

**Current Policy**

**Title 28  
EDUCATION**

**Board of Elementary and Secondary Education**

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

(LAC 28:XI.607, 709, and 901).

In accordance with R.S. 49:950, et seq., the Administrative Procedure Act, notice is hereby given that the Board of Elementary and Secondary Education (BESE) approved for advertisement revisions to *Bulletin 111—The Louisiana School, District, and State Accountability System*: §607. Pairing/Sharing of Schools with Insufficient Test Data; §709. Failing the Subgroup Component; and §901.

**EDUCATION**

**Part XI. Accountability/Testing**

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

**Chapter 6. Inclusion in Accountability**

**§607. Pairing/Sharing of Schools with Insufficient Test Data  
[Formerly §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 §605.

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. 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.

F. Requirements for the number of test/graduation index units shall be the sum of the units used to calculate the school's SPS (see §605).

G. 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.

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 44:453 (March 2018).

**§709. Calculating a Strength of Diploma Index  
[Formerly §613]**

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

<b>Student Result</b>	<b>Points</b>
HS Diploma plus Associate’s Degree	160
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, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points.	75
Six-year graduate with any diploma	50
HiSET plus Jump Start credential	40
HiSET	25

Student Result	Points
Non-graduate without HiSET	0

B. 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 (IBCs) will be included as basic statewide credentials.

2. A credential must be earned no later than August 31 following on-time graduation.

C.1. 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. 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 44:455 (March 2018).

## Chapter 9. Urgent Intervention and Comprehensive Intervention

### §901. Subgroup Performance

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;
- e. homeless; and
- f. military-affiliated.

2. In order to receive a subgroup performance score, a school must have in the subgroup a minimum of 10 students included in each graduation, dropout credit, and ACT index and 40 units in each assessment and progress index included in the school's overall school performance score calculation.

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:456 (March 2018).