



School Performance Score Report

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The mission of International High School of New Orleans is to educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages, and intercultural appreciation to succeed in a global economy.

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Contents

School Performance Score Report	0
School Rating	2
SPS SUMMARY	2
High School Assessment	2
High School Progress.....	3
ACT Scores	3
Strength of Diploma.....	3
Graduation Rate	3
Areas of Growth	3
Areas in Need of Improvement	4
So Now What:	4
SPS INTERVENTIONS.....	4
Comprehensive	5
Student Group	5
Next Steps:	5
Discipline	5
WHAT'S NEXT	5



School Rating

Annually, the Louisiana Department of Education rates schools based on the school’s performance in several areas. The high school score is based on the Assessment Index, Progress Index, ACT Index, Strength of Diploma, Cohort Graduation Rate Index, and Cohort graduation rate. Each area is measured based on student achievement which reflects the work inside and outside of the classroom.

In 2016-2017, IHSNO ranked as a letter grade C school. For the 2017-2018 school year, IHSNO ranks as a letter grade C. The school’s overall performance score has not changed. Though we remain a C ranked school in light of changing metrics scoring schools, we are not satisfied to be a middle of the

road schooling option for families and the community. We have noted areas of improvement and areas of growth in this year’s performance score. The School Performance Score is presented in two separate documents. The SPS Summary report provides information on six (6) indices used to determine IHSNO’s overall performance.

Site Code	School	School System	School Type (Elementary, Middle, High, Combination)	2018 Letter Grade New Formula	2018 SPS New Formula
344001	International High School of New Orleans	Voices for International Business & Education	High School	C	63.2

SPS SUMMARY

The SPS Summary report reflects two years of comparative information including IHSNO’s letter grade in each area – Assessment, Progress, ACT, Diploma Strength, and Graduation Rate Index. Using both

2018 Letter Grade Equivalents for Key Indices				
2018 K8 & High School Assessment Letter Grade Equivalent	2018 K8 & High School Progress Letter Grade Equivalent	2018 ACT Letter Grade Equivalent	2018 Strength of Diploma Letter Grade Equivalent	2018 Graduation Rate Letter Grade Equivalent
D	C	F	A	C

the New Formula and the Old Formula, IHSNO would remain C rated. The five (5) Letter Grade Equivalents for Key Indices represents IHSNO letter grade performance in these areas.

High School Assessment

The High School Assessment Letter Grade Equivalent is D. Student scores remained flat from the prior year even as the rigor of the assessments have increased. Each year, students are in English Language Arts levels 1 and 2, Algebra 1, Geometry, US History, and Biology. For the 2017-2018 scholastic year, we noted a sharp decline in student scores in US History and Geometry, and we were mostly flat in Algebra 1 and English Language Arts, and we made great strides in Biology.

Using the old formula, which is less stringent than the New Formula, IHSNO would have seen a modest decrease in the High School Assessment index. This index denotes how students performed on state



standardized assessments. Using the old formula, we would not have grown. However, we would have seen our scores flatten from the previous year moving from a 63.3 to 62.

High School Progress

High School Progress is the measure by which students grew one year over the next. The High School Progress index is new for the 2017-2018 scholastic year. This indicates the school's ability to academically improve students based on where the student ended the previous school year. For the 2017-2018 academic year, IHSNO earned a letter grade of C regarding student progress. For example, a student entering IHSNO from middle school who was not adequately prepared in math and passes the math portion of the LEAP in their 9th-grade years, IHSNO would earn 150-progress points for this student. We have identified students in this category and continue to find ways to support these students to success on state-mandated tests.

ACT Scores

Annually, all 11th-graders must take the ACT. This test is the state's measure of student readiness for college. The states average ACT score is 19.3, and our rating is 17. IHSNO's score in the ACT assessment is F. This reflects that we are not meeting the LDE's standard of preparing students for the test and tertiary connotes that our students are not ready for success.

As IHSNO sends more students to college and more students earn scholarships, we need to improve in this area. Currently, about 30 of our students enrolled with Entergy for ACT preparation, and we will explore additional resources for students to improve their ACT scores.

Strength of Diploma

The Strength of the Diploma represents student graduates and the various pathways completed. This marker capture students who have earned college credit earned industry-based certifications and passed IB exams. IHSNO scored 92.6 percent, which IHSNO earned an A. We will continue working with partners who successfully assist and work with students to achieve success while concurrently enrolled in high school.

Graduation Rate

The Graduation Rate represents the number of students that IHSNO graduates each year. This number is representing the percentage of 12th graders who graduated in the 2016-2017 scholastic year. The graduation cohort rate is a lagging indicator used by the LDE. IHSNO scored 66.8 and 74.2 percent, which IHSNO earned a C. Over the years we have seen this number increase, and we are working to ensure that we continue to graduate our students on time and alongside the cohort with which the student entered IHSNO.

Areas of Growth

The School Performance Report provides information based on the performance of the student on assessments and the school's ability to improve the academic prowess of students. Though we had seen modest gains in some areas, those gains were not significant to push IHSNO to become a B rated institution. In the 2016-2017 scholastic year, the Cohort Graduation Rate Index was 86.8, and in the 2017-2018 academic year, it improved to 98.4. The 2016-2017 Cohort Graduation Rate (actual graduation rate) was 68.4, and the 2017-2018 rate is 74.2.



We have grown in the Strength of the Diploma by the percentage and number of students earning college course credit, industry-based certifications, and the skills necessary for employment post-secondary education. The 2016-2017 rate was 79.8, and the 2017-2018 rate is 92.6

Areas in Need of Improvement

Testing is a significant component of the school’s rating denoting the High School Assessment Index on the SPS. Our student must be prepared and trained to take the necessary assessments and perform better year over year. Our performance on LEAP and EOC tests fall short of the state’s average and does not hit the levels I believe our students and staff can achieve. For state assessments, the 2016-2017 results were noted at 63.3, and the 2017-2018 results are 62. The 2017-2018 rubric changed being more rigorous. Based on the new scale, the High School Assessment Index declined by 10.8 points. Though many more of our student passed the state’s assessments, fewer of our student achieved Mastery and Advance on the test. To be considered an achieving school, A and B rated, more than 65% of our students must score Mastery and above on LEAP, and more than 30% must score Advance.

Additionally, the LDE mandate that all 11th-graders take the ACT in March of their junior year. Our performance in this year area had the steepest decline by 20 points using both the Old Formula and the New Formula. This is a glaring concern as the ACT determines eligibility for TOPS earning and admission to University, College, and Technical Institutions. We are working with Entergy and will implement additional opportunities for students to practice ACT type assessment questions, and offer remediation and interventions to move the score for the current year.

So Now What:

To ensure students are prepared for state assessments, we have adopted a Tier 1 curriculum for Math and Language Arts. A Tier 1 curriculum means that the textbooks, classroom assessments, interim assessments, and baseline assessments all align to the LEAP exam. Additionally, ninth graders entering IHSNO who have not made adequate progress in English Language Arts and Math are assigned to double blocks in each area preparing them for success on the Algebra 1 and ELA 1 LEAP assessments. We were fortunate to have funding from New School New Orleans to offset some of the cost of the Tier 1 curricula, and we participate in the Johns Hopkins Redesign grant. Both programs focus on increasing student achievement and success in high school.



SPS INTERVENTIONS

2018 Letter Grade	2018 SPS	2017 Cohort Graduation Rate (used in 2018 SPS)
C	63.2	74.2

This document reflects the area that is in need of urgent intervention. Overall, IHSNO has not moved the needle on student academic progress. We remained flat in all tested areas, and on the ACT our scores declined significantly. Despite the decline in this area, IHSNO remains in good academic standing with the LDE, but we have a subgroup area that

Needs Urgent Intervention.



Comprehensive

The Comprehensive Report determines if the school as a whole needs intervention to redirect efforts to improve student performance. IHSNO met the standard of Academic Progress by earning a C letter grade and a 2017 Cohort Graduation Rate of 74.2.

Student Group

The Student sub-group reflect student performance by race and Economically Disadvantage status. We noted declines in all areas which aligns with the school's overall performance. However, we have grown with regards to the Hispanic/Latino student performance, however, we did not achieve enough gains to move to a letter C. for the 2016-2017 school year, we earned an F, 49, and for the 2017-2018 we earned D, 55.4, placing IHSNO in the 16th percentile in meeting the academic needs of Hispanic/Latino students.

Next Steps:

We recognized our failure in meeting the needs our Hispanic/Latino students after the testing season ended. This year, we hired an additional teacher to assist our Hispanic/Latino students We believe the additional resource and follow up will aid in keeping student present and participating in school. As with all students, we want more our Hispanic/Latino students to achieve in the rigors of high school and be prepared for post-secondary education for work and additional schooling.

Discipline

Over the years, IHSNO has seen the ebbs and flows regarding discipline. We do not foresee this trend needing intervention in the current school year. However, we are keenly aware, that the current year we have had more suspension due to gang fights, and other expellable actions by students. We continue to address issues in a restorative manner, and we have noted that teachers and students require additional training in mediation and restorative practices.

WHAT'S NEXT

Hitting the moving target can be challenging, and we are up to the challenge. Adopting the necessary practices and curricula are critical to student success and teacher training. The Tier 1 curriculum adoption helps as teachers are not any longer trying to develop coursework while attempting to ensure it meets the state's rigor. Additionally, teachers are provided testing resources, practice assessments, interim assessments, and tools from the textbook vendors that are positively aligned with the state's assessment. We are confident that with the additional training, resources, and a defined and articulated curriculum, we will meet the challenge of improving the academic prowess of all students.

Ninth-grade students entering IHSNO without the necessary academic acumen in Math and English language arts are enrolled in double block classes to provide them with instruction and practice skills to improve before taking the state assessments in May 2019. Additionally, all students are provided with additional tutoring opportunities. A student requiring additional resources are identified and provided accommodations, tutoring, and pull-out services to assist in meeting their deficits through 504-plans and IEPs (Special Education) services. Our priority is improving educational outcomes for students.

2018 School Performance Scores and Letter Grades

Note: 2017 simulated results under the new formula are provided for informational purposes only. The grey columns will not appear in the public release files. The report contains personally identifiable information or information that when combined with other reports and/or information a student's identity may be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those persons and entities specified in 20 U.S.C. 1232g.

Site Code	School	School System	School Type (Elementary, Middle, High, Combination)	2018 Letter Grade New Formula	2018 SPS New Formula	2017 Letter Grade Simulated New Formula	2017 SPS Simulated New Formula	2018 Letter Grade Old Formula	2018 SPS Old Formula	2017 Letter Grade Old Formula	2017 SPS Old Formula
344001	International High School of New Orleans	Voices for International Business & Education	High School	C	63.2	C	69	C	78.1	C	77.4

2018 Letter Grade Equivalents for Key Indices				
2018 K8 & High School Assessment Letter Grade Equivalent	2018 K8 & High School Progress Letter Grade Equivalent	2018 ACT Letter Grade Equivalent	2018 Strength of Diploma Letter Grade Equivalent	2018 Graduation Rate Letter Grade Equivalent
D	C	F	A	C

2018 School Performance Scores and Letter Grades

<i>2018 Results Details: New Formula</i>											
2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)	2018 Top Gains Honoree	2018 Equity Honoree	2018 Academically Unacceptable Schools (AUS)	2018 Selective Admissions or Alternative School
50.6	62.9	54	62.9	35	92.6	66.8	74.2	No	No	Not in AUS	

<i>2017 Results Details: Simulated New Formula</i>								
2017 K8 Assessment Index	2017 K8 Progress Index	2017 Dropout Credit Accumulation Index	2017 High School Assessment Index	2017 High School Progress Index	2017 ACT Index	Strength of Diploma (Graduation Index) (2015-2016 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2015-2016 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2015-2016 Cohort)
			63.2	98.6	53.6	79.8	61.6	68.4

2018 School Performance Scores and Letter Grades

<i>2018 Results Details: Old Formula</i>							
2018 K8 Assessment Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 ACT Index		Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)	2018 Progress Points
		62	41.7	92.6	98.4	74.2	4.4

<i>2017 Results Details: Old Formula</i>							
2017 K8 Assessment Index	2017 Dropout Credit Accumulation Index	2017 High School Assessment Index	2017 ACT Index	Strength of Diploma (Graduation Index) (2015-2016 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2015-2016 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2015-2016 Cohort)	2017 Progress Points
		63.3	62.1	79.8	86.8	68.4	4.4

2018 Scores and Comprehensive Intervention Labels

2018 Comprehensive Intervention Required: Schools that earned a D or F letter grade in 2018, 2017, and 2016, and/or had a 2017 cohort graduation rate less than 67%. New schools are identified based on 2018 and 2017 only.

On track to exit: Schools must earn a C or higher overall letter grade for two consecutive years to exit CIR. School that earned a C or higher letter grade in 2018 and had a 2017 cohort graduation rate of 67% or above (if applicable) are identified as "on track to exit" and the CIR label will not appear in School Finder.

School System Code	School System Name	Site Code	Site Name	School Type (Elementary/Middle, High, Combination)	2018 Letter Grade	2018 SPS	2017 Cohort Graduation Rate (used in 2018 SPS)
344	Voices for International Business & Education	344001	International High School of New Orleans	High School	C	63.2	74.2
					2017 Letter Grade (Simulated New Formula)	2017 SPS (Simulated New Formula)	
					C	69	
					2017 Letter Grade (Actual)	2017 SPS (Actual)	
					C	77.4	
					2016 Letter Grade	2016 SPS	
					C	81	

2018 Subgroup Scores and Academic Urgent Intervention Labels

2018 Urgent Intervention Required (Academic): Any student group for which the school would earn a school performance score equivalent to an F in 2018 and 2017 (old and new formula).

2018 Urgent Intervention Needed: Any student group for which the school would earn a school performance score equivalent to a D or F in 2018.

On track to exit: Schools must earn a subgroup score equivalent to a D or higher for two consecutive years to exit UIR. Subgroups for which the school earned a D or higher in 2018 are identified as "on track to exit" and the UIR label will not appear in School Finder.

Note: This file is for school and school system leadership only. Subgroup performance scores and letter grade equivalents are for informational purposes; only intervention labels and percentile ranks are reported in School Finder.

School System Code	School Type (Elementary/Middle, High, Combination)	Student Group	2018 Urgent Intervention Needed or Required	2017 Urgent Intervention Needed or Required	On Track to Exit in 2019?	2018 Subgroup Performance Score	2018 Letter Grade Equivalent	2018 Percentile Rank	2017 Subgroup Performance Score (Simulated New Formula)	2017 Letter Grade Equivalent (Simulated New Formula)	2017 Subgroup Performance Score (Actual)	2017 Letter Grade Equivalent (Actual)	2016 Subgroup Performance Score	2016 Letter Grade Equivalent
344	High School	Black				70.7	C	71	77.5	B	83.8	C	87.6	B
344	High School	Economically Disadvantaged				66.2	C	46	70	C	79.1	C	81.6	C
344	High School	Hispanic/Latino	Needed	Needed		55.4	D	16	47.7	F	49.2	F	71.5	C
344	High School	White											88.6	B

2018 Out-of-School Suspension Rates and Urgent Intervention Labels

2018 Urgent Intervention Required (Discipline): The school's out-of-school suspension rate is more than twice the national average in 2018, 2017, and 2016. For grades PK-4, the OSS rate is higher than 5.2%, and for grades 5-12, the OSS rate is higher than 20.2%.

On track to exit: Schools must have out-of-school suspension rates below the thresholds for two consecutive years to exit UIR. Schools that had out-of-school suspension rates of 5.2% or lower for grades PK-4 (if applicable) and 20.2% or lower for grades 5-12 (if applicable) in 2018 are identified as "on track to exit" and the UIR label will not appear in School Finder.

School System Code	2018 Urgent Intervention Required	2017 Urgent Intervention Required	On Track to Exit in 2019?	2017-18 Grades PK-4 OSS Rate	2017-18 Grades 5-12 OSS Rate	2016-17 Grades PK-4 OSS Rate	2016-17 Grades 5-12 OSS Rate	2015-16 Grades PK-4 OSS Rate	2015-16 Grades 5-12 OSS Rate	2014-15 Grades PK-4 OSS Rate	2014-15 Grades 5-12 OSS Rate
344					14.0		9.0		12.6		14.1