

Louisiana Student Standards Review and Development Summary

Purpose

The Louisiana Student Standards represent the knowledge and skills students must master throughout elementary, middle and high school to be ready for the opportunities available upon their graduation.

In English language arts (ELA), this means that students can read, understand, and express their understanding of texts at each grade level. Students should be able to pick up any text – such as a picture book, newspaper article, a novel, or painting – understand what the text means, and respond to that text in speech and in writing.

In mathematics, this means that students can meet college and workplace expectations without needing remediation in mathematical skills and concepts. Students must be able to demonstrate more than just procedural skill. Students should be able to consistently apply their understandings and skills to real world problems and tasks.

Standards Review

Louisiana educators created a new set of standards written to address the specific needs of Louisiana students.

Louisiana’s new standards:	Example:
Provide developmentally appropriate content for all grades or courses while maintaining high expectations.	A grade 3 math standard requiring students to divide a figure into different sections in order to find its total area was considered developmentally inappropriate by many who provided public feedback. This standard was moved to Grade 4 to ensure that the skill was still learned while being taught at the appropriate time and age.
Allow teachers the freedom to determine the most appropriate method of instruction and choice of texts.	High School Reading Standard: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <i>Strikethrough represents deleted content.</i>
Provide teachers with more clarity about what is expected of students by making the standards less vague and less open to multiple interpretations.	Grade 8 Standard: “Explain a proof of the Pythagorean Theorem and its converse” was amended to be “Explain a proof of the Pythagorean Theorem and its converse using the area of squares.”
Create standards for financial literacy and the study of money in earlier grades.	Currency standards were added to kindergarten, first and third grade to improve cohesion with an existing second grade standard. This addition ensures students are exposed to important financial literacy skills early in their education.
Order high school skills taught in algebra I, geometry, and algebra II.	The following standard was moved out of the Algebra set and in to the geometry set for a more appropriate progression. “Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.”

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Throughout this process, Louisiana educators reviewed every standard in Louisiana’s previous math and English standards and those from various states around the country including Indiana, Kentucky, Tennessee, and Massachusetts. The committees changed 21% of the standards across math and English.

	ELA	Math
% Reviewed	100% (854)	100% (433)
% K-2 Changed	11%	10%
% 3-12 Changed	20%	28%
Total % Changed	18%	26%

Participants and Process

This process was led by Louisiana educators from over 30 parishes around the state. A group of over 100 dedicated educators spent the past six months hard at work to build the best set of expectations for Louisiana’s students.

Some facts about this process:

- Over 80% of the committee members are current Louisiana educators. The others represent educational, parent, and business organizations.
- Each committee included representatives from higher education.
 - Frank Neubrandner (Louisiana State University) *mathematics*
 - Lisa Rougeou (Northwestern) *English language arts*
 - Jeanne Burns (Board of Regents) *standards committee*
 - Mary Breaud (Nicholls State University) *early elementary specialist*
 - Stan Barrerra (LA Assn of Colleges of Teacher Education) *English language arts*
 - *Many other committee members are adjunct or full time professors at Louisiana institutions of higher education. The committee members above are official representatives from higher education.*
- Each committee included early childhood and special education professionals or association representatives.
 - Debbie Rickards (Louisiana Reading Association)
 - Michelle Joubert (Louisiana Early Childhood Association)
 - Mary Breaud (Nicholls State University) *early elementary specialist*
 - Aeneid Mason (special education)
 - Demarious Poole (special education)
 - Allison Cupit (special education)
- Each committee member spent an average of 40 hours attending review meetings.
- Each committee member spent an average of 50 hours independently reviewing public comment, preparing drafts of standards, researching and reviewing outside materials.
- The committee chairs spent an average of 150 hours each reviewing materials, preparing for meetings, preparing standards and summaries for committees.
- Committee members together spent on average 9,000 hours developing the new Louisiana Student Standards.