

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**Submitted: JANUARY 31, 2003
Revised for Peer Review
(March 31, 2003)**

**Additional Components and
Clarification per suggestions of
Peer Review Team (April 2003)**

Amended 2004, 2005 and 2006



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

2004 Amendments

- Principle 3.2 – p. 24 – 25
 - Change to same subject for 2 consecutive years to enter improvement
 - Addition of same subject for 2 consecutive years for district to enter improvement
- Principle 4.1 – p. 32 – Addition of District AYP decisions based on 3 separate grade clusters
- Principle 5.4 – p. 37 – Inclusion of LEP students
- Principle 10.1 – p. 59 – Exclusion of students in participation rate due to personal illness or death of student’s family member

2005 Amendments

- Principle 5.3 – p. 37 – Calculation of a proxy value for SWD subgroup AYP evaluations

2006 Amendments

* Note:

1. Versions prior to 2006 refer to Bulletin 741. All of Louisiana’s accountability policy has been collected in *Bulletin 111: Louisiana’s School, District, and State Accountability System* and the evidence throughout the workbook reflects this change. (link to *Bulletin 111* <http://www.doe.state.la.us/lde/bese/1041.html>) July 20, 2006 version is the most recent that aligns with this workbook. Newest version of Bulletin 741 (occasional used as evidence) is also at this location.

2. During the creation of *Bulletin 111: Louisiana’s School, District, and State Accountability System*, terminology was used to be more consistent throughout the policy. Several of the listed revisions, “reflects current State policy language,” are not substantive revisions, but revisions to make the workbook wording consistent with state policy.

- Principle 1.1 – p. 11-13
 - Due to expanding the assessment program to encompass all grades 3-8. Pairing school data is no longer required to obtain sufficient data to evaluate student performance and sharing data has been greatly reduced.
 - State added policy to restrict schools/LEAs from avoiding accountability sanctions by reconfiguring schools.
 - Removes reference to Charter Schools and expands the section to denote how all new schools enter accountability.
 - Establishes the Recovery Schools and their entry in accountability as new schools.

- Defines the flexibility granted to those schools/LEAs most severely impacted by the 2005 hurricanes.
- List of “Evidence” revised to reflect new legislation and the creation of an accountability policy bulletin.
- Principle 1.4 – p. 18
 - Delay in score release for 2006.
- Principle 1.5 – p. 20
 - Reflects current reporting mechanisms
- Principle 1.6 – p. 22
 - Sanctions will continue at least until the fall accountability results release.
 - Reflects current State policy language
- Principle 2.2 – p. 24
 - Reflects current State policy language
- Principle 3.1 – p. 26
 - Specifies that AYP failure can be a result of the School Performance Score Component
- Principle 3.2 – p. 29-32
 - Replaced graphic with new flow chart (no change in content and order of presentations changed)
 - Details of the creation of a Displaced Students Subgroup due to the 2005 hurricanes
 - Deleted reference to a non-existent addendum
- Principle 4.1 – p. 40
 - Reflects current State policy language
 - Establishes late release in 2006
- Principle 5.1 – p. 42
 - Reflects current State policy language
 - Removes dated language
- Principle 5.2 – p. 43
 - Reflects current State policy language
 - Specifies that AYP failure can be a result of the School Performance Score Component
- Principle 5.3 – p. 44
 - Defines use of alternate assessments in accountability
 - Removes request for 2% proxy
- Principle 5.4 – p. 45
 - Changes reflect use of new assessments and creation of an English proficiency exam for LEP students
- Principle 5.5 – p. 46
 - Defines use of alternate assessments in accountability
 - Removes request for 2% proxy
- Principle 6.1 – p. 49
 - Revised due to new assessments (including alternate assessments)
 - Eliminates outdated table
 - Reflects current State policy language

- **Principle 7.1 – p. 52**
 - **Corrects timeline and adds detail to implementation of the graduation rate in 2007.**
 - **Reflects current State policy language**
- **Principle 7.3 – p. 54**
 - **Removes reference to discontinued tests**
- **Principle 8.1 – p. 55**
 - **Reflects current State policy language**
- **Principle 9.2 – p. 61**
 - **Reflects current State policy language**
- **Principle 9.3 – p. 63**
 - **Establishes use of the new assessments**
 - **Verifies alignment of new tests to old**
 - **Removes outdated and incorrect timeline**
- **Principle 10.1 – p. 65**
 - **Clarification of calculation for Participation Rates**
- **Principle 10.2 – p. 66**
 - **Clarification of calculation for Participation Rates**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

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U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element
<u>Principle 1: All Schools</u>	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
<u>Principle 2: All Students</u>	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
<u>Principle 3: Method of AYP Determinations</u>	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
<u>Principle 4: Annual Decisions</u>	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

- F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy

P – Proposed Policy, awaiting State approval

W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

1.1

Public and Charter Schools

All public schools are included in the Louisiana Accountability System. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have 95 % participation and meet the annual measurable objective, or “safe harbor.” Revised Statute 17:10:1 stipulates that schools and school districts are required to participate in a “statewide system of accountability ...based on student achievement and minimum standards for the approval of the schools pursuant to R.S. 17:10. All charter schools are required to participate in “any school and district accountability system required by law of a public school of similar grade or type.” (R.S. 17:3996)

Sharing of Data

All Louisiana public schools are included in the accountability system. Those schools without at least one grade level participating in testing (K-2) share one grade level of test data from another school, usually the school into which they feed their student populations. A school with a population insufficient to produce statistically reliable test data shares another school’s data, usually a school it receives students from or sends students to.

Reconfigured Schools

Any school with a substantial change in student population can request through its district superintendent that the state calculate the percent of students that would have been proficient the preceding year, based on the reconfiguration. This recalculation will allow the state to determine if a school has met the safe harbor provisions (reduced the non-proficient by 10%). The state will determine the School Improvement/Corrective Action status of any schools that are reconfigured. The state will, at least, require assurances that any students transferred from a failing school receive services to address their academic deficiencies, and if sufficient numbers of students from a failing school are relocated to a school site (or sites), the receiving schools shall be assigned the same label and implement the same sanctions and remedies as the sending school.

New Schools and LEAs

A new Charter School or LEA with no affiliation with an existing LEA is held fully accountable when sufficient data is available to perform the required evaluations. In most instances, the school/LEA is fully accountable at the end of its third year of testing. It can enter School Improvement and be required to offer School Choice at the end of the second year of testing, but due to a 1 year lag in the use of attendance and graduation/dropout data, establishing improvement in the Additional Academic Indicator (AAI) cannot be accomplished until after the third year of testing.

1.1 (cont)

Recovery Schools

Louisiana Revised Statute provides for schools meeting certain criteria or those in an LEA meeting certain criteria to be removed from the LEA's control and reopened as a Type V Charter Schools or as "state-run" schools. These schools enter the accountability system as new schools (defined in New Schools and LEAs, above).

Adjudicated/Special Schools Students

Louisiana has established policy that all students in correctional facilities and "Special State Schools" be included in the State Assessment. Louisiana will include these students at the lowest level of aggregation possible for accountability with sanctions appropriate to these special conditions. In many instances, the students are placed at privately run facilities by the juvenile court system. These facilities have school site codes in order to receive certain types of state funding. The student scores are routed back to the students' home schools.

Disaster Impacted Schools and LEAs

Schools located in an area declared by the President of the United States to be a disaster area and that were closed for 18 or more consecutive school days (greater than 10% of an academic year) shall be excluded from subgroup evaluations based on the accountability data collected during the year of the disaster. Using the 2005 hurricanes as an example, schools maintain their accountability status (School Improvement/Corrective Action) based on 2005 test data through academic year 2006-07. The same schools and any schools with a 25% change in student enrollment as the result of a disaster may, at the LEA's request, also receive a 1 year waiver from the School Performance Score (SPS) Component of the Louisiana Accountability System, or they may start-over as new schools in the SPS Component.

1.1 (cont)

Note: New schools require 4 years to establish a 4-year cohort for graduation rate calculations. Section 7.1 contains the details of Louisiana’s solution to this problem.

Evidence:

Louisiana Revised Statutes 17:10; 17:10.1; 17:10.5; 17:10.7; 17:3996

Bulletin 111: Louisiana’s School, District, and State Accountability System. §101, §521, Chapter 24, §3301, §3303, §3501, Chapter 45

Memorandum: Inclusion of Special School District/Department of Corrections Students in the Louisiana School and District Accountability System

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>1.2 All public schools and LEAs are held to the same criteria when making AYP determinations.</p> <p>All public schools are included in the Louisiana Accountability System. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have the 95 % participation rate <u>and</u> meet the annual measurable objective, or “safe harbor.” Additionally, all schools are evaluated using the School Performance Score Component to establish Academically Unacceptable Schools and schools failing to show sufficient growth.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability System. §101</i></p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

1.3

The State has definitions that are consistent with *basic, proficient, and advanced* in English/language arts and mathematics. The Louisiana labels differ slightly from those detailed in NCLB, although the definitions are similar. Current achievement levels are: Advanced, Mastery (*Exceeding the Standard*), Basic (*Meeting the Standard*), Approaching Basic (*Approaching the Standard*), and Unsatisfactory.

These standards have been shown to be high; for example, equipercentile equating of the standards has shown that Louisiana’s “Basic” is somewhat more rigorous than NAEP’s “Basic.” In addition, representatives from Louisiana’s business community and higher education have validated the use of “Basic” as the state’s proficiency goal.

Evidence:

Louisiana State Board of Elementary and Secondary Education, Accountability and Assessment Committee Minutes (Tuesday, July 23, 2002)

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

1.4

Release of Accountability Results

Beginning in 2004, for schools that may be subject to choice and/or Supplemental Education services provisions the LDE shall annually release preliminary Subgroup Component results, School Performance Scores, and School Improvement/Corrective Action status at least two weeks prior to the first day of the school year following the school year in which the assessment data was collected. Final Subgroup Component results and School Performance Scores will be issued during the fall semester each year. Schools “wrongly” identified in the preliminary release will continue to offer choice throughout the school year. Schools “newly” identified with final scores will provide choice and/or supplemental services beginning in January (second semester).

The State has included, as an addendum to the LEA Consolidated Application, a template for Districts to use to describe their choice plans. LDE Staff conducts Technical Assistance Workshops throughout the State to provide the Districts with guidance for writing their consolidated applications and, if necessary, choice plans. These applications are due to the State by June 9th and are not approved without appropriate documentation of choice plans, ensuring that all Districts will have plans that can be implemented for their schools, if necessary. The State also has an approved list of Supplemental Services Providers that is easily accessible from the website.

Beginning in 2007, preliminary accountability results each summer shall include any schools determined to be entering into or remaining in School Improvement or Corrective Action, exiting School Improvement or Corrective Action, and those who failed the Subgroup Component the prior year. These preliminary results shall be issued at least 2 weeks prior to the first day of school. Final accountability results shall be issued during the fall semester of each year.

Implementation of New Assessments at Required Grade Levels

Due to the addition of new assessments in grades 3, 5, 6, 7, and 9 and the associated time required to establish cut-scores and verify the validity and reliability of the new tests, academic year 2005-06 test data is not available until September of 2006. All schools shall maintain their 2005-06 accountability labels and any associated sanctions (Choice, SES) until aggregated results are available in October. Schools identified as entering School Improvement or Corrective Actions at the October release and that are not granted an appeal at the December 7, 2006 meeting of the State Board of Elementary and Secondary Education shall implement any required sanction upon notification. Schools offering Choice at the beginning of the year shall continue to do so through the entire academic year regardless of their status after the final release.

Evidence:

Bulletin 111: Louisiana’s School, District, and State Accountability System. §301, Chapter 27

LEA Consolidated Applications for SY 2003-2004

PowerPoint: No Child Left Behind Act of 2001: Local Education Agency Consolidated Application for Federal Programs (Title I)

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.5

Louisiana has produced an annual State Report Card since 1990. As Federal and State requirements have increased due to the increasing standards of school accountability, the State Report Card has evolved into a set of reports. These are available at

<http://www.doe.state.la.us/lde/accountability/home.html>

District Accountability information is also available at the same link.

The State Report Card includes all the required data elements: a) aggregates at each of the proficiency levels; b) comparison between subgroup performance and State's annual measurable objective; c) percentage of students not tested; d) at least 3 years of trend data (as required by R.S. 17:3912); e) aggregate information on attendance and graduation rate (other academic indicators); f) professional qualifications of teachers. Teacher qualifications can also be accessed, by the public, on our Teach Louisiana website.

Preliminary accountability results are available on the web and are released to the press <http://www.doe.state.la.us/lde/comm/1450.asp>. Final results are sent to parents in paper copy following appeals, and web-based reports are updated at this time.

Evidence:

Louisiana Revised Statute 17:3912

Examples of School Report Cards:

Press Reports

Bulletin 111: Louisiana's School, District, and State Accountability System Chapter 29

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6

Louisiana's Accountability System includes both rewards and sanctions for public schools and LEAs. The Rewards process includes both the Subgroup and the School Performance Score Components. The following growth labels account not only for growth of the school as a whole, but also consider the growth of the subgroups within the school and the school's School Improvement Status. Rewards are provided through an annual allocation from the State General Fund are awarded to schools based upon their growth label.

Growth Labels:

- **Exemplary Academic Growth** – A school that makes its GT and the subgroup met its expected Growth and school is not in School Improvement
- **Recognized Academic Growth** – A school that makes its GT and the subgroup does not make expected growth and/or the school is in School Improvement
- **Minimal Academic Growth** – A school improving (at least 0.1 points) but not meeting its Growth Target
- **No Growth** – A school with a change in SPS (0 to –2.5 pts)
- **School in Decline** – A school with a declining SPS (more than – 2.5 pts)

Sanctions are based on the Subgroup and the School Performance Score Components of the Louisiana Accountability System. They include assignment of District Assistance Teams, school choice, supplemental services, reconstitution, and the assignment of Distinguished Educators. The State Accountability System aligns with the NCLB sanctions. Due to funding constraints, Supplemental Educational Services will only be required for Title I Schools.

Sanctions required of schools during the 2005-06 academic year based on spring 2005 test data will continue to be offered in academic year 2006-07 until the release of accountability results indicates a school/LEA no longer faces sanctions. Schools offering School Choice at the beginning of the academic year must continue throughout the year. This policy is necessary because of the delayed accountability release in 2006 due to the implementation of a new testing program.

Evidence:

Bulletin 111: Louisiana's School, District, and State Accountability System Chapters 9-27

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>2.1 Louisiana’s Accountability System includes all students enrolled in public schools within the state. Policy requires every public school to participate in a school accountability system based on student achievement. Policy further requires that all students in membership in the appropriate grades (3-11) on the day of testing shall be tested.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability System Chapter 39</i></p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>2.2 Louisiana uses the definition of “full academic year” for the Subgroup/NCLB Analysis, <u>and</u> the School Performance Score (SPS) Component. Students are included in the SPS if they have been enrolled in the <u>LEA</u> for a “full academic year.”</p> <p>FAY - Students enrolled in a school on October 1 and the test date are considered enrolled for the Full Academic Year. These students are those included in the Subgroup Component. This applies at the school, district, and state level.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability System §703</i></p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>2.3 Louisiana maintains a Student Information System (SIS) that is capable of “tracking” any student that remains within the state. The system can determine the enrollment on any given day and will be used to determine October 1st and test date enrollment for both components of the accountability system.</p> <p>Evidence:</p> <p><i>SIS User’s Guide</i></p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>3.1 Percent Proficient Scores are calculated for each subgroup within each school in ELA and mathematics, separately. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have 95 % participation <u>and</u> meet the annual measurable objective, <u>or</u> “safe harbor.” The annual measurable objectives are applied equally to all grades, subgroups, and schools and were chosen to ensure that all students are proficient in English-language arts and mathematics by the 2013-2014 school year. Schools are also considered as not making AYP if their School Performance Scores are less than 60.</p> <p>Evidence: <i>Bulletin 111: Louisiana’s School, District, and State Accountability System Chapter 7, Chapter 11, §1503</i></p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p> <p>See page 24.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p> <p>See page 24.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2

Louisiana’s Accountability System incorporated the recommendations from U.S. Ed in 2002/03.

Louisiana’s revised plan for determining AYP is a three-tiered Accountability System. Schools are judged on subgroup performance.

- The baseline is the percent proficient in English-language arts and mathematics at the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grades 4, 8, and 10.
- For each school, Louisiana measures the percent proficient in each subject for each subgroup – whole school, major racial/ethnic groups, economically disadvantaged, students with disabilities, and limited English proficient students.
- 2002-03 was year one of judging AYP by subgroup
- Each subgroup must meet the Annual Measurable Objectives and Incremental Goals to ensure that all students are proficient by 2013-2014.
- Any subgroup failing AYP in the same subject for two consecutive years will result in a school having to offer choice. (e.g. Hispanic in mathematics in year one and Poverty in mathematics in year two – school has a flag for failing AYP for two consecutive years and, therefore, must offer choice)
- A district (LEA) is identified for improvement only when all three grade clusters fail AYP in the same subject for two consecutive years.

Identifying LEAs for improvement

	Elementary Reading	Middle Reading	High School Reading	Elementary Math	Middle Math	High School Math
Year 1	X	X	X			
Year 2	X	X	X			
District is identified for improvement						

	Elementary Reading	Middle Reading	High School Reading	Elementary Math	Middle Math	High School Math
Year 1				X	X	X
Year 2				X		
District is NOT identified for improvement						

A subgroup makes AYP if:

- 95 % of the students within the subgroup participated in the assessments, and the subgroup percent proficient rate is at/or above the annual measurable objective;
- OR
- if 95 % of the students within the subgroup participated in the assessments, and it meets the Safe-Harbor requirements:
 - the percentage of non-proficient students within the subgroup reduced by at least 10% of previous year’s value
- AND
- the subgroup improved or met the criterion on the additional academic indicator, attendance rate for elementary and middle schools and graduation rate for high schools

3.2 (cont.)

Louisiana applies a 99% confidence interval to the calculations for AYP determinations of percent proficient, reduction of non-proficient students, and status attendance (graduation) rate to ensure high levels of reliability. Louisiana does not apply a confidence interval to improvement of attendance or graduation rate.

Schools are also judged on the School Performance Score Component using LA's school accountability model.

- Judgments are made annually.
- Schools fail to make AYP if they are identified, by the State, as an Academically Unacceptable School.

Schools enter School Improvement if they fail in the same subject for 2 consecutive years to make AYP in the Subgroup Component analysis (any subgroup) or immediately upon being determined to fail the School Performance Score Component.

Due to the hurricanes of 2005 and only in 2006 (unless similar disasters occur in subsequent years), and for the Subgroup Component, students that were displaced by the hurricanes, that were enrolled for a Full Academic Year in one school, and that were entered into the Student Information System as Displaced Students will be placed in a single Displaced Students Subgroup. These Displaced Students will not hold membership in any other subgroup. Louisiana will submit the Displaced Student Subgroup results to the U.S. Department of Education at least 10 days prior to the planned release of scores on Oct. 20, 2006. Because the Displaced Student Subgroup did not exist in 2005, and because our AAI data lags by 1 year, there will not be sufficient data to determine that this subgroup failed AYP. We will know if they failed to meet the AMO, but we won't be able to determine they failed Safe Harbor. Any school or LEA that tests fewer than 95% of these students will fail Subgroup AYP.

Louisiana will report school, LEA, and state participation rates and proficiency rates for these displaced students on our web-based reports. No AAI data will be available in 2006 due to a 1 year lag, but the AAI data collected on this subgroup during 2005-06 will be included in the AAI calculations in 2007 in all applicable subgroups and according to policy governing cohort membership.

For the SPS Component, the State will perform dual calculations in 2006 – 1 applying normal policy and 1 with displaced students excluded. The lower of the two scores will be used to evaluate performance unless the higher prevents a school from being classified as Academically Unacceptable. Attendance and graduation data from the displaced students will be included in the SPS Component in 2007.

LOUISIANA'S 3-TIERED ACCOUNTABILITY SYSTEM

Each Subgroup in each subject is subjected to Tiers 1 and 2

Tier 1 – AMO

1. Does the subgroup have 10 members?
Yes – Proceed to step 2 No – **Subgroup passes AYP**
2. Does the subgroup have 40 members?
Yes – Proceed to step 3 No – Advance to step 4
3. Did 95% of the subgroup participate in testing?
Yes – Proceed to step 4 No – **Subgroup fails AYP**
4. Did the subgroup meet the AMO?
Yes – **Subgroup passes AYP** No – Proceed to Tier 2

Tier 2 – Safe Harbor

5. Did the subgroup reduce the non-proficient students by 10% since the previous year?
Yes – Proceed to step 6 No – **Subgroup fails AYP**
6. Did the subgroup meet the AAI standard (attendance or graduation rate)?
Yes – **Subgroup passes AYP** No – Proceed to step 7
7. Did the subgroup improve by at least 0.1% on the AAI from the previous year?
Yes – **Subgroup passes AYP** No – **Subgroup fails AYP**
8. Has any subgroup failed AYP?
Yes – **SCHOOL FAILS AYP** No – Proceed to step 9

Whole School AAI

9. Did the school meet the AAI standard?
Yes – **SCHOOL PASSES SUBGROUP AYP** No – Proceed to step 10
10. Did the school improve by at least 0.1% on the AAI from the previous year?
Yes – **SCHOOL PASSES SUBGROUP AYP (Proceed to Tier 3)**
No – **SCHOOL FAILS AYP**

Tier 3 – School Performance Score Component

11. Is the school's School Performance Score below 60.0?
Yes – **SCHOOL FAILS AYP** No – Proceed to step 12
12. Did the school make its required growth?
Yes – **SCHOOL PASSES SPS AYP (evaluate for reward eligibility)**
No – **SCHOOL ENTERS ACADEMIC ASSISTANCE**

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2 (cont.)

School Name: _____

School Group Evaluated	Flagged (Current Year)	Flagged (Previous Year)
Whole School – ELA		
Whole School – Math		
American/Alaskan Native – ELA		
Asian – ELA		
African American – ELA		
Hispanic – ELA		
White – ELA		
Economically Disadvantaged – ELA		
Students With Disabilities – ELA		
Limited English Proficient – ELA		
American/Alaskan Native – Math		
Asian – Math		
African American – Math		
Hispanic – Math		
White – Math		
Economically Disadvantaged – Math		
Students With Disabilities – Math		
Limited English Proficient – Math		
Total Times Flagged – Subgroup		

District Name _____	Subgroup AYP	Total School Unacceptable	Total School Improvement	School Label

School Name				

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2a Subgroup Starting Points and Intermediate Goals:

Louisiana has identified two starting points for calculating subgroup AYP. There is one starting point for each of the assessments, ELA and mathematics, and they are applied equally to all public schools within the state. Each baseline is the Percent Proficiency Score of the school building that enrolls the student at the 20th percentile of Louisiana’s total enrollment, which was higher than the lowest performing subgroup. The Percent Proficiency Score was calculated based on the assessment data for Spring 2002.

Subgroup Timeline: 1 Grade Span (Including all grade-levels tested) generating two starting points, with 6 Incremental Goals

- One starting point and one goal for each subject applied to every public school

School Year	ELA	Mathematics	Objectives/Goals
2001-2002			
2002-2003	36.9 %	30.1 %	Annual Measurable Objective
2003-2004	36.9 %	30.1 %	Annual Measurable Objective
2004-2005	47.4 %	41.8 %	1st Incremental Goal
2005-2006	47.4 %	41.8 %	Annual Measurable Objective
2006-2007	47.4 %	41.8 %	Annual Measurable Objective
2007-2008	57.9 %	53.5 %	2nd Incremental Goal
2008-2009	57.9 %	53.5 %	Annual Measurable Objective
2009-2010	57.9 %	53.5 %	Annual Measurable Objective
2010-2011	68.4 %	65.2 %	3rd Incremental Goal
2011-2012	78.9 %	76.9 %	4th Incremental Goal
2012-2013	89.4 %	88.6 %	5th Incremental Goal
2013-2014	100.0 %	100.0 %	6th Incremental Goal

Total School Growth Component:

Each school receives an annual growth target, which is the amount of growth needed to make LA’s 2014 goal, or 2 points, whichever is greater.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

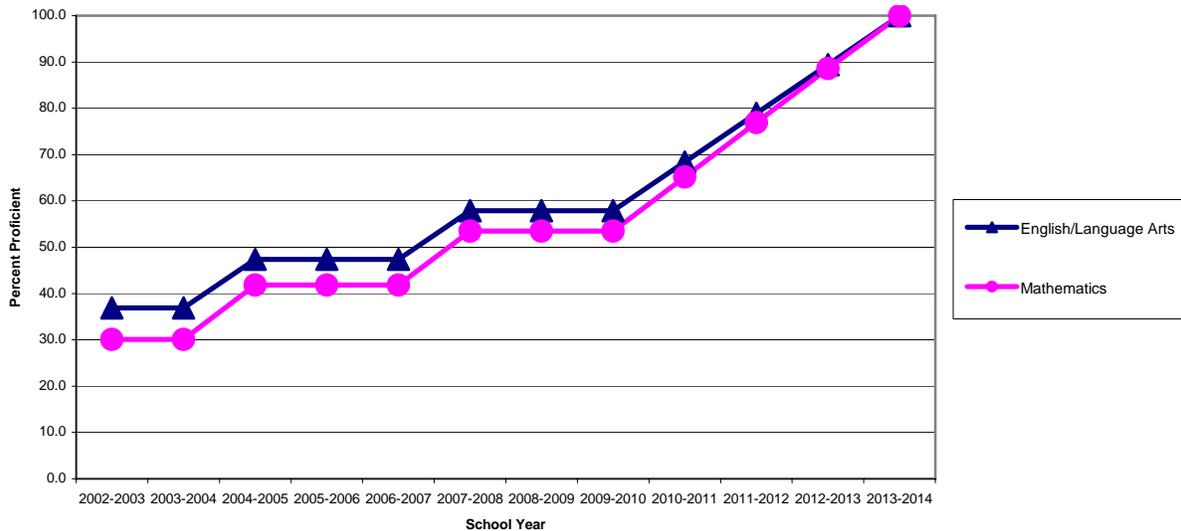
CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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3.2 b Subgroup Starting Points and Intermediate Goals:

School Year	ELA	Mathematics	Objectives/Goals
2001-2002			
2002-2003	36.9 %	30.1 %	Annual Measurable Objective
2003-2004	36.9 %	30.1 %	Annual Measurable Objective
2004-2005	47.4 %	41.8 %	1st Incremental Goal
2005-2006	47.4 %	41.8 %	Annual Measurable Objective
2006-2007	47.4 %	41.8 %	Annual Measurable Objective
2007-2008	57.9 %	53.5 %	2nd Incremental Goal
2008-2009	57.9 %	53.5 %	Annual Measurable Objective
2009-2010	57.9 %	53.5 %	Annual Measurable Objective
2010-2011	68.4 %	65.2 %	3rd Incremental Goal
2011-2012	78.9 %	76.9 %	4th Incremental Goal
2012-2013	89.4 %	88.6 %	5th Incremental Goal
2013-2014	100.0 %	100.0 %	6th Incremental Goal

AYP Intermediate Goals



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2 c See 3.2 a and 3.2 b

Evidence:

Bulletin 111: Louisiana's School, District, and State Accountability System §705

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>4.1 Annual determinations for each public school and LEA are made for Subgroup AYP and the School Performance Score Component based on the Spring assessment data and Districts are notified of preliminary classifications at least two weeks prior to the start of the next school year, with final “verified” classifications being released in early Fall.</p> <p>For 2006 only, the preliminary release is delayed until Oct. 20 due to the implementation of new tests at grades 3, 5, 6, 7, and 9 – tests administered to comply with NCLB. The standard setting process and the associated statistical tests for validity and reliability create the delay.</p> <p>For evaluating LEAs on Subgroup AYP, Louisiana will consider three separate grade-clusters; elementary (K-5), middle (6-8), and high school (9-12). An LEA fails Subgroup AYP for a given year if any subgroup within any grade-cluster fails Subgroup AYP.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability §301, §4310</i></p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1</p>	<p>Louisiana’s Student Information System aligns assessment data with demographic data to make subgroup membership determinations that can be aggregated to any level required.</p> <p>Percent Proficient Rates are calculated for each subgroup within each school in ELA and mathematics, separately. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have 95 % participation <u>and</u> meet the annual measurable objective, <u>or</u> “safe harbor.” The annual measurable objectives are applied equally to all grades, subgroups, and schools and were chosen to ensure that all students are proficient in English-language arts and mathematics by the 2013-2014 school year. For any given school, decisions could be based on as many as 9 different subgroups (Whole School, American/Alaskan Native, Asian, African American, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient Students) in each subject (ELA and mathematics), resulting in 18 possible analyses for the school at the subgroup level. Louisiana also applies two additional measurements of the School Performance Score Component; Academically Unacceptable and progress toward a Growth Target.</p> <p>Evidence: <i>Bulletin 111: Louisiana’s School, District, and State Accountability Chapter 7, §4310</i></p>	

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>5.2 Percent Proficient Rates are calculated for each subgroup within each school in ELA and mathematics, separately. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have 95 % participation <u>and</u> meet the annual measurable objective, <u>or</u> “safe harbor.” The annual measurable objectives are applied equally to all grades, subgroups, and schools and were chosen to ensure that all students are proficient in English-language arts and mathematics by the 2013-2014 school year. For any given school, decisions could be based on as many as 9 different subgroups (Whole School, American/Alaskan Native, Asian, African American, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient Students) in each subject (ELA and mathematics), resulting in 18 possible analyses for the school at the subgroup level. Louisiana also applies two additional measurements of the School Performance Score Component; Academically Unacceptable and progress toward a Growth Target.</p> <p>Schools that fail to meet any Subgroup AYP calculation in the same subject for two consecutive years will be required to offer choice as will any school labeled Academically Unacceptable in the SPS Component.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability Chapter 7, Chapter 15, §4310</i></p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.3

Students with disabilities participating in regular assessments are included in the State’s definition of AYP in the same manner as students without disabilities.

Students participating in Louisiana Alternate Assessment 1 (LAA 1) [based on alternate academic achievement standards] receive scores that reflect the students’ performance of skills. The scores are converted to the achievement levels currently used in Louisiana to determine AYP and incorporated into the AYP calculation. Louisiana ensures that the use of LAA 1 complies with the 1% percent proficient limit allowable and the eligibility criteria deemed permissible, as a result of the NPRM.

Beginning in 2006, Louisiana administers a Louisiana Alternate Assessment 2 (LAA 2) [based on modified academic achievement standards]. The results of this test are reported in performance levels and will apply to the 2006 Subgroup Component as do results from the regular test. They will be included similarly in the School Performance Score Component. All LEAs and the state as a whole are monitored to assure they do not exceed the 2% limit imposed by NCLB. Louisiana awaits further guidance from the USDE to determine if this alternate assessment is acceptable as a permanent element of the testing program or if a yearly application should be submitted to request the flexibility to use the results in the Subgroup Component.

Evidence: *Bulletin 111: Louisiana’s School, District, and State Accountability* §703, §4310, Chapter 39

Access to the General Education Curriculum

Louisiana Alternate Assessment State Sub-Group Reports

Summary of Test Results—Out –of – Level Testing Program (LAA-B)

Programming Codes 2005.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.4

Louisiana will not include the assessment results of first-year limited English proficient students who participate in the reading/language arts assessment and mathematics assessments in AYP determinations, even if the students have been enrolled in the school or district for a full academic year according to the Louisiana definition of FAY.

Louisiana will include the assessment results of all other limited English proficient students in AYP determinations.

To be considered English proficient and to exit the limited English proficient subgroup, the student must score for:

1. Two years at the proficient level in the state's testing program.
2. One year at the Full English Proficiency Level V on the English Language Development Assessment (ELDA) in listening, speaking, reading, writing, and comprehension. The ELDA assesses the English language proficiency of students by the following grade clusters: K-2, 3-5, 6-8, and 9-12.

Beginning with the fall 2005 accountability results, the LEP subgroup will include former LEP students for 2 years after they are no longer considered LEP according to the state rules. These students will not count toward the minimum "n" for the LEP subgroup, but will be included in the AMO status test and the reduction in non-proficient students test (Safe Harbor) for this subgroup.

Evidence:

LEAP for the 21st Century High Stakes Testing Policy, August 2002 (Grade 4, Section 6.C; Grade 8, Section 8.C

Memorandum: Revision of High Stakes Testing Policy and Limited English Proficient Students Bulletin 111: Louisiana's School, District, and State Accountability Chapter 40

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5

Minimum – N	Number Set by State
For reporting (to ensure privacy)	10
For AYP determination (for reliability)	10 with CI of 99 %
For participation	40

The State of Louisiana has established a definition for the minimum number of students in a subgroup for both reporting and accountability purposes. The definition is consistent with the minimum number identified within Critical Element 9.1. The State has established a test of statistical significance for the method of determining a minimum number within a given population and referenced to the established measurable objective. Refer to Critical Element 9.1, for a detailed overview of this method of statistical significance.

Evidence:

Bulletin 111: Louisiana's School, District, and State Accountability Chapter 7, §4310,

⁵ The minimum number is not required to be the same for reporting and accountability.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.6 Louisiana will not report subgroups with a cell size of less than 10 in order to protect the privacy of students. State Board policy requires LEAs to adopt a policy on student records that in part says that "...schools shall not reveal a student's confidential records, except by his or her parent's consent."</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana's School, District, and State Accountability Chapter 7, §4310</i></p> <p><i>Louisiana Handbook for School Administrators, Bulletin 741, System Policies and Procedure Chapter 7</i></p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ⁷ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
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⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.
Louisiana’s Accountability Workbook

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 LA makes AYP decisions based on 2 evaluations:</p> <ul style="list-style-type: none"> • The Subgroup Component, which measures the percent proficient of each subgroup and the entire school population, separately, on LA’s ELA and Math tests in grades 3-8 and 10. (Safe Harbor will be evaluated in 2006 using tests from grades 4, 8 and 10 since those were the assessments used in 2005). • Schools continue to be judged with LA’s long existing school accountability model, which measures total school status and growth. (Baseline and Growth School Performance Scores). The School Performance Score Component, beginning in 2006 includes CRT tests given in grades 4, 8, 10, and 11, augmented NRT tests in grades 3, 5, 6, 7, and 9; , attendance rates, and non-dropout rates. This component calculates a school performance score (using a weighted index system) and a growth target for each school. To better align the pre-existing School Performance Score Component with the Subgroup Component, the School Performance Score Component moved from a two-year cycle to an annual calculation. <p>Alternate Assessments for Students with Disabilities LAA 1: Grades 3 thru 11. The assessment is based on alternate academic achievement standards in four subject areas: English language arts, mathematics, social studies and science. (Usage not to exceed allowable percentage and eligibility criteria confirmed in guidance). LAA-2: 2006-Grades 4, 8, and 10 (ELA and math) and grade 11 (science and social studies) Expands in 2007 and again in 2008 to include grades 4-11 with all 4 subjects. LAA-2 is not developed for grade 3 because it requires at least 1 regular test result to meet 1 of the criteria for this alternate assessment. For the Subgroup Component and the SPS Component, the students will take the regular test during the implementation years when no test is yet available. (Subject to the 2% cap as described in guidance).</p> <p>Evidence: <i>Bulletin 111: Louisiana’s School, District, and State Accountability Chapters 3, 5, 7, §3901</i></p>		

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.1

Louisiana’s School Performance Score Component accounts for high school graduation rate through the inclusion of a *dropout* statistic. The national (NCES-CCD) “event” definition of dropout is used.

While “dropout” and “graduation rate” may have some very slight technical differences, in essence they are measuring the same thing – the school or LEA’s ability to hold students in school until graduation. In most cases, students who do not graduate are considered dropouts.

Louisiana is proposing to continue to use this measure until an appropriate methodology and standard can be incorporated into policy. Louisiana will develop a method for accurately calculating graduation rate for each cohort that accounts for students that receive a “regular” high school diploma in four years as outlined in guidance.

Louisiana will establish a baseline with the 2002-2003 ninth grade cohort, making the first graduation rate based on the number of students receiving diplomas in the school year, 2005-2006. Because graduation rate will have a one-year lag, the baseline data will be released in 2007 and the first year of AYP decisions based on this cohort data will be in the Summer of 2007. Improvement in the AAI will be measured using the dropout rate in 2007, since the comparison can only be made with “like” data. Louisiana will submit details of the graduation rate calculation to US ED in 2007.

Evidence:

Bulletin 111: Louisiana’s School, District, and State Accountability Chapters 3, 5, 7

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>7.2</p> <p>Louisiana has chosen to use attendance rate as the additional academic indicator for both elementary and middle schools.</p> <p>When developing the Louisiana Accountability System, various models were evaluated and more than 20 indicators were explored in detail. Attendance, one of the indicators reviewed, was found to be among the most reliable and valid.</p> <p>In Louisiana, attendance data is collected at the student level, must pass multiple edit rules, and is substantiated through verification reports. All attendance data is audited and validated through a two-stage process. First, a “paper” review is conducted. This is followed by an on-site audit of a random sampling of schools as well as those schools showing any data irregularity.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability §701, §4101</i></p>

⁹ NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>7.3 All item development, test design, form construction, and data analysis activities for Louisiana standards-based assessments follow the guideline of the <i>Standards for Educational and Psychological Testing</i>. In addition, a Technical Advisory Committee (TAC) was established to address and resolve measurement and technical issues to ensure that assessments are valid and reliable.</p> <p>Attendance and graduation (dropout until 2006) data is collected at the student level, must pass multiple edit rules, and are substantiated through verification reports. All attendance and graduation/dropout data is audited and validated through a two-stage process. First, a “paper” review is conducted. This is followed by on on-site audit of a randomly selected sample of schools as well as those schools showing any data irregularity.</p> <p>Evidence:</p> <p><i>Louisiana Handbook for School Administrators, Bulletin 741, Louisiana School and District Accountability System Chapter 7</i></p> <p>Evidence (not attached, but available):</p> <p><i>1997 Item Development Technical Report</i> <i>1998 Item Development Technical Report</i> <i>1999 Operational Technical Report</i> <i>2000 Operational Technical Report</i> <i>2001 Operational Technical Report</i></p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability</i></p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

8.1

Louisiana assesses subgroup performance for each subgroup within each school separately for English-language arts and mathematics when determining AYP.

Percent Proficient Rates are calculated for each subgroup within each school in ELA and mathematics, separately. For any school to make AYP, each subgroup within the school, meeting the minimum “n” requirement, must have 95 % participation and meet the annual measurable objective, or “safe harbor.” The annual measurable objectives are applied equally to all grades, subgroups, and schools and were chosen to ensure that all students are proficient in English-language arts and mathematics by the 2013-2014 school year. For any given school, decisions could be based on as many as 9 different subgroups (Whole School, American/Alaskan Native, Asian, African American, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient Students) in each subject (ELA and mathematics), resulting in 18 possible analyses for the school at the subgroup level. Louisiana also applies two additional measurements of the School Performance Score Component; Academically Unacceptable and progress toward a Growth Target.

Schools that fail to meet the AYP calculation for the same subject by any subgroup for two or more consecutive years will be identified for improvement, corrective action, or alternate governance as required in NCLB. Schools identified as Academically Unacceptable in the SPS Component and that fail to show sufficient growth similarly face increasingly more severe sanctions.

Bulletin 111: Louisiana’s School, District, and State Accountability Chapter 7, Chapter 15, §4310

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.1

LOUISIANA’S APPROACH TO “MINIMUM N”

By Richard Hill at The Center for Assessment

Background

Each state must create an accountability system in response to the requirements of the No Child Left Behind Act (NCLB). Among the requirements is the determination of whether schools and subgroups within the school either have achieved a particular percentage of students at the proficient level or higher (met the “status” requirement) or have improved their percentage of students achieving at the proficient level or higher over the prior year’s level (met the “improvement” requirement). If a school or a subgroup fails both those tests, it fails to make Adequate Yearly Progress (AYP), and certain actions are taken against the school. Results for subgroups are not required to be included “in a case in which the number of students in a category is insufficient to yield statistically reliable information.” States are left to determine what that number might be.

One issue to be addressed is how low reliability can go before it is “insufficient.” If the stakes are low, a fairly low level of reliability might be acceptable. If the stakes are high, however, one would want to be fairly certain that a school had been correctly classified before applying the prescribed consequences to the school. In NCLB, annual judgments are made about whether a school has made AYP. If a school fails to make AYP two years in a row, a series of rather drastic consequences begin. So, unquestionably, one would want the decision about whether a school had failed to make AYP two years in a row to be highly reliable. But being identified as a “failing” school even for one year could have serious negative consequences for a school, so a reasonable argument can be constructed for wanting a reliable decision to be made every year for every school.

Selecting a Fixed N

Many states are taking the approach of requiring that a subgroup have a particular number of students (for example, 30) in order to be included, regardless of the performance of the subgroup. This appears to be an approach that will not work well for either measuring status or improvement. If a certain fixed number is chosen, schools will not be directly accountable for subgroups with fewer than that number (those subgroups will be included in the school’s total score, but the performance of that subgroup by itself will not be looked at). No matter how small a number is chosen, this will exclude many subgroups, leading to an incomplete look at the performance of the school. Thus, one could argue that a number like 30 is *far* too large a number—a requirement that subgroups meet this minimum N will eliminate the vast majority of subgroups in most states.

On the other hand, the results for subgroups are supposed to be “statistically reliable.” That would mean, at a minimum, that if a subgroup causes a school to fail AYP, another sample of students in that subgroup drawn for that school would be likely to have the same result. While reasonably modest numbers of students often (but not always) can be used to reliably determine

whether a subgroup has met the status requirement, it takes large numbers (hundreds of students) to reliably detect whether a school has made sufficient improvement.

So, on the one hand, a state should pick a fairly small N for purposes of validity (say, certainly something no larger than 10), but it would need a very high N (say, 300 or more) for purposes of reliability. Obviously, a value that provides reasonable validity is wholly inadequate for reliability purposes; a value that provides reasonable reliability is wholly inadequate for validity purposes. A figure between those two is largely inadequate for *both* purposes. This is the reason states are having such a hard time choosing a fixed value for minimum N. Until one looks carefully at the issue, one presumes that a modest fixed N will be a reasonable compromise between reliability and validity; a careful look tells us that choosing any value is wholly inadequate for at least one of the two concerns, if not both. In short, there isn't a reasonable answer to this dilemma. One is not faced with a reasonable balancing of concerns over reliability and validity; any answer will be clearly wrong for at least one of the two.

Given that one cannot have validity without reliability, it would be justifiable for a state to select a minimum N of 300. Granted, an N of this size will eliminate virtually every subgroup in a state, essentially eliminating this aspect of NCLB. But such an N would at least ensure that decisions would be sufficiently reliable.

An Alternative (and Louisiana's Choice)

An alternative to selecting a fixed N is to run a test of statistical significance. That way, subgroups that are far from the standard do not need to have a large N for a reliable decision to be made. For example, suppose the standard for a state is 50 percent proficient. If no students in a subgroup are proficient, a reliable decision (one that has less than a 1 percent probability of misclassifying the subgroup) that the subgroup fails the status test can be made if there are just seven students in the subgroup. That is, if 50 percent of the students in a subgroup are proficient, there is less than 1 chance out of 100 that no students a sample of seven would be proficient. Thus, in cases where results are extremely low, the inadequate performance of the subgroup can be reliably detected even with small Ns. On the other hand, if 499 out of 1000 students were proficient, one would not be certain that another sample of students from that same subgroup wouldn't have at least 50 percent proficient. So, this system will select a group that is far away from the standard even if the group is small, but will not select a group that is very, very close to the standard even if the group is quite large. Not only is this a better application of statistics than the fixed N approach, it also is more fair and valid. Certainly, one would want to identify and target resources to very low-achieving subgroups before doing the same to subgroups that are very close to the state's standard.

In a similar vein, a test of statistical significance will be run to determine whether we can state with reasonable confidence whether a school has failed to make sufficient improvement. Suppose a subgroup has 50 percent of its students passing one year. To make AYP, the subgroup must improve to 55 percent passing the following year. The null hypothesis would be that the subgroup has made a 10 percent reduction in the percentage of students not proficient. To be identified, the subgroup would have to have results that would have been unlikely (less than 1 chance out of 100) if the school truly had improved the required amount.

Louisiana will judge total schools on whether they have met the requirements of the accountability system Louisiana had in place well before the passage of NCLB. Louisiana's original accountability system had no formal approach to evaluating subgroups, however, so Louisiana's accountability system will be augmented to hold schools accountability for the performance of their subgroups. More specifically, subgroups will cause their school to be identified if their status score is insufficiently high, and failing that, if their improvement is insufficient.

Choosing an Alpha Level

Louisiana has decided to use an *alpha* level of .01 to run these tests of statistical significance. This level of confidence will be applied to each subgroup tested within a school. Given that there will be multiple subgroups within each school (and tests of reading and math to be done on each subgroup), the school-level *alpha* will be something higher than .01. If there are nine subgroups in a school, there would be 18 tests a school would need to pass to avoid being labeled as failing to make AYP. If all these tests were independent, the joint probability of error would be .165 (that is, the probability of an error across the 18 tests is .165 if each test has a probability of error equal to .01). However, the tests are not independent. Reading and math are well correlated, and some of the subgroups are so highly inter-correlated as to be assessing virtually the same students (for example, when there is just one minority group in a school, that group often comprises the vast majority of the "economically disadvantaged" students). Thus, for most schools, the probability of an error across all the tests done is likely to be something close to .05, which is the standard often used in educational research.

Of course, the most severe consequences apply to schools that fail AYP two consecutive years. If the U.S. Department of Education permitted those consequences to apply only to schools that had the same subgroup fail AYP two consecutive years, it might be reasonable to select a higher *alpha* level. However, given that USED's position has been that the two-year consequences will apply to a school that has any subgroup fail in Year 1 and any subgroup fail in Year 2, a more conservative *alpha* level is required to avoid unreliable over-identification of schools.

Running Tests over Multiple Years

The standard error of difference scores, relative to the amount of improvement required under NCLB, will be large for most schools. As a result, not as many schools would be identified as might be under another system. In particular, running tests of improvement over several years, such as requiring a 19 percent improvement over two years, would identify more schools and increase the reliability of the system.

That would be done, however, at a cost to the validity of the system. A school that has made significant changes to its administration, faculty and/or curriculum in the most recent year should not be judged (or identified) on the basis of failings of previous years. If the school has performed adequately this most recent year, it should not be identified.

Thus, Louisiana has chosen to make judgments about schools each year. Data will not be aggregated across multiple years. Each year, a school (and all its subgroups) will need to demonstrate that it is unlikely that its status is below the required amount, and failing that, that it is unlikely that the school reduced its percentage of non-proficient students by at least 10 percent.

Total School Growth Component

For Total School Growth measures, Louisiana plans to continue to make evaluations using the Accountability System that has been in place since 1999. That system includes an index, the School Performance Score (SPS). To ensure that the SPSs were as reliable as possible, Louisiana made the following choices when developing the system that would make total school growth judgments:

- Use an index, since school averages based on an index are more reliable than those based on pass/fail judgments.
- Use tests at every grade, so that as many students as possible are included in each school’s score. Students at every grade between 3 and 11 are included in the SPS.
- Require schools to meet one goal combined over all tests, rather than requiring them to meet a goal for each of the tests. The fewer the decisions made, the greater the consistency of the decisions.
- Require schools to meet one goal for all the students in the school, rather than requiring them to meet goals for several subgroups. One decision made on a large group of students is more reliable than several decisions made on smaller groups.
- Average data over two years, since results aggregated over twice as many students are more reliable than those of just one year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.2 Louisiana’s Accountability System

This three-tiered Accountability System identifies those schools in greatest need of improvement, either because the school is failing to address the needs of a subgroup, the entire school is low performing, or the school is failing to show growth.

Subgroup Component:

Schools identified as failing because of subgroup performance will be schools that either:

- 1) have overall adequate performance, but at least one subgroup needs focused attention. These schools will be those in which there are large achievement gaps between subgroup performances.
- OR
- 2) schools that are low performing and have multiple subgroups failing.

School Performance Score Component:

A key goal of LA’s School Performance Score Component is that all schools improve.

The School Performance Score Component flags schools for being identified as “Academically Unacceptable” or lack of improvement, even if their sub-groups have met the proficiency goal.

In Louisiana’s Accountability System, steps are taken to ensure that the results are valid. Some of these procedures include: (1) changing the test forms at each administration to decrease the chance of test familiarity, (2) development of detailed test security procedures through the Test Security Policy, and (3) auditing of School Accountability data through a formal process. The system was built on the assumption that manipulation of the data should be discouraged. For example, arbitrary movement of students does not allow “opting out” of the system, and “0” scores are assigned if students miss the test.

Louisiana has an appeal/waiver procedure that has been authorized by the State Board of Elementary and Secondary Education and is used to address unforeseen and aberrant factors impacting schools in Louisiana.

Evidence:

Board of Elementary and Secondary Education, Test Security Policy

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.3

Louisiana replaced its grade 3, 5, 6, 7, and 9 NRT assessments with standards-based “augmented NRT” assessments in Spring 2006. It added these to pre-existing CRT tests at grades 4, 8, 10, and 11 to comply with the NCLB requirement for standards-based exams at grades 3-8 and at least once in high school. The 2006 Safe Harbor evaluations will include only test data from grades 4, 8, and 10 due to the necessity of comparing “like” data.

Louisiana used the “book-marking method” developed by Dr. Howard Mitzel of Pacific Metrics Corp. to assure vertical alignment between the new and old tests.

Due to the standard setting process, the implementation of these new tests delays the release of 2006 accountability results until October. Schools must continue to implement any sanctions resulting from the 2005 testing results that applied to academic year 2005-06.

All 2006 test results will be used in the AMO evaluation of the Subgroup Component and in the Assessment Indices used in the School Performance Score Component.

Evidence:

Bulletin 111: Louisiana’s School, District, and State Accountability

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1</p> <p>Louisiana’s School and District Accountability System accurately calculates participation rates in the statewide assessment program. The Student Information System and testing files provide the data set of all students enrolled during the testing window. Two categories of students (those absent due to medical emergencies with doctors’ written excuses and those absent due to the death of family members) are removed before the calculation of participation rates. Remaining are the “eligible to test” students. For the Subgroup Component, the testing file provides all valid student test scores. This data is aggregated to the appropriate level (subgroup, school, district) and used in the calculation – the number of students with valid test scores divided by the total number of eligible students.</p> <p>For Louisiana’s SPS Component, eligible students who do not take the required tests (grades 3-11) are assigned zeroes in the assessment indices calculations.</p> <p>To determine if a subgroup meets the 95% participation rate test, Louisiana calculates the participation rate of students within the subgroup during the current year, during the current and previous year (a two-year aggregate), and during the current year and two previous years (a three-year aggregate). The highest of the 3 rates is used to determine if the subgroup has met the participation criteria.</p> <p>Evidence:</p> <p><i>Bulletin 111: Louisiana’s School, District, and State Accountability</i></p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

10.2

For Subgroup AYP measures, Louisiana has set the minimum “n” for participation at 40 (allowing two non-testers before the subgroup negatively impacts a school). For any subgroup meeting the minimum “n” in which less than 95 % of the students test, that subgroup will be flagged for failing to make AYP for that school year.

Evidence:

Bulletin 111: Louisiana’s School, District, and State Accountability

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.