

measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).

- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i) Academic Achievement	Elementary schools: <ul style="list-style-type: none"> • Elementary school Assessment Index (ELA and math) Middle schools: <ul style="list-style-type: none"> • Middle school Assessment Index (ELA and math) High Schools: <ul style="list-style-type: none"> • High school End-of-Course (EOC) Index (ELA and math) • High school Growth Index for ELA and math 	<p>The assessment and EOC indices capture student achievement on grade 3-8 and high school state assessments (EOCs) in English language arts and math.</p> <p>The academic achievement indicators used by the LDE allow for objective, valid, reliable, and comparable results across LEAs in the state, as all assessments are scored following national best practices executed by expert assessment vendors and overseen by psychometricians.</p> <p>In addition, a Technical Advisory Committee (TAC) is utilized to address and resolve measurement and technical issues to ensure that assessments are valid and reliable. All students participate in the same assessments by grade level and subject. Test scores are used in the SPS as an index (average), which in turn makes results more reliable.</p> <p>Prior to calculation of school performance scores and subgroup performance, all data are reviewed</p>

		and all others.
iii) Graduation Rate	<p>High school Graduation Rate:</p> <ul style="list-style-type: none"> • Graduation Rate Index • High school graduation rate within Strength of Diploma Index 	<p>This indicator measures the four-year cohort graduation rate as outlined in federal regulations and in state board regulations. The rates are comparable across Louisiana schools, as well as all other U.S. schools that calculate rates using federal guidelines.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
iv) Progress in Achieving English Language Proficiency	<p>English Language Proficiency Indicator (ELP is its own measure, but weight comes from relationship to academic content assessments; see academic achievement indicator for weights)</p>	<p>This indicator awards points for all English learners making annual progress toward attaining English language proficiency as defined by meeting exit criteria and/or meeting or exceeding annual targets based on a student’s baseline proficiency level. This indicator will be included in the assessment index of every school beginning in 2018-2019 after implementation of Louisiana’s new ELP assessment in 2017-2018 for every English learner and results will be publicly reported for any school serving at least ten English learners. The progress to English language proficiency indicator used by the LDE allows for objective, valid, reliable, and comparable results across LEAs in the state as the LEAP ELP Connect was developed using an Evidence-Centered Design (ECD) framework with test items that are aligned to the Louisiana Connectors for English Learners. The specifications are tightly linked</p>

		to the definitions of evidence that stem from the ECD process which ensures its reliability and validity. A description of how this indicator is included in the overall accountability system is included in Section 4.D <i>Annual Meaningful Differentiation</i> .
v) School Quality or Student Success (all grade levels)	Interests and Opportunities will be added after further development in 2017-2018. For now, it is not included within the weightings for schools. An updated plan will be provided to the USDOE prior to implementation for review and approval.	See full description below**
vi) School Quality or Student Success (elementary and middle schools)	Elementary schools: Science and social studies assessments as measured in the assessment index Middle schools: Science and social studies as measured in the assessment index, and the Dropout Credit Accumulation Index	Science and social studies exams are administered in grades 3-8. Like ELA and math, results from these exams are included in an assessment index for elementary and middle schools. The Dropout/credit accumulation index measures credit accumulation through the end of 9 th grade year (used to measure 8 th grade schools). Bulletin 111. ⁹ This measure is not captured by performance on state assessments. Instead, it measures the degree to which middle schools have prepared students to be successful in high school based on

⁹ Louisiana Board of Elementary and Secondary Education. (2016). Bulletin 11: The Louisiana School, District, and State Accountability System, §413. Accessed at <http://bese.louisiana.gov/documents-resources/policies-bulletins>.

		<p>their quality of work at the class level. Research shows that students who are under-credited at the end of the first year of high school are at-risk of not graduating on time.¹⁰</p> <p>Students are only included in the DCAI if they are also full academic year in their ninth-grade year, which prevents middle schools from being penalized for students who exit early and cannot earn the required credits. The index includes a dropout penalty to encourage schools to take responsibility for assuring an uninterrupted transition to high school.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
vii) School Quality or Student Success (high schools)	<p>Measures for high schools:</p> <ul style="list-style-type: none"> • Strength of Diploma credentials • Science and social studies 	<p>Strength of diploma awards points based on the attainment of credentials beyond just a high school diploma (i.e., more credits = higher points). It awards points for graduates who earn associate's degrees, passed AP/IB/CLEP exams,¹¹ earned credit in</p>

¹⁰ Allensworth, E. M. & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*. Consortium on Chicago School Research at The University of Chicago. Accessed at <https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>.

¹¹ Murphy, D. & Dodd, B. (2009). *A Comparison of College Performance of Matched AP® and Non-AP Student Groups*. College Board. Accessed at <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2009-6-comparision-college-performance-matched-ap-non-ap-student-groups.pdf>.

	<p>EOCs</p> <ul style="list-style-type: none"> • ACT/WorkKeys 	<p>AP/IB/dual enrollment courses,^{12, 13,} ¹⁴ earned industry credentials,^{15,16} graduated in 5 or 6 years, and completed a HiSET equivalency diploma. Above and beyond the graduation rate, this indicator recognizes the benefits to students when schools provide an array of opportunities for advanced coursework and credentials that promote a successful transition to college or a career.</p> <p>A Biology EOC and a U.S. History EOC further allow for a more complete measure of student success in high school, and are incorporated into the EOC index.</p> <p>All juniors take the ACT, and students may also take the WorkKeys. Students' highest scores through their senior year are included in the ACT/WorkKeys index.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
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¹² Warne, R. T., Larsen, R., Anderson, B., & Odasso, A. J. (2015). *The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores*. The Journal of Educational Research. Accessed at <http://www.tandfonline.com/doi/full/10.1080/00220671.2014.917253>.

¹³ IB Continuum. Nd. *Key findings from research on the impact of IB programmes in the Americas*. Accessed at <http://www.ibo.org/globalassets/publications/ib-research/Research-IBA-en.pdf>.

¹⁴ Hanover Research. (2014). *Dual Enrollment as a Bridge to Higher Education: A Research-Driven Perspective*. Accessed at <http://www.hanoverresearch.com/2014/09/24/dual-enrollment-as-a-bridge-to-higher-education-a-research-driven-perspective/>.

¹⁵ Hyland, R. (2016). *It's Time to View Industry Credentials Through the Lens of Student Success*. The Evollution. Accessed at http://evollution.com/revenue-streams/workforce_development/its-time-to-view-industry-credentials-through-the-lens-of-student-success/.

¹⁶ Southern Regional Education Board. (2015). *Credentials for All: An Imperative for SREB States*. Accessed at <http://www.ccsso.org/Documents/2016/SREBCredentialsforAll.pdf>.

	Beginning in 2017-2018		
Indicator	Elementary Schools	Middle Schools	High Schools
Academic Achievement	50% ELA/math (see Assessment Index below)	46.67% ELA/math (see Assessment Index below)	20.83% ELA/math and growth (see Assessment Index and Growth Index below)
Other Academic Indicator	25% growth (see Growth Index below)	25% growth (see Growth Index below)	N/A
Graduation Rate	N/A	N/A	41.67% (see Graduation Index and Strength of Diploma Index below)
ELP Measure	ELP is its own measure but weight comes from relationship to academic content assessments. Because content assessments are substantially weighted via the academic achievement indicator, so too is the ELP measure. (see ELP section below)	ELP is its own measure but weight comes from relationship to academic content assessments. Because content assessments are substantially weighted via the academic achievement indicator, so too is the ELP measure. (see ELP section below)	ELP is its own measure but weight comes from relationship to academic content assessments. Because content assessments are substantially weighted via the academic achievement indicator, so too is the ELP measure. (see ELP index below)
Student Success	25% for science and social studies (see Assessment Index below)	28.33% total (23.33% for science and social studies; 5% for dropout/credit accumulation (DCAI)) (see Assessment Index and DCAI below)	37.5% total (4.17% for science and social studies EOCs; 25% for ACT/WorkKeys; 8.33% for Strength of Diploma credentials) (see Assessment Index, ACT/WorkKeys and Strength of Diploma below)

Elementary/Middle School Assessment Index and High School End-of-Course Assessment Index (Including English Language Proficiency with equal, substantial weight equal to that of the content assessment weights; see below for more details)