Louisiana Believes

Accountability Commission
October 20, 2017

DEPARTMENT of EDUCATION

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Agenda

- BESE Accountability Policy Updates
- Interests and Opportunities Working Group
- School Finder Preview

Improvements to Louisiana's Accountability System

The new formulae represent three critical shifts in the design of the accountability system.

1. **Ensuring an "A" in Louisiana's letter grade system signals mastery of fundamental skills.** This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.

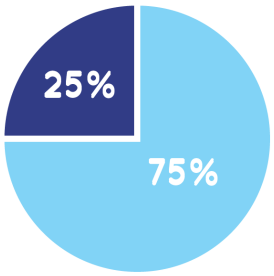
2. **Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers.** This progress index will replace the current progress point system.

3. **Expanding the school performance score formula to emphasize interests and opportunities for students, in addition to traditional assessment and graduation outcomes, as five percent of school scores.**

School Performance Score Formulae

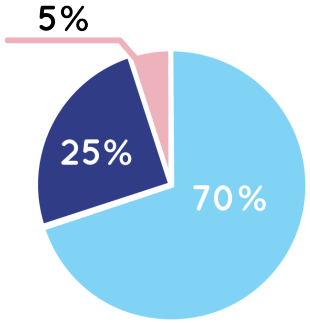
Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:

Elementary Schools



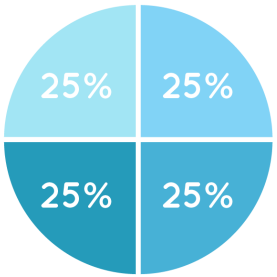
- Assessment Index
- Growth Index

Elementary/Middle Schools (with Grade 8)



- Assessment Index
- Growth Index
- Dropout Credit Accumulation Index

High Schools

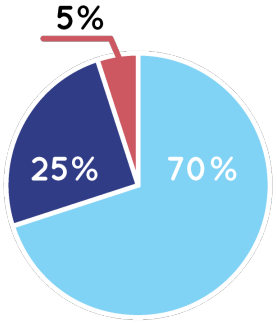


- Assessment Index: EOC Status & Growth
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate

NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020.

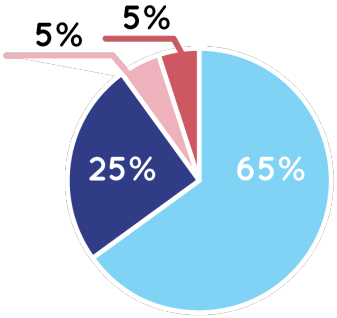
School Performance Score Formulae (2019-2020 and beyond)

Elementary Schools



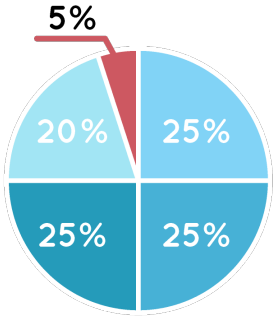
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

Improving Accountability Policies

Based on conversations with school and school system leaders over the past couple of months, the Department has made the following improvements to the policies reviewed and ultimately approved by BESE on Tuesday.

1. Schools that were significantly **impacted by the flooding** in 2016-2017 will use the better of the 2016-2017 or 2015-2016 accountability results.
2. As high schools transition to five-level high school LEAP 2025 assessments, schools will continue to earn **100 points for Good on the four-level EOC assessments**
3. School systems determine whether to use ELA and math **EOC results in spring grades**.
4. Schools that support students to complete **Jump Start credentials in the summer after graduation** will earn credit in the Strength of Diploma index.
5. **5th year graduates who earn an Advanced Jump Start credential** will generate 140 points, comparable to a passing AP, IB, or CLEP score

Summary of Additional BESE Adjustments

1. A score of 'Basic' will be awarded 80 points in the K-8 assessment index and the 9-12 assessment index. The same adjustment will be made for the LEAP Connect assessment.

2. For purposes of calculating an elementary/middle school progress index or high school progress index, schools will be awarded up to 150 points for students scoring Mastery in the current year, but no fewer than 85 points, including for students whose results fall within the 1st to 39th percentiles of VAM.

3. In 2018-2019, the first year of the LEAP 2025 science assessment, either the 2016-2017 or 2018-2019 science assessment index, whichever yields the higher school performance score, will be used in the K-8 assessment index.

K-8 School SPS: Assessments

Purpose

Louisiana students in grades 3-8 take assessments in ELA, math, science and social studies to measure student mastery of the knowledge and skills reflected in the standards of that grade and subject.

Accountability

The school performance score includes the points assigned to achievement levels earned by students for each subject tested.

LEAP Achievement Level	2017-2018 and beyond
Advanced	150
Mastery	100
Basic	80
Approaching Basic/Unsatisfactory	0

K-8 School SPS: Dropout/Credit Accumulation Index (DCAI)

Purpose
This measure encourages successful transition to high school, as well as access to Carnegie credits in middle school.

Accountability
- Calculated for schools that include grade 8 in prior year.
- Points based on number of Carnegie credits earned through the end of 9th grade (and transitional 9th, where applicable) and/or dropout status.

Policy
- To count toward DCAI, students must be full academic year in 8th and 9th grade (or transitional 9th, where applicable), if earning Carnegie credits.
- Students transferring between public districts between 8th and 9th grade are still eligible to earn points for DCAI.

Carnegie Course Credits	2017-2018 and beyond
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4	0
3.5	0
3 or less	0
3rd year 8th grader	0
Dropout	0

Update

High School SPS: EOC Achievement and Growth

Purpose
The End-Of-Course (EOC) exams assess whether students have mastered the standards of core high school core subjects. EOC exams are required in Algebra I, Geometry, English I (beginning in 2017-2018), English II, Biology, and U.S. History. English III will phase out over the next couple of years.

Policy
All high school students, except for students who participate in LAA 1, are required to take an ELA and math EOC exam by their 3rd cohort year regardless of graduation pathway.

Scores from high school students who are retaking an EOC are not used in the school performance score (unless taken in middle school where current practice of counting scores in middle school (with incentive points) and again in high school will continue).

LEAP 2025 EOCs Achievement Level	2017-2018 and beyond
Advanced (or Excellent)	150
Mastery (or Good)	100
Basic	80
Approaching Basic/Unsatisfactory (or Fair/Needs Imp.)	0

High School SPS: ACT and WorkKeys

Purpose
The ACT/WorkKeys index is to ensure student readiness for postsecondary learning.

Policy
- All students in grade 11 take the ACT, a nationally recognized measure of college and career readiness.
- Schools earn points for the highest composite score earned by a student through the spring testing date of their senior year or a student who graduates at the end of grade 11.
- Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability when the WorkKeys score yielded more index points than the ACT score.

ACT / WorkKeys	2017-2018 and beyond
36	150
31 or Platinum	134
27	120.4
25	113.6
24 or Gold	110.2
23	106.8
21 (ACT Readiness marker)	100
20	90
19	80
18 or Silver	70
17 or below	0

High School SPS: Graduation Rate

Purpose
The cohort graduation rate measures percentage of students who enter grade 9 and graduate four years later, adjusted for students who transfer in or out.

Policy
All 9th grade students who enter a graduation cohort are included in calculations of the cohort graduation rate, regardless of diploma pathway, unless they are legitimate leavers. **Beginning in 2017-2018, per ESSA, students assessed on an alternate assessment who earn a diploma will be included in the cohort in the year they graduate.**

Legitimate leavers are students who are removed from the cohort and exited enrollment for one or more of the following reasons: death (07); transfer out of state (10); transfer to approved nonpublic school (14); transfer to BESE-approved home study program (16); transfer to early college (20).

Cohort Grad Rate	2017-2018 and beyond 100 = 90%
0-75%	CGR × 0.9
76-90%	CGR x 1.111112
91-100%	+5 points per percent increase (91=105, 92=110)

Update

High School SPS: Strength of Diploma

The graduation index measures the quality of the diploma earned by each 12th grader. The "A" bar will remain at receipt of a diploma.

Quality of Diploma (Graduation Index): Student Results	Points Awarded
HS Diploma plus Additional points awarded for students who graduate on time and meet requirements for one or more of the following: • Advanced Placement • International Baccalaureate • JumpStart credentials • CLEP • TOPS-aligned dual enrollment course completion • Associates Degree	110-160
Four-year graduate (Includes Career Diploma students with a regional Jump Start credential, as well as students earning a diploma who are assessed on an alternate diploma)	100
Five and six-year graduate with any diploma (Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points.)	50-75
HiSET/GED + JumpStart credential	40
HiSET/GED (earned no later than October 1 following last exit record)	25
Non-graduate without HiSET/GED	0

K-8 and 9-12 Progress Index: Celebrating Student Growth Through Two Key Questions

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th or 10th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
  - 80th-99th percentile (150 points)
  - 60th-79th percentile (115 points)
  - 40th-59th percentile (85 points)
  - 20th-39th percentile (25 points)

NOTE: The progress index will be averaged across two years of results.

How Can High Achieving Students Show Growth?

For students scoring Advanced (the highest possible rating) in the prior year:

- If the student maintains a score of Advanced, the school earns 150 points or an A+.
- If the student drops to the Mastery level or below, the school is awarded points based on the student's performance compared to similar peers (Question 2).

For students scoring Mastery in the prior year:

- Once students achieve Mastery, they will receive a Continued Growth target that illustrates what it will take to get to Advanced by 8th grade. If a student achieves this target, then the school is awarded 150 points or an A+.
- If a student does not achieve the Continued Growth target, the school is awarded points based on the student's performance compared to similar peers (Question 2).

Students scoring Mastery in the current year shall not earn less than 85 points.

NOTE: The progress index will be averaged across two years of results.

Update

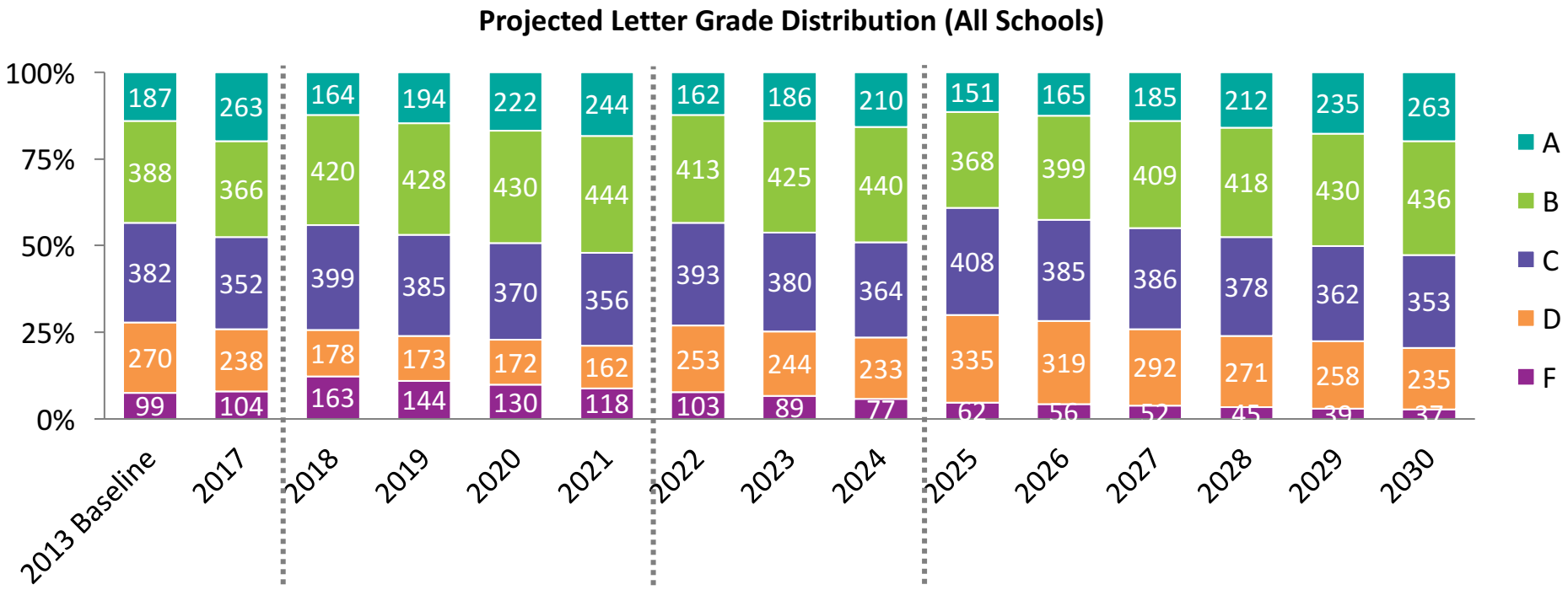
"Floor" for Mastery in the Progress Index

Progress Result	Students scoring Basic or Below in Current Year	Students scoring Mastery in Current Year
On track to Mastery OR Continued Growth to Advanced	150	150
VAM: 80-99th percentile	150	150
VAM: 60-79th percentile	115	115
VAM: 40-59th percentile	85	85
VAM: 20-39th percentile	25	85
VAM: 1-19th percentile	0	85

Any student scoring Advanced in the current year shall earn 150 points in the Progress Index.

Projected Results with Typical Growth: Basic = 80, Mastery = 100, and Floor = 85

Typical growth is based on historical average gains in Louisiana over the last 10 years on each performance measure.



*2017 & beyond based on 2017 preliminary results.

Build a Plan: Persistently Struggling Schools

School systems are required, per ESSA, to submit a plan for persistently struggling schools.

Strong plans:

- Align to school systems' needs assessment,
- Leverage evidence-based strategies and interventions that have been proven to significantly improve outcomes for students, and
- Make strategic use of all funds to finance those interventions.

Persistently struggling schools meet one or more of the following criteria:

1. Consistently low ***overall* performance** → comprehensive intervention
2. Consistently low ***subgroup* performance** → urgent intervention
3. Chronic issues with **student behavior** → urgent intervention

Plan for Struggling Schools: Comprehensive Intervention Schools

Schools will earn the label of **"Comprehensive Intervention Required"** if they meet any of the following criteria:

- **Low School Performance Score:** Earned a D, F, or T-rating (where the "T" SPS score was equivalent to a "D" or "F" SPS score) for each of the past 3 consecutive school years
- **Low School Performance Score - New Schools:** New schools that earned a "D," "F," or "T"-rating (where the "T" SPS score was equivalent to a "D" or "F" SPS score) for each of their first 2 years of operation
- **Low Graduation Rate:** Earned a graduation rate less than 67 percent in the most recent school year
- **"Urgent Intervention Required" for 3 consecutive years** for the same subgroup or for excessive out of school suspension

Urgent Intervention Schools

There are types of Urgent Intervention schools: “Urgent Intervention Needed” and “Urgent Intervention Required”

Urgent Intervention Needed:

- Performance of one or more subgroups is equivalent to “D” or “F” (1 year)

Urgent Intervention Required:

- Performance of one or more subgroups is "F" equivalent for two consecutive years
- Out of school suspension rate more than 2x the national average for 3 consecutive years (>5.2% for elementary/ middle schools, >20.2% for combination/high schools)

Agenda

- BESE Accountability Policy Updates
- Interests and Opportunities Working Group
- School Finder Preview

Interests and Opportunities Working Group

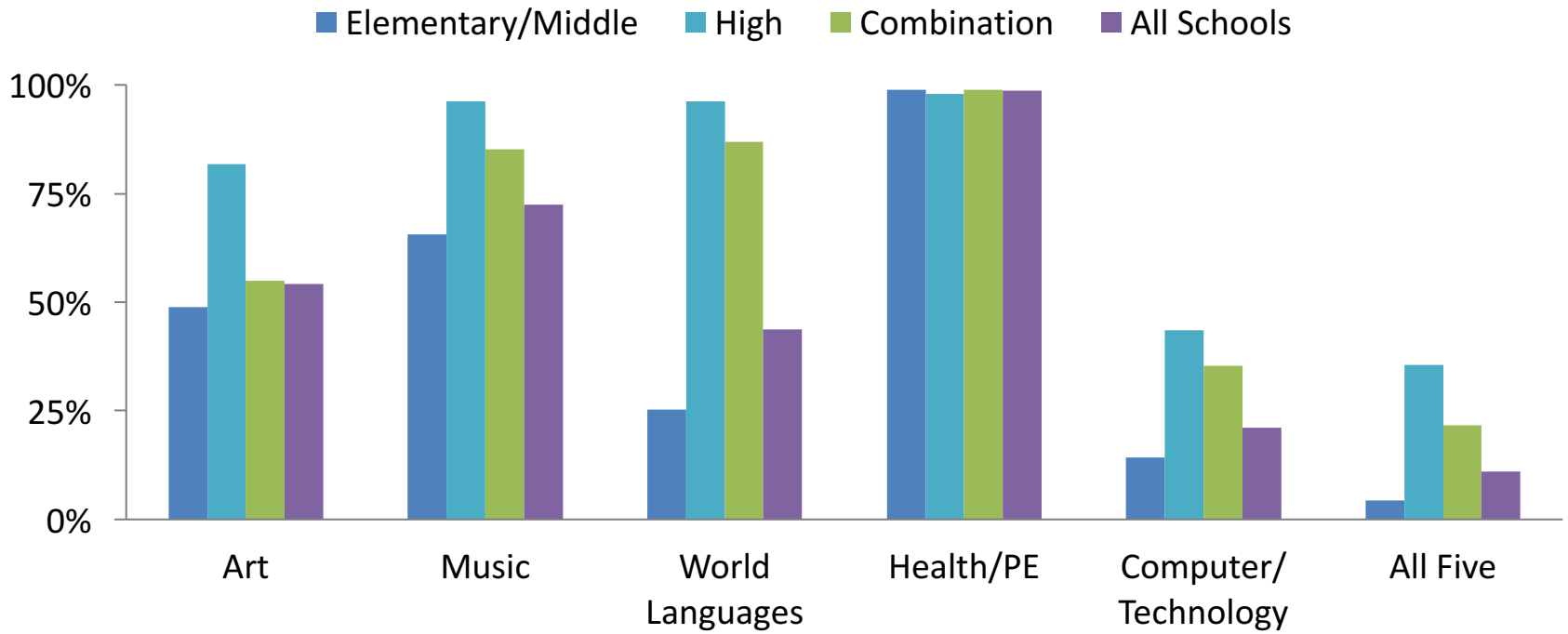
The interests and opportunities indicator (five percent of each school's score) will measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents. The purpose of the Interests and Opportunities working group is to recommend categories and metrics of students experiences for inclusion in the indicator.

Name	Role	School or LEA
Paul Nelson	Superintendent	Tensas
David Alexander	Superintendent	Ascension
Sarah Allen	ES Principal (2-5)	St. Martinville Primary (St. Martin)
Keshea Jones	MS Principal	East Ouachita Middle School (Ouachita)
Judy Grooms	MS Principal	Cope Middle School (Bossier)
Kyle Wedberg	HS Principal	NOCCA
Karin Lawless	Accountability	Zachary
Bonnie Richardson	Domain expert: Fitness and Health	Baton Rouge Foreign Language Academic Immersion Magnet (East Baton Rouge)
Kelly Stomps	Domain expert: Performing Arts	St. Tammany

Course Offerings by Grade Level

While most high schools offer art, music, or world language courses, just 44% offer computer/ technology courses. Just 25% of elementary/middle schools report offering world languages.

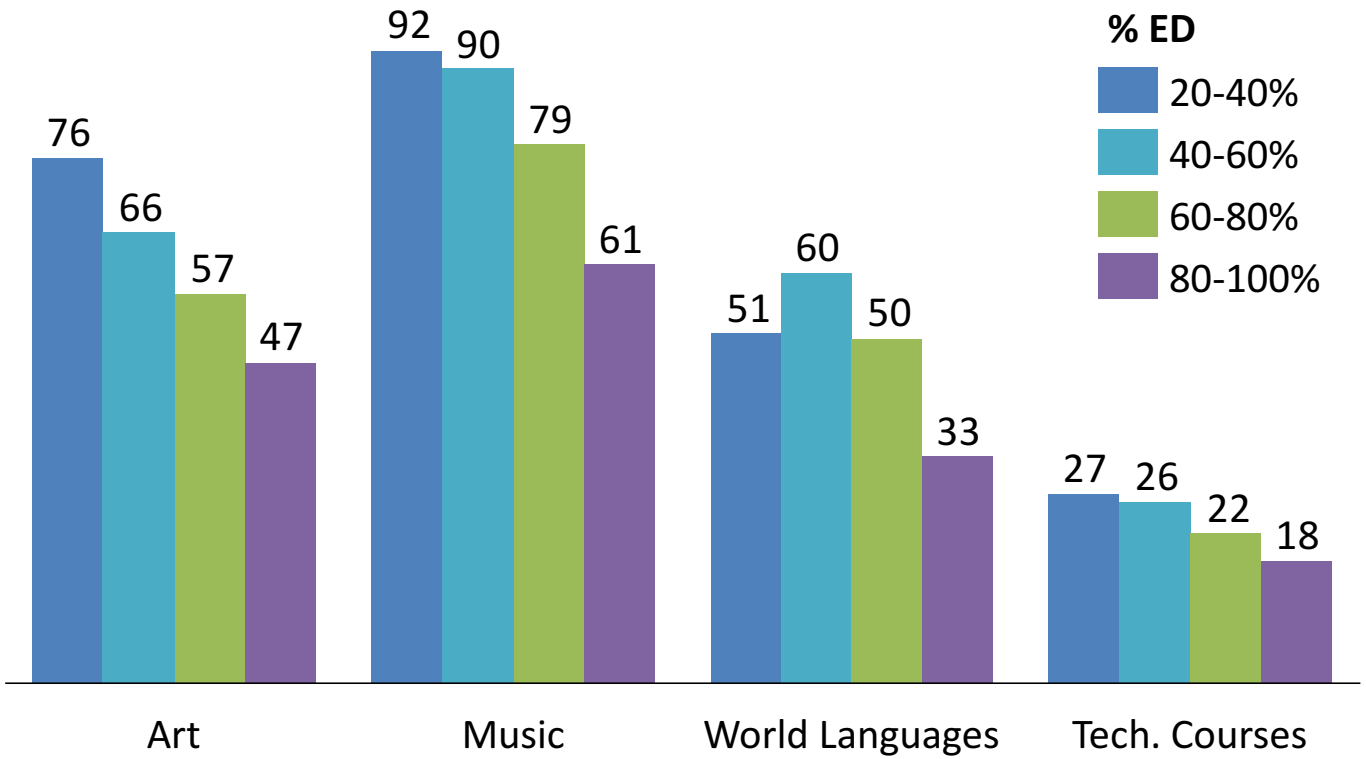
Percent of Schools Offering at Least One Course by Category (2016)



The Need: Access to Programming by School Characteristics

Students attending high-poverty schools are less likely than their peers to have access to art, music, world language, and technology courses.

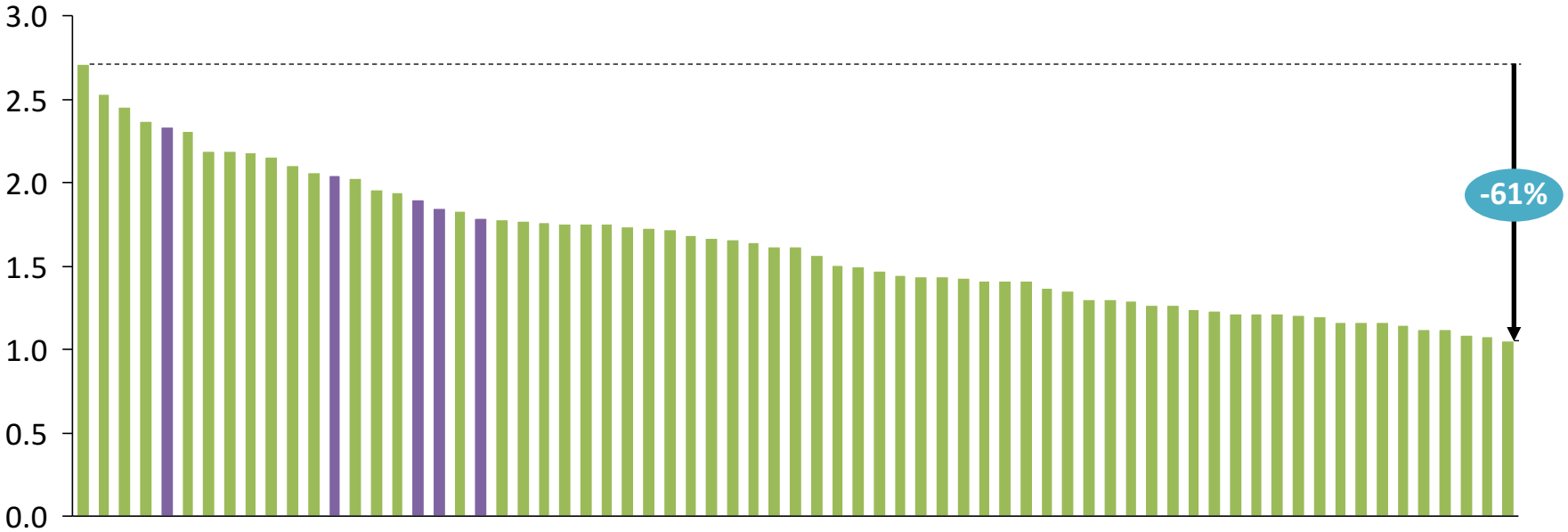
Percent of schools with at least one course in each area by school characteristics (2016)



The Need: Variation across Districts

The average student in the district with lowest enrichment enrollment is enrolled in 61% fewer enrichment courses than her counterpart in the district with the highest enrichment enrollment.*

Districts by ratio of number of enrollments in enrichment courses to total enrollment (2016)



The top 20 districts according to this ratio include five districts (highlighted above) serving over 75% ED students, including St. Helena (97% ED) and St. John the Baptist (82% ED).

* Enrollment in courses in art, music, world languages, technology, and physical education

Timeline: Development of the Interests & Opportunities Indicator

Date	Milestone	Focus
September 2017	Working Group Meeting I	Envision excellence, recommend categories
October 2017	Working Group Meeting II	Recommend metrics
Winter 2017-2018	Accountability Commission Meetings	Develop fair and consistent indicator
Spring 2018	2017-2018 data review	Analyze results
Spring/Summer 2018	BESE consideration	Approve or offer feedback
August 2018	Launch of I&O learning year	Begins 2018-2019 school year
Fall 2019	2018-2019 I&O learning year results	Understand impact on SPS
2019-2020	I&O included in accountability	Launch I&O as accountability measure

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2016-2017 Public Reporting: Louisiana School Finder

ESSA provides Louisiana with an opportunity to collaborate with educators, parents, business leader, and community leaders to create and report on an improved K-12 education system that provides all students with equal access and opportunity to high-quality learning.

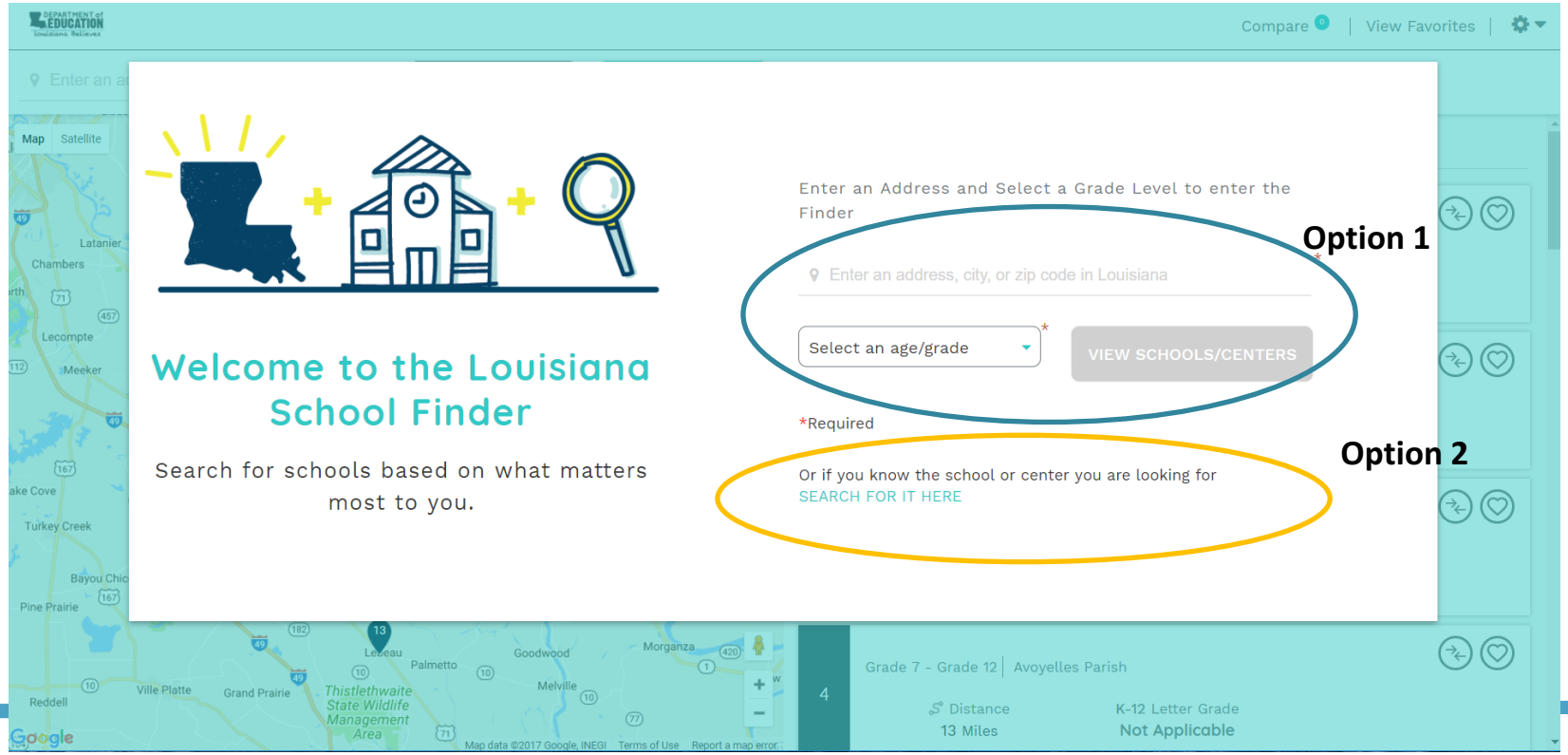
In order to provide families with information on school progress towards improving student performance and opportunities, the Department is releasing the Louisiana School Finder this fall in conjunction with the release of school performance scores.

While this year's results will only report on the indices from the previous accountability system, the School Finder will include the student growth and interest and opportunities indices in subsequent years.

Louisiana School Finder: School Search

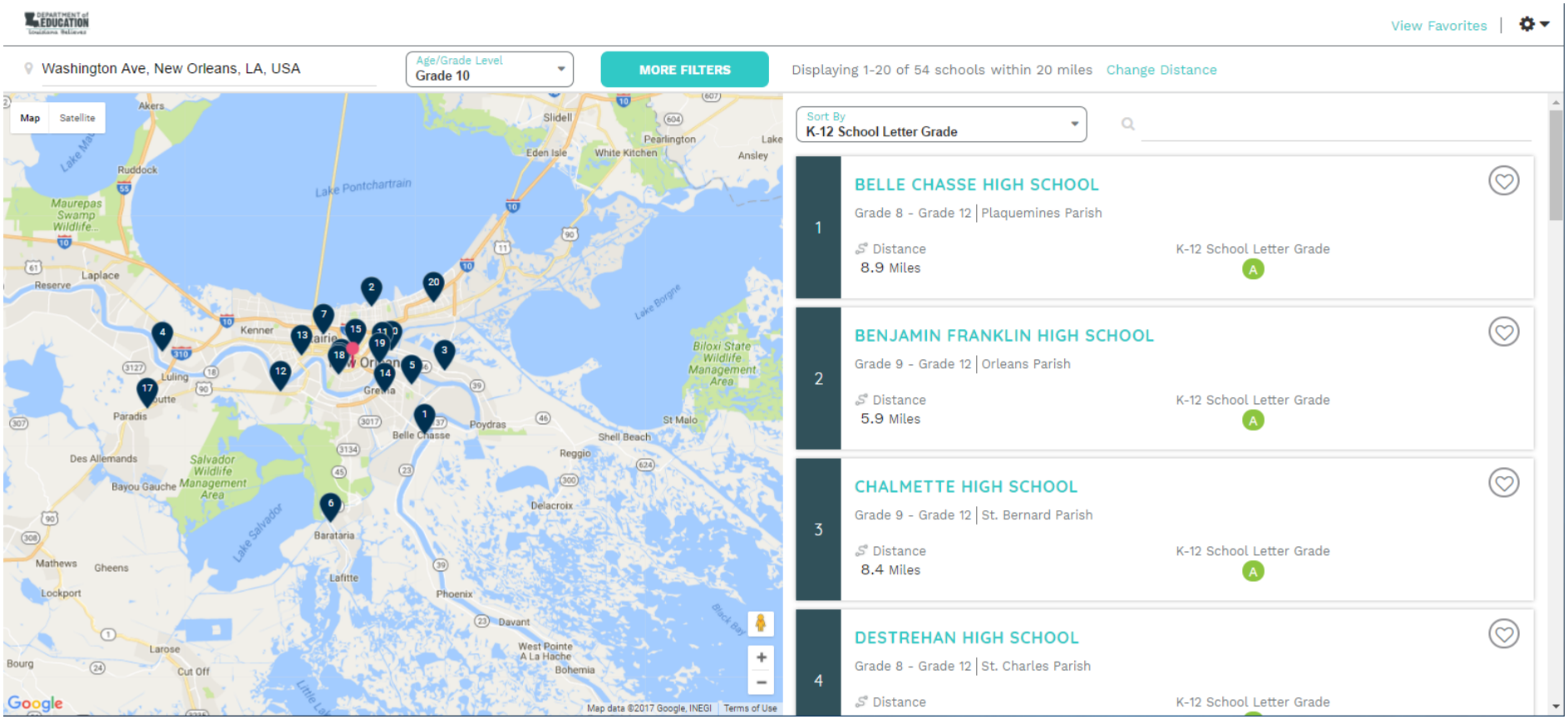
The Louisiana school finder allows families to explore schools and early childhood centers in their area, or an area to which they are moving. They will select between two options when searching for schools:

- **Option 1:** Enter your address and select a grade for a broad search of all schools that match that criteria
- **Option 2:** Enter the name of the school you want to view



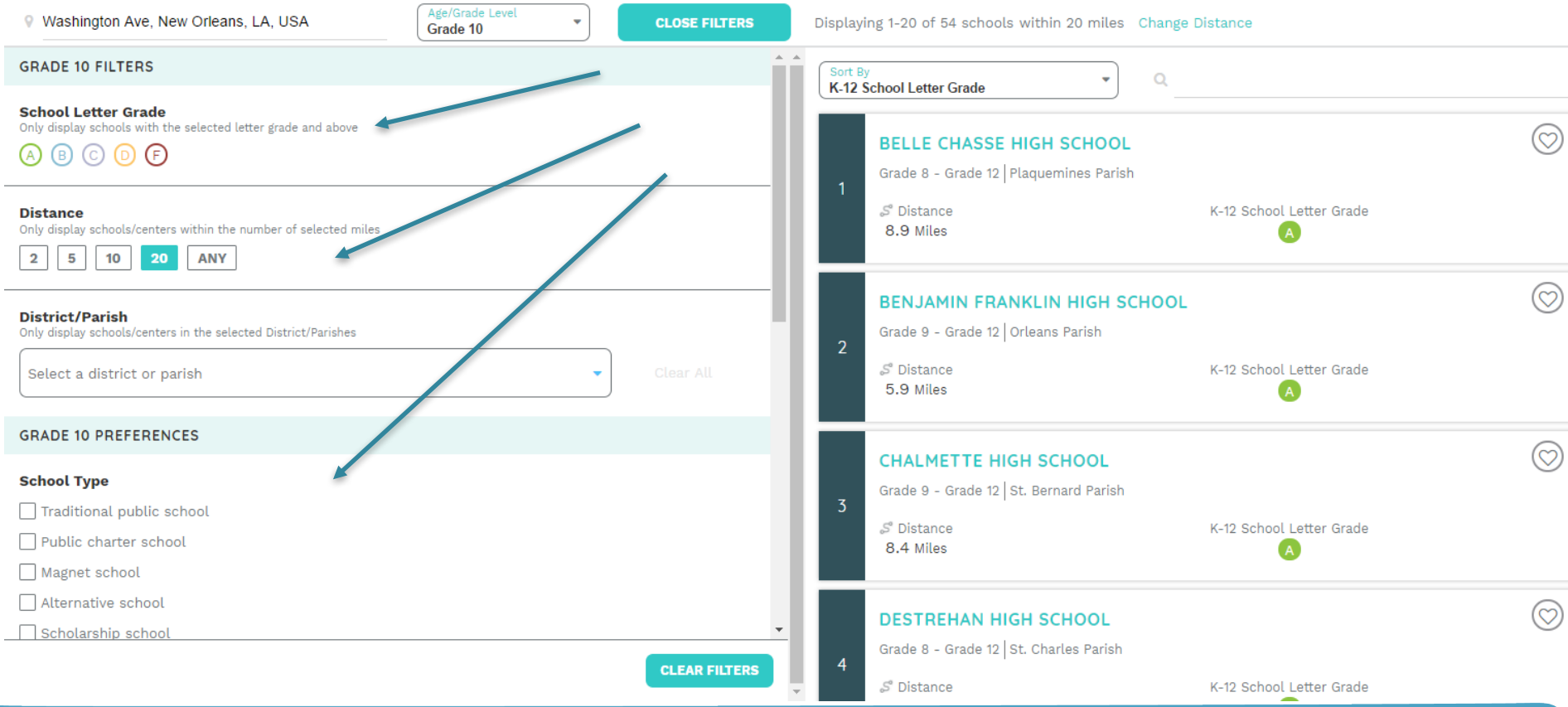
Louisiana School Finder: School Search

If the user selected Option 1, they are then directed to the map and list of schools that match their criteria.



Louisiana School Finder: School Search

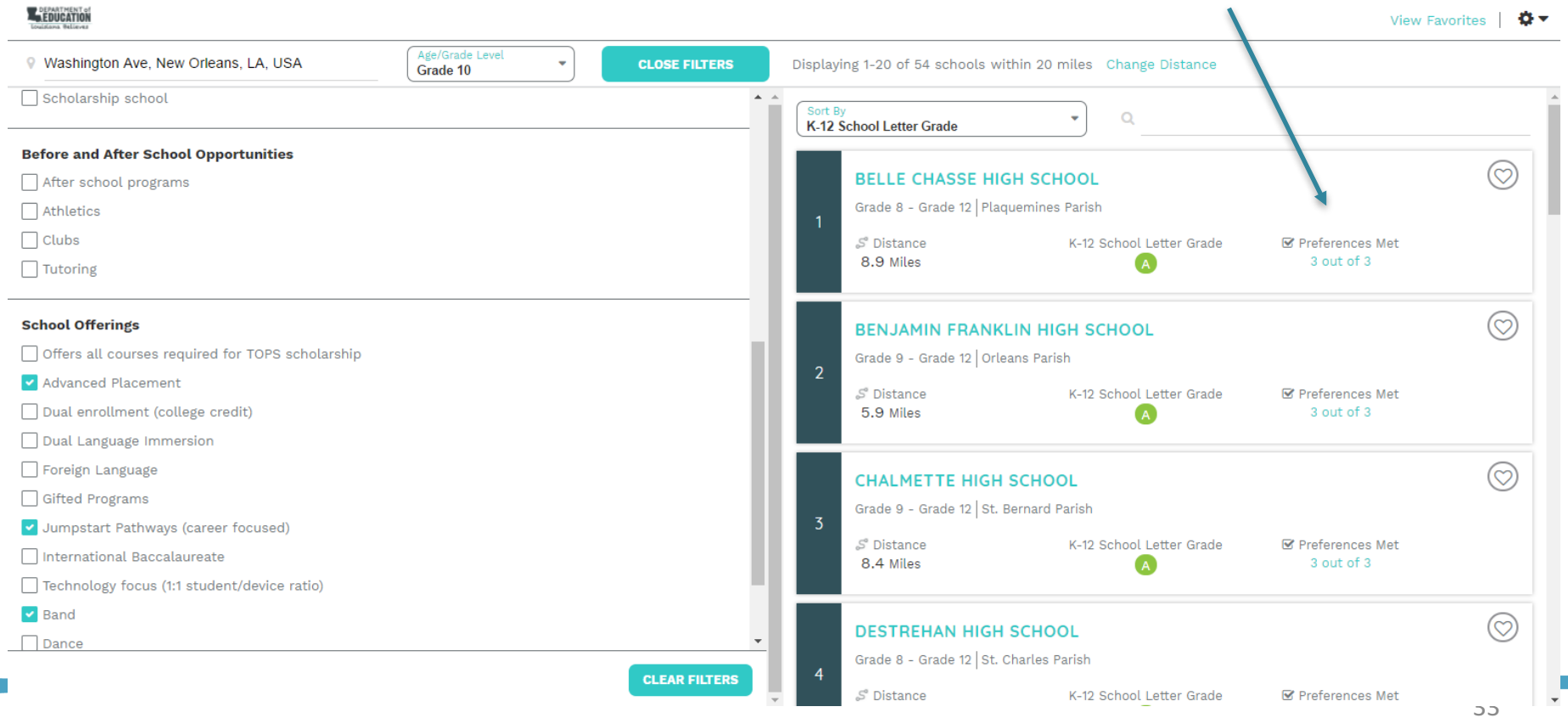
Users can select filters and preferences to customize their search.



Louisiana School Finder: School Search

In this case, the user selected that they were interested in schools that offered Advanced Placement, Jumpstart Pathways, and Band.

Indicates if preferences have been met



Louisiana School Finder: School Performance

Once a user has selected a school, they will be provided with following information.

- **About Our School:** school contact information, hours of operation, principal or director name, transportation information, before and after school options, and school offerings (academic, enrichment, athletic, and extracurricular)

- **Academic Performance:** data on how well a school or center is preparing students for the next level of study, including each metric used in calculating school performance scores or early childhood performance profiles

Compare | View Favorites |

‹ Back to School Finder

BATON MIDDLE SCHOOL

K-12 Report Card Grade

A B C D F

ABOUT OUR SCHOOL | ACADEMIC PERFORMANCE (COMING SOON)

5100 Greenwell Springs Rd
Baton Rouge, LA 70806
View on Google Maps ›

332-333-4422

https://en.wikipedia.org/wiki/Eas

Information coming soon!

OVERVIEW

GRADES SERVED
Grade 6-Grade 8

DISTRICT/PARISH
Baton Rouge School District

SCHOOL TYPE
Traditional Public School

PRINCIPAL
Hew Hamilton Dalrymple

EARLIEST DROP-OFF
Information coming soon!

LATEST PICK-UP
Information coming soon!

ACADEMIC OFFERINGS

- ✓ Foreign Language

MUSIC/ART

- ✓ Band
- ✓ Visual Arts
- ✗ Dance
- ✗ Music
- ✗ Theatre

BEFORE & AFTER-SCHOOL OPPORTUNITIES

Information coming soon!

CLUBS

Information coming soon!

Here is the view of the “About Our School” tab.

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View Favorites

< Back to Finder

WHALE COAST PUBLIC SCHOOL

K–8 SCHOOL LETTER GRADE

A B C D F

ABOUT OUR SCHOOL | ACADEMIC PERFORMANCE | SCHOOL OFFERINGS

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LEVEL GRADE?

2016-2017 LETTER GRADE

A

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

103.5

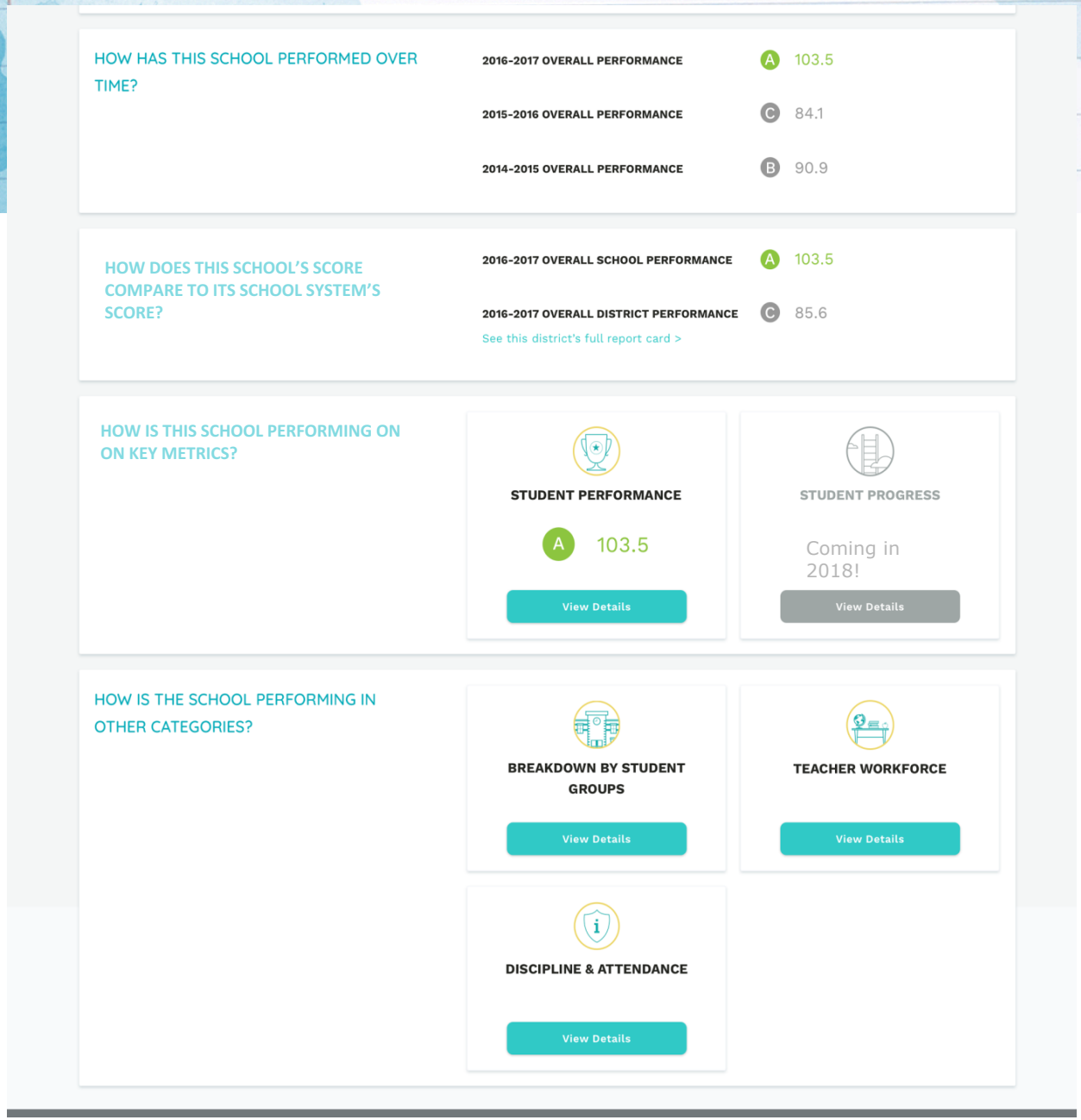
A	B	C	D	F
100–150	85–99.9	67.1–84.9	47.2–67	0–47.1

The school performance score communicates how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career.

Schools can sometimes receive a letter grade outside the score ranges shown here. Click here for more information.

Watch Here to Learn How Schools Are Rated

Here is the view of the "Academic Performance" tab.



View full draft of report card designs here.

Student Performance

STUDENT PERFORMANCE

WHAT IS STUDENT PERFORMANCE?

FOR ELEMENTARY/MIDDLE SCHOOL

Student performance is based on students' mastery of key content for their grade level; if the school contains an 8th grade students' it also includes successful transition into 9th grade.

FOR HIGH SCHOOL

Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

Watch a quick video on how this is measured

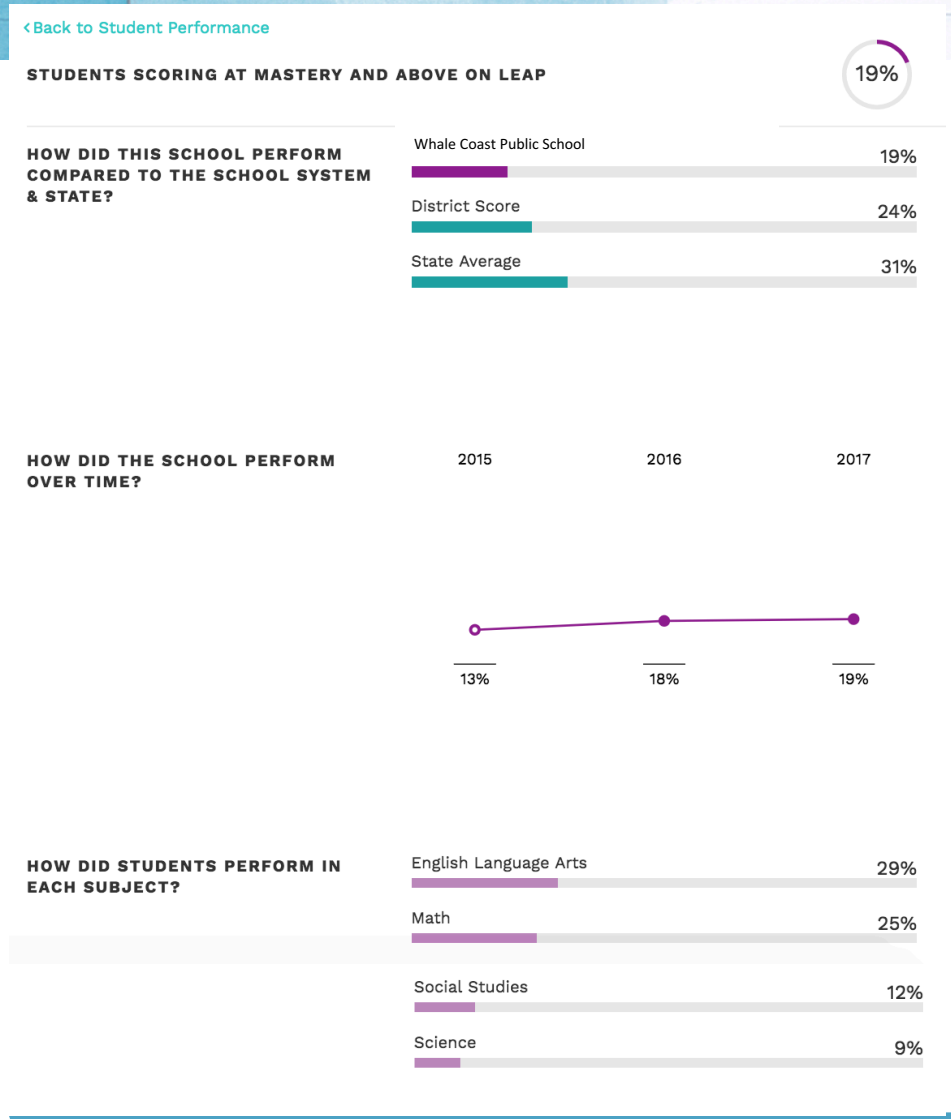
IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

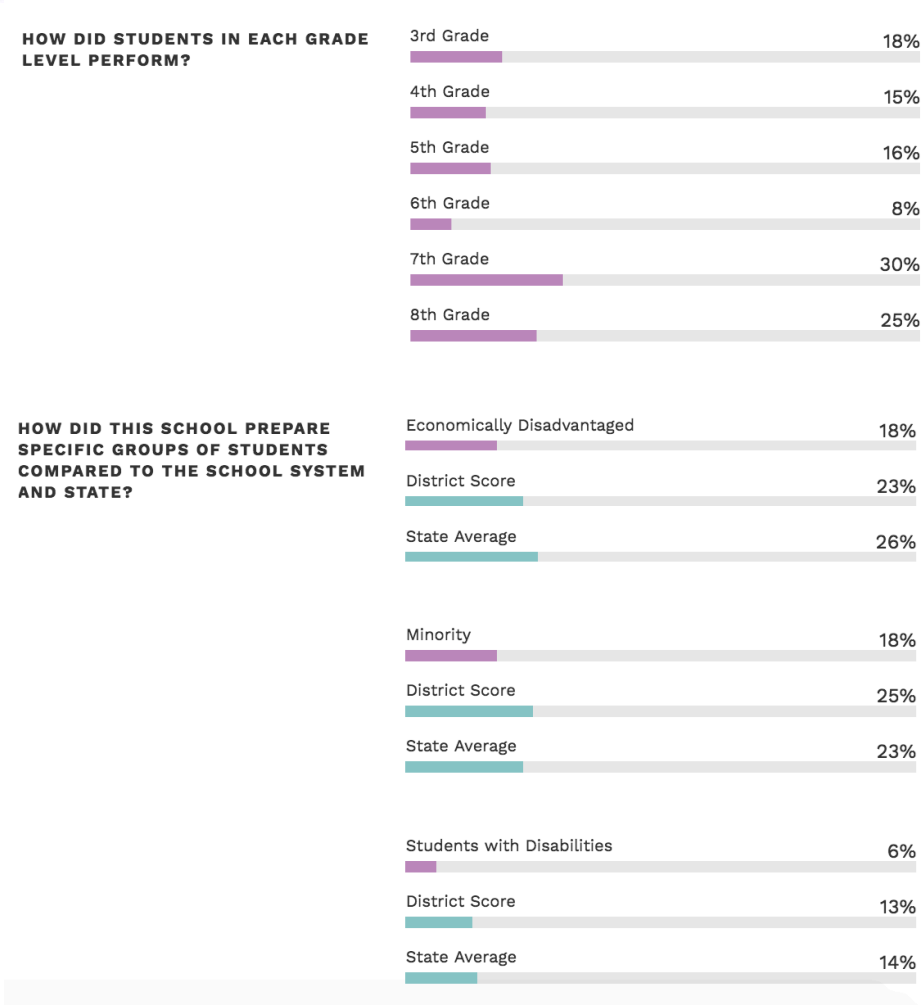
STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP What is this measure?	29%	View Details
STUDENTS ON TRACK AT THE END OF 9TH GRADE What is this measure?	91%	View Details
STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS	63%	View Details

IS THIS SCHOOL PREPARING STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE What is this measure? >	78%	View Details
GRADUATES EARNING CREDENTIALS What is this measure? >	92%	View Details
COLLEGE ENROLLMENT RATE What is this measure? >	78%	View Details
PERCENT OF STUDENTS SCORING AT LEAST A 21 ON THE ACT What is this measure? >	78%	View Details
ACT COMPOSITE What is this measure? >	34.2	View Details

Student Performance: View Details





Breakdown by Student Groups

BREAKDOWN BY STUDENT GROUPS

WHAT IS BREAKDOWN BY STUDENT GROUPS?

The breakdown by student groups provides information on how well this school is preparing specific groups of students for the next level of study in comparison other schools in the state.

Watch a video on how this is measured

HOW IS THIS SCHOOL PERFORMING IN PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated

0 (Worst School) 50 (Average School) 100 (Best School)

ECONOMICALLY DISADVANTAGED

For this group, the school performed better than **34%** of all Louisiana schools.

School Requires Targeted/Urgent Intervention >

STUDENTS WITH DISABILITIES

For this group, the school performed better than **96%** of all Louisiana schools.

ENGLISH LANGUAGE LEARNERS

For this group, the school performed better than **35%** of all Louisiana schools.

BLACK/AFRICAN AMERICAN

For this group, the school performed better than **96%** of all Louisiana schools.

HISPANIC/LATINO

For this group, the school performed better than **35%** of all Louisiana schools.

WHAT STUDENTS ARE SERVED AT THIS SCHOOL?

AMERICAN INDIAN OR ALASKAN	92%
ASIAN	78%
BLACK/AFRICAN AMERICAN	78%
HISPANIC/LATINO	78%
MULTIPLE RACES (NON-HISPANIC)	78%
NATIVE HAWAIIAN/PACIFIC ISLANDER	78%
WHITE	78%

Discipline & Attendance

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.
Understanding attendance and discipline policies

Watch a video on how this is measured

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL
Why 15 days?

84%

View Details

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS
Urgent Intervention Required

89%

View Details

Teacher Workforce

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teaching staff, including teacher qualifications, diversity and the extent to which teachers choose to continue teaching in the school.

Watch a video on how this is measured

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS	78%	View Details
TEACHER RETENTION RATE	78%	View Details
TEACHER ANNUAL ATTENDANCE RATE	Coming in 2018!	

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

AMERICAN INDIAN OR ALASKAN	24%
ASIAN	33%
BLACK/AFRICAN AMERICAN	31%
HISPANIC/LATINO	8%
NATIVE HAWAIIAN/PACIFIC ISLANDER	3%
WHITE	1%

Early Childhood Performance Profiles

OVERALL PERFORMANCE

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?

2016–2017 RATING

Approaching Proficient

HOW IS THIS MEASURED?

2016–2017 SITE SCORE

4.11 out of 7

Unsatisfactory	Approaching Proficient	Proficient	Excellent
1–2.99	3–4.49	4.5–5.99	6–7

High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

Watch Here to Learn How Schools Are Rated

HOW DOES THIS SITE'S SCORE COMPARE TO ITS NETWORKS'S SCORE?

2016–2017 OVERALL SITE SITE PERFORMANCE	Approaching Proficient	4.11
2016–2017 OVERALL NETWORK PERFORMANCE	Approaching Proficient	3.56

See this network's full report card >

HOW IS THIS SITE PERFORMING IN MEASURES FOR PREK CLASSROOMS (3-4 YEARS)?

Louisiana classrooms are observed using CLASSTM, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development

EMOTIONAL SUPPORT

6.10

Excellent

Metric description >

NETWORK AVERAGE	STATE AVERAGE
5.80 Excellent	6.09 Excellent

CLASSROOM ORGANIZATION

4.60

Proficient

Metric description >

NETWORK AVERAGE	STATE AVERAGE
4.11 Proficient	4.58 Approaching Proficient

INSTRUCTIONAL SUPPORT

3.25

Approaching Proficient

Metric description >

NETWORK AVERAGE	STATE AVERAGE
4.11 Approaching Proficient	4.58 Proficient

HOW IS THIS SITE PERFORMING IN MEASURES FOR TODDLER CLASSROOMS (1-2 YEARS)?

Louisiana classrooms are observed using CLASSTM, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development

EMOTIONAL & BEHAVIORAL SUPPORT

5.60

Proficient

Metric description >

NETWORK AVERAGE	STATE AVERAGE
5.25 Proficient	5.06 Proficient

ENGAGED SUPPORT FOR LEARNING

3.12

Approaching Proficient

Metric description >

NETWORK AVERAGE	STATE AVERAGE
3.30 Approaching Proficient	3.28 Approaching Proficient

HOW IS THIS SITE USING BEST PRACTICES?

Stars help parents understand the practices in their children's classrooms. This is self-reported information that is not included in the site's rating.

ASSESSMENT ★★☆

Are teachers measuring child progress?

CHILDREN PER TEACHER — Not Reported

Will my child receive close attention?

CURRICULUM QUALITY: PRE-K ★★☆

Will my child receive close attention?

CURRICULUM QUALITY: TODDLER ★★☆

What is the quality of the curriculum in toddler classrooms?

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREEE EARNED BY TEACHERS?

NO DEGREE	5%
CHILD DEVELOPMENT ASSOCIATES	15%
ASSOCIATES	10%
BACHELORS	50%
MASTERS +	20%

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

TOTAL CERTIFIED 65%

School Report Card Resources

The Department will release the following resources in October to support schools and schools systems' conversations with families about the new Louisiana School Finder and report cards, and what upcoming changes are happening in the way schools are rated in our state.

- **Animated school performance score video:** video that will explain each metric currently available in the Louisiana School Finder related to school performance (a similar version will be created for early childhood performance profiles) and upcoming metrics in 2018.

- **Parent Night Presentation:** customizable presentation that will explain the new Louisiana School Finder system, its purpose, the data included in it, and what information will be provided in the future through this system as it relates to school quality.

- **School Finder Promotional Flyer:** a one-page flyer for families directing them to the school finder's website and information on how to search for their school

Future Meeting Dates

- December 4
- February 2
- March 26
- April 23
- May 18
- June 22 (Note change from previous email)