

LEAP Remediation Programs

Summary Report **2007 - 2008**

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OVERVIEW

In accordance with State Legislation and Board of Elementary and Secondary Education (BESE) policy, supplemental remedial instruction shall be offered in English language arts and mathematics to eligible 4th and 8th grade students as summer remediation as well as intervention/remediation provided throughout the school year. The purpose of supplemental remedial instruction is to assist students, including identified students with disabilities, to overcome their educational deficits so that they may be successful in achieving required proficiency levels on the spring or summer administrations of the LEAP tests.

A change to the State's *High Stakes Testing Policy* was implemented during the 2007-2008 school year. The State Board of Elementary and Secondary Education (SBESE) approved a waiver that would affect eighth grade students. The waiver reads as follows:

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8th grade student who has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

- *The student may be promoted to the 9th grade, provided that he or she has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.*
- *The student must retake the component(s) (English Language Arts and /or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test.*

SCHOOL YEAR REMEDIATION

All LEAs provided school year remediation, previously referred to as “tutoring,” to low-performing 4th and 8th graders at-risk of failing the spring 2008 LEAP tests. The following students were considered eligible:

- Students repeating the 4th and 8th grade as a result of failing LEAP, and
- First-time 4th and 8th graders with *Approaching Basic* and/or *Unsatisfactory* scores on their 3rd and/or 7th grade iLEAP tests.

Program Description

The 2007-08 LEAP Remediation Guidelines required a minimum of 40 hours of school year remediation services that eligible students must be offered. School districts could determine the start date of their remediation programs.

Based on information received from the districts, over 85% of the school districts began remediation services in the fall and less than 15% began as late as January or February.

The majority of LEAs allowed individual schools to make decisions regarding what time of the day school year remediation would be held. Remedial instruction was held before school, after school, weekends and during the regular school day. Those schools and/or districts who opted for programs during the regular day scheduled remedial instruction during ancillary, pull-out, computer or elective classes; some also provided remediation in the form of “extra” work or instruction in the regular classroom.

School districts were given the flexibility to determine curricula used in school year remediation classes. The majority of districts allowed the individual schools to make decisions regarding curriculum. A variety of materials were used, including locally developed materials, commercial products, and workbooks aligned with the *Grade Level Expectations* and *Louisiana Content Standards*. Many districts also reported using many of the resources available on the Louisiana Department of Education’s (LDE) website such as Newton’s Classroom, PASS, released test items, etc.

Monitoring

Staff members from the LDE visited thirteen (13) school districts and twenty-two (22) charter schools throughout the state during the months of September - April of 2008. Districts selected for visits were those with new LEAP Remediation coordinators and/or those who failed to submit data as required by the LDOE. Type 5 charter schools were also visited to ensure that they had a full understanding of remediation requirements.

According to information gained during the monitoring visits, district LEAP Remediation coordinators reported strengths of their programs, including the following:

- Dedicated and experienced teachers
- Collaboration between teachers, tutors and administrators
- Small group instruction
- Individual student needs addressed through differentiated instruction
- A variety of creative, hands-on materials used
- Numerous DOE web-based resources used
- Data-driven instruction
- Parent support

The following components were stated by the district coordinators as needing improvement:

- Funding to fully support the remediation programs
- Salaries for tutors/teachers
- Turnover rate of tutors
- Collaboration between schools
- Transportation issues
- Scheduling problems for 4th grade
- Student participation in after-school programs
- Student motivation
- Materials to address individual differences
- Parental support

SCHOOL YEAR REMEDIATION PROGRAM RESULTS

Online Reporting System

Student participation in school year remediation data was collected online using the LEAPdata query system for the school year 2007-2008. School coordinators created rosters of students eligible for remediation in English language arts and/or math based on Spring 2007 LEAP and/or iLEAP data. Many school districts chose to offer remediation services to all 4th and 8th grade students but only reported attendance data on students who met the eligibility criteria. The number of hours offered by the school site as well as the attendance record and effort level for each subject was entered for each student in the database.

An evaluation of the data entered through the online attendance reporting system can be found in the following Tables 1 – 8.

Note: Results are dependent on the accuracy of the data that was entered by the districts. (Some districts did not report and some reported unusually low numbers.)

Attendance Rate

A larger number of grade 4 students (80%), compared to grade 8 students (67%), participated in school year remediation. (Table 1). The percentage of eligible students who participated in remediation in both grade levels appeared to show a slight decrease from last year caused by the fact that more students were properly entered into the reporting system.

Table 1. School Year Attendance Rates in 2007-2008

Grade 4		Grade 8	
Number of Eligible Students	Number and Percent of Students Participating in School Year Remediation	Number of Eligible Students	Number and Percent of Students Participating in School Year Remediation
24,648	19,633 (80%)	20,126	13,572 (67%)

Participants' Demographic Information

For both grades 4 and 8, a similar number of males and females participated in school-year remediation. About 60% of the participants were black and about 37% were white (Table 2).

Table 2. School Year Participants by Gender and Ethnicity

Grade	Gender		Ethnicity		
	Male No. (%)	Female No. (%)	White No. (%)	Black No. (%)	Others No. (%)
4	10353(53%)	9280 (47%)	6954(35%)	11912(61%)	767(4%)
8	6720(50%)	6852(50%)	5000(39%)	8093(60%)	479(4%)

Note: Percentages may not add to 100 within a group because this information was not reported for every student.

Eighty-one percent of the 4th grade and 87% of the 8th grade students participating in school year remediation were in regular education (includes students eligible for services under Section 504 of the Rehabilitation Act of 1974). Eighty-two percent of the 4th graders and 74% of the 8th graders were classified as economically disadvantaged (Table 3).

Table 3. School Year Participants by Education Classification and Economically Disadvantaged Status

Grade	Education Classification		Economically Disadvantaged*	
	Regular Ed. No. (%)	Special Ed. No. (%)	Yes No. (%)	No No. (%)
4	15,805(81%)	3,828(20%)	16,043(82%)	3,584(18%)
8	11,797 (87%)	1,775(13%)	10,014(74%)	3,552(26%)

Note: Percentages may not add to 100 within a group because this information was not reported for every student.

*Students economically disadvantaged are those who participate in the free and reduced lunch program.

Passing Rate on Spring Test

After attending school year remediation and testing in the spring, 60% of fourth graders and 48% of eighth graders met the LEAP promotional standard (Table 4). As compared to test data from last year, this reflects an increased number of students who met the standard for promotion by 7 percentage points at the fourth grade level and 4 percentage points at the eighth grade level. The promotional standard for grades 4 and 8 is at least Approaching Basic/Basic (or Basic/Approaching Basic) achievement levels in English language arts and math.

Table 4. Passing Rate of Students after Participation in the School Year Program

	Number of Students Participating in School Year Remediation	Number and Percent of Students meeting LEAP Promotional Standard on Spring Test
Grade 4	19,633	11,711 (60%)
Grade 8	13,572	6,572 (48%)

* A small number of eligible students participated in school year remediation but did not take the spring LEAP test. These students are not included in the passing rate analysis.

Passage Rate by Attendance Level

Grade 4

Test performance by remediation attendance level was examined for those eligible students who attended at least one hour of school year remediation and took the spring test in a subject. Once again, students in grade 4 performed better on the Spring 2008 LEAP test when they attended 20 – 40 hours of remediation than those students who had 40+ hours of remediation (Table 5). Graphs are located in Appendix A.

Table 5. Passage Rates by Attendance Level, Grade 4

Student Attendance in School Year Remediation	English Language Arts	Mathematics
	Percentage of Students Meeting LEAP Promotional Standard Spr'08	Percentage of Students Meeting LEAP Promotional Standard Spr'08
≤ 10 Hours	(55%)	(55%)
11-20 Hours	(59%)	(58%)
21-30 Hours	(62%)	(60%)
31-40 Hours	(62%)	(62%)
> 40 Hours	(55%)	(56%)

Grade 8

Test performance by remediation attendance level was examined for those eligible students who attended at least one hour of school year remediation and took the spring test in a subject. Students in grade 8 performed better on the Spring 2008 LEAP test when they attended 30 hours or less of remediation than those students who had 30 hours or more of remediation (Table 6). Graphs are located in Appendix A.

Table 6. Passage Rates by Attendance Level, Grade 8

	English Language Arts	Mathematics
Student Attendance in School Year Remediation	Percentage of Students Meeting LEAP Promotional Standard Spr'08	Percentage of Students Meeting LEAP Promotional Standard Spr'08
≤ 10 Hours	46%	46%
11-20 Hours	46%	45%
21-30 Hours	49%	47%
31-40 Hours	45%	45%
> 40 Hours	42%	44%

Passage Rate by Effort Level

Grade 4

Teachers were asked to assign an effort rating (Excellent, Good, Fair, or Poor) at the end of school-year remediation for each of their students. Seventy-one percent of the 4th grade students with an excellent effort rating for summer remediation met the LEAP promotional standard after the spring test. In contrast, only 35-37% of students with a poor effort rating during school year remediation met the LEAP promotional standard after testing. (Table 7). Graphs are located in Appendix B.

Table 7. Passage Rates by Effort, Grade 4

	English Language Arts	Mathematics
Student Attendance in School Year Remediation	Percentage of Students Meeting LEAP Promotional Standard Spr'08	Percentage of Students Meeting LEAP Promotional Standard Spr'08
Excellent	(71%)	(71%)
Good	(62%)	(61%)
Fair	(46%)	(45%)
Poor	(35%)	(37%)

Grade 8

More than half of the eighth grade students with an excellent effort rating met the LEAP promotional standard after the spring test. However, only 33% of students with poor effort during the spring met the standard after testing. (Table 8). Graphs are located in Appendix B.

Table 8. Passage Rates by Effort, Grade 8

	English Language Arts	Mathematics
Student Attendance in School Year Remediation	Percentage of Students Meeting LEAP Promotional Standard Spr'08	Percentage of Students Meeting LEAP Promotional Standard Spr'08
Excellent	(55%)	(56%)
Good	(47%)	(46%)
Fair	(38%)	(38%)
Poor	(33%)	(33%)

SUMMER REMEDIATION

The *LEAP High Stakes Testing Policy* requires local school districts to offer a minimum of 50 hours per subject of intense and focused instruction to students in grades 4 and 8 who scored *Unsatisfactory* or *Approaching Basic* on the English Language Arts and/or Mathematics section of the spring tests. The following students were considered eligible:

- 4th and 8th graders who did not take the spring 2008 LEAP tests or who failed to achieve the *Basic/Approaching Basic* combination on the spring tests
- Students with disabilities who participated in LEAP Alternate Assessment, Level 2 (LAA2)
- Nonpublic/home-schooled 4th and 8th grade students who did not take the spring 2008 LEAP tests or who failed to achieve the *Basic/Approaching Basic* combination on the spring 2008 LEAP test

Program Description

School districts were given the flexibility to determine curricula used in summer remediation classes. A variety of materials was used that included locally-developed materials, commercially prepared products, computer programs, and LDE's web resources.

Monitoring

LDE staff monitored 2008 LEAP summer programs in 4th and 8th grade English language arts and mathematics classrooms in 52 school districts throughout the state. LEAs selected for monitoring visits were those with incomplete 2007 summer and/or 2007-2008 school year remediation data and districts with new LEAP remediation coordinators.

During monitoring visits, Department staff noted the following strengths in some classes:

- Instruction was based on student weaknesses, as evidenced by the use of LEAP scores to plan lessons.
- The *Louisiana Content Standards* and the *Grade Level Expectations (GLEs)* were addressed in lessons designed to meet individual student needs.

- Teachers were proficient in the content area in which they were teaching, enthusiastic toward student understanding, provided specific feedback and motivation, exhibited good rapport and incorporated high expectations for students.
- Teachers were using a variety of creative teaching strategies that included small group instruction, use of hands-on materials, problem-solving teams, cooperative groups, peer tutoring, critical thinking, test-taking strategies, and project-based learning activities.
- Effective classroom management with comfortable learning environments and good discipline was evident.

Department staff noted the following areas of concern during monitoring visits:

- Workbooks were taking the place of teacher-directed or student-led activities. Hours of solving workbook activities with little instruction provided by the teacher during remediation was evident.
- Multiple learning styles and problem-solving strategies were not addressed, with few instances of specific feedback being provided to students.
- Some teachers taught directly from a scripted guide with little or no hands-on, concrete materials or resources for students to support their learning.
- Little attempt by teachers to get all students involved or gain high student engagement; low expectations and student apathy appeared commonplace among 8th graders.
- Often times, paraprofessionals and aides had little interaction with students. Paraprofessionals should be involved with assisting students.
- Some classrooms had a pupil:teacher ratio as high as 25:1.

Teacher Certification Status

The 2007-2008 LEAP Remediation Program guidelines state that summer remediation personnel shall be appropriately certified in the subjects they are teaching. Each district was required to submit copies of current teaching certificates for all teachers employed to teach Summer Remediation. This request allowed LDE staff to review the certification status of summer teachers and recommend that districts employ certified instructors teaching in their areas of expertise.

All LEAs submitted the requested information except for KIPP Central City Charter, Milestone-SABIS, Office of Youth Development and Southern University Laboratory School. Based on the data received, approximately 96 % of teachers employed during summer remediation had current Louisiana teaching certificates.

LEAP TEST RESULTS FOR STUDENTS PARTICIPATING IN SUMMER REMEDIATION

Online Reporting System

For the third year, students' participation in summer remediation data was collected through the online LEAPdata system. School coordinators created databases of students eligible for summer remediation in English language arts and/or math based on the spring 2008 test results. The number of summer remediation hours offered as well as individual attendance and effort level for each subject was entered into the database for each student.

An evaluation of the data entered through the online attendance reporting system can be found in the following Tables 9 - 19.

Note: The analyses reported are based upon data entered by the districts. Some districts did not report and some reported unusually low numbers. Districts with incomplete or no data were Avoyelles, Madison, Lafourche, Abramson Charter, KIPP Believe Charter, MAX Charter, LSVI, and the Recovery School District.

Attendance Rate

A larger number of grade 8 students, compared to grade 4 students, participated in summer remediation. The high number of students participating in 8th grade summer remediation may be a result of the High Stakes Testing Policy which requires students to attend summer remediation and retest to be eligible for the 8th grade waiver. More students attended remediation in math than in English language arts. Based on the prior spring LEAP test results, 88% or higher of students eligible in ELA and/or math participated in the program (Table 9).

Table 9. Summer Remediation Attendance Rates in 2008

	English Language Arts		Math	
	Number of Eligible Students	Number and Percent of Students Attending Summer Remediation	Number of Eligible Students	Number and Percent of Students Attending Summer Remediation
Grade 4	10180	9253 (91%)	10600	9667 (91%)
Grade 8	12518	11022 (88%)	12975	11503 (89%)

Participants' Demographic Information

For both grades 4 and 8, more males than females participated in English language arts remediation (Table 10). Seventy to seventy-two percent of the participants at both grade levels and subjects were black and less than thirty percent were white.

Table 10. Summer Remediation Participants by Gender and Ethnicity

Grade	Subject	Total Number	Gender		Ethnicity		
			Male No. (%)	Female No. (%)	White No. (%)	Black No. (%)	Others No. (%)
4	ELA	9253	5399 (58%)	3854 (42%)	2401 (26%)	6496 (70%)	356 (4%)
	Math	9667	5255 (54%)	4409 (46%)	2354 (24%)	6967 (72%)	346 (4%)
8	ELA	11022	5593 (51%)	5428 (49%)	2882 (26%)	7746 (70%)	394 (4%)
	Math	11503	5598 (49%)	5895 (51%)	2996 (26%)	8110 (71%)	397 (3%)

Note: Percentages may not add to 100 within a group because this information was not reported for every student.

Most of the students participating in summer remediation were in regular education (excludes students eligible for services under Section 504 of the Rehabilitation Act of 1974) and economically disadvantaged (eligible for free/reduced lunch). (Table 11). A larger percentage of participants were students eligible for Section 504 services and special education (25-39%) as compared to students taking the spring test (14-22%). The percentage of students who qualified for free/reduced lunch was 8- 25% higher for summer retesters as compared to students taking the spring test.

Table 11. Summer Remediation Participants by Education Classification and Economically Disadvantaged Status

Education Classification						Economically Disadvantaged *	
Grade	Subject	Total Number	Regular Ed. (Excludes Sec. 504) No. (%)	Section 504 No. (%)	Special Ed. No. (%)	Yes No. (%)	No No. (%)
4	ELA	9253	5590 (60%)	1038 (11%)	2625 (28%)	8090 (87%)	1056 (11%)
	Math	9667	6088 (63%)	1055 (11%)	2524 (26%)	8481 (88%)	1067 (11%)
8	ELA	11022	8065 (73%)	923 (8%)	2034 (18%)	8611 (78%)	2001 (18%)
	Math	11503	8551 (74%)	940 (8%)	2012 (17%)	8933 (78%)	2113 (18%)

Note: Percentages may not add to 100 within a group because this information was not reported for every student

*Students economically disadvantaged include those who participate in the free and reduced lunch program.

Passing Rate after Spring and Summer Tests

After attending summer remediation and retesting in the subject(s) that students failed in the spring, 40% of fourth graders and 33% of eighth graders met the LEAP promotional standard (Table 12). The promotional standard for grades 4 and 8 is at least Approaching

Basic/Basic (or Basic/Approaching Basic) achievement levels in English language arts and math.

Table 12. Passing Rate of Summer Remediation Participants after Summer Retest

	Number of Students Attending Summer Remediation*	Number and Percent of Students meeting LEAP Promotional Standard after Spring and Summer Remediation and Summer Retests
Grade 4	10333	4137 (40%)
Grade 8	11921	3972 (33%)

* A small number of eligible students participated in summer remediation but did not take the summer test. These students are not included in the passing rate analysis.

District-level rates for grade 4 and 8 students attaining the LEAP promotional standard after attending summer remediation are provided in Appendix C.

Achievement Level Performance

Improvement in performance was examined for those eligible students who attended at least one hour of summer remediation and took both the spring and summer tests in a subject. Of the grade 4 students who did not meet the LEAP promotional standard after the spring test, 48% scored Unsatisfactory in English language arts, and 59% scored Unsatisfactory in math (Table 13). The remaining students were at the Approaching Basic achievement level. After summer remediation and retesting, 38% scored Unsatisfactory in English language arts, and 36% scored Unsatisfactory in math. Twenty-three percent scored Basic in English language arts and 27% received Basic in math after summer retests.

Of the grade 8 students who did not meet the LEAP promotional standard after the spring test, 28% scored Unsatisfactory in English language arts and 47% scored Unsatisfactory in math (Table 13). The remaining students scored at the Approaching Basic achievement level. After summer remediation and retesting, 17% scored Unsatisfactory in English language arts, and 36% scored Unsatisfactory in math. Eighteen percent scored Basic in English language arts, and 22% scored Basic in math.

Table 13. Achievement Level Performance of Summer Remediation Participants

Achievement Level	Grade 4				Grade 8			
	ELA		Math		ELA		Math	
	Spring 2008	Summer 2008	Spring 2008	Summer 2008	Spring 2008	Summer 2008	Spring 2008	Summer 2008
Advanced	0%	0%	0%	0%	0%	0%	0%	0%
Mastery	0%	1%	0%	2%	0%	0%	0%	0%
Basic	0%	23%	0%	27%	0%	18%	0%	22%
App. Basic	52%	38%	41%	36%	72%	64%	53%	43%
Unsatisfactory	48%	38%	59%	36%	28%	17%	47%	36%

Performance Improvement by Attendance Level

Grade 4 English Language Arts

Improvements in test performance by summer remediation attendance level were examined for those eligible students who attended at least one hour of summer remediation and took both the spring and summer tests in a subject. Overall, sixty-one percent of grade 4 students received a higher English language arts scaled score in the summer than the spring, and thirty-six percent met the LEAP promotional standard after summer retests (Table 14). In general, grade 4 students improved from spring to summer by 7.7 scaled score points in English language arts. Scaled score improvements were larger with higher summer remediation attendance rates. Average improvement ranged from -5.8 scaled score points for students with low attendance rates (< 35%) to 8.2 scaled score points for students with high attendance (> 65%). Seventy-eight percent of students attended 65% or more of the remediation hours offered in English language arts during the summer.

Table 14. Performance Improvement by Attendance Level, Grade 4 English Language Arts

Attendance (Percent of summer hours offered)	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer- Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
High (> 65%)	7131	257	265	+8.2	62%	37%
Medium (35%-65%)	1792	255	263	+8.1	60%	36%
Low (< 35%)	278	245	239	-5.8	47%	28%
Total	9201	256	264	+7.7	61%	36%

Grade 4 Mathematics

Fourth grade students appeared to improve more in math than in English language arts (Table 15). Overall, seventy-five percent received a higher math scaled score in summer than in spring, with an average scaled score improvement of 21.7 points. Thirty-nine percent met the LEAP promotional standard after summer retests. Scaled score improvements were generally larger with higher attendance rates during summer remediation. Average improvement ranged from 12.5 scaled score points for students with low attendance rates (< 35%) to 22 scaled score points for students with medium to high attendance rates (> 35%). Seventy-eight percent of students attended 65% or more of the remediation hours offered in math during the summer.

Table 15. Performance Improvement by Attendance Level, Grade 4 Mathematics

Attendance (Percent of summer hours offered)	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer- Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
High (> 65%)	7441	270	292	+21.9	76%	40%
Medium (35%-65%)	1891	267	290	+22.2	76%	38%
Low (< 35%)	268	260	273	+12.5	63%	26%
Total	9600	269	291	+21.7	75%	39%

Grade 8 English Language Arts

Overall, sixty-eight percent of grade 8 students received a higher English language arts scaled score in the summer than in the spring, and thirty-two percent met the LEAP promotional standard after summer retests (Table 16). In general, eighth grade students improved from spring to summer by 11.8 scaled score points in English language arts. Scaled score improvements were larger with higher attendance rates during summer remediation. Average improvement ranged from 4.0 scaled score points for students with low attendance rates (< 35%) to 12.5 scaled score points for students with high attendance rates (> 65%). Seventy-five percent of students attended 65% or more of the remediation hours offered in English language arts during the summer.

Table 16. Performance Improvement by Attendance Level, Grade 8 English Language Arts

Attendance (Percent of summer hours offered)	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer- Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
High (> 65%)	8129	278	290	+12.5	69%	32%
Medium (35%-65%)	2230	278	289	+11.2	68%	33%
Low (< 35%)	497	262	266	+4.0	54%	15%
Total	10856	277	289	+11.8	68%	32%

Grade 8 Mathematics

Eighth grade students appeared to improve less in math than in English language arts (Table 17). Overall, sixty-seven percent received a higher math scaled score in summer than in spring, with an average scaled score improvement of 8.3 points. Thirty-three percent met the LEAP promotional standard after summer retests. Scaled score improvements were larger with higher attendance rates during summer remediation.

Average improvement ranged from -2.8 scaled score points for students with low attendance rates (< 35%) to 8.9 scaled score points for students with high attendance rates (> 65%). Seventy-five percent of students attended 65% or more of the remediation hours offered in math during the summer.

Table 17. Performance Improvement by Attendance Level, Grade 8 Mathematics

Attendance (Percent of summer hours offered)	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer- Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
High (> 65%)	8524	291	300	+8.9	69%	33%
Medium (35%-65%)	2366	291	299	+8.4	67%	34%
Low (< 35%)	492	281	278	-2.8	48%	15%
Total	11382	291	299	+8.3	67%	33%

Performance Improvement by Effort Level

Grade 4

Teachers were asked to assign an effort rating (Excellent, Good, Fair, or Poor) at the end of summer remediation for each of their students (Table 18). Scaled score improvements by fourth graders were larger for those given higher effort ratings during summer remediation. About half of the students with an excellent effort rating for summer remediation met the LEAP promotional standard after the summer retest. In contrast, about 16% of students with a poor effort rating during summer remediation met the LEAP promotional standard after retesting. Fourth grade students appeared to improve more in math than in English language arts.

Table 18. Performance Improvement by Effort Level, Grade 4

Student Effort in Summer Remediation	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer- Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
English Language Arts						
Excellent	2919	264	278	+13.9	68%	48%
Good	3725	258	267	+9.3	62%	37%
Fair	1918	247	248	+0.8	53%	23%
Poor	644	235	226	-8.6	43%	16%

Student Effort in Summer Remediation	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Scaled Score Improvement (Summer-Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
Mathematics						
Excellent	2985	276	303	+26.7	81%	51%
Good	3985	270	293	+23.0	77%	40%
Fair	1942	262	278	+16.2	70%	25%
Poor	688	254	262	+7.7	58%	17%

Grade 8

In general, scaled score improvements for eighth graders were larger for those given higher effort ratings during summer remediation (Table 19). About 40-42% of the students with an excellent effort rating met the LEAP promotional standard after the summer retest. In contrast, only 14-15% of students with poor effort during summer met the standard after retesting. Eighth grade students appeared to improve more in English language arts than in math.

Table 19. Performance Improvement by Effort Level, Grade 8

Student Effort in Summer Remediation	N	Spring 2008 Average Scaled Score	Summer 2008 Average Scaled Score	Average Amount of Scaled Score Improvement (Summer-Spring)	Percentage of Students Who Made Improvements (Scaled Score Difference > 0)	Percentage of Students Meeting LEAP Promotional Standard
English Language Arts						
Excellent	4085	283	296	+13.3	71%	40%
Good	4366	278	289	+11.4	68%	30%
Fair	1683	268	279	+11.2	66%	24%
Poor	722	256	263	+7.3	58%	14%
Mathematics						
Excellent	4062	295	306	+10.6	72%	42%
Good	4642	291	299	+8.4	67%	31%
Fair	1840	285	291	+5.6	62%	22%
Poor	838	280	282	+2.4	53%	15%

Summer Remediation Performance Improvement Plans

Beginning in the fall of 2007, Summer Remediation Performance Improvement Plans were required of districts that had fewer than 40% of its 4th and/or 8th graders meet the standard for promotion to the 5th or 9th grade after attending summer remediation and retesting. Based on Summer 2008 test results, sixty-one school districts and charter schools were required to submit a plan based on this criteria.

The plans included an explanation of what the district perceived as the reason(s) for the low pass rate and a description of the changes that will occur to address those problems while planning for next year's summer program. This plan is required to encourage school district staff to review and analyze test data and make adjustments to their previous summer programs to better meet the needs of their students.

Districts and charter schools reported that low performance was caused by a variety of reasons, such as lack of curriculum structure, reliance on bridge time hours when students and teachers were tired, unmotivated teachers and students, high pupil-teacher ratio, limited use of data to drive instruction, high percentage of special education students, etc. To address the problematic areas listed above, districts have made decisions such as differentiating instruction and targeting grade-level expectations, reconfiguring the calendar to allow for more summer time hours, increasing concentrated effort to motivate teachers and students, lowering the pupil-teacher ratio especially in special education classes, ensuring that teachers are aware of the individual needs of all of their students, etc.

CONCLUSIONS

Benefits of School Year Remediation

LEAP School Year Remediation Programs have proven to benefit many of the students who choose to attend on a regular basis. Once again, data provided through the attendance online reporting system reflects that students who attend 20 – 40 hours per subject perform better on the Spring LEAP test than those students who have little or no participation or more than 40 hours. Students who attended 100+ hours of remediation did not perform as well as predicted. This result appeared to be caused by the fact that those daily instructional periods were designed as an elective with little evidence of meeting individual student's needs.

Benefits of Summer Remediation

LEAP Summer Remediation Programs have proven to benefit most students who choose to participate. Based on data provided through the attendance online reporting system, students who had a high attendance rate and those who exhibited excellent levels of effort in class showed the most gains on the summer retest.

Strengths

The following strengths were noted by districts and LDE staff:

- Districts are providing schools and teachers with individual LEAP and iLEAP student data to better meet the individual needs of students.
- More school districts seem to be focusing on meeting individual student needs rather than whole group instruction on the needs of the majority of the students within the district.
- More districts are providing lesson plans and activities for teachers, lessening the preparation time needed to plan for effective instruction.
- More districts used data from the previous year's online attendance reporting system to determine the effectiveness of programs within their system. Many are making significant changes based on this data when planning their programs.
- Many classrooms are incorporating the use of the LDE's web resources designed to assist students in preparing for LEAP.
- Increased salaries/stipends for teachers and tutors and a four-day work week has attracted more qualified teachers.

Areas of Concerns

Some districts noted the following areas of concern:

- High pupil/teacher ratios prevent teachers from providing lessons based on individual differences and giving attention to the needs of at-risk students.
- School year remediation programs that are provided during and in the regular classroom by the teacher do not seem to be as effective as other strategies. There is little focus on individual needs and specific feedback for students.
- To meet the requirement of 50 hours per subject during summer remediation, the length of the instructional day was difficult for those students requiring remediation in both English language arts and math.
- Summer remediation schedules that have up to 8 hours per day per subject seem to promote student boredom and apathy. The lengthy day often results in low student engagement unless teachers plan lessons that include a wide variety of methods and materials.
- Hours devoted to workbook pages and/or worksheets are not effective and do not maintain high student engagement.
- Student apathy, especially among 8th graders, is prevalent during school year remediation.

RECOMMENDATIONS

As a result of these conclusions, the Department of Education extends the following recommendations:

1. High-quality additional instruction has more of an impact on student achievement than a large quantity of hours devoted to remediation. Districts and schools should focus on providing a manageable number of remediation hours with effective, high-interest strategies and methods rather than scheduling a high number of remediation hours that do not focus on best practice.
2. Districts should provide teachers with professional opportunities that focus on appropriate methods to address specific student weaknesses and instructional

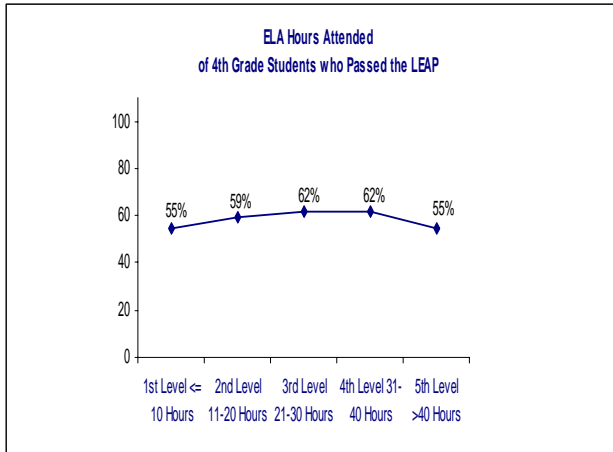
strategies to meet individual needs within a lesson. Efforts should be made to form classes/groups based on areas of need.

3. Districts should closely monitor remediation programs to ensure that teachers are providing lessons with a variety of appropriate methods of instruction that motivate students and prevent boredom. This is especially advised when a student must be in attendance for long periods of time during summer remediation.
4. Districts should recommend to their school leaders that remediation hours focus on at-risk students and their individual needs as indicated by test data. Students should be receiving this additional instruction in small group settings.

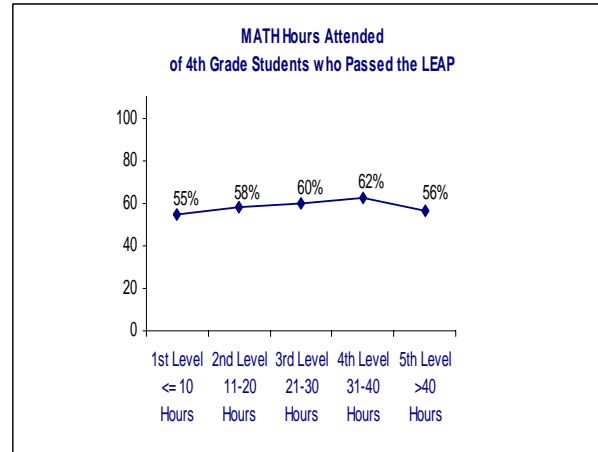
Appendix A

Passage Rate by Attendance

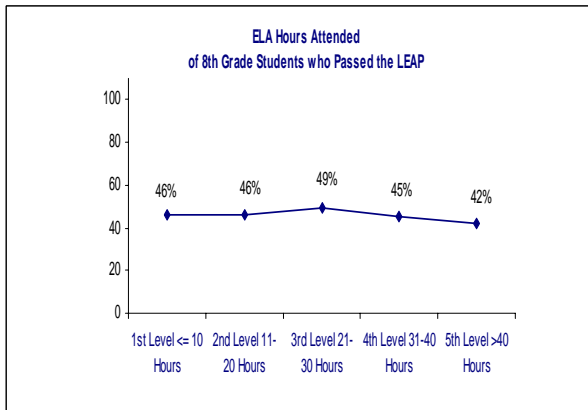
4th Grade English Language Arts – Attendance



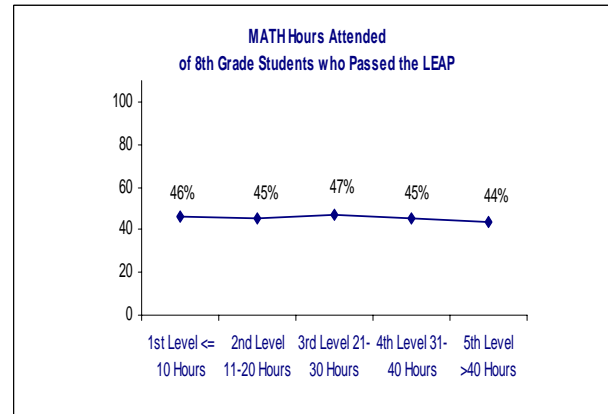
4th Grade Mathematics – Attendance



8th Grade English Language Arts – Attendance



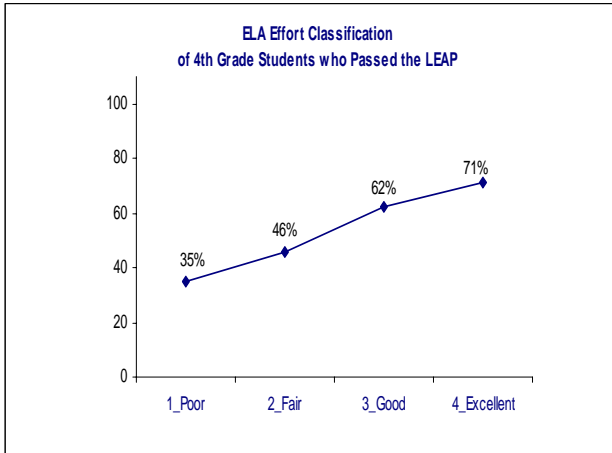
8th Grade Mathematics – Attendance



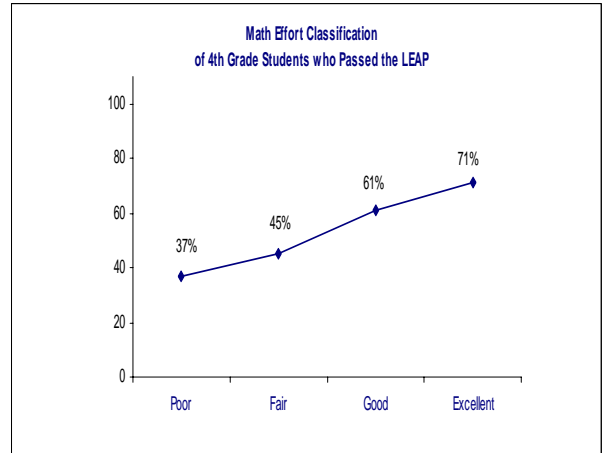
Appendix B

Passage Rate by Effort

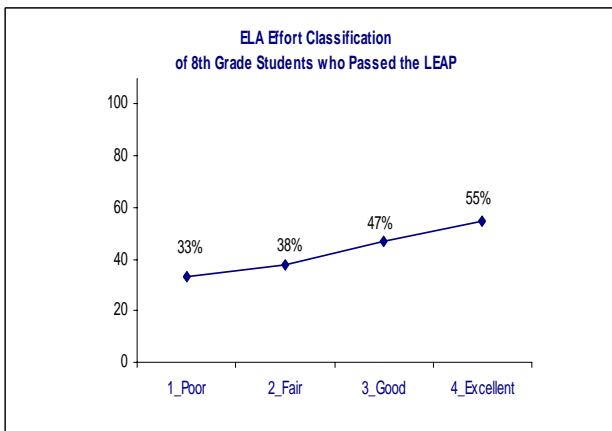
4th Grade English Language Arts – Effort



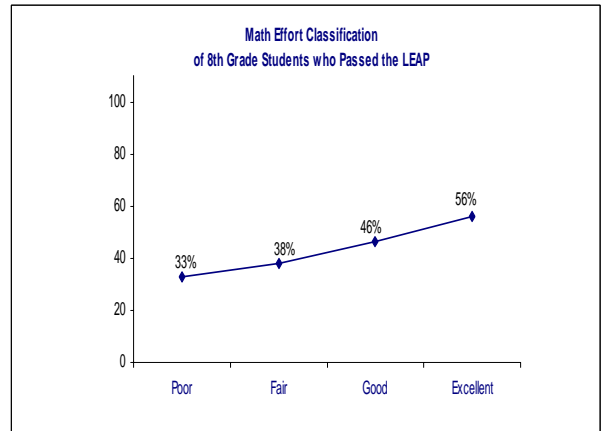
4th Grade Mathematics – Effort



8th Grade English Language Arts – Effort



8th Grade Mathematics – Effort



Appendix C

Summer 2008 LEAP Criterion-Referenced Test
Students Meeting Promotional Standard Report – Grade 4: INITIAL TESTERS

Site Code	District Name	Total Students Tested in Spring (in ELA or Math)	Students Meeting Approaching Basic/Basic Promotional Standard in Spring		Students Meeting Approaching Basic/Basic Promotional Standard after Spring and Summer Tests	
			#	%	#	%
STATE	LOUISIANA STATEWIDE	48528	37065	76	40973	84
001	ACADIA PARISH	657	509	77	551	84
002	ALLEN PARISH	285	243	85	263	92
003	ASCENSION PARISH	1348	1060	79	1172	87
004	ASSUMPTION PARISH	269	190	71	226	84
005	AVOUELLES PARISH	425	336	79	354	83
006	BEAUREGARD PARISH	427	355	83	393	92
007	BIENVILLE PARISH	183	124	68	142	78
008	BOSSIER PARISH	1411	1132	80	1236	88
009	CADDO PARISH	3085	2289	74	2556	83
010	CALCASIEU PARISH	2256	1821	81	1985	88
011	CALDWELL PARISH	98	80	82	87	89
012	CAMERON PARISH	107	82	77	98	92
013	CATAHOULA PARISH	131	121	92	127	97
014	CLAIBORNE PARISH	147	127	86	142	97
015	CONCORDIA PARISH	286	189	66	221	77
016	DESOTO PARISH	334	202	60	254	76
017	EAST BATON ROUGE PARISH	3208	2069	64	2365	74
018	EAST CARROLL PARISH	106	81	76	92	87
019	EAST FELICIANA PARISH	170	118	69	129	76
020	EVANGELINE PARISH	433	344	79	374	86
021	FRANKLIN PARISH	260	170	65	199	77
022	GRANT PARISH	248	193	78	229	92
023	IBERIA PARISH	993	757	76	839	84
024	IBERVILLE PARISH	311	233	75	263	85
025	JACKSON PARISH	174	135	78	162	93
026	JEFFERSON PARISH	3160	2260	72	2476	78
027	JEFFERSON DAVIS PARISH	414	363	88	376	91
028	LAFAYETTE PARISH	2237	1769	79	1955	87
029	LAFOURCHE PARISH	1011	774	77	869	86
030	LASALLE PARISH	216	197	91	204	94
031	LINCOLN PARISH	385	287	75	327	85
032	LIVINGSTON PARISH	1789	1537	86	1642	92
033	MADISON PARISH	154	103	67	137	89
034	MOREHOUSE PARISH	360	270	75	307	85
035	NATCHITOCHE PARISH	496	334	67	383	77
036	ORLEANS PARISH	509	446	88	467	92
037	OUACHITA PARISH	1334	1181	89	1249	94
038	PLAQUEMINES PARISH	229	201	88	215	94
039	POINTE COUPEE PARISH	228	147	64	163	71
040	RAPIDES PARISH	1681	1439	86	1528	91
041	RED RIVER PARISH	96	67	70	76	79
042	RICHLAND PARISH	256	150	59	183	71
043	SABINE PARISH	290	219	76	242	83
044	ST. BERNARD PARISH	269	232	86	252	94

Summer 2008 LEAP Criterion-Referenced Test
Students Meeting Promotional Standard Report – Grade 4: INITIAL TESTERS

Site Code	District Name	Total Students Tested in Spring (in ELA or Math)	Students Meeting Approaching Basic/Basic Promotional Standard in Spring		Students Meeting Approaching Basic/Basic Promotional Standard after Spring and Summer Tests	
			#	%	#	%
045	ST. CHARLES PARISH	677	577	85	609	90
046	ST. HELENA PARISH	82	40	49	76	93
047	ST. JAMES PARISH	251	196	78	214	85
048	ST. JOHN THE BAPTIST PARISH	433	325	75	365	84
049	ST. LANDRY PARISH	1118	869	78	946	85
050	ST. MARTIN PARISH	568	443	78	488	86
051	ST. MARY PARISH	679	536	79	578	85
052	ST. TAMMANY PARISH	2516	2203	88	2381	95
053	TANGIPAHOA PARISH	1412	980	69	1137	81
054	TENSAS PARISH	60	36	60	41	68
055	TERREBONNE PARISH	1359	1001	74	1093	80
056	UNION PARISH	221	119	54	147	67
057	VERMILION PARISH	619	513	83	556	90
058	VERNON PARISH	712	629	88	664	93
059	WASHINGTON PARISH	417	312	75	350	84
060	WEBSTER PARISH	532	361	68	412	77
061	WEST BATON ROUGE PARISH	254	210	83	219	86
062	WEST CARROLL PARISH	162	120	74	137	85
063	WEST FELICIANA PARISH	159	138	87	148	93
064	WINN PARISH	180	137	76	155	86
065	CITY OF MONROE SCHOOL DISTRICT	624	522	84	570	91
066	CITY OF BOGALUSA SCHOOL DISTRICT	170	91	54	112	66
067	ZACHARY COMMUNITY SCHOOL DISTRICT	306	276	90	291	95
068	CITY OF BAKER SCHOOL DISTRICT	129	54	42	72	56
069	CENTRAL COMMUNITY SCHOOL DISTRICT	210	179	85	192	91
CHA	CHARTER SCHOOLS	378	302	80	334	88
LAB	LABORATORY SCHOOLS	187	175	94	187	100
RSD	RECOVERY SCHOOL DISTRICT	1633	780	48	983	60

Summer 2008 LEAP Criterion-Referenced Test
Students Meeting Promotional Standard Report – Grade 8: INITIAL TESTERS

Site Code	District Name	Total Students Tested in Spring (in ELA or Math)	Students Meeting Approaching Basic/Basic Promotional Standard in Spring		Students Meeting Approaching Basic/Basic Promotional Standard after Spring and Summer Tests	
			#	%	#	%
STATE	LOUISIANA STATEWIDE	45413	31344	69	35252	78
001	ACADIA PARISH	566	437	77	467	83
002	ALLEN PARISH	290	225	78	246	85
003	ASCENSION PARISH	1390	1059	76	1163	84
004	ASSUMPTION PARISH	324	234	72	264	81
005	AVOYELLES PARISH	407	232	57	259	64
006	BEAUREGARD PARISH	454	343	76	393	87
007	BIENVILLE PARISH	140	85	61	97	69
008	BOSSIER PARISH	1331	982	74	1118	84
009	CADDO PARISH	2996	1729	58	2023	68
010	CALCASIEU PARISH	2202	1694	77	1856	84
011	CALDWELL PARISH	140	83	59	103	74
012	CAMERON PARISH	90	65	72	71	79
013	CATAHOULA PARISH	109	80	73	92	84
014	CLAIBORNE PARISH	160	105	66	119	74
015	CONCORDIA PARISH	235	160	68	183	78
016	DESOTO PARISH	348	212	61	244	70
017	EAST BATON ROUGE PARISH	2936	1798	61	2070	71
018	EAST CARROLL PARISH	99	42	42	68	69
019	EAST FELICIANA PARISH	125	65	52	87	70
020	EVANGELINE PARISH	340	274	81	296	87
021	FRANKLIN PARISH	196	110	56	139	71
022	GRANT PARISH	237	158	67	178	75
023	IBERIA PARISH	768	575	75	641	83
024	IBERVILLE PARISH	247	152	62	170	69
025	JACKSON PARISH	138	91	66	106	77
026	JEFFERSON PARISH	2769	1759	64	1987	72
027	JEFFERSON DAVIS PARISH	364	297	82	326	90
028	LAFAYETTE PARISH	2090	1547	74	1689	81
029	LAFOURCHE PARISH	1015	717	71	798	79
030	LASALLE PARISH	165	130	79	142	86
031	LINCOLN PARISH	408	293	72	328	80
032	LIVINGSTON PARISH	1701	1377	81	1506	89
033	MADISON PARISH	137	57	42	79	58
034	MOREHOUSE PARISH	288	196	68	226	78
035	NATCHITOCHE PARISH	424	267	63	309	73
036	ORLEANS PARISH	561	418	75	455	81
037	OUACHITA PARISH	1270	1026	81	1103	87
038	PLAQUEMINES PARISH	219	176	80	200	91
039	POINTE COUPEE PARISH	192	106	55	127	66
040	RAPIDES PARISH	1554	1079	69	1182	76
041	RED RIVER PARISH	109	42	39	61	56
042	RICHLAND PARISH	244	178	73	209	86
043	SABINE PARISH	277	206	74	233	84
044	ST. BERNARD PARISH	304	206	68	232	76

Summer 2008 LEAP Criterion-Referenced Test
Students Meeting Promotional Standard Report – Grade 8: INITIAL TESTERS

Site Code	District Name	Total Students Tested in Spring (in ELA or Math)	Students Meeting Approaching Basic/Basic Promotional Standard in Spring		Students Meeting Approaching Basic/Basic Promotional Standard after Spring and Summer Tests	
			#	%	#	%
045	ST. CHARLES PARISH	712	564	79	625	88
046	ST. HELENA PARISH	81	25	31	38	47
047	ST. JAMES PARISH	290	191	66	216	74
048	ST. JOHN THE BAPTIST PARISH	416	335	81	369	89
049	ST. LANDRY PARISH	850	637	75	679	80
050	ST. MARTIN PARISH	552	339	61	395	72
051	ST. MARY PARISH	629	433	69	478	76
052	ST. TAMMANY PARISH	2419	2025	84	2211	91
053	TANGIPAHOA PARISH	1338	898	67	1049	78
054	TENSAS PARISH	47	22	47	25	53
055	TERREBONNE PARISH	1326	851	64	978	74
056	UNION PARISH	180	119	66	136	76
057	VERMILION PARISH	527	438	83	464	88
058	VERNON PARISH	636	510	80	561	88
059	WASHINGTON PARISH	355	255	72	295	83
060	WEBSTER PARISH	495	329	66	395	80
061	WEST BATON ROUGE PARISH	229	153	67	178	78
062	WEST CARROLL PARISH	139	98	71	108	78
063	WEST FELICIANA PARISH	156	119	76	136	87
064	WINN PARISH	175	134	77	141	81
065	CITY OF MONROE SCHOOL DISTRICT	582	327	56	365	63
066	CITY OF BOGALUSA SCHOOL DISTRICT	128	61	48	67	52
067	ZACHARY COMMUNITY SCHOOL DISTRICT	296	257	87	274	93
068	CITY OF BAKER SCHOOL DISTRICT	137	67	49	85	62
069	CENTRAL COMMUNITY SCHOOL DISTRICT	200	152	76	174	87
CHA	CHARTER SCHOOLS	214	173	81	191	89
LAB	LABORATORY SCHOOLS	211	185	88	199	94
RSD	RECOVERY SCHOOL DISTRICT	1544	558	36	746	48