2025-2026 New Louisiana Accountability System
Grow. Achieve. Thrive.
Frequently Asked Questions

1. **What is the timeline for implementation?**

System	2023-2024	2024-2025	2025-2026
Release Date	**Fall 2024**	**Fall 2025**	**Fall 2026**
Old System	Reported Score	Reported Score	Sunset scores shared for informational purposes
New System	Simulated Transitional Score; score used to make cut ranges, based on percentages from 2024 SPS release: • Top 10% will earn an "A" • Next 20% will earn a "B" • Next 40% will earn "C" • Next 20% will earn a "D" • Bottom 10% will earn an "F"	Simulated Transitional Score based on cut scores established in 2024	Reported Score; based on cut scores established in 2024

2. **How will 2025-2026 SPS letter grade ranges be shared with school systems?**

Letter grade ranges will be established in fall 2024 and communicated with school systems. The same scales will remain in place at least through the 2026 SPS release.

3. **How will the school performance scores and letter grade ranges for combination schools be calculated?**

Unlike the current accountability formula which averages the K-8 SPS and the High School SPS, there will be a single SPS calculated for a combination school using only the indicators that are available for the school. Any schools with a cohort graduation rate will utilize the high school indicators and scale; all other schools will utilize the elementary school scale.

4. **Will the grading scale change after it has been set in 2024?**

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 will be raised by five percent for the following year. These automatic increases increases will continue until the scale reaches:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

5. **Are there any changes to how students are included in the new accountability model indicators?**

There are no changes to the full academic year definition for inclusion in subject growth or proficiency indicators based on assessments.

- The ACT and WorkKeys assessment indicators for Nationally Recognized Assessment will now include only members of the graduation cohort. The scores will no longer be based on enrollment.

- There are no changes to cohort graduation student assignment. See full academic year definitions below.

For assessments:

Student Inclusion	What dates are used?
Yes, student is counted in district indicators for assessments	The student is enrolled anywhere in the district on October 1 and on the testing date.

Note: Test date varies by assessment type and administration window |
| Yes, student is counted in school indicators for assessments
Note: students with accountability codes will not be included. | The student is enrolled at the site on February 1 and confirmed to be counted in the district (see above.) |

For graduation cohort:

Graduation Cohort Inclusion	What dates are used?
Yes, student is a member of the district graduation cohort	The student was enrolled on October 1 of the third and fourth year of high school. Does not have to be the same school.
Yes, student is a member of the school cohort	Student is a member of the district cohort and is enrolled at this site on February 1 of fourth year.
Dropouts	Dropouts count at the last school of record regardless of any October enrollment.

6. How are students identified for inclusion in the growth indicator?

All students who have a prior year score and a current year score AND who meet the full academic year rule are included in the indicator. Do not separate by grade level. Include students with scores of Unsatisfactory in the current year assigned from forced zeros for unexcused absences or voids.

- Identify students who have earned at least one higher achievement level (moving from Unsatisfactory to Approaching Basic, for example)

- For students who scored the same achievement level on the prior and current year LEAP, identify the students who had a scale score in the lower half of the achievement level for prior year, and who have a scale score in the upper half of the achievement level for the current year for Unsatisfactory, Approaching Basic or Basic

- For students who scored Mastery, determine if student increased scale score by at least 1

- For students who scored achievement level of Advanced, determine if student maintained Advanced

- Count the students who met growth to determine the numerator and divide by the total number of students eligible (denominator)

7. **How are students identified for growth of the lowest 25%?**

To determine the students in the lowest 25%, for ELA and math separately:

<u>For the denominator</u>

- Establish the number of students who represent 25% of the total number of students who meet the full academic year definition for inclusion and who have both a prior year and current year LEAP score for ELA and/or math. Do not separate the students by grade level.

- Rank order all students from 850 to 650.

- Beginning with the lowest scale score, include the number of students who represent 25% to identify students who are in the denominator.

<u>For the numerator</u>

- Count the number of students in the denominator who met growth criteria. Divide this number by the total number of students in the lowest 25% (denominator) to calculate the percentage of students meeting growth.

8. **Will newly arrived English Learners (EL) be given two years in a U.S. school before they are counted in the assessment indicators?**

Newly arrived English Learners are defined as students who have been in U.S. school for less than two calendar years. Please see below how newly arrived ELs are included in each component:

- A newly arrived EL can be excluded from the percentage of students who score proficient in ELA, math, science or social studies during the first two years of enrollment in a U.S. English speaking school.

- A newly arrived EL is excluded from the growth components for their first year of testing. They will be included in the second year for both LEAP ELA/Math growth and for growth on ELPT/ELPT Connect.

9. **How will LEAP Connect scores be used in the new accountability model?**

    LEAP Connect scores will be used for all components that require a LEAP score.

    - For percentage of students scoring mastery for ELA, math, science and social studies, students who earn an achievement level of "At Goal" or "Above Goal" will be considered proficient.

    - For growth, students will have met growth if 1) student moves from lower half of scale score ranges for *Below Goal* and *Near Goal* to upper half of scale score ranges for the achievement levels, 2) student scores *At Goal* in prior year and earns at least 1 scale score point in the same achievement level or scores *Above Goal*, and 3) student earns *Above Goal* in prior year and maintains the same achievement level.

    Students participating in LEAP Connect will be included in the students with disabilities subgroup calculations.

10. **What is the lowest number of students needed for each accountability measure indicator?**

    Each indicator must have a minimum of 15 students eligible for inclusion in the indicator.

11. **Which accountability model (strength of diploma index or acceleration indicator) will be used with the 2024-2025 graduation cohort that will be included in the new 2025-2026 SPS?**

    2024-2025 graduation cohort members will be included in the strength of diploma index and graduation rate index from the accountability model used in prior years.

12. **What awards can schools earn under the new system?**

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

    - The Top Gains/Growth Award recognizes schools with exceptional growth.

13. **How are foreign language immersion programs incentivized under the new accountability system?**

    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 will have one point added to the final calculation, which would be the equivalent of one point in each of the school components.

14. How is CIR, UIR and UIN identification changing with the new accountability model?

There are currently no changes in approved policy to change Comprehensive Intervention Required (CIR), Urgent Intervention Required (UIR), and Urgent Intervention Needed (UIN) identification. Intervention labels based on out-of-school discipline will be removed, pending ED approval. Please see the SPS FAQ in the data center for current CIR, UIR and UIN policy.