

Office of Assessments, Accountability, and Analytics

Proposed Revisions to Louisiana’s ESSA State Plan

The Louisiana Department of Education (LDOE) proposes the following revisions to the state plan in compliance with the Every Student Succeeds Act (ESSA).

Plan Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
<p>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs):</p> <p><i>Statewide Accountability System and School Support and Improvement Activities</i></p> <p>Section 1.B.iii Section 2.2.C Section 3.A Section 4.1.A. Section 4.1.A.ii Section 4.1.A.ii.v Section 4.1.B. Section 4.1.C.i Section 4.1.C.iii Section 4.1.D. Section 4.1.D.i Section 4.1.D.iii</p>	<p>The element originally approved was the accountability system with the following indices:</p> <p>K-8:</p> <ul style="list-style-type: none"> 3-8 and high school LEAP 2025, Innovative Assessment, LEAP Connect, ELPT, and ELPT Connect Progress Index Dropout/Credit Accumulation Index Interests and Opportunities <p>High School:</p> <ul style="list-style-type: none"> High school LEAP 2025, LEAP Connect, ELPT, and ELPT Connect Progress Index ACT/WorkKeys Strength of Diploma Index Cohort Graduation Rate Interests and Opportunities 	<p>The requested amendment is for revisions to overhaul the accountability system to include the following equally-weighted components:</p> <p>K-12:</p> <ul style="list-style-type: none"> The percent of students growing in English Language Arts The percent of students growing in Mathematics English Language Arts growth for the lowest twenty-five percent of students Math growth for the lowest twenty-five percent of students The percent of English Learners students growing in English Language Acquisition The percent of students who demonstrate proficiency in English Language Arts The percent of students who demonstrate proficiency in Mathematics The percent of students who demonstrate proficiency in 	<p>These proposed accountability revisions are driven by high expectations, simplicity, transparency, and ensuring all students are college and career ready, in order to improve student achievement and provide an accurate assessment of school performance.</p>	<p>As part of the efforts to develop a revised system, the Louisiana Board of Elementary and Secondary Education (BESE), along with LDOE staff and leading national experts, led an Accountability Workgroup to identify the values of our state and understand the complexities of accountability models. The recommendations of this workgroup were used to develop the proposal, which was endorsed by the Accountability Council before receiving BESE approval in June 2024. During development, formal and informal engagements with system leaders, a survey of the general public generating more than 8,000 responses, and conversations with a variety of stakeholders informed shifts in the proposal to arrive at the final product presented to the state board.</p>

		<ul style="list-style-type: none"> Science The percent of students who demonstrate proficiency in Social Studies <p>High School Only:</p> <ul style="list-style-type: none"> The graduation rate Student performance on nationally recognized assessments Student preparedness for college and career acceleration 		
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The following pages contain a redlined version of the relevant text from the approved ESSA plan that would be impacted with strikeouts and additions to demonstrate how the plan would change with approval of the proposed amendments.

LDOE will provide a three-week notice regarding the ESEA Consolidated State Plan Addendum request in the manner in which LDOE customarily provides such notice and information to the public by posting information regarding the request on its website and by placing a notice in the agency newsletter.

Section 1.B.iii, page 13

Not Applicable. Louisiana does not include an extended year cohort graduation rate in its accountability system and long-term goals. ~~Through the 2025 accountability cycle, Louisiana will~~ ~~Instead, Louisiana~~ rewards schools for students who graduate in five or six years through the Strength of Diploma Index in high school accountability. More detail on the Strength of Diploma index is included later in this document.

Section 2.2.C, page 31

~~Going forward, the guide will include an Interests and Opportunities component, focused on providing every child with access to courses and enriching experiences that promote a well-rounded education and foster lifelong learning and talents.~~ The guide as well as the collaborative planning process will also include ongoing reviews of data related to student behavior and discipline, including but not limited to chronic absenteeism and out-of-school suspensions and expulsions, prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts.

Section 3.A, page 34

~~Through the 2025 accountability cycle, Louisiana will~~ ~~The LDE also~~ provides incentives in the accountability plan for schools to accelerate students into Algebra I in middle school. In addition to earning assessment index points for the student's Algebra I score, middle schools earn up to 50 incentive points based on the student's proficiency level. The following table shows eighth grade enrollment in Algebra I and Geometry for the past three school years. Over 90 percent of those who took Algebra I demonstrated proficiency on the end of course Algebra I assessment. ~~Beginning with the 2026 accountability cycle, Louisiana will allow students in 8th grade to accelerate into Algebra I or geometry but will not incentivize it through the accountability system.~~

Section 4.1.A, page 37 - 41

~~Through the 2025 accountability cycle, following system will be in place:~~

[Preserve the existing table on these pages. Following this table, insert:]

~~Beginning with the 2026 accountability cycle, the following system will be in place:~~

<u>Indicator</u>	<u>Measure(s)</u>	<u>Description (See Section D for additional information)</u>
<u>i) Academic Achievement</u>	<u>The percent of students who demonstrate proficiency in English Language Arts</u> <u>The percent of students who</u>	<u>The assessment indicators capture student proficiency on grade 3-8 and high school state assessments in English language arts and math. The academic achievement indicators used by the LDOE 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</u>

	<u>demonstrate proficiency in Mathematics</u>	<u>psychometricians. 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. Prior to calculation of school performance scores and subgroup performance, all data are reviewed and certified by schools and LEAs.</u>
<u>ii) Academic Progress</u>	<p><u>The percent of students growing in English Language Arts</u></p> <p><u>The percent of students growing in Mathematics</u></p> <p><u>English Language Arts growth for the lowest twenty-five percent of students</u></p> <p><u>Math growth for the lowest twenty-five percent of students</u></p>	<p><u>This indicator captures student growth on ELA and math grade 3-high school state assessments, recognizing growth when a student:</u></p> <ol style="list-style-type: none"> <u>1. increases at least one achievement level in the Math/ELA;</u> <u>2. scored below the mastery achievement level in Math/ELA for the prior year and advances from a subcategory within basic, approaching basic, or unsatisfactory achievement levels (table below) to a higher level in the current year;</u> <u>3. scored at the mastery achievement level in Math/ELA both the prior year and the current year and earned a scaled score greater in the current year than in the prior year;</u> <u>4. scored at the advanced achievement level in the current year.</u> <p><u>Using these components for student growth relies on the same reliable, valid, and comparable assessment instruments used in the Academic Achievement Index, but it provides different information: how well a school helps its students grow from one year to the next.</u></p>
<u>iii) Graduation Rate</u>	<u>High school Graduation Rate</u>	<u>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.</u>
<u>iv) Progress in Achieving English Language Proficiency</u>	<u>The percent of English Learners making progress in English Language Acquisition</u>	<u>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. The progress to English language proficiency indicator used by the LDOE allows for objective, valid, reliable, and comparable results across LEAs in the state as the ELPT 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 to the definitions of evidence that stem from the ECD process which ensures its reliability and validity.</u>
<u>vi) School Quality or Student</u>	<u>The percent of students demonstrating proficiency in Science.</u>	<u>Science and social studies exams are administered in grades 3-8. Like ELA and math, results from these exams are included in an</u>

<u>Success (elementary and middle schools)</u>	<u>The percent of students demonstrating proficiency in social studies assessments</u>	<u>Assessment indicator for elementary and middle schools.</u>
<u>vii) School Quality or Student Success (high schools)</u>	<u>The percent of students demonstrating proficiency in Science.</u> <u>The percent of students demonstrating proficiency in social studies.</u> <u>Student performance on nationally recognized assessments</u> <u>Student preparedness for college and career acceleration</u>	<u>Science and social studies assessments are administered once in high school and are included in the assessment component for high schools.</u> <u>The nationally recognized assessment component is measured by ACT® of 20+, SAT® of 1040+, Classical Learning Test of 67+, WorkKeys® Gold or Platinum, or 59%+ on the ASVAB (AFQT). Students who are on a University diploma path are required to take one of the listed assessments other than the ASVAB or the WorkKeys® and may take one of the others.</u> <u>The college and career acceleration component is based on the percentage of students who earned a passing score on an acceleration examination (qualifying AP, IB, or CLEP), earned a passing grade in a dual enrollment course that qualified for college credit (and are college ready according to nationally recognized exams), participated in work-based learning or apprenticeships, earned an industry certification, or have signed up to serve in the US military or will attend a military service academy.</u>

Section 4.A.ii, page 43 - 44

***ii) Growth Index (Academic Progress) (25 percent of elementary/middle score; 12.5 percent of high schools' score) - Through the 2025 accountability cycle:**

[Preserve existing text in this section. Below existing text, add the following:]

Beginning with the 2026 accountability cycle:
Growth Indicator (Academic Progress)

Louisiana is focused on ensuring that students ultimately achieve “Mastery” on state assessments, as this level of performance signals true mastery of fundamental skills. However, two additional questions are also important to consider when evaluating schools:

- Are all students growing?
- Are schools successfully growing the students with the greatest academic gaps?

Louisiana’s new growth index will consider both questions.

Question 1: Are all students growing?

First, it is a goal of all schools to achieve “Mastery” and for non proficient students they are expected to grow by one half an achievement level each year. Students already demonstrating proficiency should continue to be challenged. The growth indicator answers the question, “What percentage of students are growing?” Schools earn growth credit for each student qualifying in one of the following ways:

- Scoring at the “Advanced” level.
- Scoring at the “Mastery” level for both the previous and current year, with the current year scaled score at

- least one point higher than the previous year score.
- Growing from one achievement level to a higher achievement level.
- Growing one achievement subcategory from a lower level the previous school year. The subcategory scale is determined by dividing the scale of each achievement level into two equal parts.

The percentage of students growing in ELA and math will constitute the scores for the ELA and math growth indicators, respectively.

Question 2: Are schools successfully growing the students with the greatest academic gaps?

This indicator measures and reports how well schools address the academic needs of the students for whom those needs are the greatest.

Based on their prior year scores, the lowest-performing 25% of students in each subject, by school or district, will constitute the denominator for this component. The numerator will be the number of students who grow, measured using the same means described above. The percentage of the lowest-performing 25% students growing in ELA and math will constitute the scores for the ELA and math lowest-25 growth indicators, respectively.

Section 4.A.ii.v), pages 44 - 46

This section will be removed beginning with the 2026 accountability cycle. Through the 2025 accountability cycle:

v) Interests and Opportunities Indicator (will be 5 percent of all schools' scores beginning in 2019-2020; further details will be provided to the USDOE as the measure is developed collaboratively with stakeholders during the 2017-2018 school year)

Section 4.C.i, page 47

Through the 2025 accountability cycle

[Preserve existing text. Then add:]

Beginning with the 2026 accountability cycle, Louisiana will utilize a minimum "n" of fifteen students for reporting subgroups of students. An n-size of 15 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability. In order to receive a subgroup performance score, a school must have in the subgroup a minimum of 15 students included in at least one indicator included in the school's overall performance score calculation.

Below is a table summarizing the number of students in each subgroup and what percent of students that would not receive a subgroup score because the number of students in the subgroup is below 15.

Section 4.C.iii, page 47

Beginning with the 2026 accountability cycle An n-size of ~~15~~ **10** for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

Need to add Section 4.C.vi, page ??

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Nearly all small school populations are included in the accountability system. Even if a subgroup cannot be reported because it represents fewer than 15 students, all students from that subgroup are still included in the overall accountability result. The students who are identified in the table below from the 2023-2024 school year were excluded only for subgroup calculations due to privacy concerns, but were included in the overall school scores.

	<u>Total Participants</u>	<u>Number Excluded from Subgroup Reporting ONLY (Students were still included in the overall school score)</u>	<u>Percent Excluded</u>
<u>All Students</u>	<u>512338</u>	<u>625</u>	<u>0.1%</u>
<u>Economically Disadvantaged</u>	<u>367150</u>	<u>623</u>	<u>0.2%</u>
<u>White</u>	<u>219537</u>	<u>2075</u>	<u>0.9%</u>
<u>Black or African American</u>	<u>209464</u>	<u>1487</u>	<u>0.7%</u>
<u>Students with Disabilities</u>	<u>67408</u>	<u>1709</u>	<u>2.5%</u>
<u>Hispanic/Latino</u>	<u>54592</u>	<u>4844</u>	<u>8.9%</u>
<u>English Learner</u>	<u>29006</u>	<u>4190</u>	<u>14.4%</u>
<u>Asian</u>	<u>8586</u>	<u>3739</u>	<u>43.5%</u>
<u>American Indian or Alaska Native</u>	<u>2811</u>	<u>1480</u>	<u>52.7%</u>

Section 4.D, page 49

- Through the 2025 accountability cycle:

[Preserve existing text in this section. Below existing text, add the following:]

Beginning with the 2026 accountability cycle:

Louisiana’s ESSA draft framework proposes three critical shifts in the design of the accountability system.

1. Ensuring an “A” in Louisiana’s letter grade system signals mastery of fundamental skills by removing credit for non-proficient outcomes.
2. Adjusting school rating calculations to more highly value the progress of every individual child, including measuring whether students are on a path to master fundamental skills
3. Objectively measuring and reporting the degree to which students are prepared for postsecondary success.

For Elementary and Middle schools, the total number of components available is nine. For High schools, the total number of components available is twelve. The chart below outlines all federal measures, by category and by school type. The fractions in the chart are estimates of how much each federal measure is weighted.

assuming sufficient data for all components, in the performance score for a school. Required indicators have both substantial and significant weighting within the formula.

	<i>Beginning in 2025-2026</i>		
Federal Measure	Elementary Schools	Middle Schools	High Schools
<u>Academic Achievement</u>	<p><u>2/9</u></p> <p><u>The percent of students who demonstrate proficiency in English Language Arts</u></p> <p><u>The percent of students who demonstrate proficiency in Mathematics</u></p>	<p><u>2/9</u></p> <p><u>The percent of students who demonstrate proficiency in English Language Arts</u></p> <p><u>The percent of students who demonstrate proficiency in Mathematics</u></p>	<p><u>2/12</u></p> <p><u>The percent of students who demonstrate proficiency in English Language Arts</u></p> <p><u>The percent of students who demonstrate proficiency in Mathematics</u></p>
<u>Other Academic Indicator</u>	<p><u>4/9</u></p> <p><u>The percent of students growing in English Language Arts</u></p> <p><u>The percent of students growing in Mathematics</u></p> <p><u>English Language Arts growth for the lowest twenty-five percent of students</u></p> <p><u>Math growth for the lowest twenty-five percent of students</u></p>	<p><u>4/9</u></p> <p><u>The percent of students growing in English Language Arts</u></p> <p><u>The percent of students growing in Mathematics</u></p> <p><u>English Language Arts growth for the lowest twenty-five percent of students</u></p> <p><u>Math growth for the lowest twenty-five percent of students</u></p>	<p><u>4/12</u></p> <p><u>The percent of students growing in English Language Arts</u></p> <p><u>The percent of students growing in Mathematics</u></p> <p><u>English Language Arts growth for the lowest twenty-five percent of students</u></p> <p><u>Math growth for the lowest twenty-five percent of students</u></p>
<u>Graduation Rate</u>	<u>N/A</u>	<u>N/A</u>	<p><u>1/12</u></p> <p><u>High school Graduation Rate</u></p>
<u>English Language Proficiency</u>	<p><u>1/9</u></p> <p><u>The percent of English Learners making progress in English Language Acquisition</u></p>	<p><u>1/9</u></p> <p><u>The percent of English Learners making progress in English Language Acquisition</u></p>	<p><u>1/12</u></p> <p><u>The percent of English Learners making progress in English Language Acquisition</u></p>
<u>School Quality or Student Success</u>	<p><u>2/9</u></p> <p><u>Science and social studies assessments as measured by the percent of students who demonstrate proficiency in Science and in Social Studies</u></p>	<p><u>2/9</u></p> <p><u>Science and social studies assessments as measured by the percent of students who demonstrate proficiency in Science and in Social Studies</u></p>	<p><u>4/12</u></p> <p><u>The percent of students who demonstrate proficiency in science and in social studies</u></p> <p><u>Student performance on nationally recognized assessments</u></p> <p><u>Student preparedness for college and career acceleration</u></p>

Section 4.D.i, page 50 - 55

- Through the 2025 accountability cycle:

[Preserve existing text in this section. Below existing text, add the following:]

Beginning with the 2026 accountability cycle:

Achieve Indicators

The Achieve Indicators answer the question, “What percentage of students are proficient in each of the core content areas?”

LEAP assessments in grade 3-8 and high school, along with literacy and numeracy screening in kindergarten through grade 2, are administered to all students. Each content area indicator is equally weighted, resulting in measures of core content proficiency constituting over 44% of elementary and middle school school performance scores, and over 33% of high school performance scores. More heavily weighting proficiency in the formula will communicate high prioritization of content mastery for all students.

Progress to English Language Proficiency

Louisiana is committed to:

- (a) measuring the progress to English language proficiency for ALL students who are English learners, and
- (b) to reporting publicly English learner performance for ALL schools with 15 or more students in the subgroup.

How does accountability for English language proficiency work in Louisiana?

1. Every English learner’s performance on the English language proficiency exam counts in equal weight to all other exams – English language arts, math, science, and social studies.
2. Every school with at least 15 English learners has the performance of English learners reported separately from the rest of the school in addition to the school performance score which already includes English learner results in equal weight to core academic exams.

English learners achieve English language proficiency when they are able to demonstrate language skills at a level sufficient to participate in and learn from grade-level instruction, communication and activities in each of the four language domains (Listening Speaking, Reading and Writing). This is defined as achieving scores of Level 4 or 5 on all four language domains on ELPT.

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 ELPT 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 to the definitions of evidence that stem from the ECD process which ensures its reliability and validity.

EL student progress on ELPT for all EL students will be measured and included in school accountability across all LEAs and the SEA for the first time in 2018-2019. The score for the English Learner Proficiency indicator will be the percentage of English Learners achieving or making progress toward proficiency with the English language by meeting or exceeding their growth trajectory.

Cohort Graduation Rate Index

As one of two methods for measuring graduation for high schools, the cohort graduation rate index measures the percentage of the cohort graduating in four years, per federal rule and consistent across all schools. The cohort graduation rate index can (and is) disaggregated by subgroup.

Section 4.D.i, pages 59 - 60

Nationally Recognized Assessment Indicator

The nationally recognized assessment indicator reports success with an objective measure of postsecondary readiness. Students earn credit for this indicator by achieving one of the following:

- ACT composite score consistent with the Taylor Opportunity Program for Students scholarship requirement in Louisiana Revised Statute 17:5024 but not lower than 20;
- Classical Learning Test score of 67 or higher;
- SAT score of 1040 or higher;
- WorkKeys score of Gold; or
- ASVAB AFQT of 59% or higher.

The percentage of graduation cohort members earning one of the above constitutes the score for this indicator.

Acceleration Indicator

The acceleration indicator reports the extent to which schools are setting up students for success with postsecondary pursuits through an experience. The score for this indicator is determined by the percentage of graduation cohort members earning acceleration credit through one of the following pathways.

- University acceleration pathway - earn a college ready score on a nationally recognized assessment and one or more of the following:
 - Minimum of six college credits with a grade of C or better in one or more academic dual enrollment courses;
 - Score of 3 or higher on an AP exam;
 - Score of 4 or more on an IB exam;
 - ACT mathematics sub-score of 25 or higher or SAT mathematics sub-score of 590 or higher;
 - ACT English sub-score of 26 or higher or SAT Writing and Language score of 33 or higher; or
 - Three CLEP exams with course enrollment and a minimum score recognized by the Louisiana Board of Regents flagship university for college credit.
- Career acceleration pathway - earn one or more of the following:
 - Two years of fully aligned Fast Forward registered apprenticeship;
 - Industry based credential or bundle of credentials determined to be of high value by the Louisiana Workforce Commission in addition to completion of a work-based learning experience in alignment with state policy; or
 - Certificate of technical studies in a high-wage, high-demand industry.
- Military acceleration pathway - earn one of the following:
 - Signed letter of commitment to military service or
 - Acceptance to a military service academy.

The acceleration credit pathways are independent of diploma type and represent the range of opportunities available to well-prepared students following high school. High-quality work-based learning opportunities are not yet widely available to all Louisiana students, although the business and industry community in the state has expressed a need for and commitment to expansion of work-based learning statewide. The accountability formula accounts for this by acknowledging the present state of availability and incentivizing expedited expansion of quality programming for students. In the initial year of the indicator, work-based learning experience will be optional for students earning career acceleration through an industry-based credential. However, for schools in which at least 25% of career acceleration students do complete a work-based learning experience, a 5-point incentive will be added to the acceleration indicator score. The expectation will increase by 5% each year until it reaches 65%, at which time the incentive will expire and work-based learning will be required for the IBC qualification route to earning career acceleration credit.

Academic Growth

The growth indicators answer the question, “What percentage of students are growing?” Schools earn growth credit for each student qualifying in one of the following ways:

- Scoring at the “Advanced” level.

- Scoring at the “Mastery” level for both the previous and current year, with the current year scaled score at least one point higher than the previous year score.
- Growing from one achievement level to a higher achievement level.
- Growing one achievement subcategory from the previous school year. The subcategory scale is determined by dividing the scale of each achievement level into two equal parts.

The percentage of students growing in ELA and math will constitute the scores for the ELA and math growth indicators, respectively.

The lowest-25 growth indicators measure and report how well schools address the academic needs of the students for whom those needs are the greatest. The lowest-performing 25% of students in each subject, at each grade level, in each school or district, who remain in the school and test again the following year will constitute the denominator for this component. The numerator will be the number of students who grow, measured using the same means described above. The percentage of the lowest-performing 25% students growing in ELA and math will constitute the scores for the ELA and math lowest-25 growth indicators, respectively.

Section 4.D.iii, page 62

- Through the 2025 accountability cycle:

[Preserve existing text in this section. Below existing text, add the following:]

Beginning with the 2026 accountability cycle:

Calculation of school and district performance scores is an average of the applicable indicators.

Elementary and Middle School Indicators	High School Indicators
<u>Growth in English Language Arts (ELA)</u> <u>Growth in Math</u> <u>Growth in ELA for the lowest-performing 25%</u> <u>Growth in Math for the lowest-performing 25%</u> <u>Growth in English language proficiency</u> <u>Proficiency in ELA</u> <u>Proficiency in Math</u> <u>Proficiency in Science</u> <u>Proficiency in Social Studies</u>	<u>Growth in English Language Arts (ELA)</u> <u>Growth in Math</u> <u>Growth in ELA for the lowest-performing 25%</u> <u>Growth in Math for the lowest-performing 25%</u> <u>Growth in English language proficiency</u> <u>Proficiency in ELA</u> <u>Proficiency in Math</u> <u>Proficiency in Science</u> <u>Proficiency in Social Studies</u> <u>Graduation Rate</u> <u>Nationally Recognized Assessment</u> <u>Acceleration</u>

Schools and districts earn letter grades based on the school and district performance scores. The target is a ten-point letter grade scale. In preparation for the implementation of the new formula, cut scores will be set using a distribution of scores simulated through fall 2024 data such that 10% of elementary schools, 10% of high schools, and 10% of districts earn an A, 20% earn a B, 40% earn a C, 20% earn a D, and 10% earn an F. These cut scores will remain in place until 50% of schools or districts on each scale earn an A or B, at which time they will increase by 5 points. This responsive increase will repeat until the ten-point scale is attained.