

THE TAP™ SYSTEM IN LOUISIANA SCHOOLS

2004-2011

Peggy C. Kirby, Ph.D.
ed-cet, inc.
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Part I. Louisiana TAP Schools, Teachers, and Students

The TAP™ System is designed to attract, develop, motivate, and retain high-quality teachers. Often misconstrued as merely a pay-for-performance or merit pay program, TAP actually is a comprehensive program of professional development, with performance pay just one of four key components. Equally important are multiple career paths; ongoing, applied professional development; and instructionally focused accountability.

TAP was first introduced into Louisiana schools during the 2003-2004 academic year. Beginning with just five schools in three parishes, the program expanded to 28 schools in ten parishes during the 2008-2009 school year. It continues to grow, with a total of 41 schools for the 2009-2010 school year. This is about 3% of Louisiana schools. Also, in the upcoming school year, another 26 schools are participating in the Louisiana “Pre-TAP” initiative in which they will learn about the TAP process. It is anticipated that many of the Pre-TAP schools will become TAP schools in the 2010-2011 school year, bringing to almost 5% the proportion of Louisiana schools served by TAP. A complete list of active TAP and Pre-TAP schools is included in Appendix A.

Chart 1 shows the growth in Louisiana TAP over the past seven school years. The only academic year in which the number of TAP schools decreased was 2008-2009. A new superintendent in one large district decided to eliminate TAP in his district. He cited cost concerns. The district, however, did retain many professional development components from TAP, including master teachers who provide job-embedded professional development to new classroom teachers.

The black line in Chart 1 indicates the linear growth trend based on past and predicted numbers of schools. Based on projected commitment of Pre-TAP schools and other identified interest, it is anticipated that TAP will exceed growth expectations by 2010-2011, in spite of the loss of schools in 2008-2009.

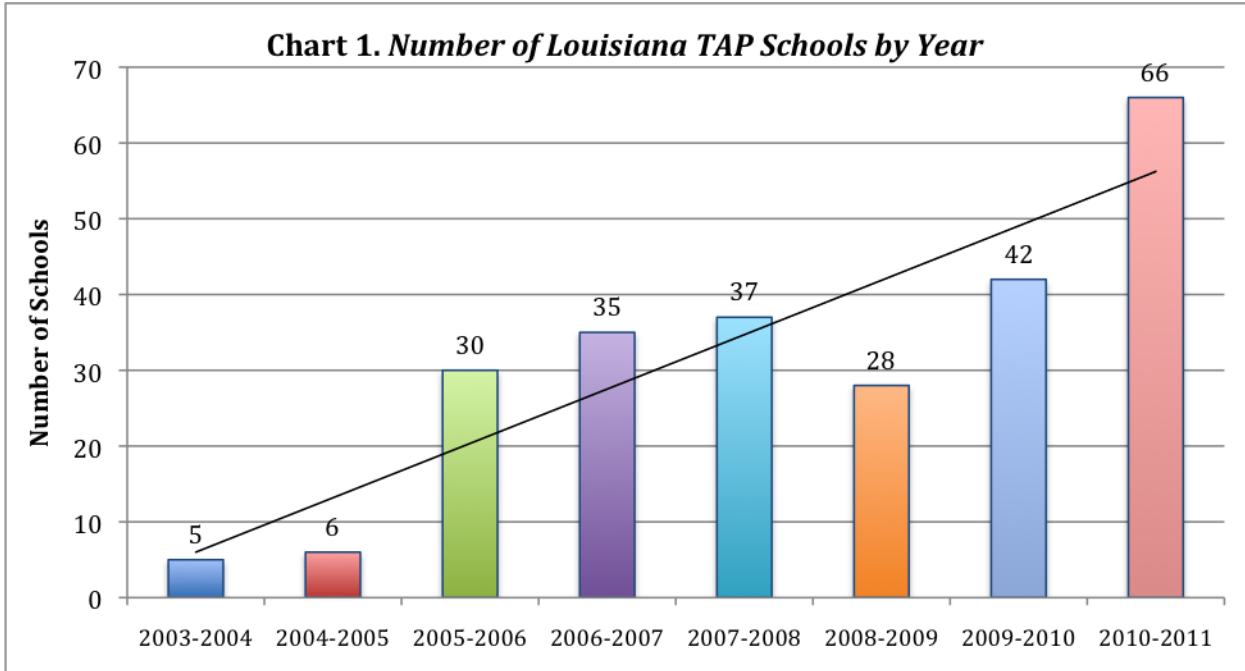
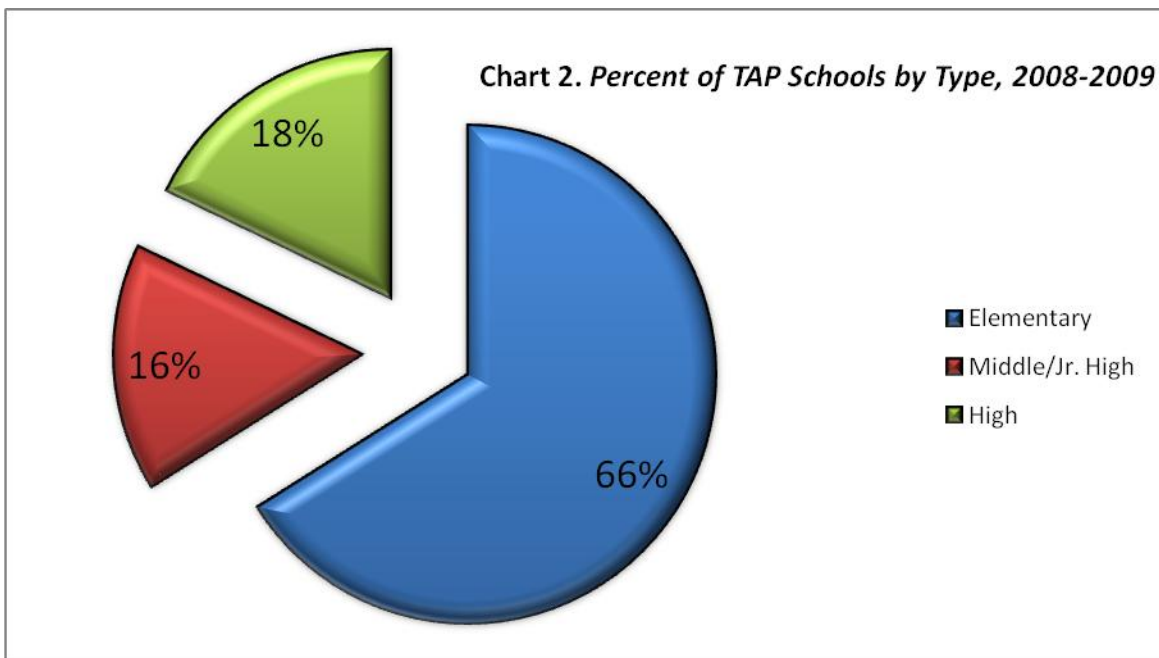
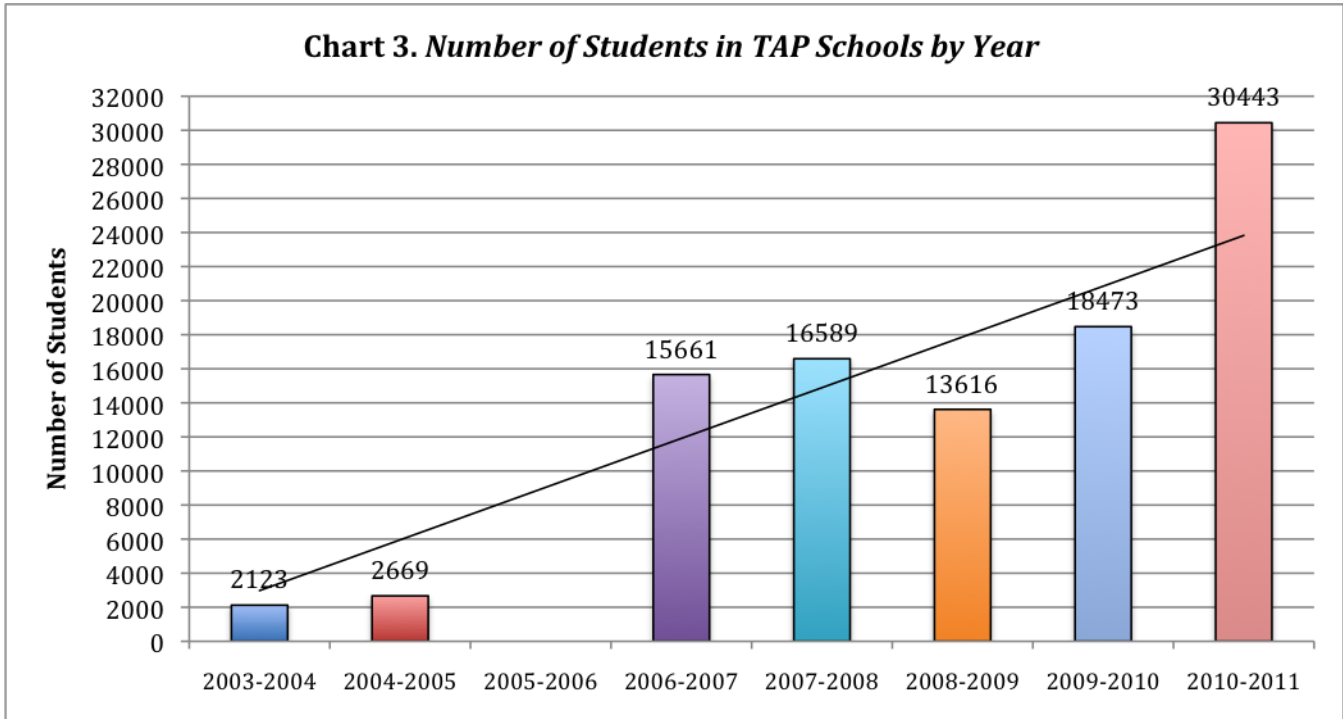


Chart 2 shows the percentage of TAP schools in Louisiana by grade configuration for the 2008-2009 school year.

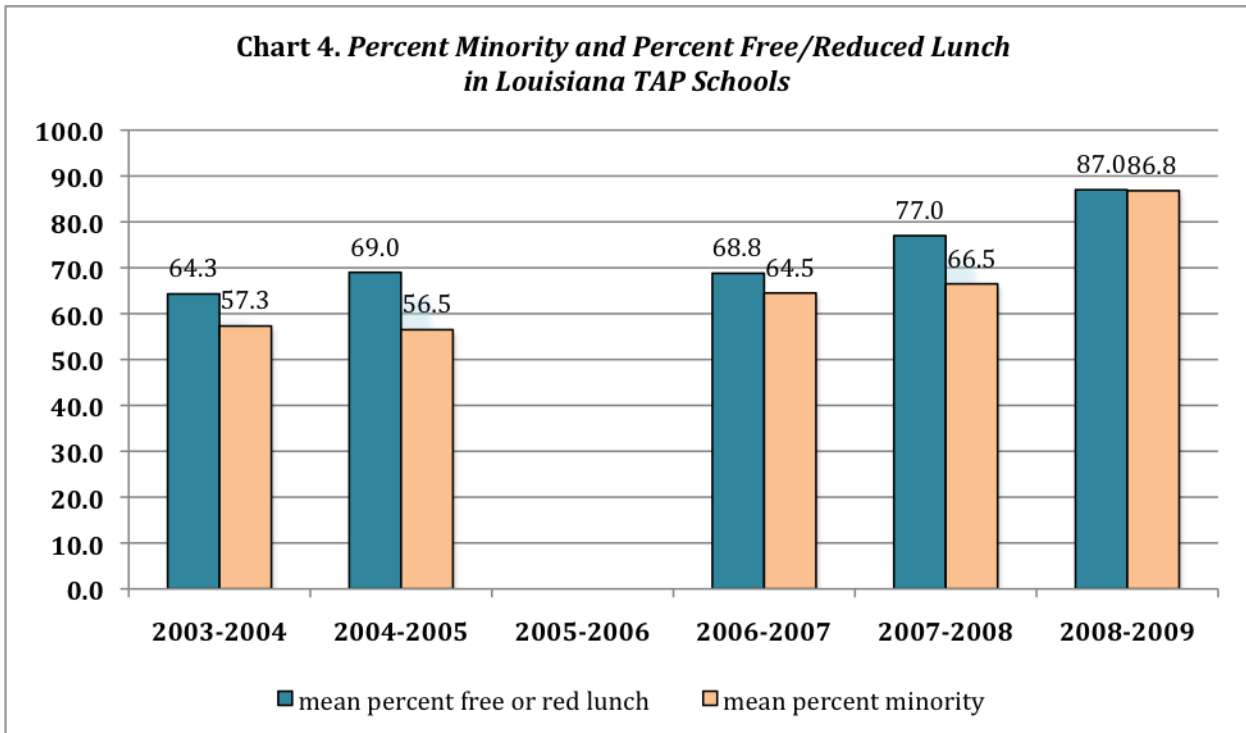


In 2008-2009, the 28 TAP schools provided ongoing professional development to 1,051 faculty who taught 13,613 students. The number of students in TAP schools is expected to increase to more than 30,000 (about 4.3% of Louisiana students) by the 2010-2011 school year. Chart 3 below shows the growth in number of students in TAP schools since 2003-2004. The trend line shows that the growth is likely to accelerate over the next two years. Note that no numbers are given for 2005-2006 due to the daily enrollment fluctuations immediately after Hurricane Katrina (August 29, 2005).



TAP schools tend to serve greater proportions of minority students and those eligible to receive free or reduced-price lunch based on family income than Louisiana public schools in general. In 2008-2009, TAP school students in Louisiana were approximately 87% non-white, and approximately 87% were eligible to receive free or reduced-price lunch. By contrast, there were 51.2% non-white students in all Louisiana public schools and 64.5% were eligible for free or reduced-price lunch (*October 2008 Multiple Stats Report*, retrieved August 1, 2009 from: <http://www.doe.state.la.us/lde/pair/1489.html>).

Over the past six years, TAP has served more and more students of low-income and minority families (see Chart 4).



Part II. Student Achievement in Louisiana TAP Schools

State Superintendent of Education Paul Pastorek set 18 Objectives for the 2008-2009 school year. The TAP program addresses Objective 1 that concerns school performance and Objectives 6 and 7 that deal with school improvement processes. Superintendent Pastorek set a goal of increasing baseline school performance scores (SPS) by 2.34 points by spring 2009. Although at the time of this report, SPSs are not available for the 2008-2009 school year, the LEAP and iLEAP scores suggest that the state has improved the percent of students scoring Basic and Above in all areas, except 4th grade Math. As demonstrated in the next section, TAP schools contributed to these gains.

TAP Student Performance on LEAP and iLEAP

Table 1 includes the percent change in LEAP and iLEAP scores by grade level from 2007-2008 to 2008-2009. Only those TAP schools that included the respective grade levels in *both* 2007-2008 and 2008-2009 are included. The total number of students in these schools scoring Basic or Above on their grade-level tests was divided by the total number of students who took the test in each grade. Thus, the scores are weighted for school size. As with the state scores, the 4th grade Math scores did decline slightly, roughly by 2 percent. All other Math and all ELA scores increased from 2007-2008 to 2008-2009. Of particular note are the 6th grade ELA and Math, and the 9th and 10th grade Math scores which all improved by more than 10 percentage points.

Table 1
Change in Percent of TAP Students Scoring Basic or Above on LEAP/iLEAP
from 2007-2008 to 2008-2009

Grade	# of schools	Test	ELA	Math
3	18	iLEAP	+ 0.4	+ 1.5
4	19	LEAP	+ 6.3	- 1.7
5	18	iLEAP	+ 4.3	+ 5.3
6	17	iLEAP	+10.7	+14.7
7	15	iLEAP	+ 1.0	+ 7.7
8	14	LEAP	+ 4.9	+ 7.0
9	5	iLEAP	+ 6.6	+14.6
10	5	GEE	+ 8.4	+15.5

TAP Student Performance in Comparison to Statewide Student Performance

Not surprisingly, Louisiana TAP schools, most with more students at risk (as determined by percent free/reduced lunch) and more minority students, do not perform as well as Louisiana schools on average (see Table 2). However, the gains from 2007-2008 to 2008-2009 indicate that they are on a possible trajectory to close the achievement gap.

Table 2.
TAP School Performance as Compared to All Louisiana School Performance, 2008-2009

Percent of Students Scoring Basic or Above				
Grade	TAP ELA	Louisiana ELA	TAP Math	Louisiana Math
3	49	66	48	68
4	58	72	47	65
5	54	66	52	66
6	52	68	61	70
7	47	62	49	63
8	48	62	49	59
9	52	65	55	64
10	49	62	64	73

Note. Table includes all 28 TAP schools in 2008-2009 school year

Charts 5 (ELA) and 6 (Math) compare the **growth** in TAP schools to that of all Louisiana schools. TAP schools at least doubled the state gains in 4th, 5th, 9th, and 10th grade ELA, and in 5th, 8th, 9th, and 10th Math. Only in 3rd grade did TAP schools perform lower than Louisiana schools in general.

Chart 5. Change in Percent of Students Scoring Basic or Above on LEAP/iLEAP ELA from 2007-2008 to 2008-2009

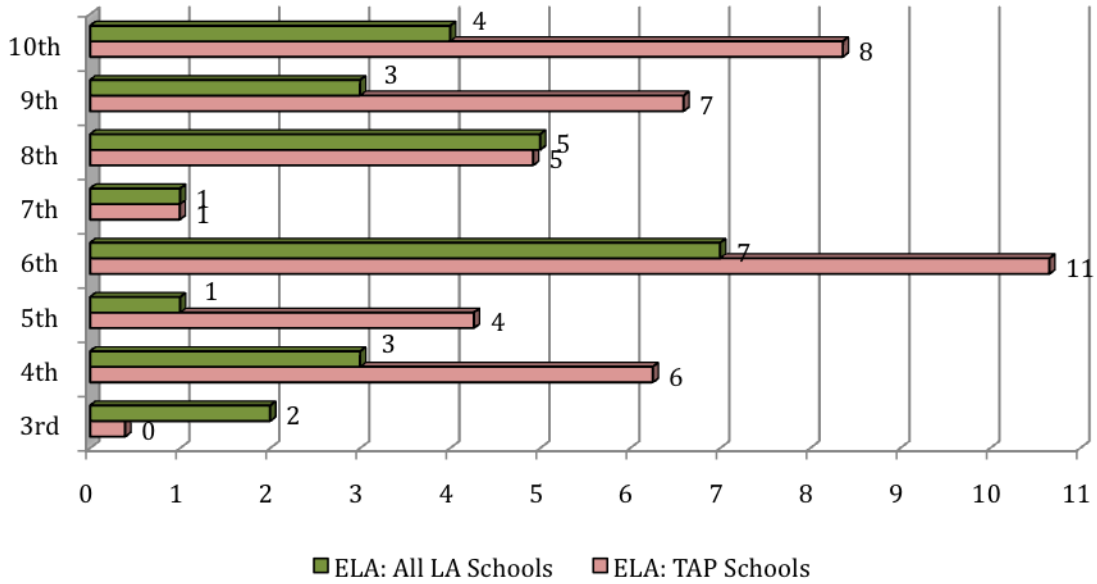
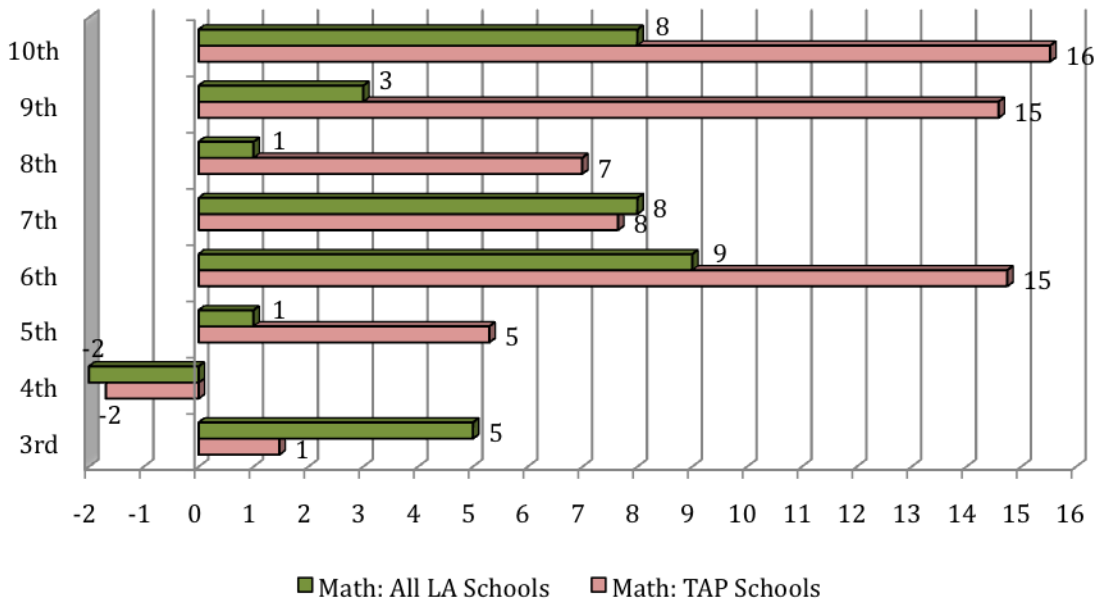


Chart 6. Change in Percent of Students Scoring Basic or Above on LEAP/iLEAP Math from 2007-2008 to 2008-2009



Individual TAP School Performance

The sections above address achievement of students in all TAP schools. This section concerns individual TAP school performance. Are the results discussed thus far reflective of each TAP school or are they skewed by a few high performing schools? Each school gave tests in grades 3 through 10 if they served those grade levels. Schools served anywhere from 1 tested grade in ELA and Math (e.g., high schools) to six tested grades in some K-8 schools. Table 3 below shows the total number of tested grades in for each school and the number of grades showing improvement, no change, or decline from 2007-2008 to 2008-2009. In ELA, 70 of 109 (64.2%) grades improved in the 27 schools. In math, there was improvement in 74 (67.9%) of 109 tested grades.

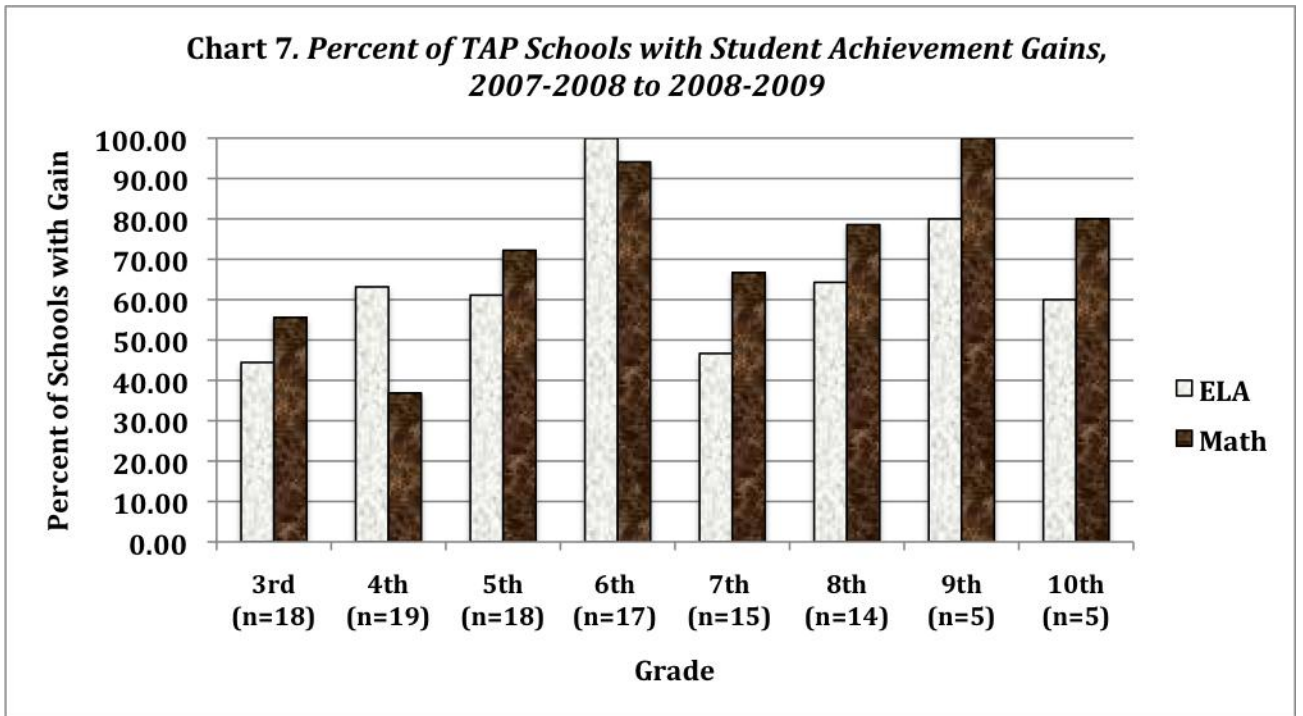
Table 3

Number of Tested Grades Showing Improvement in ELA and Math in TAP Schools

School	Number of Tested Grades	ELA			MATH		
		Number Improved	No Change	Number Declined	Number Improved	No Change	Number Declined
1	6	3	0	3	4	0	2
2	6	5	0	1	5	0	1
3	6	3	1	2	4	0	2
4	6	5	0	1	5	0	1
5	6	4	0	2	4	0	2
6	6	4	1	1	4	0	2
7	6	2	1	3	6	0	0
8	6	2	0	4	2	0	4
9	6	3	0	3	3	1	2
11	6	6	0	0	4	0	2
12	6	5	0	1	6	0	0
10	5	4	0	1	2	0	3
13	5	4	0	1	3	0	2
14	4	4	0	0	3	0	1
15	3	1	0	2	1	0	2
16	3	2	0	1	2	0	1
17	3	2	0	1	3	0	0
18	3	2	0	1	2	0	1
19	3	1	0	2	2	0	1
20	3	0	0	3	1	0	2
21	3	3	0	0	3	0	0
22	2	1	0	1	0	0	2
23	2	2	0	0	2	0	0
24	1	0	0	1	0	0	1
25	1	1	0	0	1	0	0
26	1	1	0	0	1	0	0
27	1	0	0	1	1	0	0
All	109	70	3	36	74	1	34

Note: One of the twenty-eight 2008-2009 TAP schools is not included because it opened in 2008-2009, thus having no comparison scores.

Another way to consider how much improvement there was at the school level is by the percent of schools with gains from 2007-2008 to 2008-2009 for specific grade levels. Chart 7 shows the percent of schools, for a specific grade, with student achievement gains from 2007-2008 to 2008-2009 in ELA and Math. For example, in the fourteen TAP schools with eighth graders, approximately 80% of those schools showed improvement in math and over 60% showed improvement in ELA. The majority of schools showed improvement at all grade levels in ELA and Math, except for in 3rd and 7th grade ELA and 4th grade Math.



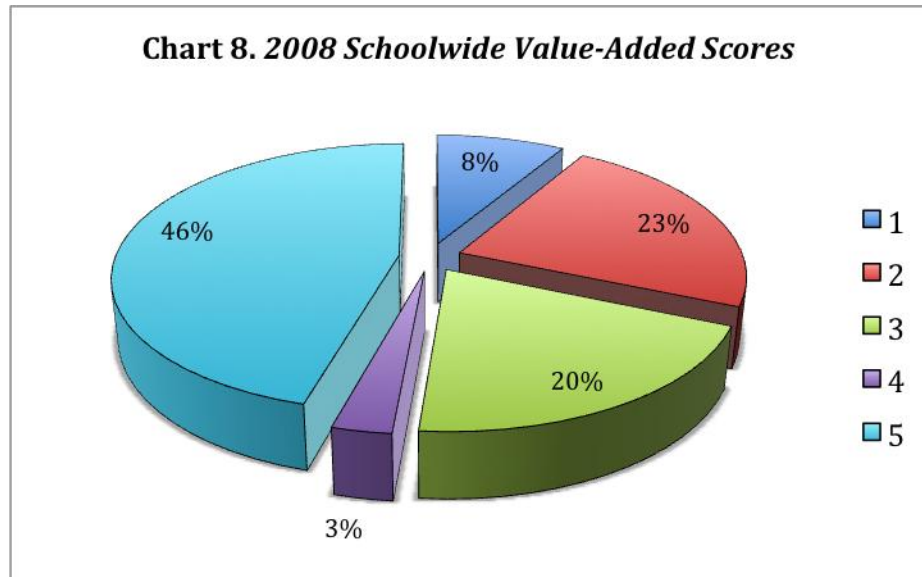
Note: n represents the number of TAP schools with that particular grade level.

Part III. Value Added Performance

TAP schools receive a school-wide value added score based on longitudinal student performance. Unlike many measures of academic achievement that compare a student cohort in a particular grade level one year to a different cohort in that grade the following year, TAP value-added scores track individual student growth over time. Each teacher who teaches a tested grade level also receives an individual value added score based on the growth of his or her students.

For the TAP schools in 2007-2008, value added scores covered the entire 5-point range. (Note: 2008-2009 value-added scores are pending at the time of this report.) A score of five, the highest score possible, signifies “far above average” results and indicates progress of two standard errors above an expected full year’s growth. A value-added student achievement score of four signifies “above average” results (one standard error above an expected full year’s growth). A value-added score of three signifies a solid year’s growth.

Of the 35 schools that received value added scores for the 2007-2008 school year, 16 received the top value added score (5), one received a 4, seven received 3s, eight received 2s and three received the lowest score of 1 (see Chart 8).



Performance incentives are calculated on the basis of 1) the overall school value added score, 2) the teacher value added score if the teacher teaches a tested subject, and 3) multiple teacher observations by multiple observers. Teachers in the TAP schools discussed above earned performance incentives ranging from \$0 to \$7,125. The average teacher award was \$1,647 and the average school-wide value added score was 3.5. The average teacher value added for those teachers who taught tested subjects was 3.1.

Part IV. Teacher Attitudes Regarding TAP

Each year the National Institute for Excellence in Teaching (NIET) administers the *TAP Teacher Attitude Survey* to determine teachers' level of agreement and satisfaction (5-point scale with 1 indicating lowest level and 5 highest) with TAP components. The survey measures teachers' perceptions of:

1. *Multiple Career Paths* - differentiated leadership and career advancement opportunities,
2. *Ongoing Applied Professional Development* - quality, benefit, and relevance of professional development under TAP,
3. *Instructionally Focused Accountability* - understanding, trust, and benefits of the TAP evaluation system,
4. *Performance-based Compensation* - differential compensation under TAP and financial impact, and
5. *Collegiality* - colleagues, leadership, and school climate.

The results of the 2008 survey show that Louisiana teachers in general are more satisfied with all TAP components than teachers across the United States. U.S. and Louisiana average responses are compared in Chart 9. The majority of teachers supported (*Strongly agreed* or *Agreed*) instructionally focused accountability and ongoing professional development, with nearly 10% more Louisiana teachers *Agreeing* or *Strongly agreeing* that these elements are useful and important. About 70% of teachers in Louisiana and nationally *Agreed* or *Strongly agreed* that they were satisfied with the climate and collegiality of their schools under TAP.

Fewer teachers agreed that they were involved in school-wide decision making or had opportunities to take on leadership roles. Although all TAP schools have three teacher paths – career, mentor, and master – only about 41% of Louisiana teachers found the concept of *Multiple Career Paths* directly relevant to them. If only the roughly 15 to 25 percent of teachers classified as Master or Mentor had supported the items in the *Career Path* sub-scale, the proportion *Strongly Agreeing* or *Agreeing* would be far less than 41%. Thus, this finding is actually positive in that a large proportion of career teachers are finding that they do have career growth opportunities. In fact, another 42% of teachers were neutral in their responses. Only 27% of teachers expressed more negative feelings about Multiple Career Paths.

The *Performance-based Compensation* sub-scale received the lowest level of support from teachers (32% in Louisiana versus 27% nationally *Strongly Agreeing* or *Agreeing*). Items in this sub-scale ask whether teachers believe that their performance can be fairly and accurately evaluated by their principal, master teachers, and mentor teachers; whether they believe that teachers are the most important school factor in student achievement; and whether the impact of teachers on student achievement can be measured. As with the *Multiple Career Paths* sub-scale, the majority of teachers were neutral (38.8%) or positive (32.9%). Only 28% *Disagreed* or *Strongly Disagreed* with items in the *Performance Compensation* sub-scale.

Because performance pay is the most controversial aspect of TAP, we decided to look at the scores of schools that had been in TAP longest. Average teacher attitude scores for the five schools that began TAP in 2004 and 2005 and remained through 2008 were compared to average attitude scores for all Louisiana TAP schools. This analysis confirms that, at least for Louisiana schools, those in TAP longest had teachers with more positive attitudes about all TAP components, including performance pay and career paths. These comparisons are shown in Chart 10.

Chart 9. TAP Teacher Attitude Survey Results 2008

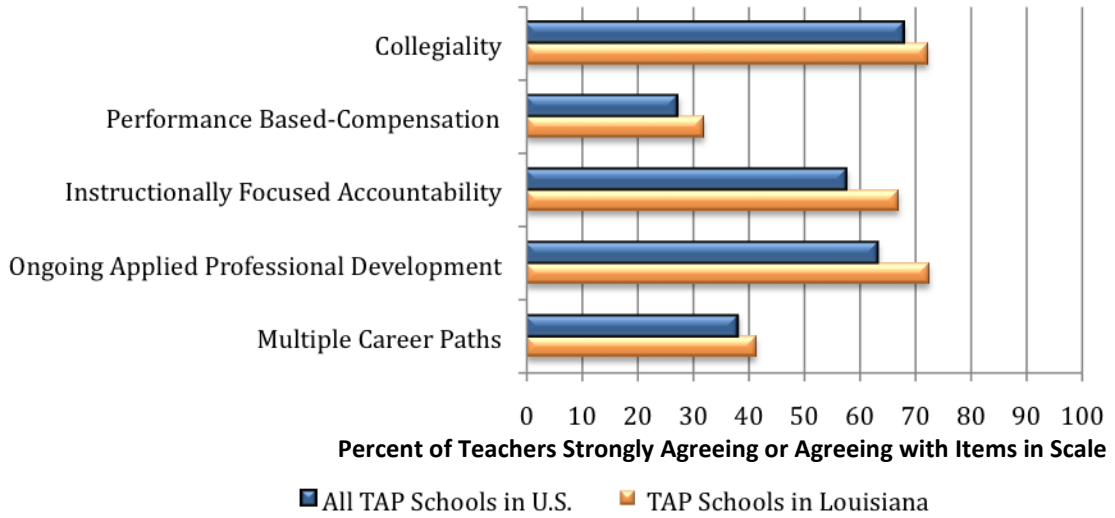
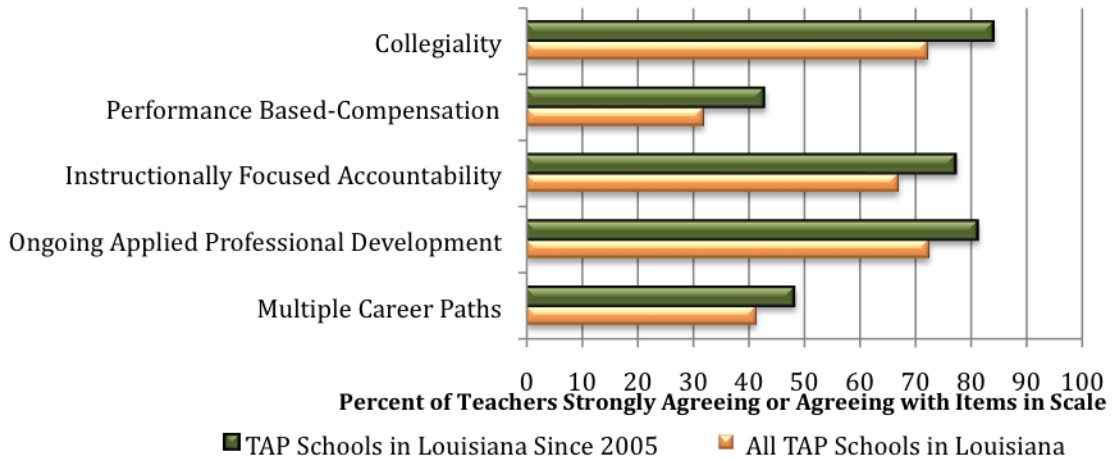


Chart 10. TAP Teacher Attitude Survey Results 2008



Conclusions

While many questions remain about the effectiveness of the TAP process in Louisiana schools, the following are promising indicators supported by the extant data:

1. The number of TAP schools in Louisiana is 8 times greater in 2008-2009 than in 2004-2005, an indicator of its popularity among school administrators and teachers.
2. TAP schools tend to serve greater proportions of minority students and those eligible to receive free or reduced-price lunch based on family income than Louisiana public schools in general.
3. The TAP process is not an elementary school program as many had feared; about one-third of the 2008-2009 TAP schools were middle or high schools and many more served students in grades K through 8.
4. Interest in TAP is evidenced by the 15 new TAP schools in 2009-2010 and the 28 schools studying the process as pre-TAP schools.
5. TAP schools at least doubled the state 2008 to 2009 gains in 4th, 5th, 9th, and 10th grade ELA, and in 5th, 8th, 9th, and 10th grade Math.
6. Teachers appear to be very positive about levels of collegiality, opportunities for professional development, and accountability with TAP.
7. Louisiana teachers whose schools have been in TAP longest have more positive attitudes toward multiple career paths and performance-based compensation than teachers in schools newer to TAP.

APPENDIX A

LOUISIANA TAP AND PRE-TAP SCHOOLS 2008-2009 & 2009-2010

2008 - 2009 TAP SCHOOLS BY DISTRICT/SYSTEM

ASCENSION PARISH

Donaldsonville High School
Lowery Intermediate School

CADDO PARISH

Cherokee Park Elementary

DESOTO PARISH

Mansfield High
North Desoto Middle

EAST BATON ROUGE PARISH

Cedarcrest-Southmoor Elementary
Crestworth Middle (discontinued TAP after 2008-2009 school year)

JEFFERSON PARISH

William Hart Elementary
Hazel Park/Hilda Knoff Elementary

ORLEANS PARISH

Alice Harte Elementary (Algiers Charter School Association)
Edna Karr Secondary (Algiers Charter School Association)

NATCHITOCHE PARISH

George Parks Elementary/Junior High

RAPIDES PARISH

Forest Hill Elementary

RECOVERY SCHOOL DISTRICT

Algiers Technology Academy (Algiers Charter School Association)
Martin Behrman Elementary (Algiers Charter School Association)
Joseph Craig Elementary (Recovery School District – N.O.)
John Dibert Elementary (Recovery School District – N.O.)
Dwight D. Eisenhower Elementary (Algiers Charter School Assoc.)
Laurel Elementary (Recovery School District – N.O.)

William Fischer Elementary (Algiers Charter School Association)
McDonogh 32 Elementary (Algiers Charter School Association)
Sarah Reed Elementary (Recovery School District – N.O.)
Schaumberg Elementary (Recovery School District – N.O.)
Harriet Tubman Elementary (Algiers Charter School Association)
O.P. Walker High School (Algiers Charter School Association)
Fannie C. Williams Elementary (Recovery School District – N.O.)

ST. BERNARD PARISH

St. Bernard Middle
Trist Elementary

NEW TAP SCHOOLS BY DISTRICT/SYSTEM IN 2009 - 2010

DELHI CHARTER SCHOOL K-12

Delhi Elementary

DESOTO PARISH

Logansport Elementary
Logansport High
North Desoto High

EAST BATON ROUGE PARISH

Claiborne Elementary

IBERIA PARISH

Jeanerette Elementary
Johnston Street Elementary

RAPIDES PARISH

Carter C. Raymond Elementary

RECOVERY SCHOOL DISTRICT

Habans Elementary (Recovery School District – N.O.)
James Johnson Elementary (Recovery School District – N.O.)
Live Oak Elementary (Recovery School District – N.O.)
Mary Coghill Elementary (Recovery School District – N.O.)

ST. BERNARD PARISH

W. Smith Elementary

ST. TAMMANY PARISH

Alton Elementary

PRE-TAP SCHOOLS BY PARISH IN 2009 - 2010

DESOTO PARISH

Mansfield Middle 6-8
Mansfield Elementary 3-5
North Desoto Elementary PK-2
Pelican All-States High
Stanley High

EVANGELINE PARISH

Basile High 5-12
Bayou Chicot Elementary PK-8
Mamou Elementary PK-4
W.W. Steward Elementary PK-4

JEFFERSON PARISH

Woodland West Elementary

ORLEANS PARISH

Warren Easton High
Benjamin Franklin Elementary Math-Science Magnet
Mary Bethune Elementary
Edward Hynes Charter
McDonogh 35 Senior High
McMain Secondary

RECOVERY SCHOOL DISTRICT - LOUISIANA

Dalton Elementary (Advance Baton Rouge)
Glen Oaks Middle (Advance Baton Rouge)
Lanier Elementary (Advance Baton Rouge)
Prescott Middle (Advance Baton Rouge)
Pointe Coupee Central High (Advance Baton Rouge)

RED RIVER PARISH

Red River Elementary

ST. MARY PARISH

Morgan City Junior High
Wyandotte Elementary

ST. TAMMANY PARISH

Abney Elementary
Bayou Lacombe Middle