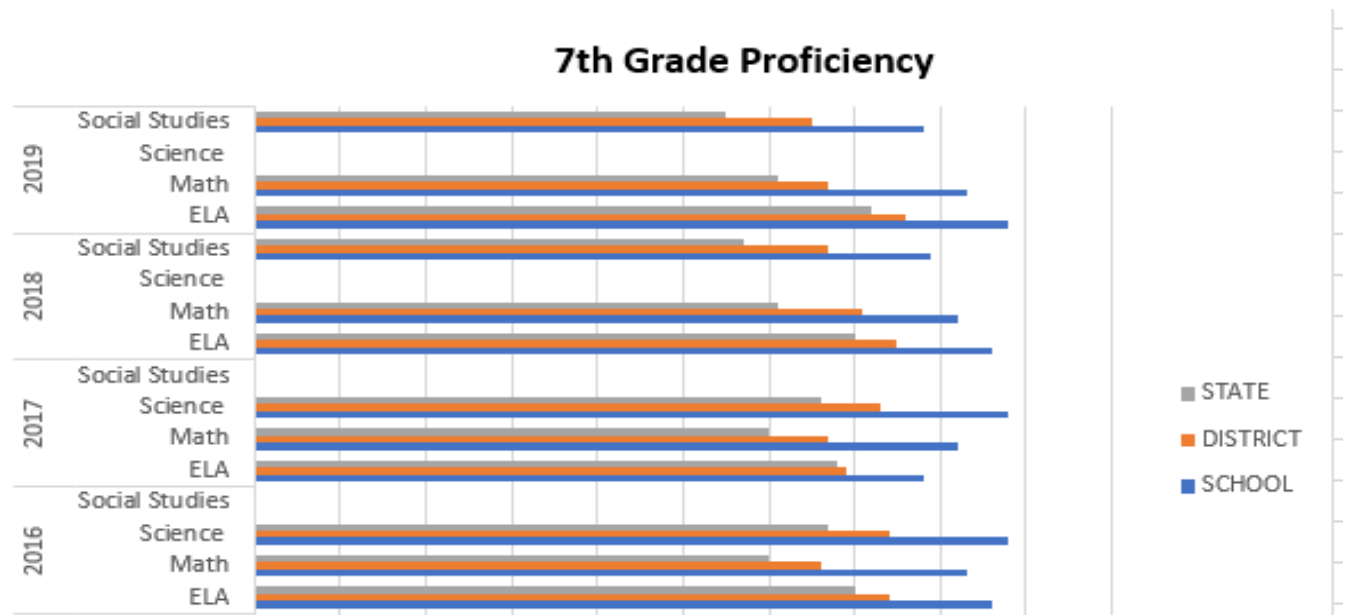
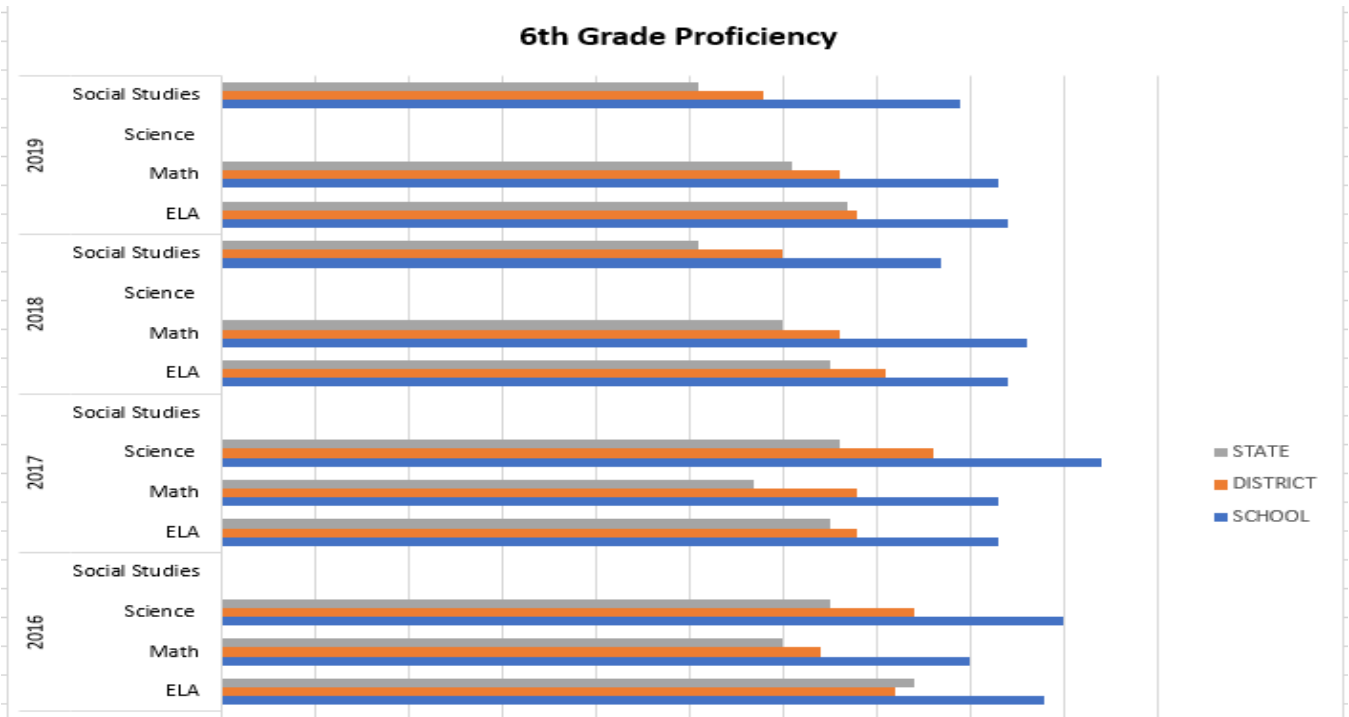
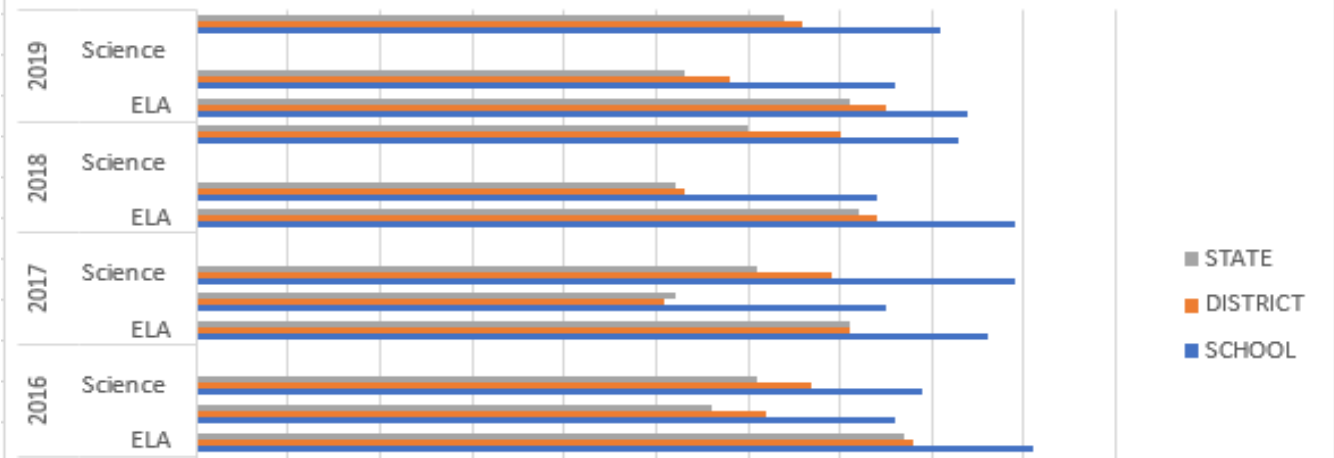


EVIDENCE OF SUCCESS

Louisiana’s accountability system has experienced numerous changes over the past few years complicating the ability to easily interpret trend data related to proficiency in the various content areas. We administered the LEAP and iLEAP in 2013 and 2014, PARCC in 2015, LEAP with a PARCC format in 2016, and LEAP 2025 most recently in 2017-2019. The state’s definition of proficiency has also been redefined. Although there have been many changes in the accountability system, making it difficult to track growth trends, we have continued to surpass the district and state proficiency levels by a significant margin.

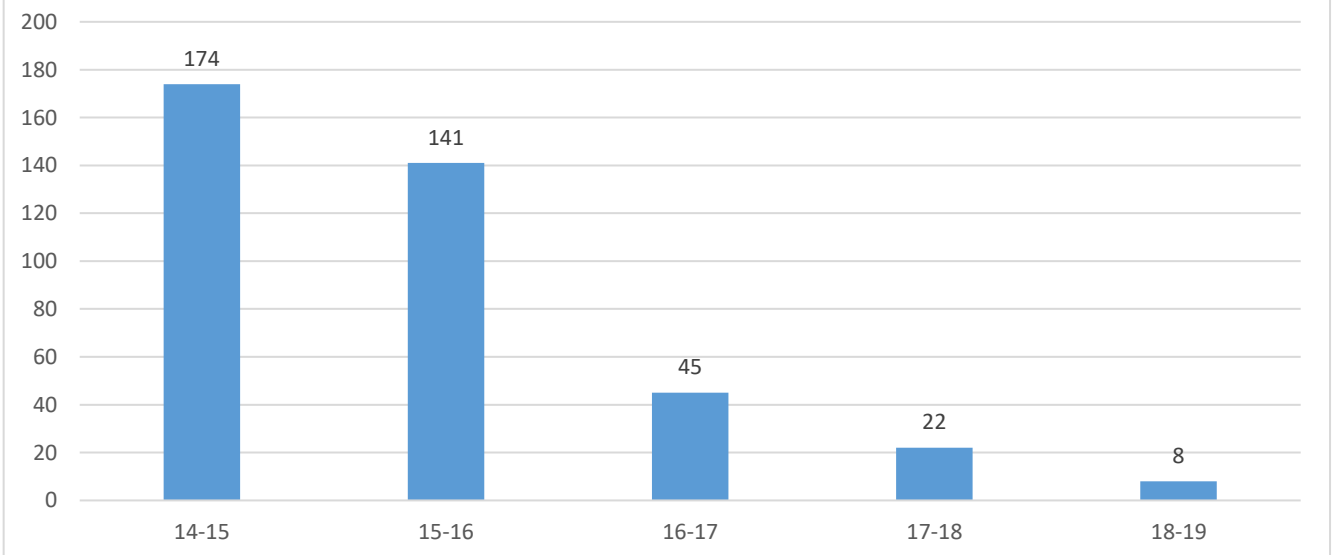


8th Grade Proficiency



The implementation of the Study Hall program to provide Tier 2 support to our INLs in 2017 had an immediate impact on student achievement, cutting the number of failing course grades earned across the student body from 141 to 45 after the first year of implementation. In 2017-2018, the continuation of Study Hall and the implementation of the FLEX program to provide Tier 2 support for our struggling learners reduced that figure even further to just 22 failing course grades. In 2018-2019, we implemented an Academic Recovery Team. Our Academic Recovery Team meets quarterly to discuss each student who is failing one or more courses individually to determine additional supports needed to meet the unique needs of each student. Sometimes these solutions mean reaching out beyond the walls of our school. The addition of the Academic Recovery Team helped reduce the number of failing course grades at the end of the year to only 8 failing course grades (6 students). In summary, the PLC process contributed to a 94.3% reduction in our failing course grades over a three-year period.

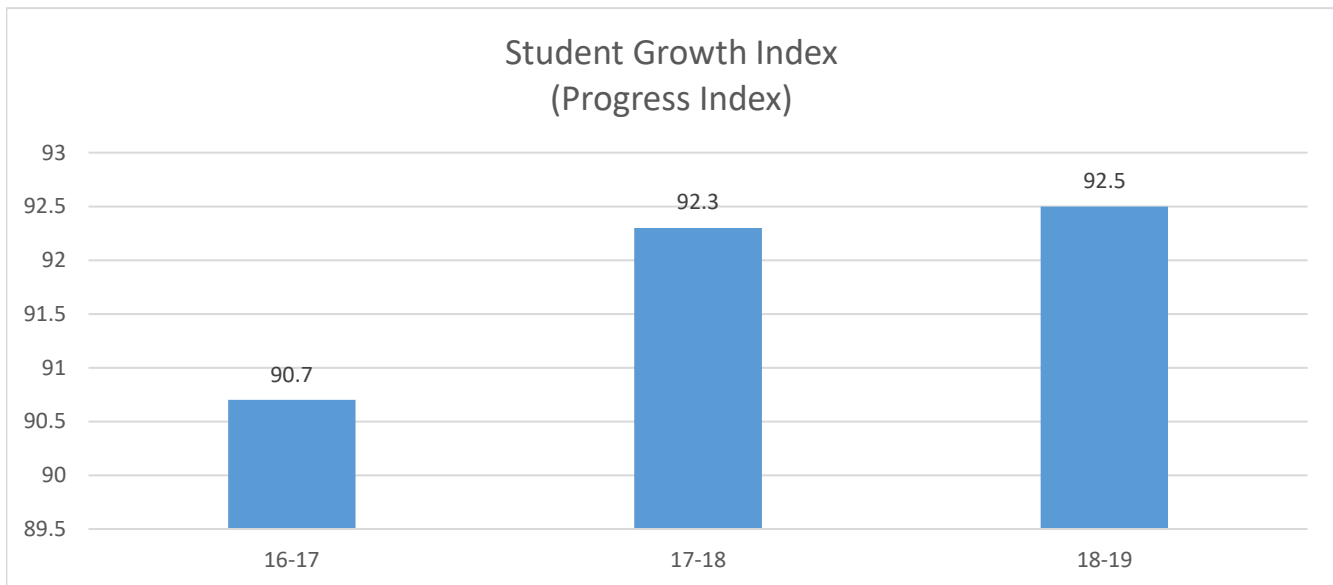
Number of Failing Final Course Grades



We have also demonstrated success with our subgroups. Our economically disadvantaged and minority students subgroups have performed exceptionally well and have exceeded the district and state scores by a significant margin in 8 out of the 9 categories reported.



In 2017, our state added a Student Progress component to our School Performance. Student progress measures the rate at which students are progressing towards mastering the key skills they need to be successful in the next grade level. This rating recognizes the growth students achieve throughout the school year, rather than just recognizing their performance on end-of-year assessments. In order to earn the maximum number of points, a student must hit their growth to mastery target or score in the 80th to 99th percentile when their growth is compared to similar peers. In 2017, the first year the Student Progress Index was calculated, our school scored a 90.7 A and in 2018 the score grew to a 92.3 A. According to our most recent projections, we demonstrated an additional gain in 2019 with a score of 92.5 A. This is clear evidence that our students are not only growing at an exceptional rate, but they are growing at an increased rate each year. Additionally, 47% of our students earned the maximum number of points possible for student growth which exceeded the district and state performance in this area.



We credit our success to the results of our ongoing PLC journey. When other factors that could inadvertently impact student achievement were considered, they were unfavorable to growth. For example, our percentage of economically disadvantaged students has increased from 23% in 2013 to 29% in 2019, a 6% increase over the past six years. Although these changes can present additional challenges to student achievement growth, we have made significant, continuous improvement in student achievement and expect this trend to continue as we continue to implement and refine our PLC process.

