----------------|
| LEAP, iLEAP, EOC, and LAA 1 | 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 |

- 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.

| High School Performance Score Indices and Weights | | |
|---|------------------|-----------------|
| End of Course Tests, LAA 1 | 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 | 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 1 assessment shall not be included in the denominator of such calculation.

- 4. A combination school (a school with a grade configuration that includes a combination from both categories of schools, K-8 and 9-12), will receive a score from a weighted average of the SPS from the K-8 grades and the SPS from the 9-12 grades.
 - a. The K-8 SPS will be weighted by the number of students eligible to test during the spring test administration.
 - b. The 9-12 SPS will be weighted by the sum of:
 - i. assessment units from students who are initial testers for EOC + the students eligible to test ACT (students with EOC and ACT will count only one time);
 - ii. cohort graduation units from the number of members of the cohort used as the denominator in the graduation index calculation and the graduation rate (students in cohort will count only one time).
- 5. For schools with configurations that include grades 9-11, but do not have a grade 12, the school performance score will consist of the indices available.

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;
 - c. 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.

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).

Chapter 6. Graduation Cohort, Index, and Rate

§611. Documenting a Graduation Index

A. Beginning with academic year 2005-2006, all schools are required to maintain the following documentation if the corresponding exit code is used.

| Exit Code Documentation | | |
|-------------------------|--|---|
| Code | Descriptions | Required Documentation |
| 01 | Expelled | Due process documentation supporting expulsion. Students must be enrolled on October 1 of the following year. |
| 03 | Illness | Letter from a physician stating the student's date(s) of care written on the doctor office's letterhead with the doctor's original signature. Students must be enrolled on October 1 of the following year. |
| 04 | Graduate with Diploma | Official transcript showing successful completion of requirements along with records supporting any academic or career/technical endorsements. |
| 05 | GED only | LDE confirmation document and entry/exit in SIS. |
| 06 | Certificate of Achievement (Special Education) | Official transcript showing successful completion of requirements |
| 07 | Death (of student) or permanent incapacitation | Letter from parent or obituary. |
| 08 | Transferred to another public school within district | SIS (Student Information System) record indicating transfer. |
| 09 | Transferred to another public school within Louisiana | SIS record indicating transfer. |
| 10 | Transferred out of state or country | Request for records from the receiving school (out of state). Request for records or a statement signed by the parent. Documentation proving a student was a foreign exchange student. |
| 12 | Transferred to Correctional Institution | SIS record indicating transfer. |
| 13 | Transferred to Vocational Technical School | SIS record indicating transfer. |
| 14 | Transferred to non-public school (must award high school diplomas) | Request for records from the receiving school |

| Exit Code Documentation | | |
|-------------------------|---|--|
| Code | Descriptions | Required Documentation |
| 15 | Exit from grade for reassignment to another grade | Test results, summer school grades or similar forms located in the student's cumulative records supporting the grade change |
| 16 | Transferred to home study/in-school Private Schooling | LDE Approval letter |
| 19 | Exit from non-mandatory program | Documentation of participation in specific program. |
| 20 | Transferred to Early College Admissions Program | School withdrawal form and request for records from the College or University and proof of full-time enrollment in an academic program |
| 22 | Options Program Completer: GED and Industry Based Certificate | STS and/or CATE (Career and Technical Education) record |
| 24 | Options Program Completer: Industry Based Certification | STS and/or CATE record |
| 27 | Exit under SBESE Academic School Choice Policy | SIS record indicating transfer. |
| 28 | Exit under SBESE Unsafe School Choice Policy | SIS record indicating transfer. |
| 34 | Correctional Institution/State Custody (ages 17 and above)* | SIS record indicating transfer. |
| 35 | Transferred to LEA monitored Adult Education to pursue GED | SIS record indicating transfer. |
| 36 | Completer: Skills Certificate Only | SIS record and documentation of certificate earned |
| 40 | Transferred under Student Scholarship for Excellence within student's district of residence | SIS record indicating transfer. |
| 41 | Transferred under Student Scholarship for Excellence in a district other than the student's district of residence | SIS record indicating transfer. |
| 42 | Transferred under Student Scholarship for Excellence to a non-public school | SIS record indicating transfer. |

- B. Valid alternate documentation that provides sufficient justification for the use of an exit code is allowable.
- C. Schools without sufficient documentation to support exit codes are subject to the actions described in Chapter 41.
- D. Schools shall maintain documentation that supports exit codes for at least four years after the data has been used in School Performance Scores.
- E. The authenticity of exit code documentation is determined by the LDE.

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).