

Louisiana Believes

2013-2014 LEAP and iLEAP Results

Background

- **Louisiana’s jobs have changed:** In 2011, 28 percent of Louisiana’s workforce had a 2- or 4-year degree. To meet future needs, that number must double.
- **Our students are just as capable as their peers around the country:** While a score of “mastery” denotes readiness to complete a year of technical college or university on-time, in our state “basic” has been accepted as full proficiency.
- **Our students deserve high expectations:** Over the last 10 years we have seen a steady increase in our students’ “basic” proficiency (over a 15 point increase). We now must turn our attention to increasing “mastery” student performance.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Minimal Command	Partial Command	Moderate Command	Strong Command	Distinguished Command

Steady Growth Toward the Baseline Year



LEAP and iLEAP Timeline

Creating the one-time LEAP and iLEAP tests started in 2012.

- **2012-2013:** Assessment staff drafted test blueprints aligned to new expectations and received educator feedback
- **Spring 2013:** New assessment tasks were field tested with students across the state to assess their validity in measuring skills
- **Fall 2013:** Educators assessed item validity and field test results; assessment staff finalized test forms
- **Spring 2014:** Tests administered per below timeline
- **Summer 2014:** English language arts and math test questions released to general public

School Year	Test Administration	Scoring and Quality Assurance	Individual Student Results Released To Students, Parents, and Teachers	DOE Conducts Internal Analyses of Individual Results	Summary Reports Released To The Public	Educator Evaluation Results Release	School and District Letter Grade Release
2010-2011	April 11 – April 14	April 14 - May 17	May 17	May 17 – May 24	May 24	--	October 5
2011-2012	April 12, 13, 16, & 17	April 17 – May 18	May 18	May 18 – May 23	May 23	--	October 22
2012-2013	April 8 - April 11	April 11 – May 17	May 17	May 17 – May 22	May 22	September 3	October 24
2013-2014	April 7 - April 10	April 10 – May 19	May 19	May 19 – May 27	May 27 (due to Memorial Day Holiday)	Fall 2014	Fall 2014

Understanding the Results: English

How the Tests Changed

- Reflected more challenging texts and questions
- Added an additional long writing question in all grades
- Scored students' writing prompts for grammar in all grades

How Students Performed

- Students showed improvement across all grade levels on items related to non-fiction, informational texts
- Students demonstrated improvement in their ability to find and use evidence from texts when reading and writing
- Students often still used insufficient evidence from texts in their responses

How Educators Can Help Students to Improve

- Focus on students' ability to write in response to multiple, related texts
- Continue using sample questions and tasks to guide teaching and learning

Understanding the Results: Math

How the Tests Changed

- Reflected more challenging questions
- Required students to (a) justify their reasoning and (b) respond to an argument by identifying correct reasoning or flawed logic in the argument

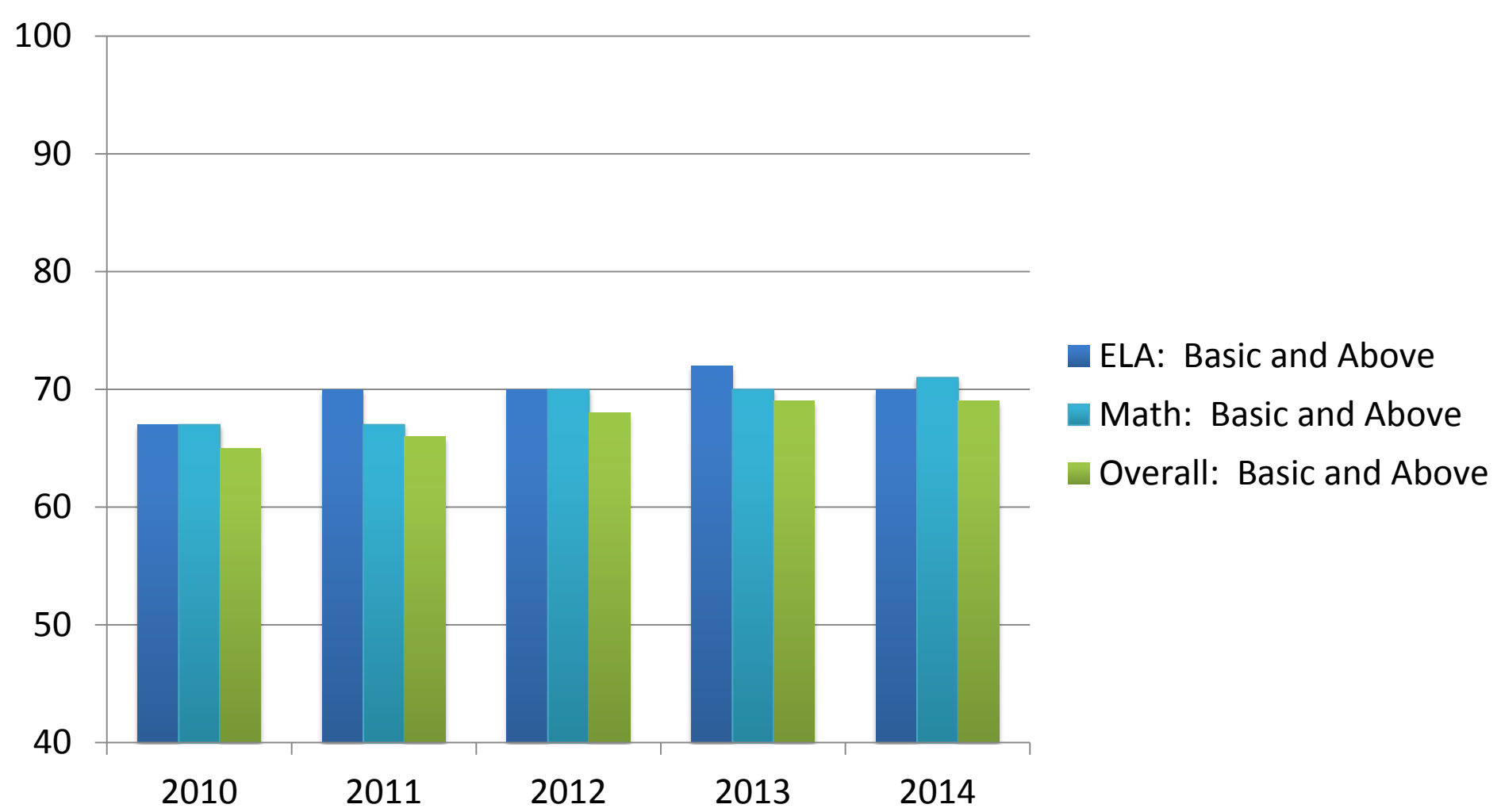
How Students Performed

- Students showed significant improvement across grade-levels on questions requiring demonstrated understanding of how math concepts relate to one another
- Students are still struggling to provide clear and correct justifications for answers
- Students have a difficult time connecting mathematical concepts to real-world applications

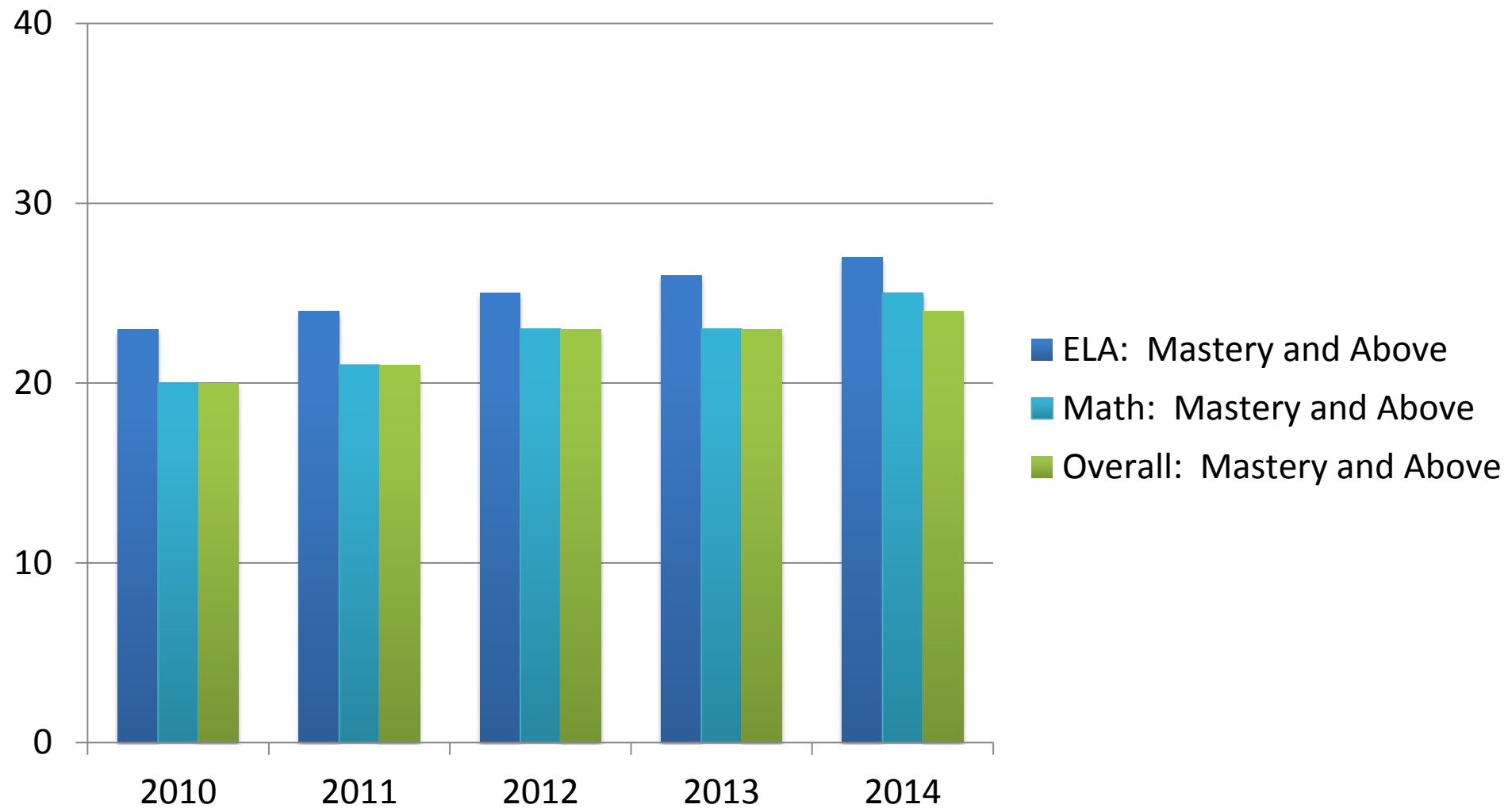
How Educators Can Help Students to Improve

- Continue building students' conceptual understanding of math, rather than shortcuts
- Target remedial content that allows faster on-grade-level practice
- Continue using sample questions and tasks to guide teaching and learning

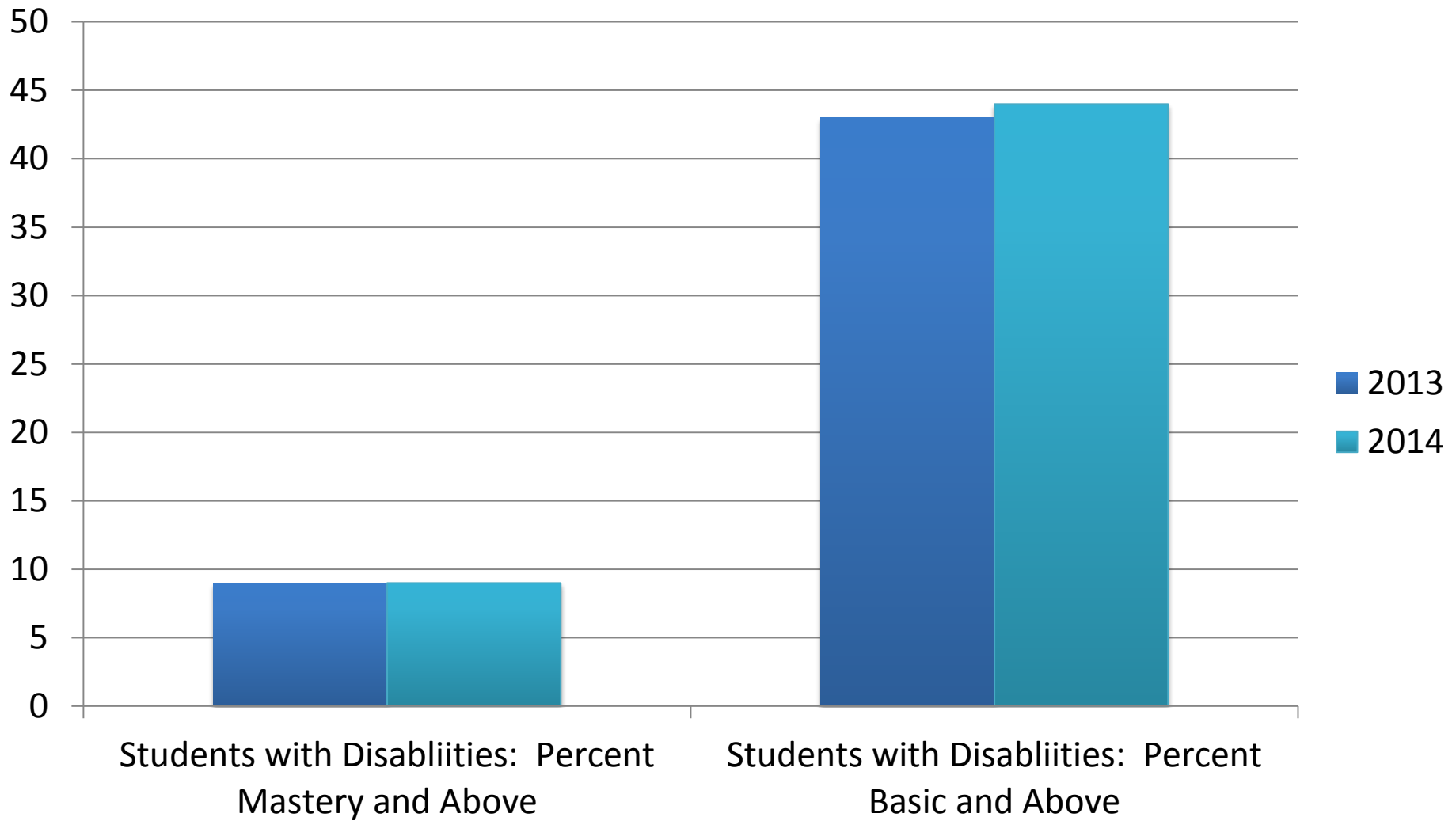
Statewide Basic and Above (1999 Expectation)



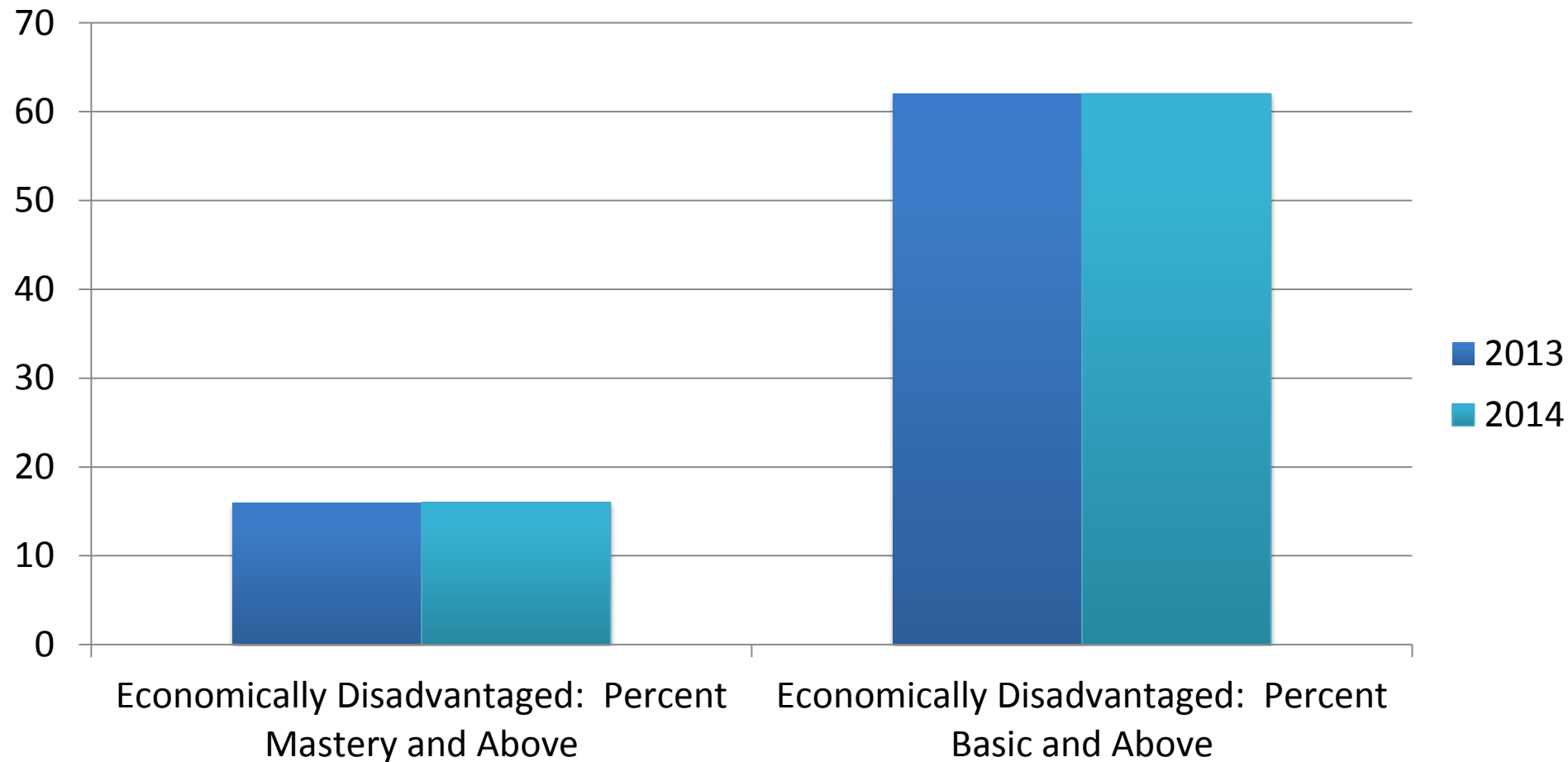
Statewide Mastery and Above (2025 Expectation)



Performance of Students With Disabilities



Performance of Economically Disadvantaged Students



Districts: Mastery and Above (2025 Expectation)

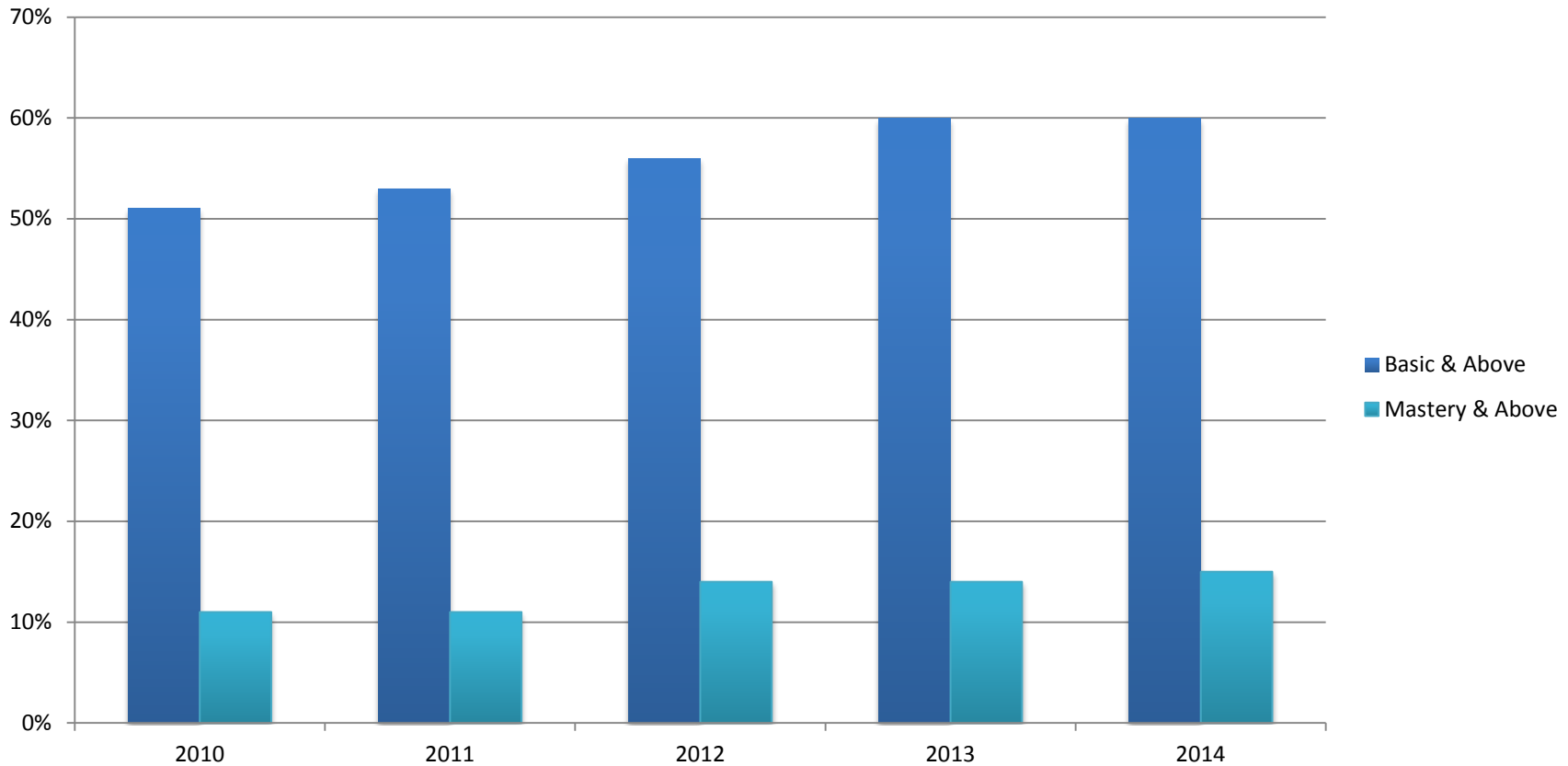
Districts Closest to Mastery Target

District	% of Students Mastery +
State	24%
Zachary	47%
Orleans (without previously failing schools assigned to RSD)	42%
Plaquemines	37%
Ascension	36%
St. Charles, St. Tammany and West Feliciana	35%

Most Significant Growth Toward Mastery Expectation

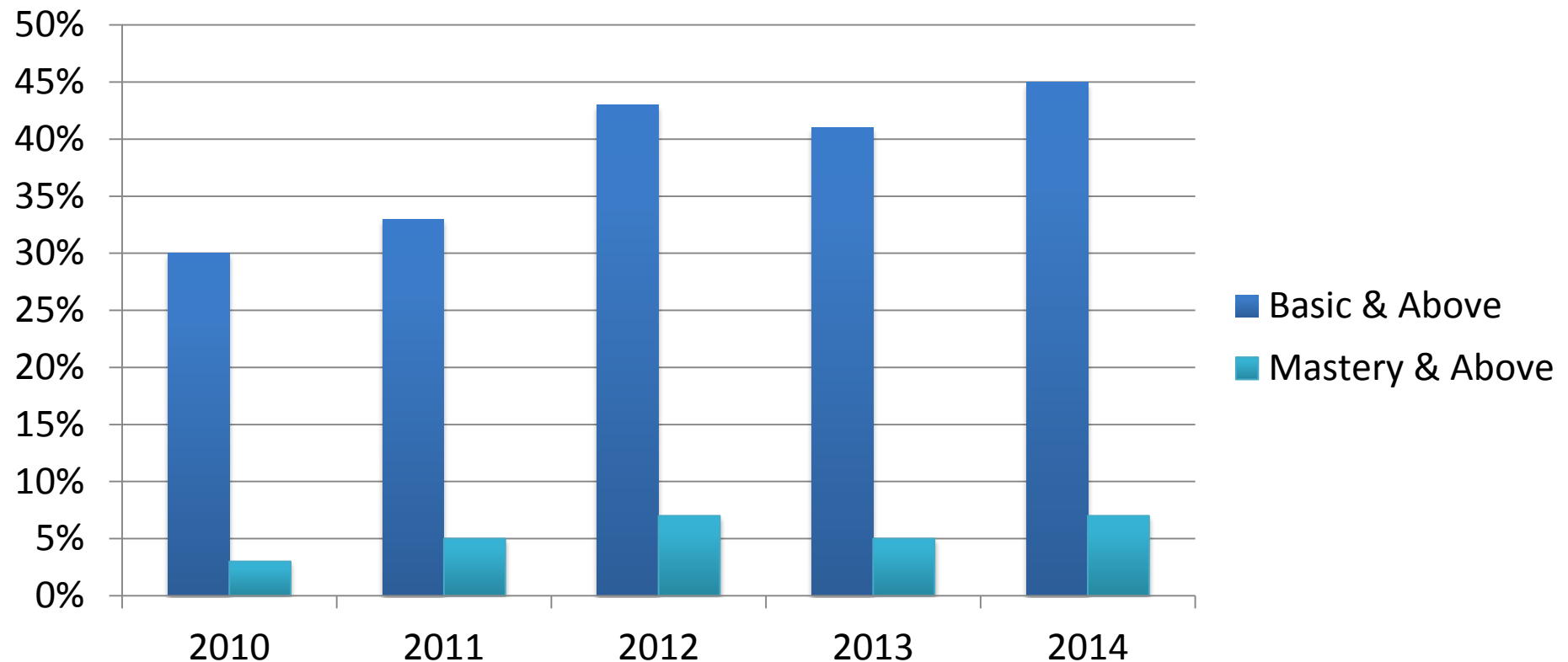
District	2014-2013: Change in Percentile Rank	2014: Percent of Students Mastery or Above (Percentile)	2013: Percent of Students Mastery or Above (Percentile)
State	N/A	24% (N/A)	23% (N/A)
Catahoula	+22	20% (49 th)	17% (27 th)
Desoto	+12	27% (80 th)	23% (68 th)
Assumption	+12	19% (39 th)	17% (27 th)
Caldwell	+12	19% (39 th)	17% (27 th)
Natchitoches	+12	19% (39 th)	17% (27 th)

State-Authorized Charter Schools



- For those state-authorized charter schools, the percent of students at basic and above held steady and the percent of students at mastery and above increased by 1 percentage point

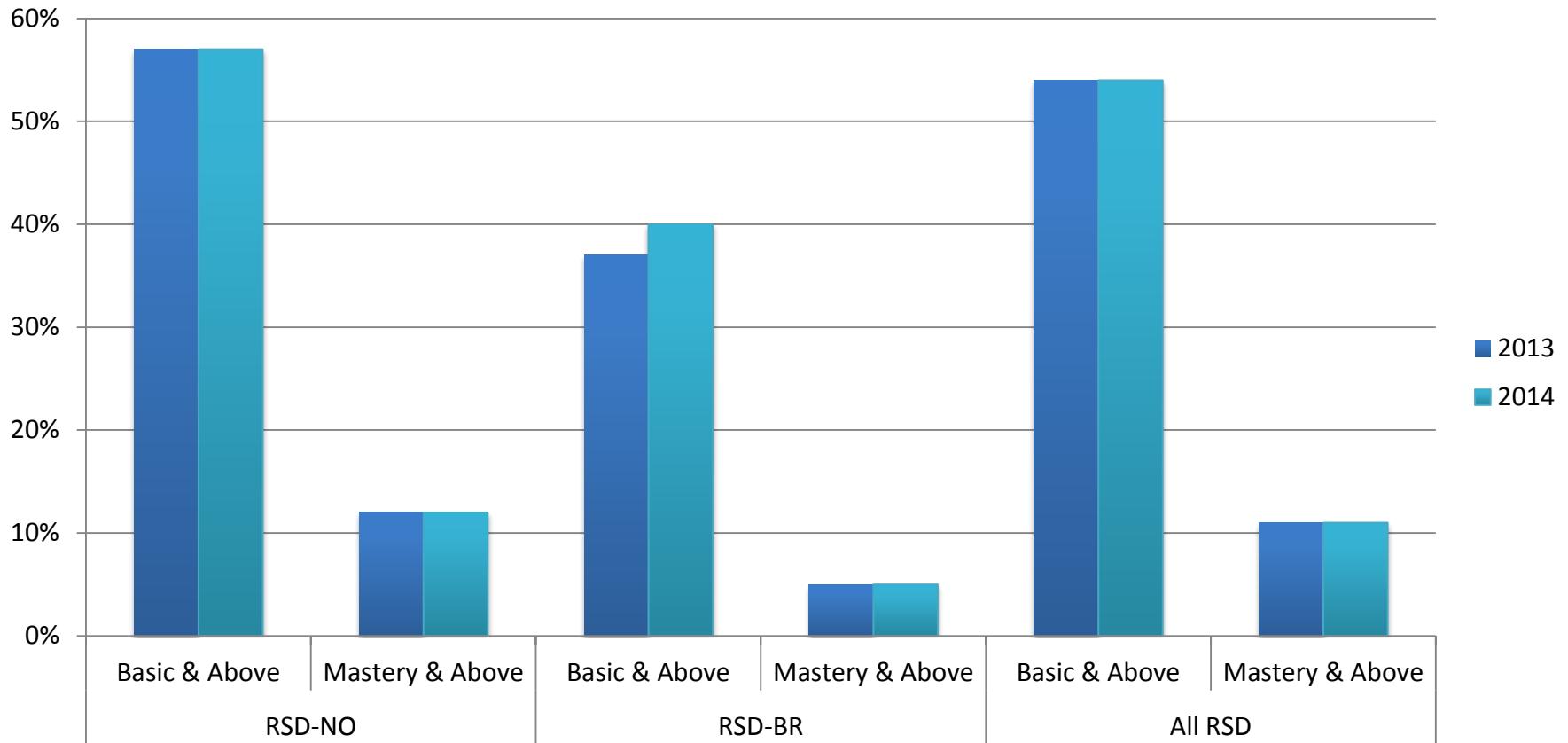
Scholarship School Progress



- Since 2008, the percent of scholarship students at basic and above in third grade ELA has increased by 24 percentage points and in math by 23 percentage points
- Since 2010, the percent of all scholarship students at basic and above has increased 15 percentage points
- Since 2013, the percent of students at basic and above increased 4 percentage points and the percent of students at mastery and above increased 2 percentage points.

Recovery School District: 2013-2014

RSD performance overall was steady from 2013 to 2014



2025 Goal

This year, Louisiana schools made progress toward our 2025 goal where, in an “A” school, the average score will be Mastery or higher.

2013 School Letter Grade	2014: Percent of Students Mastery and Above	2013: Percent of Students Mastery and Above
Statewide	24%	23%
A	45%	43%
B	27%	27%
C	18%	17%
D	10%	10%
F	6%	5%

*All averages weighted by testers.

Moving Toward 2025

As we continue giving educators time to learn the new expectations and adjust their practice, BESE approved a series of policies to support educator and student learning.

- **Test scheduling.** For the past four years, Louisiana has planned to take the PARCC test in grades 3 to 8 (online in grades 5-8; paper in grades 3 and 4).
- Louisiana and PARCC have released a number of resources including [practice tests](#), [assessment guides for educators](#), and a report on [Louisiana's Spring 2014 PARCC Field Test](#).
- **School accountability.** Letter grade distributions will remain the same from 2013 to 2014 and 2015. During the two year transition, any school or district that maintained or improved its annual performance score will not experience a decrease in its current letter grade.
- **Teacher accountability.** For 2014 and 2015, the state will not produce “value-added data” because there will be no baseline from which to calculate. Compass policies will remain in effect, but student learning scores will not need to be based on value-added data.
- **Student accountability.** In 2014 and 2015, the state will maintain current 4th grade policy but allow districts to issue waivers for students demonstrating readiness to progress. The state will shift the 8th grade retention standard to be a remedial standard and require that remediation take place on the high school campus in a “transitional 9th grade” year.

For more information on the transition policies, click [here](#).

Supporting Educators

Achieving the 2025 goal will require intensive support of educators in schools.

Teacher Resources and Training

- **Curriculum Resources:** Teacher Leaders and expert content staff created [curriculum guidebooks](#) for English and math in grades Kindergarten to 12, as well as [assessments guides](#) and [sample tests](#).
- **Teacher Leaders and Training:** For the 2014-15 school year, the Department will train more than [6,000 educators](#) from across the state on the new standards and the resources, including the [June Teacher Leader Summit](#), [Summer Content Training](#), and [Fall Webinars and Collaboration](#).

Principal and District Supports

- **District Planning Teams:** The Department supports districts with strategic decision making through the [planning guide](#) and direct work with [designated teams](#) of district staff – technology, assessment, and financial – to prepare for the more rigorous standards and better assessments.
- **Technology Footprint:** To help districts prepare for the technology demands of the 21st century, including online assessments, the Department continues to publish its semi-annual [technology footprint](#) which assesses district readiness and provides guidance on next steps.
- **Textbook reviews:** Louisiana educators [reviewed textbooks](#) to advise districts on the alignment with the standards.