

AN ANALYSIS OF LOUISIANA'S ESSA PLAN

This dashboard analyzes Louisiana's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Louisiana submitted its plan on May 3, 2017; full text is available at <https://ed.gov/admins/lead/account/stateplan17/lacsa2017.pdf>. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD

LOUISIANA

LONG-TERM GOALS

Academic Achievement

 More than doubles achievement levels for most underserved students on rigorous timeframe (63.5% of students proficient in reading and 56.5% of students proficient in math by 2025)

Academic Achievement by Student Subgroup

 Same long-term goals for each subgroup

4-Year Cohort High School Graduation Rate

 90% of students graduating by 2025

English Language Proficiency

 Accounts for students' initial proficiency level in setting student goals with a maximum of 7 years to attain proficiency

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

 A school with a student subgroup performing at a level equal to an "F" on the multi-indicator rating system will be identified for targeted support

High School Graduation Rate Used to Identify Schools for Comprehensive Support

 4-year cohort graduation rate

NOTE

Achievement levels for Latino students would increase by 25.5 percentage points in reading and 23.5 percentage points in math

! CONCERN

Performance on goals does not count in school ratings

★ BONUS

Maximum years to proficiency is differentiated by initial level of proficiency

★ BONUS

Schools with excessive out-of-school discipline will be identified for targeted support

ACCOUNTABILITY

Disaggregation of Student Subgroups

 Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

N-Size

 10 students

School Quality and Student Success (SQSS) Indicator

 Dropout credit accumulation index measures credit accumulation in 9th grade; strength of diploma index awards points for students' success in rigorous course work; interest and opportunities indicator will measure student access to a well-rounded education (still in development)

High School Graduation Rate

 Uses the 4-year cohort graduation rate

Weighting of Academic Indicators

 95% weight in all grades

Testing Participation Rates

 No credit for untested students

Inclusion of Student Subgroup Performance

 Schools identified for targeted intervention cannot receive an "A" rating

★ BONUS

Strength of diploma index provides incentive for college and career readiness

Note: Some indicators do not apply to some states and, consequently, do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

LONG-TERM GOALS

Academic Achievement

- Green: 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- Yellow: 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- Red: Less rigorous goals and/or longer timeline than 2040

Academic Achievement by Student Subgroup

- Green: Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- Yellow: Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- Red: Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate

- Green: 90% or more of students graduating by 2030
- Yellow: 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- Red: Less rigorous goals and/or longer timeline than 2040

Extended-Year Cohort High School Graduation Rate

- Green: At least 3 percentage points higher than 4-year cohort rate goal
- Yellow: 1–2 percentage points higher than 4-year cohort rate goal
- Red: Goals are the same or state does not set goals for each cohort rate

English Language Proficiency

- Green: Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- Yellow: Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- Red: Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups

- Green: State does not use super-subgroup or uses it only in addition to disaggregated subgroups for school ratings and/or identifying schools for support
- Red: State uses super-subgroups instead of required subgroups for school ratings and/or identifying schools for support

N-Size

- Green: N-size for accountability of 15 or fewer students
- Yellow: N-size for accountability of 16–25 students
- Red: N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator

- Green: Evidence-based statewide SQSS measures are disaggregated by student subgroup
- Yellow: Inconclusive evidence for SQSS measures or significant measures are in development but still statewide and disaggregated by student subgroup
- Red: No evidence for SQSS measures and/or not statewide or disaggregated by student subgroup

High School Graduation Rate

- Green: Exclusively uses or gives more weight to 4-year cohort graduation rate
- Yellow: Uses 4- and extended-year cohort rates and weights 4-year rate equally or less than other rates
- Red: Does not use 4-year cohort rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators

- Green: 75% or more weight on academic indicators
- Yellow: 50–74% weight on academic indicators
- Red: Less than 50% weight on academic indicators or weight is unclear in plan

Testing Participation Rates

- Green: No credit for untested students or similarly rigorous consequences
- Yellow: Less rigorous consequences that have limited implications for accountability
- Red: Does not specify consequences for untested students

Inclusion of Subgroup Performance

- Green: Schools receive lower rating if they have a struggling subgroup or subgroup performance is an independent and substantial portion of rating index
- Yellow: Subgroups have lesser but still meaningful effect on a school's rating
- Red: Subgroups have little to no effect on a school's rating

SUPPORT AND INTERVENTION

Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- Green: Definition is meaningfully different from “low performing” and triggers targeted intervention based on 2 or fewer indicators
- Yellow: Definition is meaningfully different from “low performing” and triggers targeted intervention based on 3 or more indicators
- Red: Definition is not meaningfully different from statutory definition of “low performing” or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support

- Green: 4-year cohort graduation rate
- Yellow: 5-year cohort graduation rate
- Red: 6-year (or longer) cohort graduation rate