

NOTICE OF INTENT
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

School, District, and State Accountability
(LAC 28:XI.305, 1700, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1901, 1903, 1905, 1907, 3501, 3502, 3503, 3509, 3511, 3513, 3515, 4003)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education proposes to amend LAC 28:XI in *Bulletin 111—The Louisiana School, District, and State Accountability System*. The proposed revisions amend and adopt a comprehensive update to Louisiana’s current K-12 accountability system. The new accountability system is an effort to simplify accountability reporting, increase rigor and transparency, and is strongly influenced by the college and career readiness definition. The formula and calculations focus on indicators for student growth, academic proficiency, and acceleration for career, college, and service readiness.

Title 28

Education

Part XI. Accountability/Testing

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

Chapter 3. School Performance Score Component

§305. Transition from 2017-2018 to 2024-2025 SPS Release

A. Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be as follows:

Beginning in 2017-2018 (2018 SPS) and through 2024-2025 (2025 SPS)	
School Performance Score	Letter Grade
90.0-150.0	A
75.0-89.9	B
60.0-74.9	C
50.0-59.9	D
0-49.9	F

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:447 (March 2018), LR 48:997 (April 2022), LR 50:

Chapter 17. The School and District Accountability System

§1700. Transition to Revised Accountability System and Calculation

A. Beginning with the 2025-2026 school year (2026 SPS), the accountability system in this Chapter shall be used, and Chapters 3, 4, 5, 6, 7, and 8 of this Part shall cease to be effective.

1. The LDOE shall calculate a comparison score showing a school or district performance using the methodology in place in the prior year and shall make this information available on the department website.

B. Effective with the adoption of Chapters 17 and 19 of this Part and continuing until the release of the 2026 SPS, the LDOE shall, using already available data, simulate and make available to school systems annual results calculated for information purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1701. School Grades and Indicators

A. The annual report shall identify schools as having earned one of the following grades:

1. A—produces excellent student achievement and progress.
2. B—produces above average student achievement and progress.
3. C—produces satisfactory student achievement and progress.
4. D—produces less than satisfactory student achievement and progress.
5. F—fails to produce adequate student achievement and progress.

B. Designation of School Grades. A school grade shall be calculated for each school that has students who are enrolled in the school for the full academic year and are in a tested subject or grade on the state annual accountability assessment.

1. Exception. A school shall not earn a school grade if the number of students meeting the full academic year definition is fewer than 15 to ensure accuracy and to prevent the unlawful release of personally identifiable student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

2. A school shall test all students. Students who should otherwise be included in the assessment shall be entered as a 0 in the numerator and counted in the denominator.

3. Each school shall earn a school performance score under one site code regardless of the grade structure of the school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1703. Indicators Contributing to School Grades

A. A school grade shall be based on a combination of indicators in accordance with this Chapter for the percentage of students:

1. scoring at proficient or higher on the state accountability assessment for all students in reading/ELA;

2. scoring at proficient or higher on the state accountability assessment for all students in mathematics;
 3. scoring at proficient or higher on the state accountability assessment for all students in social studies;
 4. scoring at proficient or higher on the state accountability assessment for all students in science;
 5. making growth in reading/ELA in accordance with this Chapter;
 6. making growth in mathematics in accordance with this Chapter;
 7. making growth, for the lowest performing 25 percent of students, on the state annual accountability assessment in reading/ELA in accordance with this Chapter;
 8. making growth, for the lowest performing 25 percent of students, on the state annual accountability assessment in mathematics in accordance with this Chapter;
 9. who are English learners making progress or achieving proficiency on an English language acquisition assessment in accordance with this Part.
- B. A school grade for high schools shall also be based on the percentage of cohort members:
1. earning a standard high school diploma in four years in accordance with §1709 of this Chapter;
 2. scoring ready to meet post-secondary goals in accordance with §1711 of this Chapter;
 3. scoring ready and earning a recognized credential of quality in accordance with §1713 of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1705. Aggregating Indicators to Determine School Grades

- A. The LDOE shall assign school grades based on the indicators with available data at the school.
1. Each indicator carries equal weight in the overall calculation.
 2. Schools will earn 0-100 points for each indicator where one point is awarded for each percentage of students.
 3. Points are aggregated to determine the overall percentage of points earned.
- B. School Grade Points. The LDOE shall set three scales for elementary, high school, and districts and shall issue cut scores for A, B, C, D, and F. The high school scale shall apply to any schools having a cohort graduation rate as an indicator. All other schools shall utilize the elementary school scale.
- C. Initial Grading Scale. Upon release of the 2024 SPS, the LDOE shall set three scales for elementary, high school, and districts and shall issue cut scores for A, B, C, D, and F under the revised accountability formula using 2024 SPS data pursuant to Chapter 3 of this Part. Such cut scores shall be used in transitional results issued in 2024 and 2025 and shall remain in effect for the 2026 SPS calculation. The initial scale shall be set utilizing simulation of available data from the 2024 SPS such that the initial percentages of school grades earned are no more than:
1. 10 percent—A;
 2. 20 percent—B;
 3. 40 percent—C;
 4. 20 percent—D; and
 5. 10 percent—F.
- D. Automatic Grading Scale Increase. In any year in which 50 percent or more of schools or districts on a scale earn a grade of A or B, the scale required to earn a school grade shall be raised by five percent for the following year. Such increases shall continue until the scale reaches:
1. 90 – 100 = A,
 2. 80 – 89 = B,
 3. 70 – 79 = C,
 4. 60 – 69 = D, and
 5. 0 – 59 = F.
- E. School Recognition. The LDOE shall develop school awards for schools that improve at least one school grade level or earn a school grade of A.
1. The Value Added Growth Award recognizes schools in the 90th percentile for growth in reading/ELA, mathematics, science, or social studies.
 2. The LDOE shall also provide for a Top Gains/Growth Award that recognizes schools with exceptional growth.
- F. District Grades. The annual report shall include a district grade calculated using the student population of the district, which follows the same method used for calculating a school grade.
- G. Incentive Points. A school that establishes, maintains, or expands a foreign language immersion program or proceeds to earn or maintain certification of a foreign language immersion program in accordance with R.S. 17:273.2 shall have one point added to the final calculation, which would be the equivalent of one point in each of the school indices.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1707. Student Growth Methodology

- A. The growth score for each subject shall include all students enrolled in the school for the current full academic year with scores on the annual state accountability assessment in the current and prior years for a subject.
- B. A school earns credit for growth in a subject for each student who, on the annual state accountability assessment:

1. increases at least one achievement level in the subject;
2. scored below the mastery achievement level in the subject for the prior year and advances from a subcategory within basic, approaching basic, or unsatisfactory achievement levels to a higher level in the current year. The subcategory is determined by dividing the scale of each achievement level into two equal parts;
3. for a given subject area, scored at the mastery achievement level in both the prior year and the current year and earns a scaled score greater in the current year than in the prior year;
4. scores at the advanced achievement level in the current year.

C. For reading/ELA and mathematics, students measured as scoring in the lowest-performing 25 percent based on prior year scores on the annual state accountability assessment and with full year enrollment in the school for the current academic year shall comprise the additional reading/ELA and mathematics growth groups.

D. For students taking a first LEAP 2025 assessment in high school in a subject area, the eighth grade assessment taken in the same subject will be used as the prior-year assessment for determining growth. For each year since the prior assessment, the student shall grow by one achievement subcategory in the current year. If the student scored at mastery in eighth grade, the student must improve one scale point per year since the prior test. The high school assessment need not be taken in the school year directly following the examination counted as the prior-year assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1709. Cohort Graduation Rate Methodology

A. A cohort of students is all students who entered ninth grade for the first time in the state of Louisiana in a given academic year.

B. Each cohort of students is tracked for four years, from entry as first-time ninth graders through four academic years. Transitional ninth grade students will automatically enter the first-time ninth grade cohort in the academic year following enrollment in transitional ninth grade.

C. Students who exit the Louisiana student information system (SIS) in fewer than four years for legitimate reasons shall not be included in the cohort graduation rate calculation.

1. Students shall only be considered legitimate leavers from a cohort under the following circumstances:

- a. transfer from Louisiana K-12 public education to another diploma-awarding school or program;
- b. emigration to another country; or
- c. death.

2. Specific documentation is required for students to be considered legitimate leavers as follows:

a. Transfer out of state or country shall require a request for records from the receiving out-of-state school, a statement written and signed by the parent/guardian, or proof of enrollment as a foreign exchange student.

b. Transfer to an approved nonpublic school which awards high school diplomas shall require a request for records from the receiving nonpublic school or a statement written and signed by the parent/guardian.

c. Transfer to an early college admissions program in accordance with LAC 28:LCXV.2329 shall require submission of a school withdrawal form, request for records from the college or university, and verification of full-time enrollment in an academic program.

d. The only acceptable documentation for transfers to out-of-state or approved nonpublic diploma-awarding schools is a request from the qualifying school or program, a letter from an official in the receiving school or program verifying student enrollment, or a note written and signed by the parent/guardian including a reason for exit that confirms the exit type used to remove the student from enrollment.

e. Documentation for a student transfer to home school is an official approval document from LDOE dated before October 1 following the student exit from the Louisiana SIS except where the student is not yet in the final school year of the cohort for on-time graduation.

f. In the final year of the cohort for on-time graduation, documentation for a student transfer to home school is an official approval document from LDOE dated before October 1 of the beginning of the school year in which the cohort is scheduled to graduate.

g. Emigration to another country must be documented with a statement signed by a parent/guardian, a request for student records, or an approved application for participation in a foreign exchange program which verifies dates of enrollment.

h. Sufficient documentation for a deceased student is an obituary or letter from the parent/guardian.

3. The LDOE shall maintain and post on the department website a list of schools that are considered non-diploma awarding.

4. A school is classified as non-diploma awarding when the school:

- a. awards fewer than five regular diplomas per academic year for two consecutive years; or
- b. enrolls fewer than ten twelfth grade students for a full academic year for two consecutive years.

c. The LDOE may grant exceptions to this requirement for new schools and schools with small populations upon district request when the department has determined that no circumvention of accountability consequences will occur. The district is responsible for providing any data requested by the LDOE.

D. A student exited from a school or LEA using a code other than legitimate leaver codes or those codes indicating completion of a high school course of study must subsequently appear in the Louisiana SIS or the student shall be considered a dropout from the state, LEA, and school.

E. Students with no high school records in the Louisiana SIS who transfer from a home school, nonpublic school, or another state into a Louisiana school on or before October 1 of the eleventh grade year will enter the on-time cohort at the assigned grade level of the student. Students with existing Louisiana public high school records will re-enter the original cohort.

F. Students transferring within the Louisiana public school system will remain in the same cohort.

1. Students transferring within an LEA on or before October 1 of the cohort fourth year will be included in the calculation of the graduation indicator at the school into which the student transferred and completed the fourth year of high school.

2. Students who exit a high school for more than 45 calendar days during the fourth year shall not be included in the high school graduation cohort calculation for that school.

G. Students who graduate or complete high school in fewer than four years will be included in the cohort in which the student entered ninth grade.

H. A student who exits K-12 education to enter a school or program that does not award a state-recognized high school diploma shall be considered a dropout in graduation cohort calculations.

I. For students who exit and have no subsequent enrollment in a school, the school of last record will be the school that sent a valid request for student records to the school that applied the exit code.

1. If the last exit from enrollment is for expulsion, exit code 01, the request for records will not be used to determine the last school of record. The last school of enrollment shall be used.

J. All students, excluding those defined as legitimate leavers in Subsection C of this Section, regardless of entry or exit dates, are included in the state-level cohort.

K. A student assessed using the LEAP Connect shall be included in the graduation rate calculation for the year in which the student graduates or the year in which the student exits after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. A student who is not exited will be counted in the year that the student reaches the age of twenty-two.

L. Record Maintenance. Schools shall maintain documentation that supports exit codes for at least four years after the data has been used in school performance scores.

1. Schools without sufficient documentation to support exit codes are subject to action by LDOE in accordance with Chapter 41 of this Part.

2. The authenticity of exit code documentation is determined by the LDOE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1711. Nationally Recognized Assessment Indicator

A. The nationally recognized assessment indicator is determined by the percent of cohort members meeting the ready benchmark.

B. Students earn one or more of the following:

1. ACT composite score consistent with the TOPS ACT requirement in R.S. 17:5024, but not lower than a score of 20; or
2. Classical Learning Test score of 67 or higher; or
3. SAT score of 1040 or higher; or
4. WorkKeys score of Gold; or
5. ASVAB AFQT of 59 or higher.

C. For a student on the university diploma pathway to earn credit in accordance with Subsection B of this Section, the student shall have taken the ACT, SAT, or CLT.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1713. Acceleration Indicator

A. Louisiana acknowledges multiple pathways to demonstrate college, career, or service readiness. The acceleration indicator shall be the percentage of cohort members determined to be college and career ready and having earned a credential in accordance with this Chapter.

B. The acceleration indicator is determined by the percent of students meeting the requirements of this Section.

C. The denominator for the acceleration indicator shall be the same as the graduation cohort in accordance with §1709 of this Chapter.

D. Quality of college readiness is demonstrated by earning a college-ready score in accordance with §1711 of this Chapter and minimum score requirements as follows:

1. minimum of six college credits with a grade of C or better in one or more academic dual enrollment courses;
2. score of 3 or higher on an AP exam;
3. score of 4 or more on the IB exam;
4. ACT mathematics sub-score of 25 or higher or SAT mathematics sub-score of 590 or higher;
5. ACT English sub-score of 26 or higher or SAT Writing and Language score of 33 or higher; or
6. Three CLEP exams with course enrollment and a minimum score recognized by the Louisiana Board of Regents flagship university for college credit.

E. Quality of career readiness shall be demonstrated by completion of one or more of the following:

1. two years of fully aligned Fast Forward registered apprenticeship; or
2. industry based credential (IBC) or bundle of credentials determined to be of high value by the Louisiana Workforce Commission in addition to completion of a work-based learning experience in accordance with LAC 28: CXV.3113; or
3. certificate of technical studies in a high wage, high demand industry.

F. For any school in which 25 percent of the students earning acceleration credit through the provisions of Subsection E of this Section complete a work-based learning experience, the school shall earn a base of five percent to be added to the acceleration indicator.

1. In each year after the 2026 SPS, the percentage of such students expected to complete a work-based learning experience shall increase by five percent until the requirement equals 65 percent of career acceleration students.

2. A score of no more than 100 may be earned for the indicator.

3. Students satisfying the career acceleration requirement through a certificate of technical studies or a registered apprenticeship shall be considered to have completed a work-based learning experience.

G. Readiness for military service shall be demonstrated by one or more of the following:

1. a signed letter of commitment to military service; or

2. acceptance to a military service academy.

H. Pursuant to federal ESSA regulations, HiSET may not be included in the adjusted cohort graduation rate. The LDOE shall engage with the Louisiana Workforce Commission and Louisiana Community and Technical College System to identify appropriate basic IBC bundles to recognize within the acceleration indicator for students earning a HiSET.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1715. Report Card

A. The state report card shall provide information to assist schools, school systems, and the public to focus resources and support to increase student achievement.

B. The LDOE shall annually publish, on the department website, a report of the statewide accountability program and student achievement in the state, districts, and public schools.

C. Report cards shall include, without limitation, the following information:

1. state, school, and district grade;

2. scores and an explanation of performance under each indicator in the formula;

3. value-added score;

4. descriptions of performance of all schools participating in the assessment program and all major student populations as determined by LDOE; and

5. information regarding school improvement.

D. The provisions of FERPA, 20 U.S.C.S 1232g, and Louisiana statutes pertaining to student records shall be applicable.

E. The school/district shall provide the school report card to each parent/guardian no later than one month after its release each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

Chapter 19. Inclusion in Accountability

§1901. State Assessments and Accountability

A. Schools shall have a minimum of fifteen full academic year students in one of the indices in accordance with Chapter 17 of this Part in order to receive a score.

B. Any indicator with fewer than fifteen students shall not contribute to a school or district score.

C. Louisiana students in third through eighth grade shall participate in at least one of the following state assessments on an annual basis:

1. LEAP; or

2. LEAP Connect.

D. Louisiana students in ninth through twelfth grades will participate in at least one of the following state assessments:

1. high school LEAP 2025, when the student is enrolled in the course for which a test is available;

2. LEAP Connect alternate assessment; or

3. ACT in eleventh or twelfth grade.

E. All students who are English learners shall annually take the Louisiana English Language Proficiency Test (ELPT) assessment or the ELPT Connect in addition to the associated state assessment for the grade in which the student is enrolled.

F. High school LEAP 2025 scores for repeaters in any subject shall not be included in high school SPS calculations except for middle school students who earn a score of unsatisfactory, approaching basic, or basic and retake the high school LEAP 2025 test.

G. Scores earned during an academic year by a student who transferred into the LEA after October 1 of the same academic year shall not be included in the SPS or subgroup performance score.

H. An ACT score of a twelfth grade student will count in only one accountability cycle.

I. A student completing the third year in a high school cohort must have taken the Algebra I, English I, biology, and civics assessments or LEAP Connect. A student not meeting this requirement will be assigned a score of zero and be counted as a non-participant in high school testing. All students must be included in the assessment cohort regardless of course enrollment, grade assignment, or program assignment.

J. English learners shall participate in all required academic assessments and the ELPT or, for qualifying students, ELPT Connect.

1. In the first year, academic assessment and ELPT scores will not be included in school performance score calculation as indicated by the application of an assigned accountability code and verification of first-year enrollment.

2. In the second year, ELA/reading and mathematics assessment scores will be included in the growth indicator only, and ELPT improvement will be included in the English learner indicator in accordance with §4003 of this Part.

3. In the third year, academic assessment will be included in both the proficiency and growth indicators, and ELPT improvement will be included in the English learner indicator for school performance score calculations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1903. Inclusion of Students

A. The test score of every student enrolled in any school in an LEA on October 1 of the academic year and who is eligible to take a test at a given school within the same LEA shall be included in the LEA district performance score (DPS).

B. The score of every student counted in the DPS will also be counted for SPS and subgroup performance at the school where the student was enrolled on February 1.

C. The score of high school LEAP 2025 tests taken in December will count in the SPS at the school where the student is enrolled for the test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1905. Inclusion of Students in Subgroup Performance

A. Students that meet the full academic year criteria, in accordance with this Section and §1903 of this Part shall be included in all subgroup performance score calculations.

1. A student that is a former English learner student for up to two years after no longer being considered an English language learner under state rules will not count toward the minimum n size for the EL subgroup.

2. A student that was previously identified as having a disability, but has exited IEP status within the past two years, will not count toward the minimum n size for the students with disabilities subgroup.

3. The LDOE shall, as appropriate, identify additional student subgroups for which to publish data regarding student performance beyond subgroups required by federal law, including, but not limited to, Section 504 students.

B. Calculating the school performance score shall be determined as follows:

1. The alternate academic achievement standards for students participating in LEAP Connect will be used, provided that the percentage of students assessed using the LEAP Connect at the district level does not exceed 1.0 percent of all students in the grades assessed.

2. If the district exceeds the 1.0 percent cap, the district shall request a waiver. The students exceeding the cap shall be assigned a 0 on the assessment and be considered non-proficient if the district fails to request the waiver or if the requested waiver is denied due to the LDOE determination that ineligible students were administered LEAP Connect.

3. When calculating the 1.0 percent cap for alternate assessment purposes, all decimals in results shall be rounded to the next highest whole number.

C. Students participating in LEAP Connect shall be included in the students with disabilities subgroup.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1907. Pairing/Sharing of Schools with Insufficient Test Data

A. A school with at least one testing grade, considered as third through eleventh grades, will receive an SPS based only on its own student data provided that the school meets the requirements of LAC 28:XI.1901.

B. Any school which includes kindergarten through second grades and does not have sufficient data to receive a reading/ELA, mathematics, science, and social studies indicator shall be paired with the school to which the majority of the second grade students will be enrolled for third grade for the purposes of receiving the school third grade assessment results for contribution to the reading/ELA, mathematics, science, and social studies indicators.

C. A school enrolling only twelfth grade students will be awarded an SPS based on shared data from a school or schools containing ninth through eleventh grades from which the majority of students are enrolled. The sharing calculation shall define the cohort that will provide the starting roster on which the graduation indicator will be based.

D. A district must identify the school where each of the non-standard schools shall be paired in order to facilitate proper sharing of data for reporting purposes in accordance with this Section. The paired school must be the school that receives by promotion the largest percentage of students from the non-standard school. If two schools receive an identical percentage of students from the non-standard school, or when there is no distinct feeder pattern, the district shall select the paired school.

E. If a school has too few test units to be a stand-alone school, the school may request to be considered stand-alone. The request shall be in writing to the LDOE from the LEA superintendent.

1. The school shall receive an SPS that is calculated solely on that school's data, despite the small number of test units.

2. The school forfeits the right to appeal an SPS and status based on minimum test unit counts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

Chapter 35. Inclusion of Alternative Education Schools and Students in Accountability

§3501. Alternative Education

[Formerly LAC 28:LXXXIII.3501]

A. – C.3.

D. Final accountability results shall be issued by the fall semester of each year and all accountability reports will reflect the configuration of the alternative school as it existed the prior spring semester.

E. A combination alternative school is a school with a grade configuration that includes a combination from both categories of schools, K-8 and 9-12, and as such will receive a score from a weighted average of the SPS from the K-8 grades and the SPS from the 9-12 grades.

1. The K-8 SPS will be weighted by the number of students eligible to test during the spring test administration.
2. The 9-12 SPS will be weighted by the sum of assessment units from students who are initial testers for high school LEAP 2025 plus the students eligible to take the ACT. Students with high school LEAP 2025 and ACT will count only one time.

F. For alternative schools with configurations that include ninth through eleventh grades, but do not have a twelfth grade, the school performance score will consist of the indices available.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:10.1, 17:416, and 17:416.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:472 (March 2013), amended LR 45:396 (March 2019), LR 50:

§3502. Transition from 2017-2018 to 2024-2025 SPS

A. Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be adjusted to allow schools time to respond to higher expectations in each index. In 2018, the minimum score required for an A, B, and C school letter grade will be lowered by 10 points as compared to the 2012-13 baseline grading scale. In 2024, the scales will partially increase by five points each.

B. By 2025 the scale will return to the 2013 baseline ranges as detailed below:

1. For the 2023-2024 school year (2024 SPS), the SPS and letter grade will be:
 - a. 95.0-150 = A
 - b. 80.0-94.9 = B
 - c. 65.0-79.9 = C
 - d. 50.0-64.9 = D
 - e. 0-49.9 = F
2. For the 2024-2025 school year (2025 SPS) and beyond, the SPS and letter grade will be:
 - a. 100-150 = A
 - b. 85.0-99.9 = B
 - c. 70.0-84.9 = C
 - d. 50.0-69.9 = D
 - e. 0-49.9 = F

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

**§3503. Alternative Schools Including Alternative Charter Schools
[Formerly LAC 28:LXXXIII.3503]**

A. – D.2.

...

3. – 8.e. ...

9. Repealed.

E. Beginning in the 2017-2018 school year (2016-2017 cohort), points shall be assigned for each member of a cohort according to the student results. To earn points for an AP/IB course, students must take the AP/IB exam and pass the course.

1. 160 points will be earned for a student earning a high school diploma plus either an associate's degree or both a. and b. in Paragraph 2 of this Subsection.

2. 150 points will be earned for a student earning a high school diploma plus one of the following:

- 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.

3. 115 points will be earned for a student earning a high school diploma and both a. and b. in Paragraph 4 of this Subsection.

4. 110 points will be earned for a student earning a high school diploma plus one of the following:

a. At least one passing course grade for TOPS core curriculum credit earned as AP, college credit, dual enrollment, or IB;
or

b. Basic statewide Jump Start credential.

5. 100 points will be earned for a student earning a high school diploma, including a student earning a career diploma with a regional Jump Start credential.

6. 40 points will be earned for a student earning a HiSET plus a Jump Start credential.

7. 25 points will be earned for a student earning a HiSET.

8. 0 points will be earned for a non-graduate without a HiSET.

F. Carnegie units earned in summer school after transitional ninth or traditional ninth grade will not be included.

G. Students who are considered dropouts in transitional ninth or traditional ninth grade based on SIS records shall be included in the calculation and earn zero points.

H. Students who are completing their third year in eighth grade shall be included in the calculation and earn zero points.

I. For students pursuing a Jump Start diploma pathway and participating in LEAP Connect, applied courses and course experiences shall count as a unit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended 31:423 (February 2005), LR 34:868 (May 2008), LR 35:1472 (August 2009), LR 37:2119 (July 2011), LR 37:3202 (November 2011), LR 38:1213 (May 2012), LR 39:472 (March 2013), LR 40:2240 (November 2014), LR 45:396 (March 2019), LR 47:449 (April 2021), LR 49:242 (February 2023), LR 50:

§3509. Calculating an Elementary/Middle School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for ELA and math LEAP 2025 assessments as follows.

B. For students scoring unsatisfactory, approaching basic, or basic in the prior school year, the progress index will award 150 points for each ELA and math score meeting or exceeding the growth to mastery target set by the LDOE.

1. The growth to mastery target will be calculated by adding to the prior year scaled score the difference between the eighth grade scaled score required for mastery (750) and the prior year assessment scaled score divided by the number of years for the student to reach eighth grade, prior-year grade 8. For students with prior-year grade 7, the growth to mastery target is a score of mastery.

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

C. For students scoring mastery on the prior year assessment, the progress index will award 150 points for meeting or exceeding the continued growth target.

1. The continued growth target will be calculated by adding to the prior-year scaled score the difference between the eighth grade scaled score required for advanced, 794 in ELA and 801 in math, and the prior-year assessment scaled score divided by the number of years for the student to reach eighth grade, prior-year grade 8. For students with prior-year grade 7, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current year, the target is advanced.

D. A score of advanced in the current year will be awarded 150 points in the progress index.

E. If a student does not earn 150 points in Subsections A.-D. of this Section, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, Section 504 status, suspensions, mobility, and absences to calculate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in third through twelfth grades. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement score and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history, then the result would be positive. In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student growth results in the same subject area in ELA or math and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded for student growth percentiles as follows.

a. 80-99th percentile—150 points;

b. 60-79th percentile—115 points;

c. 40-59th percentile—85 points;

d. 20-39th percentile—25 points;

e. 1-19th percentile—0 points.

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

F. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 19 and who have eligible LEAP 2025 assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index if any of the following are true:

1. student did not take the ELA or math assessment, or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;

5. assessment results for current and prior year are not sequential. Assessment results that are for 3rd grade tests in both the current and prior year are excluded;

6. insufficient numbers of comparable students for valid calculations within the value-added model.

G. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation.

H. If the high school LEAP 2025 result earned by students at a middle school is transferred, or banked, to the high school, the progress index result for the relevant assessment will also be transferred.

I. When considering prior academic achievement up to three years in the value-added model, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3511. Calculating a High School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for Algebra I, geometry, English I, and English II assessments as follows.

B. Progress is measured between a student's eighth grade ELA and math assessments and the LEAP 2025 ELA and math assessments for Algebra I, geometry, English I, and English II.

1. If a student took only the high school LEAP 2025 assessment in middle school, the middle school progress index results will carry forward to the high school.

2. Retests will not be counted in the progress index.

C. For students scoring unsatisfactory, approaching basic, or basic on the baseline assessment, the progress index will award 150 points for each English and math score meeting or exceeding the growth to mastery target.

1. The growth to mastery target for students taking their first high school LEAP 2025 assessment in a content area will be calculated by adding to the baseline scaled score the difference between the scaled score required for mastery (750) and the baseline scaled score divided by two. The growth to mastery target for students taking their second high school LEAP 2025 in a content area will be mastery (750).

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the baseline scaled score.

D. For students scoring mastery on the baseline assessment, the progress index will award 150 points for meeting or exceeding the "continued growth" target.

1. The continued growth target will be calculated by adding to the baseline scaled score the difference between the English II and geometry scores required for advanced and the prior year assessment scaled score divided by two. For students taking their second high school LEAP 2025 in a content area, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point about the baseline scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current assessment, the target is advanced.

E. A score of advanced in the current year will be awarded 150 points in the progress index.

F. If a student does not earn 150 points in Subsections A.-E. of this Section, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of alternative school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, Section 504 status, suspensions, mobility, and absences to estimate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in third through twelfth grades. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history, then the result would be positive. In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student residuals in the same subject area of ELA or math and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded for student growth percentiles as follows.

a. 80-99th percentile—150 points;

b. 60-79th percentile—115 points;

c. 40-59th percentile—85 points;

d. 20-39th percentile—25 points;

e. 1-19th percentile—0 points.

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

G. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 19 and have eligible LEAP 2025 assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index if any of the following are true:

1. student did not take the ELA or math assessment or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests. The value-added model uses tests in all contents available to analyze any given content;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;
5. insufficient numbers of comparable students for valid calculations within the value-added model;
6. student is dually enrolled in Algebra I and geometry courses (applies to geometry only).

H. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.
2. All students who meet the inclusion rules at an alternative school for each individual school year will be included in the combined calculation.

I. When considering prior academic achievement up to three years in the value-added models, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3513. Interests and Opportunities Index Components

A. Beginning with the 2022-2023 school year (2023 SPS), alternative K-8 schools and high schools will select from a list of approved domains and associated interests and opportunities indicators that will serve as the basis for the interests and opportunities index calculation.

B. *Domains* are defined as a broad group of offerings related to student interests. Beginning with the 2022-2023 school year (2023 SPS), the following domains shall be applicable to the interests and opportunities index calculation:

1. the arts;
2. extracurricular activities;
3. STEM (science, technology, engineering, and math); and
4. world languages.

C. *Interests and Opportunities Indicators* are defined as specific measures that capture the extent to which a school is advancing student interests and opportunities. For purposes of the interests and opportunities index, alternative K-8 schools and high schools shall select four total indicators. These indicators shall be associated with at least two different domains.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3515. Calculating a Course Enrollment Score

A. The course enrollment component will be calculated for an alternative school enrolling students in grades K-8 based on course enrollment as reported to the LDOE.

B. The course enrollment score is defined as the percent of kindergarten through eighth grade students enrolled in physical education courses, visual arts courses, performing arts courses, and of fourth through eighth grade students enrolled in world language courses.

C. The LDOE will publish a list of course codes for each category.

D. To calculate the numerator, sum the following based on student enrollment as of October 1:

1. total K-8 students enrolled in physical education and/or health courses;
2. total K-8 students enrolled in visual arts courses;
3. total K-8 students enrolled in performing arts courses; and
4. total K-8 students enrolled in world language courses.

E. To calculate the denominator, sum the following:

1. total K-8 students enrolled as of October 1, multiplied by 3; and
2. total 4-8 students enrolled as of October 1.

F. Divide the numerator by the denominator and multiply the result by 75. The final score cannot exceed 150.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

Chapter 40. English Proficiency for English Learners

§4003. English Language Proficiency Progress

A. For measuring progress on the ELPT assessment, the overall proficiency scores will be organized into the following levels:

1. emerging—all domain scores are one or two;
2. progressing 1—at least one domain score of three and the lowest domain score is one;
3. progressing 2—at least one domain score of three and the lowest domain score is two;
4. progressing 3—at least one domain score of three and the lowest domain score is three; and
5. transitioning—all domain scores are four or five.

B. Each English learner expected trajectory to proficiency will be determined as follows.

1. The initial proficiency level for each English learner will be determined based on the ELPT or ELPT Connect assessment results from the school year in which the student was first enrolled in a Louisiana public school and participated in the ELPT assessment.

2. If a student exits the United States for one or more school years following the initial ELPT or ELPT Connect assessment and later reenrolls in Louisiana, the student will be considered a new student for the purpose of determining the initial proficiency level.

3. For students first identified in prekindergarten through fifth grade, use the initial ELPT or ELPT Connect proficiency level and number of years identified as defined in the table below.

Trajectory to English Language Proficiency: Students First Identified in Grades PK-5				
Initial ELPT or ELPT Connect Proficiency Level	Year 2	Year 3	Year 4	Year 5 and Beyond
Emerging (E)	P1	P2	P3	T
Progressing 1 (P1)	P2	P3	T	T
Progressing 2 (P2)	P3	T	T	T
Progressing 3 (P3)	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A

4. For students first identified in sixth through twelfth grade, use the initial ELPT proficiency level and number of years identified as defined in the following table.

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT or ELPT Connect Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 and Beyond
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T
Progressing 3 (P3)	P3	T	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

5. An ELPT or ELPT Connect overall proficiency score exceeds the trajectory if the score is at least one level higher than expected and meets the trajectory if the score is the same level as expected based on the tables above.

C. For measuring progress on the ELPT Connect assessment, the overall proficiency scores will be organized into the following levels:

1. emerging—all domain scores are one or two;
2. progressing 1—at least one domain score of three and the lowest domain score is one;
3. progressing 2—at least one domain score of three and the lowest domain score is two;
4. progressing 3—at least three domain scores of three and the lowest domain score is two; and
5. transitioning—all domain scores are three or four.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 36:2244 (October 2010), LR 44:461 (March 2018), LR 50:

COMPARISON DOCUMENT

Title 28

Education

Part XI. Accountability/Testing

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

Chapter 3. School Performance Score Component

§305. Transition from 2017-2018 to 2024-2025 SPS Release

A. Beginning in the 2017-2018 school year (2018 SPS), the overall grading scale will be as follows: adjusted to allow schools time to respond to higher expectations in each index. In 2018, the minimum score required for an A, B, and C school letter grade will be lowered by 10 points as compared to the 2012-13 baseline grading scale. In 2024, the scales will partially increase by five points each, and by 2025 the scale will return to the 2013 baseline ranges as detailed below.

Beginning in 2017-2018 (2018 SPS) and through 2024-2025 (2025 SPS) 2022-2023 (2023 SPS)	
School Performance Score	Letter Grade
90.0-150.0	A
75.0-89.9	B
60.0-74.9	C
50.0-59.9	D
0-49.9	F

2023-2024 (2024 SPS)	
School Performance Score	Letter Grade
95.0-150	A
80.0-94.9	B
65.0-79.9	C
50.0-64.9	D
0-49.9	F

Beginning in 2024-2025 (2025 SPS) and Beyond	
School Performance Score	Letter Grade
100-150	A
85-99.9	B
70-84.9	C
50-69.9	D
0-49.9	F

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:447 (March 2018), LR 48:997 (April 2022), LR 50:

Chapter 17. The School and District Accountability System

§1700. Transition to Revised Accountability System and Calculation

A. Beginning with the 2025-2026 school year (2026 SPS), the accountability system in this Chapter shall be used, and Chapters 3, 4, 5, 6, 7, and 8 of this Part shall cease to be effective.

1. The LDOE shall calculate a comparison score showing a school or district performance using the methodology in place in the prior year and shall make this information available on the department website.

B. Effective with the adoption of Chapters 17 and 19 of this Part and continuing until the release of the 2026 SPS, the LDOE shall, using already available data, simulate and make available to school systems annual results calculated for information purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1701. School Grades and Indicators

A. The annual report shall identify schools as having earned one of the following grades:

1. A—produces excellent student achievement and progress.
2. B—produces above average student achievement and progress.
3. C—produces satisfactory student achievement and progress.
4. D—produces less than satisfactory student achievement and progress.
5. F—fails to produce adequate student achievement and progress.

B. Designation of School Grades. A school grade shall be calculated for each school that has students who are enrolled in the school for the full academic year and are in a tested subject or grade on the state annual accountability assessment.

1. Exception. A school shall not earn a school grade if the number of students meeting the full academic year definition is fewer than 15 to ensure accuracy and to prevent the unlawful release of personally identifiable student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

2. A school shall test all students. Students who should otherwise be included in the assessment shall be entered as a 0 in the numerator and counted in the denominator.

3. Each school shall earn a school performance score under one site code regardless of the grade structure of the school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1703. Indicators Contributing to School Grades

A. A school grade shall be based on a combination of indicators in accordance with this Chapter for the percentage of students:

1. scoring at proficient or higher on the state accountability assessment for all students in reading/ELA;
2. scoring at proficient or higher on the state accountability assessment for all students in mathematics;
3. scoring at proficient or higher on the state accountability assessment for all students in social studies;
4. scoring at proficient or higher on the state accountability assessment for all students in science;
5. making growth in reading/ELA in accordance with this Chapter;
6. making growth in mathematics in accordance with this Chapter;
7. making growth, for the lowest performing 25 percent of students, on the state annual accountability assessment in reading/ELA in accordance with this Chapter;
8. making growth, for the lowest performing 25 percent of students, on the state annual accountability assessment in mathematics in accordance with this Chapter;
9. who are English learners making progress or achieving proficiency on an English language acquisition assessment in accordance with this Part.

B. A school grade for high schools shall also be based on the percentage of cohort members:

1. earning a standard high school diploma in four years in accordance with §1709 of this Chapter;
2. scoring ready to meet post-secondary goals in accordance with §1711 of this Chapter;
3. scoring ready and earning a recognized credential of quality in accordance with §1713 of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1705. Aggregating Indicators to Determine School Grades

A. The LDOE shall assign school grades based on the indicators with available data at the school.

1. Each indicator carries equal weight in the overall calculation.

2. Schools will earn 0-100 points for each indicator where one point is awarded for each percentage of students.

3. Points are aggregated to determine the overall percentage of points earned.

B. School Grade Points. The LDOE shall set three scales for elementary, high school, and districts and shall issue cut scores for A, B, C, D, and F. The high school scale shall apply to any schools having a cohort graduation rate as an indicator. All other schools shall utilize the elementary school scale.

C. Initial Grading Scale. Upon release of the 2024 SPS, the LDOE shall set three scales for elementary, high school, and districts and shall issue cut scores for A, B, C, D, and F under the revised accountability formula using 2024 SPS data pursuant to Chapter 3 of this Part. Such cut scores shall be used in transitional results issued in 2024 and 2025 and shall remain in effect for the 2026 SPS calculation. The initial scale shall be set utilizing simulation of available data from the 2024 SPS such that the initial percentages of school grades earned are no more than:

1. 10 percent—A;

2. 20 percent—B;

3. 40 percent—C;

4. 20 percent—D; and

5. 10 percent—F.

D. Automatic Grading Scale Increase. In any year in which 50 percent or more of schools or districts on a scale earn a grade of A or B, the scale required to earn a school grade shall be raised by five percent for the following year. Such increases shall continue until the scale reaches:

1. 90 – 100 = A.

2. 80 – 89 = B.

3. 70 – 79 = C.

4. 60 – 69 = D, and

5. 0 – 59 = F.

E. School Recognition. The LDOE shall develop school awards for schools that improve at least one school grade level or earn a school grade of A.

1. The Value Added Growth Award recognizes schools in the 90th percentile for growth in reading/ELA, mathematics, science, or social studies.

2. The LDOE shall also provide for a Top Gains/Growth Award that recognizes schools with exceptional growth.

F. District Grades. The annual report shall include a district grade calculated using the student population of the district, which follows the same method used for calculating a school grade.

G. Incentive Points. A school that establishes, maintains, or expands a foreign language immersion program or proceeds to earn or maintain certification of a foreign language immersion program in accordance with R.S. 17:273.2 shall have one point added to the final calculation, which would be the equivalent of one point in each of the school indices.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1707. Student Growth Methodology

A. The growth score for each subject shall include all students enrolled in the school for the current full academic year with scores on the annual state accountability assessment in the current and prior years for a subject.

B. A school earns credit for growth in a subject for each student who, on the annual state accountability assessment:

1. increases at least one achievement level in the subject;

2. scored below the mastery achievement level in the subject for the prior year and advances from a subcategory within basic, approaching basic, or unsatisfactory achievement levels to a higher level in the current year. The subcategory is determined by dividing the scale of each achievement level into two equal parts;

3. for a given subject area, scored at the mastery achievement level in both the prior year and the current year and earns a scaled score greater in the current year than in the prior year;

4. scores at the advanced achievement level in the current year.

C. For reading/ELA and mathematics, students measured as scoring in the lowest-performing 25 percent based on prior year scores on the annual state accountability assessment and with full year enrollment in the school for the current academic year shall comprise the additional reading/ELA and mathematics growth groups.

D. For students taking a first LEAP 2025 assessment in high school in a subject area, the eighth grade assessment taken in the same subject will be used as the prior-year assessment for determining growth. For each year since the prior assessment, the student shall grow by one achievement subcategory in the current year. If the student scored at mastery in eighth grade, the student must improve one scale point per year since the prior test. The high school assessment need not be taken in the school year directly following the examination counted as the prior-year assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1709. Cohort Graduation Rate Methodology

A. A cohort of students is all students who entered ninth grade for the first time in the state of Louisiana in a given academic year.

B. Each cohort of students is tracked for four years, from entry as first-time ninth graders through four academic years. Transitional ninth grade students will automatically enter the first-time ninth grade cohort in the academic year following enrollment in transitional ninth grade.

C. Students who exit the Louisiana student information system (SIS) in fewer than four years for legitimate reasons shall not be included in the cohort graduation rate calculation.

1. Students shall only be considered legitimate leavers from a cohort under the following circumstances:

- a. transfer from Louisiana K-12 public education to another diploma awarding school or program;
- b. emigration to another country; or
- c. death.

2. Specific documentation is required for students to be considered legitimate leavers as follows:

a. Transfer out of state or country shall require a request for records from the receiving out-of-state school, a statement written and signed by the parent/guardian, or proof of enrollment as a foreign exchange student.

b. Transfer to an approved nonpublic school which awards high school diplomas shall require a request for records from the receiving nonpublic school or a statement written and signed by the parent/guardian.

c. Transfer to an early college admissions program in accordance with LAC 28:LCXV.2329 shall require submission of a school withdrawal form, request for records from the college or university, and verification of full-time enrollment in an academic program.

d. The only acceptable documentation for transfers to out-of-state or approved nonpublic diploma-awarding schools is a request from the qualifying school or program, a letter from an official in the receiving school or program verifying student enrollment, or a note written and signed by the parent/guardian including a reason for exit that confirms the exit type used to remove the student from enrollment.

e. Documentation for a student transfer to home school is an official approval document from LDOE dated before October 1 following the student exit from the Louisiana SIS except where the student is not yet in the final school year of the cohort for on-time graduation.

f. In the final year of the cohort for on-time graduation, documentation for a student transfer to home school is an official approval document from LDOE dated before October 1 of the beginning of the school year in which the cohort is scheduled to graduate.

g. Emigration to another country must be documented with a statement signed by a parent/guardian, a request for student records, or an approved application for participation in a foreign exchange program which verifies dates of enrollment.

h. Sufficient documentation for a deceased student is an obituary or letter from the parent/guardian.

3. The LDOE shall maintain and post on the department website a list of schools that are considered non-diploma awarding.

4. A school is classified as non-diploma awarding when the school:

- a. awards fewer than five regular diplomas per academic year for two consecutive years; or
- b. enrolls fewer than ten twelfth grade students for a full academic year for two consecutive years.

c. The LDOE may grant exceptions to this requirement for new schools and schools with small populations upon district request when the department has determined that no circumvention of accountability consequences will occur. The district is responsible for providing any data requested by the LDOE.

D. A student exited from a school or LEA using a code other than legitimate leaver codes or those codes indicating completion of a high school course of study must subsequently appear in the Louisiana SIS or the student shall be considered a dropout from the state, LEA, and school.

E. Students with no high school records in the Louisiana SIS who transfer from a home school, nonpublic school, or another state into a Louisiana school on or before October 1 of the eleventh grade year will enter the on-time cohort at the assigned grade level of the student. Students with existing Louisiana public high school records will re-enter the original cohort.

F. Students transferring within the Louisiana public school system will remain in the same cohort.

1. Students transferring within an LEA on or before October 1 of the cohort fourth year will be included in the calculation of the graduation indicator at the school into which the student transferred and completed the fourth year of high school.

2. Students who exit a high school for more than 45 calendar days during the fourth year shall not be included in the high school graduation cohort calculation for that school.

G. Students who graduate or complete high school in fewer than four years will be included in the cohort in which the student entered ninth grade.

H. A student who exits K-12 education to enter a school or program that does not award a state-recognized high school diploma shall be considered a dropout in graduation cohort calculations.

I. For students who exit and have no subsequent enrollment in a school, the school of last record will be the school that sent a valid request for student records to the school that applied the exit code.

1. If the last exit from enrollment is for expulsion, exit code 01, the request for records will not be used to determine the last school of record. The last school of enrollment shall be used.

J. All students, excluding those defined as legitimate leavers in Subsection C of this Section, regardless of entry or exit dates, are included in the state-level cohort.

K. A student assessed using the LEAP Connect shall be included in the graduation rate calculation for the year in which the student graduates or the year in which the student exits after at least four years in high school with no subsequent re-enrollment by October 1 of the following academic year. A student who is not exited will be counted in the year that the student reaches the age of twenty-two.

L. Record Maintenance. Schools shall maintain documentation that supports exit codes for at least four years after the data has been used in school performance scores.

1. Schools without sufficient documentation to support exit codes are subject to action by LDOE in accordance with Chapter 41 of this Part.

2. The authenticity of exit code documentation is determined by the LDOE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1711. Nationally Recognized Assessment Indicator

A. The nationally recognized assessment indicator is determined by the percent of cohort members meeting the ready benchmark.

B. Students earn one or more of the following:

1. ACT composite score consistent with the TOPS ACT requirement in R.S. 17:5024, but not lower than a score of 20; or
2. Classical Learning Test score of 67 or higher; or
3. SAT score of 1040 or higher; or
4. WorkKeys score of Gold; or
5. ASVAB AFQT of 59 or higher.

C. For a student on the university diploma pathway to earn credit in accordance with Subsection B of this Section, the student shall have taken the ACT, SAT, or CLT.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1713. Acceleration Indicator

A. Louisiana acknowledges multiple pathways to demonstrate college, career, or service readiness. The acceleration indicator shall be the percentage of cohort members determined to be college and career ready and having earned a credential in accordance with this Chapter.

B. The acceleration indicator is determined by the percent of students meeting the requirements of this Section.

C. The denominator for the acceleration indicator shall be the same as the graduation cohort in accordance with §1709 of this Chapter.

D. Quality of college readiness is demonstrated by earning a college-ready score in accordance with §1711 of this Chapter and minimum score requirements as follows:

1. minimum of six college credits with a grade of C or better in one or more academic dual enrollment courses;
2. score of 3 or higher on an AP exam;
3. score of 4 or more on the IB exam;
4. ACT mathematics sub-score of 25 or higher or SAT mathematics sub-score of 590 or higher;
5. ACT English sub-score of 26 or higher or SAT Writing and Language score of 33 or higher; or

6. Three CLEP exams with course enrollment and a minimum score recognized by the Louisiana Board of Regents flagship university for college credit.

E. Quality of career readiness shall be demonstrated by completion of one or more of the following:

1. two years of fully aligned Fast Forward registered apprenticeship; or
2. industry based credential (IBC) or bundle of credentials determined to be of high value by the Louisiana Workforce Commission in addition to completion of a work-based learning experience in accordance with LAC 28:CXV.3113; or
3. certificate of technical studies in a high wage, high demand industry.

F. For any school in which 25 percent of the students earning acceleration credit through the provisions of Subsection E of this Section complete a work-based learning experience, the school shall earn a base of five percent to be added to the acceleration indicator.

1. In each year after the 2026 SPS, the percentage of such students expected to complete a work-based learning experience shall increase by five percent until the requirement equals 65 percent of career acceleration students.

2. A score of no more than 100 may be earned for the indicator.

3. Students satisfying the career acceleration requirement through a certificate of technical studies or a registered apprenticeship shall be considered to have completed a work-based learning experience.

G. Readiness for military service shall be demonstrated by one or more of the following:

1. a signed letter of commitment to military service; or
2. acceptance to a military service academy.

H. Pursuant to federal ESSA regulations, HiSET may not be included in the adjusted cohort graduation rate. The LDOE shall engage with the Louisiana Workforce Commission and Louisiana Community and Technical College System to identify appropriate basic IBC bundles to recognize within the acceleration indicator for students earning a HiSET.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1715. Report Card

A. The state report card shall provide information to assist schools, school systems, and the public to focus resources and support to increase student achievement.

B. The LDOE shall annually publish, on the department website, a report of the statewide accountability program and student achievement in the state, districts, and public schools.

C. Report cards shall include, without limitation, the following information:

1. state, school, and district grade;

2. scores and an explanation of performance under each indicator in the formula;
3. value-added score;
4. descriptions of performance of all schools participating in the assessment program and all major student populations as determined by LDOE; and
5. information regarding school improvement.

D. The provisions of FERPA, 20 U.S.C.S 1232g, and Louisiana statutes pertaining to student records shall be applicable.

E. The school/district shall provide the school report card to each parent/guardian no later than one month after its release each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

Chapter 19. Inclusion in Accountability

§1901. State Assessments and Accountability

A. Schools shall have a minimum of fifteen full academic year students in one of the indices in accordance with Chapter 17 of this Part in order to receive a score.

B. Any indicator with fewer than fifteen students shall not contribute to a school or district score.

C. Louisiana students in third through eighth grade shall participate in at least one of the following state assessments on an annual basis:

1. LEAP; or

2. LEAP Connect.

D. Louisiana students in ninth through twelfth grades will participate in at least one of the following state assessments:

1. high school LEAP 2025, when the student is enrolled in the course for which a test is available;

2. LEAP Connect alternate assessment; or

3. ACT in eleventh or twelfth grade.

E. All students who are English learners shall annually take the Louisiana English Language Proficiency Test (ELPT) assessment or the ELPT Connect in addition to the associated state assessment for the grade in which the student is enrolled.

F. High school LEAP 2025 scores for repeaters in any subject shall not be included in high school SPS calculations except for middle school students who earn a score of unsatisfactory, approaching basic, or basic and retake the high school LEAP 2025 test.

G. Scores earned during an academic year by a student who transferred into the LEA after October 1 of the same academic year shall not be included in the SPS or subgroup performance score.

H. An ACT score of a twelfth grade student will count in only one accountability cycle.

I. A student completing the third year in a high school cohort must have taken the Algebra I, English I, biology, and civics assessments or LEAP Connect. A student not meeting this requirement will be assigned a score of zero and be counted as a non-participant in high school testing. All students must be included in the assessment cohort regardless of course enrollment, grade assignment, or program assignment.

J. English learners shall participate in all required academic assessments and the ELPT or, for qualifying students, ELPT Connect.

1. In the first year, academic assessment and ELPT scores will not be included in school performance score calculation as indicated by the application of an assigned accountability code and verification of first-year enrollment.

2. In the second year, ELA/reading and mathematics assessment scores will be included in the growth indicator only, and ELPT improvement will be included in the English learner indicator in accordance with §4003 of this Part.

3. In the third year, academic assessment will be included in both the proficiency and growth indicators, and ELPT improvement will be included in the English learner indicator for school performance score calculations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1903. Inclusion of Students

A. The test score of every student enrolled in any school in an LEA on October 1 of the academic year and who is eligible to take a test at a given school within the same LEA shall be included in the LEA district performance score (DPS).

B. The score of every student counted in the DPS will also be counted for SPS and subgroup performance at the school where the student was enrolled on February 1.

C. The score of high school LEAP 2025 tests taken in December will count in the SPS at the school where the student is enrolled for the test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§1905. Inclusion of Students in Subgroup Performance

A. Students that meet the full academic year criteria, in accordance with this Section and §1903 of this Part shall be included in all subgroup performance score calculations.

1. A student that is a former English learner student for up to two years after no longer being considered an English language learner under state rules will not count toward the minimum n size for the EL subgroup.

2. A student that was previously identified as having a disability, but has exited IEP status within the past two years, will not count toward the minimum n size for the students with disabilities subgroup.

2. For the 2024-2025 school year (2025 SPS) and beyond, the SPS and letter grade will be:

- a. 100-150 = A
- b. 85.0-99.9 = B
- c. 70.0-84.9 = C
- d. 50.0-69.9 = D
- e. 0-49.9 = F

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

**§3503. Alternative Schools Including Alternative Charter Schools
[Formerly LAC 28:LXXXIII.3503]**

A. – D.2.

3. – 8.e. ...

9. Repealed.

E. Beginning in the 2017-2018 school year (2016-2017 cohort), points shall be assigned for each member of a cohort according to the student results. To earn points for an AP/IB course, students must take the AP/IB exam and pass the course.

1. 160 points will be earned for a student earning a high school diploma plus either an associate's degree or both a. and b. in Paragraph 2 of this Subsection.

2. 150 points will be earned for a student earning a high school diploma plus one of the following:

- 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.

3. 115 points will be earned for a student earning a high school diploma and both a. and b. in Paragraph 4 of this Subsection.

4. 110 points will be earned for a student earning a high school diploma plus one of the following:

a. At least one passing course grade for TOPS core curriculum credit earned as AP, college credit, dual enrollment, or IB;
or

b. Basic statewide Jump Start credential.

5. 100 points will be earned for a student earning a high school diploma, including a student earning a career diploma with a regional Jump Start credential.

6. 40 points will be earned for a student earning a HiSET plus a Jump Start credential.

7. 25 points will be earned for a student earning a HiSET.

8. 0 points will be earned for a non-graduate without a HiSET.

F. Carnegie units earned in summer school after transitional ninth or traditional ninth grade will not be included.

G. Students who are considered dropouts in transitional ninth or traditional ninth grade based on SIS records shall be included in the calculation and earn zero points.

H. Students who are completing their third year in eighth grade shall be included in the calculation and earn zero points.

I. For students pursuing a Jump Start diploma pathway and participating in LEAP Connect, applied courses and course experiences shall count as a unit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended 31:423 (February 2005), LR 34:868 (May 2008), LR 35:1472 (August 2009), LR 37:2119 (July 2011), LR 37:3202 (November 2011), LR 38:1213 (May 2012), LR 39:472 (March 2013), LR 40:2240 (November 2014), LR 45:396 (March 2019), LR 47:449 (April 2021), LR 49:242 (February 2023), LR 50:

§3509. Calculating an Elementary/Middle School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for ELA and math LEAP 2025 assessments as follows.

B. For students scoring unsatisfactory, approaching basic, or basic in the prior school year, the progress index will award 150 points for each ELA and math score meeting or exceeding the growth to mastery target set by the LDOE.

1. The growth to mastery target will be calculated by adding to the prior year scaled score the difference between the eighth grade scaled score required for mastery (750) and the prior year assessment scaled score divided by the number of years for the student to reach eighth grade, prior-year grade 8. For students with prior-year grade 7, the growth to mastery target is a score of mastery.

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

C. For students scoring mastery on the prior year assessment, the progress index will award 150 points for meeting or exceeding the continued growth target.

1. The continued growth target will be calculated by adding to the prior-year scaled score the difference between the eighth grade scaled score required for advanced, 794 in ELA and 801 in math, and the prior-year assessment scaled score divided by the number of years for the student to reach eighth grade, prior-year grade 8. For students with prior-year grade 7, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point above the prior year scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current year, the target is advanced.

D. A score of advanced in the current year will be awarded 150 points in the progress index.

E. If a student does not earn 150 points in Subsections A.-D. of this Section, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, Section 504 status, suspensions, mobility, and absences to calculate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in third through twelfth grades. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement score and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history, then the result would be positive. In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student growth results in the same subject area in ELA or math and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded for student growth percentiles as follows.

a. 80-99th percentile—150 points;

b. 60-79th percentile—115 points;

c. 40-59th percentile—85 points;

d. 20-39th percentile—25 points;

e. 1-19th percentile—0 points.

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

F. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 19 and who have eligible LEAP 2025 assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index if any of the following are true:

1. student did not take the ELA or math assessment, or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;

5. assessment results for current and prior year are not sequential. Assessment results that are for 3rd grade tests in both the current and prior year are excluded;

6. insufficient numbers of comparable students for valid calculations within the value-added model.

G. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at a school for each individual school year will be included in the combined calculation.

H. If the high school LEAP 2025 result earned by students at a middle school is transferred, or banked, to the high school, the progress index result for the relevant assessment will also be transferred.

I. When considering prior academic achievement up to three years in the value-added model, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3511. Calculating a High School Progress Index

A. Beginning in the 2017-2018 school year (2018 SPS), the progress index will be calculated for Algebra I, geometry, English I, and English II assessments as follows.

B. Progress is measured between a student's eighth grade ELA and math assessments and the LEAP 2025 ELA and math assessments for Algebra I, geometry, English I, and English II.

1. If a student took only the high school LEAP 2025 assessment in middle school, the middle school progress index results will carry forward to the high school.

2. Retests will not be counted in the progress index.

C. For students scoring unsatisfactory, approaching basic, or basic on the baseline assessment, the progress index will award 150 points for each English and math score meeting or exceeding the growth to mastery target.

1. The growth to mastery target for students taking their first high school LEAP 2025 assessment in a content area will be calculated by adding to the baseline scaled score the difference between the scaled score required for mastery (750) and the baseline scaled score divided by two. The growth to mastery target for students taking their second high school LEAP 2025 in a content area will be mastery (750).

2. Growth to mastery targets will be rounded to the nearest whole number but must be at least one point above the baseline scaled score.

D. For students scoring mastery on the baseline assessment, the progress index will award 150 points for meeting or exceeding the "continued growth" target.

1. The continued growth target will be calculated by adding to the baseline scaled score the difference between the English II and geometry scores required for advanced and the prior year assessment scaled score divided by two. For students taking their second high school LEAP 2025 in a content area, the continued growth target is a score of advanced.

2. Continued growth targets will be rounded to the nearest whole number but must be at least one point about the baseline scaled score.

3. If the continued growth target as calculated above exceeds the minimum score for advanced in the current assessment, the target is advanced.

E. A score of advanced in the current year will be awarded 150 points in the progress index.

F. If a student does not earn 150 points in Subsections A.-E. of this Section, the value-added model will be used to measure individual student performance relative to similar peers.

1. For the purpose of alternative school performance score calculations, the value-added model uses student characteristics including but not limited to prior academic achievement up to three years, special education exceptionality, economically disadvantaged status, English learner status, gifted status, Section 504 status, suspensions, mobility, and absences to estimate typical outcomes for comparable students in ELA and math based on a longitudinal dataset from all students who took Louisiana state assessments in third through twelfth grades. Based on typical outcomes for comparable students, each student is assigned an expected score.

2. The difference between each student's actual achievement and that student's expected score is the growth result. If actual achievement for a student was higher than expected achievement for that student with that history, then the result would be positive. In contrast, if the actual score was less than the expected score, the growth result would be negative.

3. Each student growth result will be compared to all other student residuals in the same subject area of ELA or math and percentile ranked from the 1st to 99th percentile.

4. Value-added model points will be awarded for student growth percentiles as follows.

a. 80-99th percentile—150 points;

b. 60-79th percentile—115 points;

c. 40-59th percentile—85 points;

d. 20-39th percentile—25 points;

e. 1-19th percentile—0 points.

5. Students scoring mastery in the current year shall be awarded up to 150 points, but no fewer than 85 points in the progress index, including students who score in the 1st to 39th percentiles of VAM.

G. The progress index calculation will include all students who meet the inclusion requirements outlined in Chapter 19 and have eligible LEAP 2025 assessment results in both the current and prior school year for the same content area. Student scores will be excluded from the progress index if any of the following are true:

1. student did not take the ELA or math assessment or assessment result was voided in current or prior year;

2. student has more than one missing prior year score in the available subject tests. The value-added model uses tests in all contents available to analyze any given content;

3. assessment results for current or prior school year are in multiple grade levels in the same year;

4. current or prior year assessment results could not be matched to a valid student enrollment record needed for student characteristics used in the model;

5. insufficient numbers of comparable students for valid calculations within the value-added model;

6. student is dually enrolled in Algebra I and geometry courses (applies to geometry only).

H. The progress index will combine the results of two school years.

1. If only one year of data is available for a school, the progress index will be calculated based on one year only.

2. All students who meet the inclusion rules at an alternative school for each individual school year will be included in the combined calculation.

I. When considering prior academic achievement up to three years in the value-added models, the three most recently available years may be considered in instances where assessments were not administered statewide for a given school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3513. Interests and Opportunities Index Components

A. Beginning with the 2022-2023 school year (2023 SPS), alternative K-8 schools and high schools will select from a list of approved domains and associated interests and opportunities indicators that will serve as the basis for the interests and opportunities index calculation.

B. Domains are defined as a broad group of offerings related to student interests. Beginning with the 2022-2023 school year (2023 SPS), the following domains shall be applicable to the interests and opportunities index calculation:

1. the arts;

2. extracurricular activities;

3. STEM (science, technology, engineering, and math); and

4. world languages.

C. Interests and Opportunities Indicators are defined as specific measures that capture the extent to which a school is advancing student interests and opportunities. For purposes of the interests and opportunities index, alternative K-8 schools and high schools shall select four total indicators. These indicators shall be associated with at least two different domains.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

§3515. Calculating a Course Enrollment Score

A. The course enrollment component will be calculated for an alternative school enrolling students in grades K-8 based on course enrollment as reported to the LDOE.

B. The course enrollment score is defined as the percent of kindergarten through eighth grade students enrolled in physical education courses, visual arts courses, performing arts courses, and of fourth through eighth grade students enrolled in world language courses.

C. The LDOE will publish a list of course codes for each category.

D. To calculate the numerator, sum the following based on student enrollment as of October 1:

1. total K-8 students enrolled in physical education and/or health courses;
2. total K-8 students enrolled in visual arts courses;
3. total K-8 students enrolled in performing arts courses; and
4. total K-8 students enrolled in world language courses.

E. To calculate the denominator, sum the following:

1. total K-8 students enrolled as of October 1, multiplied by 3; and
2. total 4-8 students enrolled as of October 1.

F. Divide the numerator by the denominator and multiply the result by 75. The final score cannot exceed 150.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 50:

Chapter 40. Definitions Related to English Proficiency for English Learners

§4003. Making Progress in Learning English Language Proficiency Progress

A. For measuring progress on the ELPT assessment, the overall proficiency scores will be organized into the following levels: Making progress in learning English will be defined by BESE following the first administration of the ELPT assessment in the 2017-2018 school year:

1. emerging—all domain scores are one or two;
2. progressing 1—at least one domain score of three and the lowest domain score is one;
3. progressing 2—at least one domain score of three and the lowest domain score is two;
4. progressing 3—at least one domain score of three and the lowest domain score is three; and
5. transitioning—all domain scores are four or five.

B. Each English learner expected trajectory to proficiency will be determined as follows.

1. The initial proficiency level for each English learner will be determined based on the ELPT or ELPT Connect assessment results from the school year in which the student was first enrolled in a Louisiana public school and participated in the ELPT assessment.

2. If a student exits the United States for one or more school years following the initial ELPT or ELPT Connect assessment and later reenrolls in Louisiana, the student will be considered a new student for the purpose of determining the initial proficiency level.

3. For students first identified in prekindergarten through fifth grade, use the initial ELPT or ELPT Connect proficiency level and number of years identified as defined in the table below.

Trajectory to English Language Proficiency: Students First Identified in Grades PK-5				
Initial ELPT or ELPT Connect Proficiency Level	Year 2	Year 3	Year 4	Year 5 and Beyond
Emerging (E)	P1	P2	P3	T
Progressing 1 (P1)	P2	P3	T	T
Progressing 2 (P2)	P3	T	T	T
Progressing 3 (P3)	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A

4. For students first identified in sixth through twelfth grade, use the initial ELPT proficiency level and number of years identified as defined in the following table.

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT or ELPT Connect Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 and Beyond
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT or ELPT Connect Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 and Beyond
Progressing 3 (P3)	P3	I	I	I	I	I
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

5. An ELPT or ELPT Connect overall proficiency score exceeds the trajectory if the score is at least one level higher than expected and meets the trajectory if the score is the same level as expected based on the tables above.

C. For measuring progress on the ELPT Connect assessment, the overall proficiency scores will be organized into the following levels:

1. emerging—all domain scores are one or two;
2. progressing 1—at least one domain score of three and the lowest domain score is one;
3. progressing 2—at least one domain score of three and the lowest domain score is two;
4. progressing 3—at least three domain scores of three and the lowest domain score is two; and
5. transitioning—all domain scores are three or four.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:767 (April 2004), amended LR 36:2244 (October 2010), LR 44:461 (March 2018), LR 50:


**BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)**

Person Preparing Statement: Ashley Townsend
Phone: 225.342.3446
Division: Governmental, Administrative, and Public Affairs
Part XI. Bulletin 111— The Louisiana School, District, and State Accountability System(LAC 28:XI.305, 1700, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1901, 1903, 1905, 1907, 3501, 3502, 3503, 3509, 3511, 3513, 3515, 4003)
Rule Title: _____

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the stability of the family? No
2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No
3. Will the proposed Rule affect the functioning of the family? No
4. Will the proposed Rule affect family earnings and family budget? No
5. Will the proposed Rule affect the behavior and personal responsibility of children? No
6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes

Signature of Contact Person: 
Date Submitted: June 18, 2024


**POVERTY IMPACT STATEMENT
(LA R.S. 49:973)**

Person Preparing Statement: Ashley Townsend
Phone: 225.342.3446
Division: Governmental, Administrative, and Public Affairs
Part XI. Bulletin 111—The Louisiana School, District, and State Accountability System (LAC 28:XI.305, 1700, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1901, 1903, 1905, 1907, 3501, 3502, 3503, 3509, 3511, 3513, 3515, 4003)
Rule Title: _____

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the household income, assets, and financial authority? No
2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No
3. Will the proposed Rule affect employment and workforce development? No
4. Will the proposed Rule affect taxes and tax credits? No
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No

Signature of Contact Person: 
Date Submitted: June 18, 2024

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, August 10, 2024, to Kimberly Tripeaux, Interim Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES**

Person Preparing Statement:	<u>Ashley Townsend</u>	Department:	<u>Louisiana Department of Education, Board of Elementary and Secondary Education</u>
Phone:	<u>225.342.3446</u>	Office:	<u>Governmental, Administrative, and Public Affairs</u>
Return Address:	<u>P.O. Box 94064 Baton Rouge, LA 70804</u>	Rule Title:	<u>Part XI. <i>Bulletin 111—The Louisiana School, District, and State Accountability System</i> (LAC 28: XI.305, 1700, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1901, 1903, 1905, 1907, 3501, 3502, 3503, 3509, 3511, 3513, 3515, 4003)</u>
		Date Rule Takes Effect:	<u>Upon final adoption by BESE</u>

SUMMARY
(Use complete sentences)

In accordance with Section 961 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The proposed change updates LAC 28:XI in *Bulletin 111—The Louisiana School, District, and State Accountability System*. The revisions amend and adopt a comprehensive update to Louisiana’s current K-12 school and district accountability system. The new accountability system is an effort to simplify accountability reporting, increase rigor and transparency, and is strongly influenced by the college and career readiness definition. The formula and calculations focus on indicators for student growth, academic proficiency, and acceleration for career, college, and service readiness. The proposed rule change will not require any change to the data currently collected by the department, but rather adjusts the calculation methodology. As a result, there are no anticipated costs to the department or local education agencies to implement the proposed rule change.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)

There are no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

There is no anticipated effect on competition and employment as a result of the proposed rule change.

 <hr/> Signature of Head or Designee Beth Scioneaux, Deputy Superintendent for Management and Finance <hr/> Typed Name & Title of Agency Head or Designee 7.10.24 <hr/> Date of Signature	 <hr/> Legislative Fiscal Officer or Designee <hr/> 7/10/2024 <hr/> Date of Signature
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**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES**

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed rule change recommends a comprehensive update to Louisiana's current K-12 school and district accountability system. The new accountability system is an effort to simplify accountability reporting, increase rigor and transparency, and is strongly influenced by the college and career readiness definition. The formula and calculations focus on indicators for student growth, academic proficiency, and acceleration for career, college, and service readiness.

- B. Summarize the circumstances, which require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

At the January and April 2024 BESE meetings, the board directed LDOE to provide specific recommendations regarding Louisiana's current K-12 accountability system to prioritize the definition of College and Career Readiness jointly approved by BESE and the Board of Regents, to contain a methodology and weighting for both absolute performance and student growth, and to increase simplicity, rigor, and transparency. The revised accountability system is intended to more clearly measure and communicate academic quality and achievement.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session

- (1) Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

The proposed rule change will not result in an increase in the expenditure of funds.

- (2) If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ YES. If yes, attach documentation.

(b) _____ NO. If no, provide justification as to why this rule change should be published at this time

**FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET**

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

The proposed rule change will have no effect on costs or savings to state agencies.

COSTS	FY 25	FY 26	FY 27
PERSONAL SERVICES	\$0	\$0	\$0
OPERATING EXPENSES	\$0	\$0	\$0
PROFESSIONAL SERVICES	\$0	\$0	\$0
OTHER CHARGES	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0
MAJOR REPAIR & CONSTR.	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0
POSITIONS (#)	0	0	0

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

Not applicable.

3. Sources of funding for implementing the proposed rule or rule change.

Not applicable.

SOURCE	FY 25	FY 26	FY 27
STATE GENERAL FUND	\$0	\$0	\$0
AGENCY SELF-GENERATED	\$0	\$0	\$0
DEDICATED	\$0	\$0	\$0
FEDERAL FUNDS	\$0	\$0	\$0
OTHER (Specify)	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Not applicable.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED.

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

There are no anticipated impacts to local governmental units as a result of the proposed rule change.

2. Indicate the sources of funding of the local governmental unit, which will be affected by these costs or savings.

Not applicable.

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

There is no anticipated effect on the revenue collections of state and local governmental units as a result of the proposed rule change.

REVENUE INCREASE/DECREASE	FY 25	FY 26	FY 27
STATE GENERAL FUND	\$0	\$0	\$0
AGENCY SELF-GENERATED	\$0	\$0	\$0
DEDICATED	\$0	\$0	\$0
FEDERAL FUNDS	\$0	\$0	\$0
LOCAL FUNDS	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

Not applicable.

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS

A. What persons, small businesses, or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

The proposed rule change will not result in costs or economic benefits to directly affected persons, small businesses, or nongovernmental groups.

B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

Not applicable.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

There is no anticipated impact on competition and employment as a result of the proposed rule change.