

SCHOOL ACCOUNTABILITY RESULTS



Historical

First Baseline School Performance Scores given in 1999

-State Average 69.9 -2009 Goal - 100

1188 Schools

1058 K-8

130 combination schools (K-8 and 9-12 grades)

69 Academically Unacceptable Schools (AUS) (5.8%)

(original definition <30)

388 AUS (32.7%)

(current definition <60)

389 – 1 star (32.5%) (60-79.9)

91 – 3 star (7.7%) (100-119.9)

301 – 2 star (25.3%) (80-99.9)

18 – 4 star (1.5%) (120-139.9)

1 – 5 star (0.1%) (140 and greater)

Historical

High Schools received first SPS in 2001

State High School Average 75.9 2011 Goal - 100

207 High Schools

120 Combination Schools (restarted in 2001)

18 Academically Unacceptable <30 (5.5%)

83 <60 (25.4%)

103 – 1 star (31.5%)

38 – 3 star (11.6%)

98 – 2 star (30%)

1 – 4 star (0.3%)

4 - 5 star (1.2%)

Current Performance 2007-08

School Type	Five Stars 140 and up		Four Stars 120-139.9		Three Stars 100-119.9		Two Stars 80-99.9		One Star 60-79.9		<60		Total Schools	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elem//Middle	4	0.4	26	2.8	215	22.8	369	39.0	268	28.4	63	6.7	945	100
Combination	2	1.4	4	2.8	20	14.0	74	51.7	36	25.2	7	4.9	143	100
High	4	2.3	0	0.0	26	14.9	62	35.4	63	36.0	20	11.4	175	100
Total	10	0.8	30	2.4	261	20.7	505	40.0	367	29.1	90	7.1	1263	100

Growth Target

2007 Baseline SPS	85.7
Actual Growth	1.5
2008 Growth SPS	87.2
2008 Growth Goal	90.6

Minimal Academic Growth

Hurricane “Severe Impact” Re-Entry

- This is the first year to receive Baseline SPS for 2005 Severe Impact (hurricane) schools
- 1368 schools received Baseline SPS in 2005
- 1118 Baseline SPS in 2007
- 1263 Baseline SPS in 08

Definitions

Eligible for Rewards – Exemplary Academic Growth

1. Met Growth Target
2. Subgroups grew by 2 pts. or more
Free/Reduced Lunch Students
Students with Disabilities
3. School is not AUS/SCF

Recognized Academic Growth

1. Met Growth Target
2. Insufficient subgroup growth and/or
AUS – Academically Unacceptable School or
SCF – Subgroup Component Failure

School Growth

- **281 (25.3%) met or exceeded Growth Targets**
 - 142 (12.8%) Exemplary Academic Growth
 - 139 (12.5%) Recognized Academic Growth
 - 231 Elementary/Middle Schools
 - 50 High Schools or Combination Schools
- **639 (57.6%) showed some growth**

Rewards

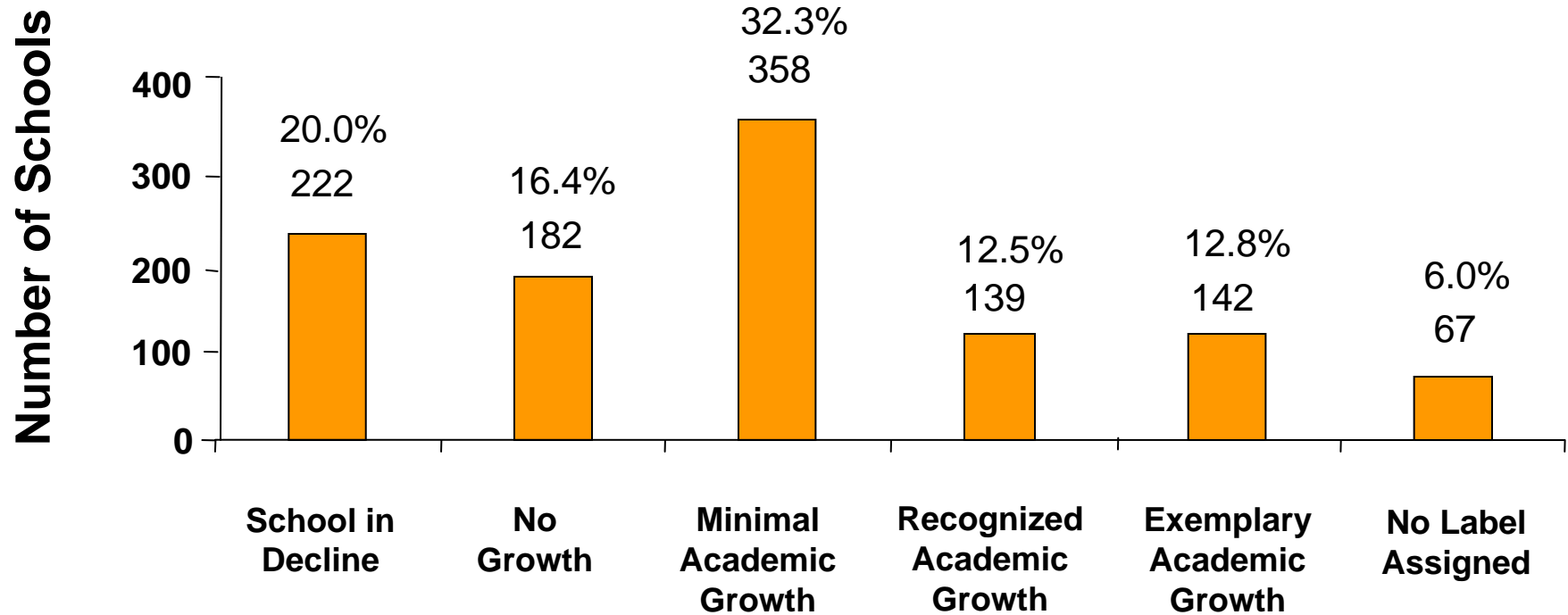
- 39 schools: 3 consecutive years (since 2006)
- 29 schools: 4 consecutive years (since 2005)
- 11 schools: 5 consecutive years (since 2004)
- 5 schools eligible (since 2003)

Acadia Parish	Midland High School
Caddo Parish	Fairfield Magnet School
Ouachita Parish	A.L. Smith School
St. James Parish	Lutcher High School
*Vernon Parish	Anacoco Elementary School

***EARNED REWARDS EVERY YEAR THEY HAVE BEEN GIVEN**

Growth Labels (All Schools)

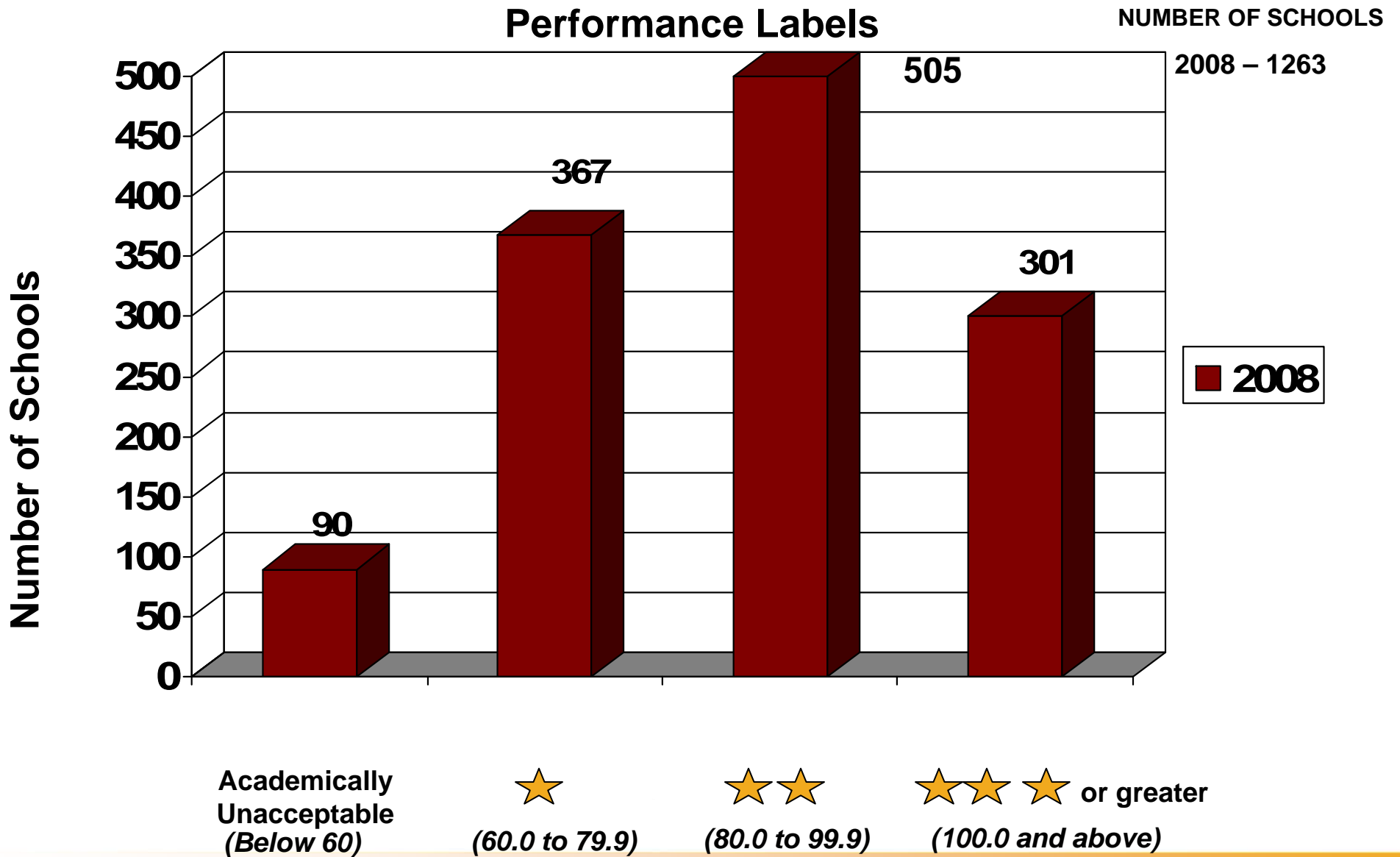
N = 1,110



State Results

- 2008 Baseline SPS 86.3
- Label 2 Star
- 2009 Growth Target 5.2
- 2009 Goal SPS 91.5

Performance Labels All Schools



Academic Assistance

- **Academic Assistance**
 - **SPS \geq 60 but Growth Target >7.0 ; or**
 - **In AA the prior year and GT > 5.0**
- **2008: 335 in Academic Assistance (26.5%)**

District assists schools with a School Improvement Plan with the objective of getting the schools on track to the 2014 goal of 120.

Academically Unacceptable Schools AUS

■ AUS – 1:	40 (3.2%) schools
■ AUS – 2:	10 (0.8%) schools
■ AUS – 3:	2 (0.2%) schools
■ AUS – 4:	32 (2.5%) schools
■ AUS – 5:	none
■ AUS – 6:	3 (0.2%) schools
■ AUS – 6+:	3 (0.2%) schools
Total:	90 schools

State Results

2007 K-8 State Baseline SPS			
Index	Total	Weight	Points
Attendance Index	90.0	5%	4.5
Non-dropout Index	140.7	5%	7.0
Assessment Index	84.3	90%	75.9
K-8 Baseline SPS			87.4
2007 9-12 State Baseline SPS			
Index	Total	Weight	Points
Graduation Index	99.9	30%	30.0
Assessment Index	77.9	70%	54.5
9-12 Baseline SPS			84.5

Subgroup AYP (NCLB Component)

- **134 Schools failed the subgroup component in 2007**
- **233 in 2008**

	Failed ELA	Failed Math	Failed Grad Rate	Failed 2 Areas	Failed All 3
2007	47	31	10	43	3
2008	78	52	7	81	15

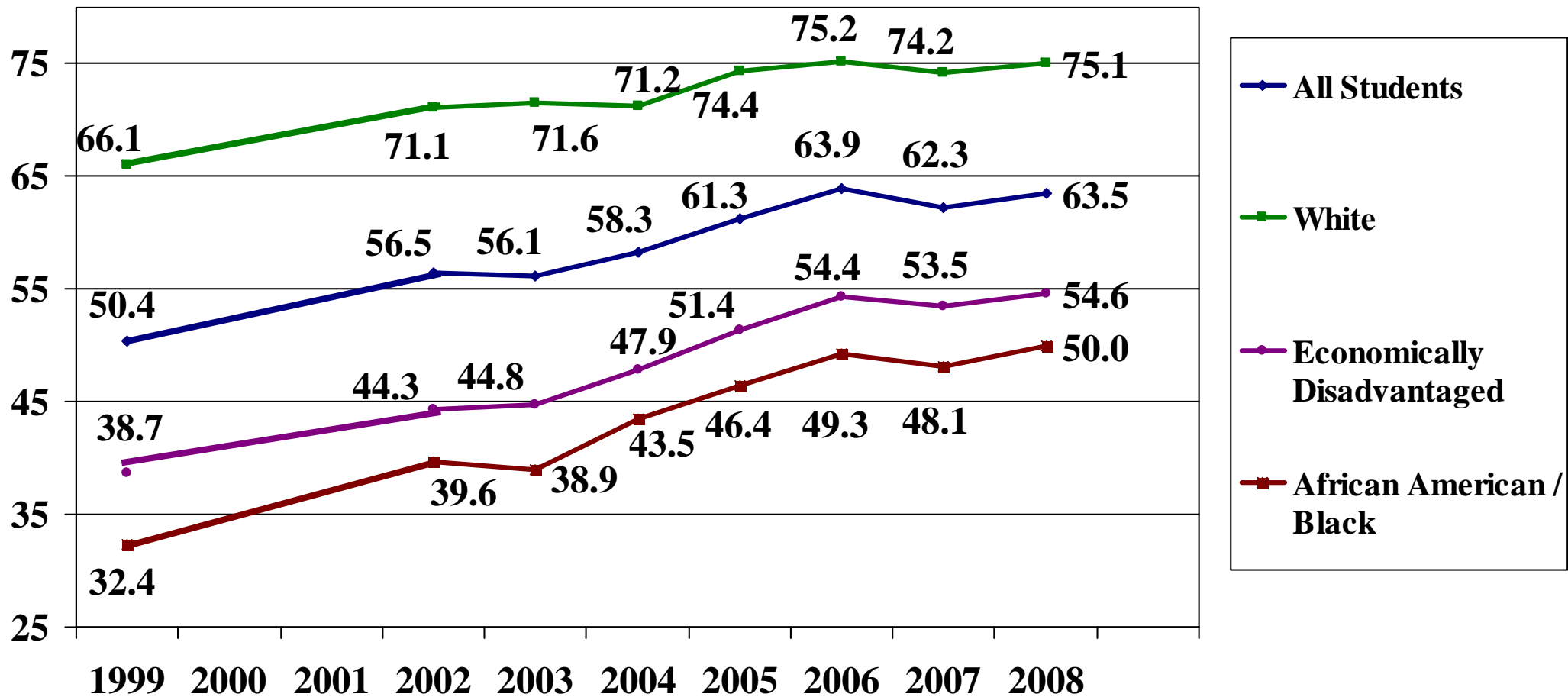
Subgroup AYP (*NCLB Component*)

- **Schools failing Subgroup AYP for two consecutive years in the same subject enter SI 1.**
 - 19 schools are implementing sanctions in SI 1
 - 2 schools are implementing sanctions in SI 2
 - 32 other schools would fall into this category but they are already implementing more serious steps due to AUS status

This is more than twice as many as last year (13).

Subgroup Performance

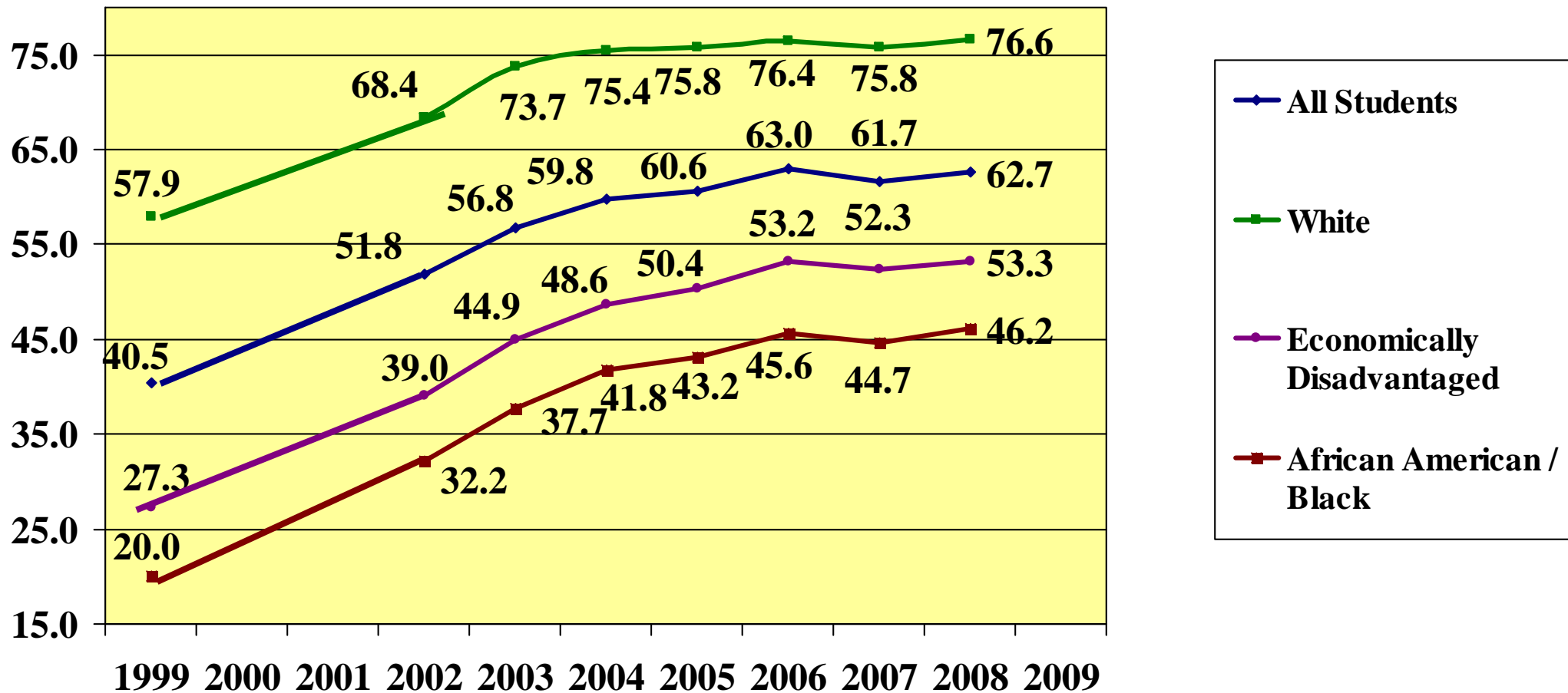
ELA: Percent Basic or Above *



*First time testers and Full Academic Year: 1999 – 2001 grades 4 and 8; 2002 - 2005 grades 4, 8 and 10; 2006 - 2008 grades 3-8 and 10

Subgroup Performance

Math: Percent Basic or Above *



*First time testers and Full academic Year: 1999 – 2001 grades 4 and 8; 2002 - 2005 grades 4, 8 and 10, 2006 - 2008 grades 3-8 and 10

Reducing the Gap

ELA	1999 gap	2003 gap	2005 gap	2008 gap	Reduced 99-08
Black to white	33.7	32.7	28.0	25.1	8.6
ED to white	27.4	26.8	23.0	20.5	6.9
Black to all	18.0	17.2	14.8	13.5	2.5
ED to all	11.7	11.3	10.4	9.9	1.8

Math	1999 gap	2003 gap	2005 gap	2008 gap	Reduced 99-08
Black to white	37.9	36.0	32.6	30.4	7.5
ED to white	30.6	28.8	25.4	23.3	7.3
Black to all	20.5	19.1	17.4	16.5	4.0
ED to all	13.2	11.9	10.2	8.9	4.3

District Performance Scores (DPS)

- **DPS is a “roll up” of all students**
- **Highest Ranking 5 districts**
 - Zachary Community School District, 112.6
 - West Feliciana Parish, 105.9
 - St. Tammany Parish, 105.7
 - Vernon Parish, 103.4
 - Jefferson Davis Parish, 102.9
- **Lowest Ranking 5 districts**
 - City of Bogalusa School District, 66.8
 - City of Baker School District, 65.9
 - Madison Parish, 61.1
 - St. Helena Parish, 57.4
 - Recovery School District, 51.4

Algebra I End-of-Course Assessment

- **EOC began with Algebra I in 2007-2008**
- **Administered to approximately 48,000 students**
 - Algebra I
 - Algebra I Part 2
 - Integrated Mathematics I
 - Algebra I, Middle School
- **Multiple-choice and open-ended questions**
- **All online administration**

Algebra I Achievement Levels

- **Excellent:** A student at this achievement level has demonstrated mastery of course content beyond Good.
- **Good:** A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
- **Fair:** A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
- **Needs Improvement:** A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Algebra I Results

- **Excellent:** 10%
- **Good:** 26%
- **Fair:** 28%
- **Needs Improvement:** 35%

- **Districts with more than 50% Good/Excellent combined:** Assumption, Lincoln, Ouachita, St. James, West Carroll, West Feliciana, Winn, Zachary, and Central

- **Districts with more than 50% in Needs Improvement:** Claiborne, East Carroll, East Feliciana, Madison, St. Helena, Tensas, Union Parish, and RSD

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