

Louisiana Believes

Spring 2015 ELA and Math Assessment Results



Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
- 2014-2015 District Results
- Comparability
- Accountability Decisions and Calculations

Timeline for Development of 2014-2015 Assessment & Accountability Results

Dates	LDOE Action
November 2014	Department announces 2015 test score release schedule
March/May 2015	320,000 students take PARCC tests
June – August	Individual test questions scored by LEAP vendor
August – September	PARCC state “standard setting” verifies that questions were as challenging as anticipated before students completed test.
Sept. 28 – October 2	Individual student raw scores (total points out of total available) available to requesting districts
October 5 – 9	Statewide briefings from technical experts on standard setting, scale scores, cut scores, and comparability among Louisiana and other states, in advance of BESE meeting.
October 12	Public release of preliminary statewide scale scores (state level only; not by LEA level or school level)
October 13	BESE considers cut score levels to determine mastery, advanced, basic, approaching basic, and unsatisfactory
October 14	Department begins applying cut scores to scale scores
October 19 – 23	Public release of LEA scores by cut level
October 26 – 30	<ul style="list-style-type: none"> Public release of high school performance scores and letter grades Academic analyses shared with standards review committees and Accountability Commission
November 2 - 6	<ul style="list-style-type: none"> Comparability audit completed Consideration of accountability policies at Superintendents Advisory Council
November 9 – 13	Individual student reports for LEAs, teachers, and families detailing scores and skills for every student
December	<ul style="list-style-type: none"> Elementary and middle school performance scores and letter grades released BESE considers related accountability policies

Progress Toward Higher Expectations and Improved Comparability

Louisiana has steadily increased the level of expected performance on state tests and has steadily improved its ability to make comparisons with other states.

1999

- Grade 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. “Approaching Basic” (level 2) and levels above earn schools performance score points.

2006

- Grade 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2013

- Grades 3-8 and high school English language arts and math transitional assessments align to Louisiana’s new standards. Only “Basic” and above earn school performance score points. High schools achieve comparability through ACT 11th grade assessment.

2015

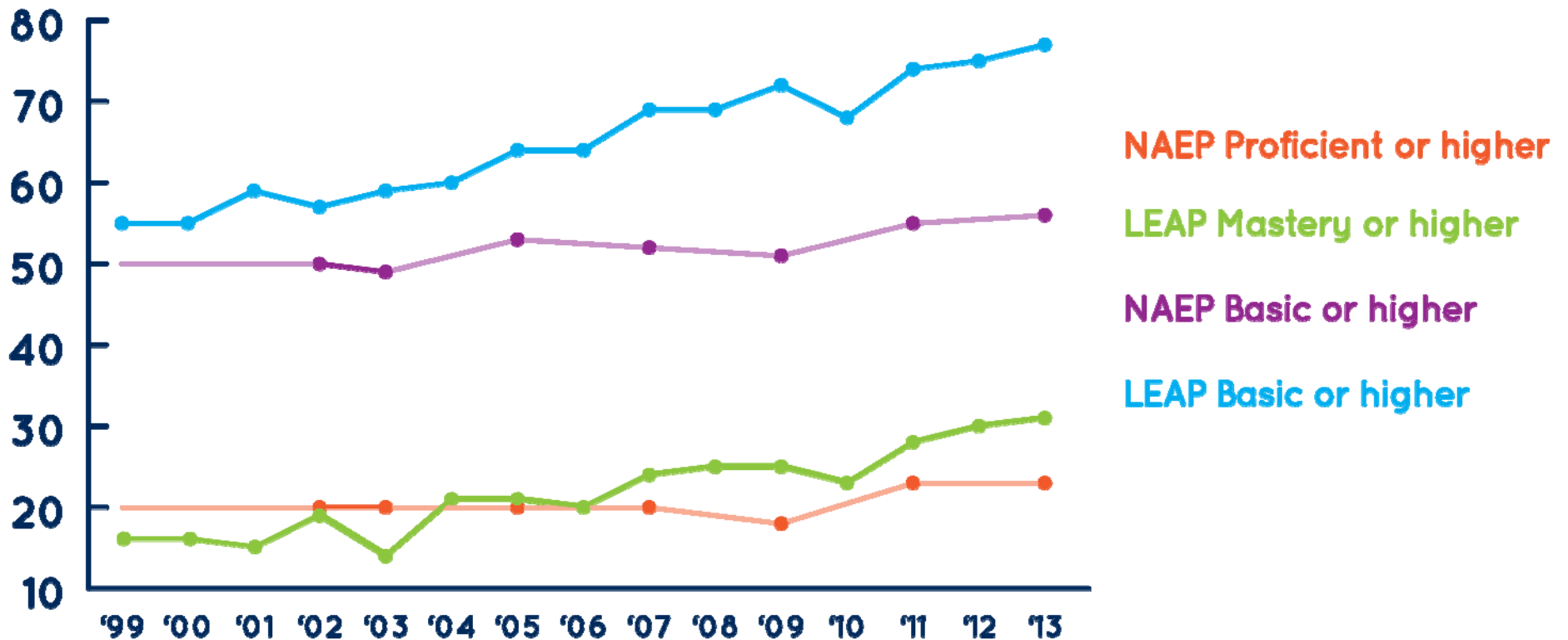
- Grades 3-8 English language arts and math exams fully aligned to Louisiana's standards. Results are significantly comparable with other states for the first time.

2025

- By 2025 schools earning ratings of “A” will average “Mastery” performance rather than “Basic.”

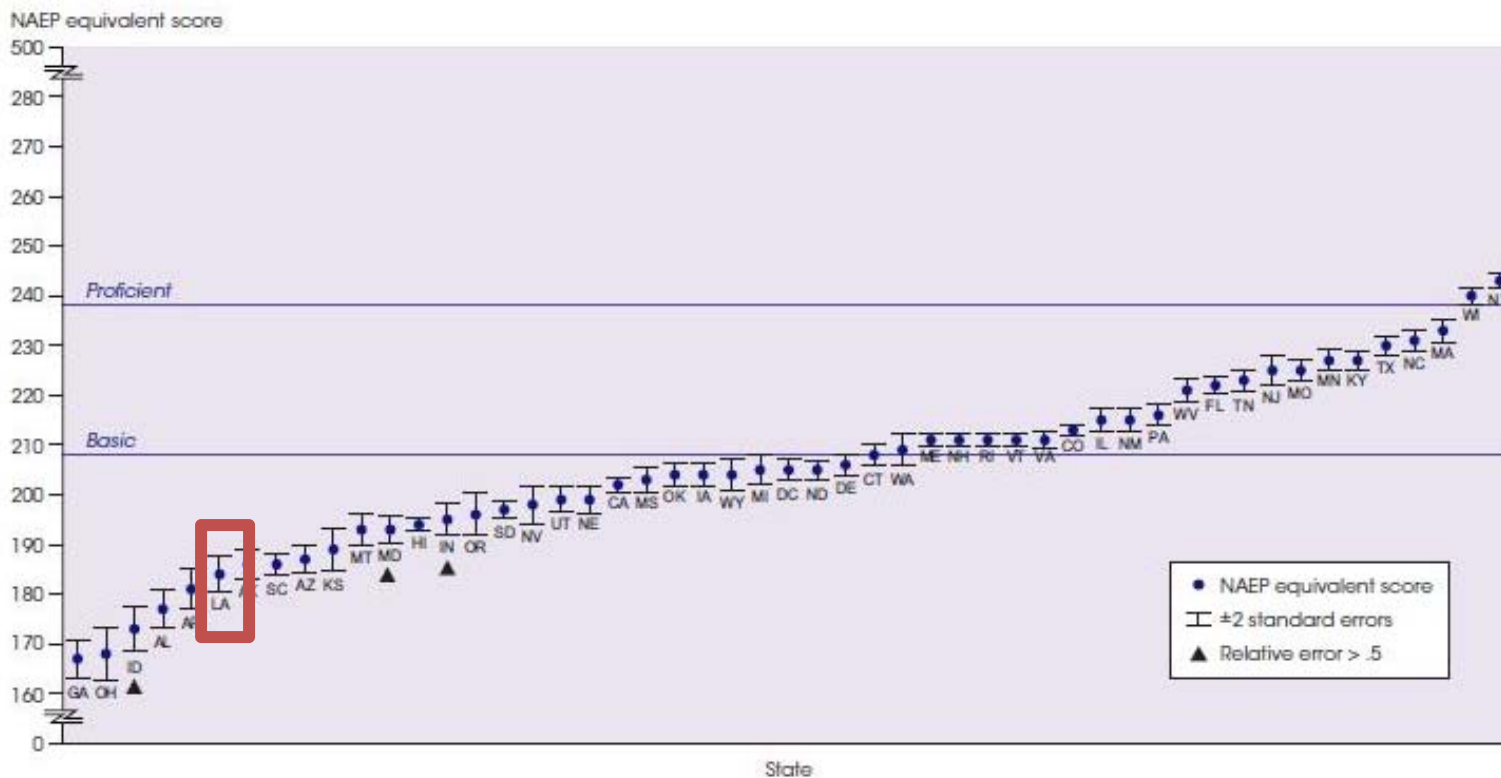
The Case for Raising Expectations

Since making “Basic” (level 3 of 5) a standard expectation in Louisiana, the number of students achieving “Basic” has grown significantly. Growth at the “Mastery” level, however, has been modest. The result is a great number of students called “proficient” in Louisiana but actually not proficient according to NAEP, ACT, and institutions of higher learning. While we should be proud of our progress in getting more students to “Basic,” we should recognize that “Basic” can represent a false promise of readiness.



The Case for Improving Comparability

The false promise is compounded when Louisiana's "Basic" is compared with other states' generally accepted proficiency levels. States have often masked low expectations for performance. Comparable performance expectations ensures states cannot mask low expectations.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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Statewide Results By Achievement Level

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show “Mastery” command of skills needed in community college and universities. This represents the first of two “baseline” years in which tests themselves and the population of students eligible to take tests differed from those in years past.

English Language Arts

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	2	35	26	21	16
4	4	36	34	19	8
5	1	32	34	24	9
6	3	35	36	19	7
7	5	28	32	22	12
8	4	36	30	19	11

Mathematics

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	6	31	30	22	11
4	2	31	31	26	10
5	3	25	31	32	9
6	3	23	33	32	10
7	2	20	36	29	13
8	4	28	23	25	20

Moving Students Toward Mastery

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English Language Arts

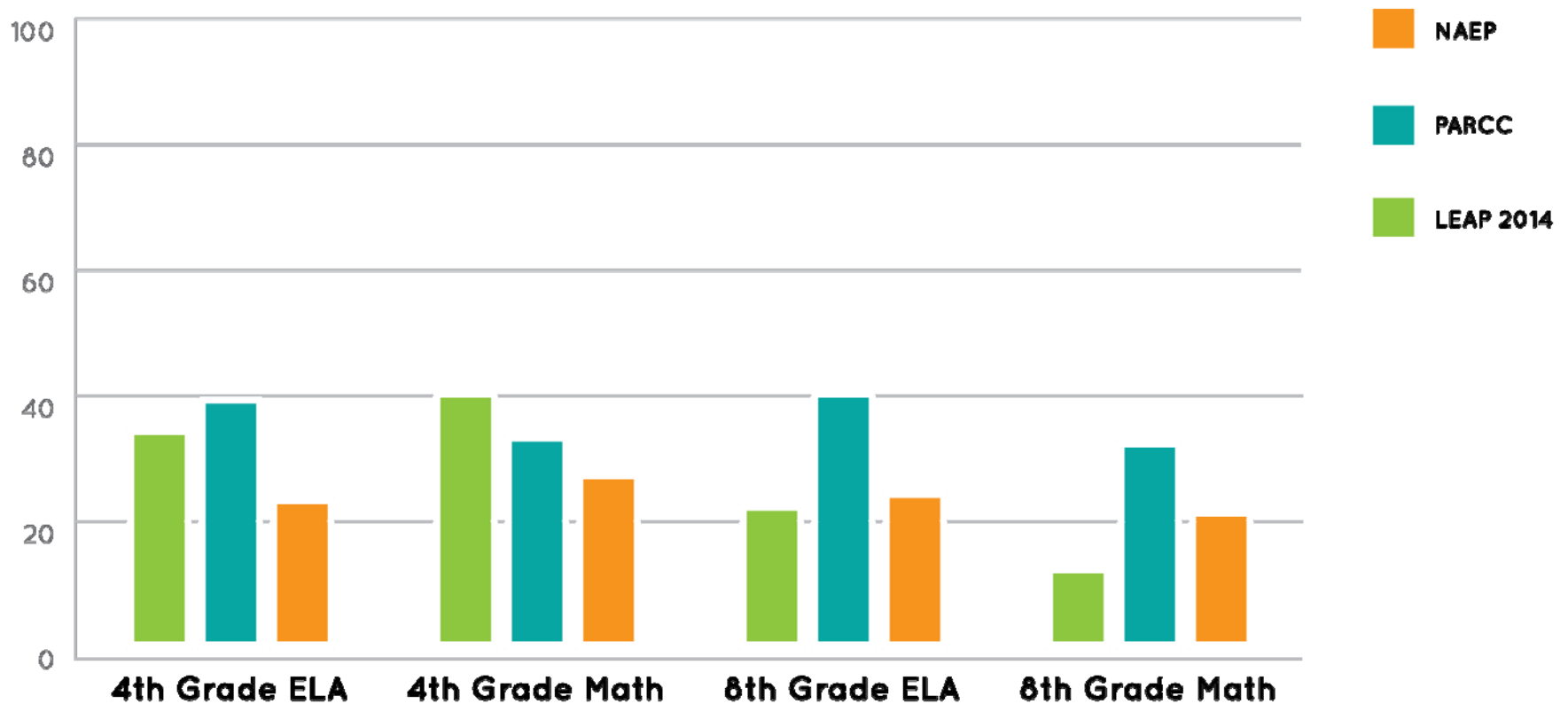
Grade	% at Basic and Above	% at Mastery and Above
3	64	37
4	73	39
5	67	33
6	74	38
7	67	35
8	70	40

Mathematics

Grade	% at Basic and Above	% at Mastery and Above
3	67	37
4	65	33
5	59	28
6	59	26
7	58	22
8	55	32

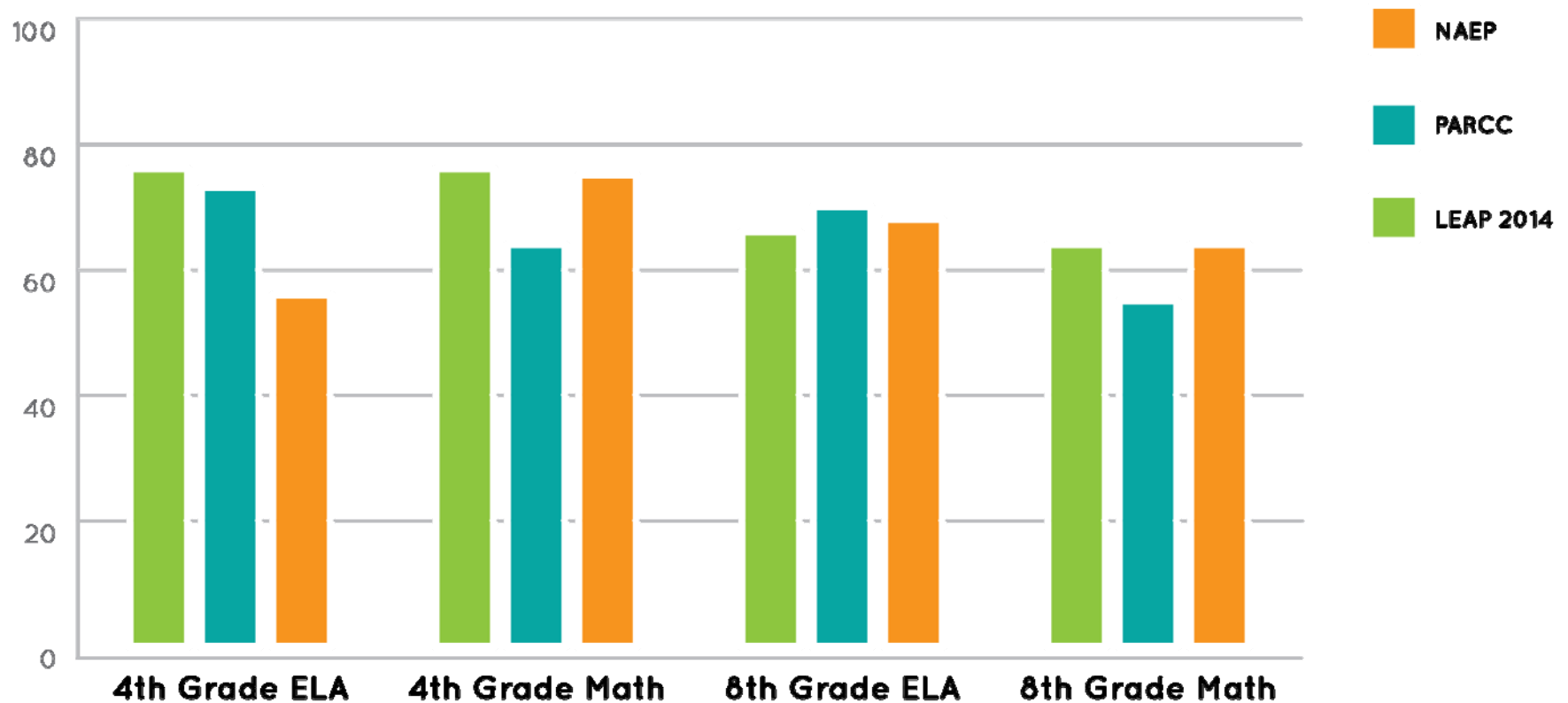
Consistency Across Years and Assessments

The percentage of Louisiana students demonstrating at least “Mastery” command of skills needed in community colleges and universities is generally consistent with evidence from other tests.



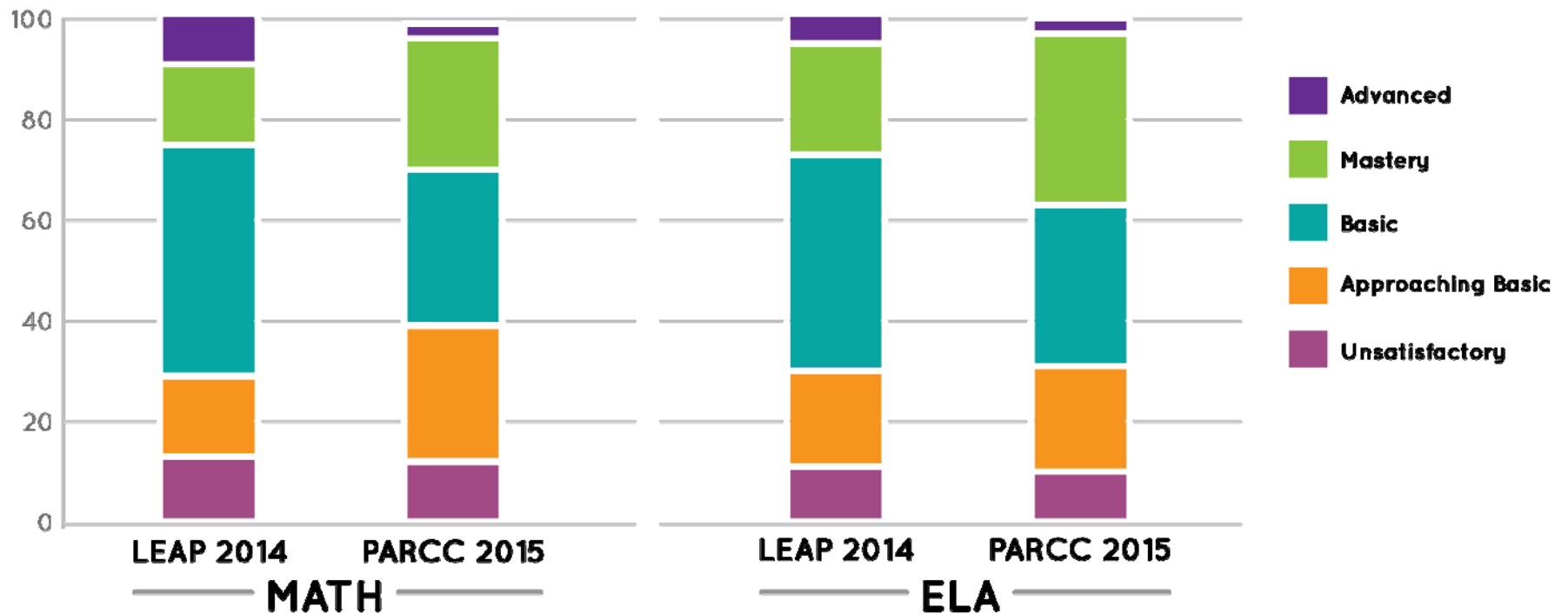
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Year One Baseline

PARCC tasks were more challenging than LEAP questions, collecting more evidence across more standards. Higher performing students tended to show more evidence of “Mastery” than in the past, while lower achieving students tended to show less evidence of even basic skills. Whereas nearly half of students performed at “Basic” on the LEAP, PARCC has distributed scores to a greater degree across the spectrum.



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Top Performing Districts: Mastery and Above

District/LEA	Percentage of Students at "Mastery" and Above
Zachary Community School District	59
Orleans (without previously failing schools assigned to RSD)	52
Ascension Parish	49
St. Charles Parish	49
St. Tammany Parish	47
Plaquemines Parish	46
West Feliciana Parish	46
Central Community School District	45
Livingston Parish	43
Vernon Parish	42

Achieving Improved Comparability

Because assessments and eligible students populations changed, the Department is not calculating apples-to-apples comparisons in student performance levels from one year to the next (“Mastery” in 2014 vs. “Mastery” in 2015, e.g.). An analysis of progress or growth when instruments change requires a correlation to be established between the two instruments, as with transitional growth data. However, to show progress made by some districts, below are listed those that improved their statewide rankings. This provides a fair basis for evaluating progress by comparing districts to one another.

Districts With Greatest Gains Relative To Their Peers: Mastery and Above

District	Percentile Rank 2014	Percentile Rank 2015	Change in Percentile Rank
Assumption Parish	41	62	+21
Vermilion Parish	58	77	+19
Iberia Parish	53	71	+18
Catahoula Parish	36	49	+14
Franklin Parish	21	34	+14
St. John the Baptist Parish	30	44	+14
Lafourche Parish	67	79	+12
LaSalle Parish	58	70	+12
Lincoln Parish	58	68	+11
Natchitoches Parish	41	52	+11
Red River Parish	8	19	+11
St. Martin Parish	30	40	+10

PARCC Parent Resource Suite

In preparation of the release of student reports the week of November 9, the Department released the following tools to support parents, teachers, and principals:

- [Parent Guide to PARCC Student Results](#): guide to help parents read and interpret the PARCC student reports, with accompanying online resources
- [Parent Conversation Guide for Teachers](#): talking points to help guide teachers' conversations with parents about the PARCC student reports
- [PARCC Results Parent Night Presentation](#): PowerPoint presentation that schools and districts can use during parent nights in October to preview for parents the student reports and what to expect from them about their child's performance on the PARCC tests
- [Model Parent/Teacher Conference Video](#): video of a model parent/teacher conference around the PARCC student reports

Districts, principals, and teachers are encouraged to use these resources to guide conversations with parents this month about the upcoming release of student reports.

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Achieving Improved Comparability

During the spring of 2015, 5,002,000 students across 12 jurisdictions took the PARCC assessment. The population of students eligible to take tests is identical in all states.

- Arkansas
- Colorado
- District of Columbia
- Illinois
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- New Jersey
- New Mexico
- Ohio
- Rhode Island

Achieving Improved Comparability

The Center for Assessment, Louisiana's longstanding technical advisor, is performing an external audit to validate the significant comparability of PARCC scores in Louisiana with those in other PARCC states. The study will evaluate the extent to which it is appropriate to claim a student's performance on PARCC in Louisiana would have been the same regardless of where she or he took the PARCC test.

Comparability is determined by examining processes, procedures, and materials in three key areas:

- The content of the test
- The administration of the test
- The scoring of the test and reporting of results

Additional states such as Massachusetts have conducted [similar audits](#), and have confirmed PARCC's comparability to their current state assessments.

Achieving Improved Comparability

- ✓ Phase 1 – The **Content** of the tests
 - ✓ Compare the test forms administered in Louisiana with those administered in other PARCC states to ensure the tests were the same.
- ✓ Phase 2 – The **Administration** of the tests
 - ✓ Examine test administration manuals, memos, and related materials to ensure the administration policies and procedures followed in Louisiana were consistent with PARCC policies and procedures.
- Phase 3 – **Scoring** and the **Reporting** of results
 - ✓ Phase 3a – Evaluate the processes and procedures used to score individual items to ensure all machine-scored and hand-scored items are being scored the same way for Louisiana as they are for other PARCC states.
 - Phase 3b – Determine that individual item scores have been accurately combined to produce student raw scores and accurately converted to PARCC scaled scores, performance levels, and sub-category scores.
 - Phase 3c – Examine the Louisiana policies regarding the inclusion of students in the reporting of school, district, and state results to ensure those are consistent with those in other states administering PARCC.

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Determining Year One Baseline

Steps to Calculating the Year One Baseline SPS:

For High Schools:

Results will be released the week of October 26th. Districts will receive final results on Tuesday, October 27th, via email and results will be released publicly on Thursday, October 29th.

For K-8 and Combination Schools:

1. Finalize participation policy
2. Calculate assessment indices
3. Calculate transitional student growth data (TSGD) and related progress points
4. Apply transition “curve” policy to Year One Baseline results to finalize letter grades

Step One: Participation Policy

During the Spring 2015 assessments, 98.5 percent of eligible students participated in statewide assessments (it is worth noting that the population of students eligible to take tests differed from the population in years past).

In June 2015, BESE and the Department committed to the development of a one-year participation policy to address the small number of nonparticipants in the assessment index component of school performance scores (such students will not be considered in measuring transitional growth data or progress points).

The policy will seek fairness in two ways, requiring a balanced policy:

1. A fair assessment of school quality in spite of non-participation by some students.
2. Avoiding unfair rewards for schools with higher numbers of non-participating students.

The Department will put forward a policy proposal at the November Superintendents Advisory Council meeting.

BESE will consider a final proposal at its December meeting before the Department calculates School Performance Scores.

Step Two: Calculate Assessment Indices

After assessment results are finalized and the one-year participation policy is approved, the Department will calculate the assessment index for each elementary, middle, and combination school. This represents the first of two “baseline” years in which tests themselves and the population of students eligible to take tests differed from those in years past.

Achievement Level	Points Awarded (out of 150)
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0

Step Three: Calculate TSGD and Progress Points

Transitional student growth data (TSGD) illustrates how a student is expected to do on a given exam based on performance on past exams, and how she/he actually performs in comparison with the expectation.

In the past, this meant establishing an expectation for iLEAP or LEAP based on past iLEAP or LEAP scores. An expectation for one test could be established based on past performance for a different test because results of the two tests correlate so closely.

Progress points exist to create an incentive for focusing on lower-performing students. If more than 50 percent of previously non-proficient students exceed expectations, then a school may earn up to 10 progress points.

NOTE: *Teacher-level transitional student growth data will be calculated after progress points and will be shared with districts in the winter.*

Step Four: Apply Transition "Curve"

School performance scores are the sum of the assessment index, progress points, and the dropout/credit accumulation index (if applicable).

The Department then applies transition policies set by BESE in December 2013 to determine school letter grades.

Summary of the policy passed in 2013, prior to the transition:

- The overall distributions of schools at each grade span (K-8, combination and high schools) cannot be lower than they were in 2012-2013.
- For example, 9 percent of high schools earned an "A" in 2013. Therefore, at least 9 percent of high schools must also earn an "A" in 2015. If this does not occur due to natural school performance scores, the policy reaches into the lower grade level band to pull a number of schools up to the curve.
- **NOTE:** *Elementary schools are curved separately from high schools and from combinations schools.*

After Calculating Year One Baseline SPS

The 2015 results will establish the “Year One” baseline from which to calculate school performance scores moving forward.

After the “Year Two” baseline is determined (2016), the state will begin a slow march to raise its expectations for all students from “Basic” to “Mastery.”

Currently, an “A” school is one where the average score is “Basic.” By 2025, an “A” school will be one where the average score is “Mastery.”

During this transition from “Basic” to “Mastery,” the Accountability Commission and BESE will also consider the role of individual student growth calculations in the school performance score.

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