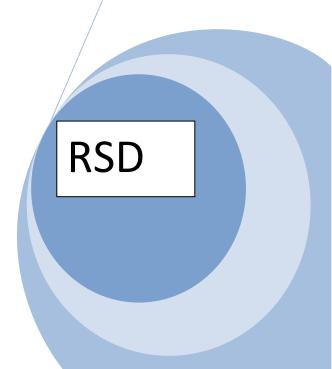


# Spring 2009 LEAP Status of RSD and NOPS Schools: 2014 NCLB Implications

The 2009 LEAP scores for 4<sup>th</sup> and 8<sup>th</sup> graders showed increases in the overall percent of students scoring at or above the proficiency levels in ELA and Math. However, proficiency levels at many schools still fell far short of meeting or exceeding the 2008-09, Annual Measureable Objectives.

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In order to comply with the edict of *No Child Left Behind* (NCLB), the Louisiana's Accountability System established its major student goal in 2002: <u>all students will be 100% proficient in English Language Arts (ELA)</u> and Math by the spring of 2014. This is also equivalent to saying that <u>all schools will have 100% of their students scoring at the proficient level by 2014</u>. What is meant by proficiency? Louisiana's LEAP/GEE and iLEAP student test results are reported as one of five achievement levels: Unsatisfactory, Approaching Basic, Basic, Mastery and Advanced<sup>1</sup>. Proficiency is defined as scoring at or above the Basic level. For an in-depth coverage of Louisiana's Accountability System, the reader is referred to Bulletin 111<sup>2</sup> and federal *No Child Left Behind Act* (NCLB)<sup>3</sup>.

In order to monitor yearly progress to determine if schools were on target toward achieving the 2014 goal, the Louisiana Dept. of Education (LDOE) produced annual proficiency objectives, known as Annual Measureable Objectives (AMOs)<sup>4</sup>. These interim objectives were designed to compare the expected progress to actual progress toward achieving the 2014 goal of 100% proficiency in ELA and Math. Table 1 presents the LDOE's AMOs for ELA and Math. For example, the AMO in ELA for the spring of 2009 was 57.9% proficiency. If

Table 1.
State's Annual Measureable Objectives

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9%	30.1%
2003-2004	36.9 %	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9 %	53.5 %
2008-2009	57.9 %	53.5 %
2009-2010	57.9 %	53.5 %
2010-2011	68.4%	65.2 %
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

the school's proficiency level at 4<sup>th</sup> grade was equal to or greater than this, it should be considered on schedule in reaching the 2014 goal. If the 4<sup>th</sup> grade proficiency level was less, then that school should be considered behind schedule in meeting the 2014 goal of 100% proficiency.

As can be observed, these AMOs are the same from 2002-2004; 2004-2007; and 2007-2010. After 2010, the AMO goals will increase substantially each year (approximately 11.7 points per year) until 2014. The larger the current gap between a school's 2009 proficiency level and the

expected level in 2009, the greater will be the challenge for that school to meet the NCLB goal in five years. It is within this context that annual progress must be judged and not only by the unexplained annual gains/losses among some schools.

During the 2005-06 school session, the LDOE "took over" most of the public schools in Orleans Parish and placed them under the Recovery School District (RSD). The rationale used was that the Orleans Parish School System had failed its students and that the LDOE would do a better job at educating the poor and disadvantaged. After four years, the extent of quality educational progress is debatable. New Orleans currently has three separate Local Education Agencies (LEAs) and a plethora of traditional and charter schools: New Orleans Public Schools (NOPS) traditional; NOPS charter; NOPS charter run by Algiers Charter Association (ASCA); RSD traditional; RSD charter; RSD charter run by Algiers Charter Association (ASCA); and Board of

Elementary and Secondary Education (BESE – Type 2 charter schools that were operating in Orleans prior to Katrina.)

Much publicity has been given to the achievement gains made by the Orleans public schools, especially those in the RSD, on LEAP from 2008 to 2009. An analysis of the significance of these one year gains is beyond the scope of this report but will be addressed in a subsequent report. However, caution must be used in interpreting the "achievement significance" of these one year swings, or spikes, whether gains or losses. In general, there has been a historical tendency for some schools to lose or gain points in one year and to gain or lose points, respectively, in the next year. Some of these gains and losses were quite dramatic and some were even suspect. This report will examine the spring, 2009 LEAP test results of NOPS and the RSD at the 4<sup>th</sup> and 8<sup>th</sup> grade with respect to achieving the NCLB goal in 2014. The Center for Action Research on School Reforms in New Orleans will annually monitor the progress of all NOPS and RSD schools for the next 5 years.

## 4<sup>th</sup> Grade Proficiency Levels for 2009

Tables 2 and 3 present the number and percent of schools in each management type that met or exceeded the 2008-09 AMO for the spring of 2009. The summary data for Table 2 through Table 5 are based on the "Spring 2009 LEAP State/District/School Achievement Level Summary Report – <u>Initial Testers</u>", published by the LDOE. As can be observed, the performance of all of the NOPS schools, regardless of management type, met or exceeded the AMO for 2009 in both ELA and Math. Ten, or 23% of the RSD schools, met or exceeded the AMO for 2009 in ELA. Thirteen, or 30% of the RSD schools, met or exceeded the AMO for

	Table 2	2					
4th Grade ELA							
Number of Schools	Meeting / Ex	ceeding 2	2008-09 AI	MO			
2008-0	9 ELA AMO	= 57.9%					
NOPS NOPS Charter RSD RSD Charter Traditional Charter (ACSA) Traditional Charter (ACS							
Number of Schools With LEAP Scores	2	6	1	22	17	5	
Number of Schools Meeting / Exceeding AMO	2	6	1	1	8	1	
Percent of Schools Meeting / Exceeding AMO	100%	100%	100%	5%	47%	20%	

2	Table	e 3					
4th Grade MATH							
Number of Schools	Meeting / Exc	ceeding 2	008-09 AM	MO			
2008-0	9 Math AMO	= 53.5%					
NOPS RS							
	NOPS	NOPS	Charter	RSD	RSD	Charter	
	Traditional	Charter	(ACSA)	Traditional	Charter	(ACSA)	
Number of Schools With LEAP Scores	2	6	1	22	17	5	
Number of Schools Meeting / Exceeding AMO	2	6	1	1	11	1	
Percent of Schools Meeting / Exceeding AMO	100%	100%	100%	5%	65%	20%	

Math. The percent achieving the AMO varied by management type within the RSD for both ELA and Math. The RSD traditional schools, as a group, performed worst than their charter counterparts. See Appendix A for the 2009, 4<sup>th</sup> grade, LEAP proficiency results and AMO status.

## 8<sup>th</sup> Grade Proficiency Levels for 2009

Tables 4 and 5 present similar information for 8<sup>th</sup> grade. All but two NOPS schools met or exceeded the AMO for 2009 in ELA; and all but one school met or exceeded the 2009 AMO in Math. Six, or 15% of the RSD schools with scores, met or exceeded the AMO for ELA. Nine, or 23% of the RSD schools, met or exceeded the AMO for Math. The percent of schools achieving the AMO also varied by management type within NOPS and the RSD for both ELA and Math. As observed for 4th grade, the RSD traditional schools, as a group, performed worst than their charter counterparts. See Appendix B for 2009, 8<sup>th</sup> grade, LEAP proficiency results and AMO status.

Table 4

_	I dbic -	т				
	8th G	rade ELA				
Number of School	s Meeting / Ex		2008-09 AM	10		
2008	5-09 ELA AIVIC	- 37.3%		-		
	NOPS	NOPS	NOPS Charter	RSD	RSD	RSD Charter
	Traditional	Charter	(ACSA)	Traditional	Charter	(ACSA)
Number of Schools With LEAP Scores	3	5	1	23	12	5
Number of Schools Meeting / Exceeding AMO	2	4	1	1	4	1
Percent of Schools Meeting / Exceeding AMO	67%	80%	100%	4%	33%	20%

Table 5

8th Grade Math Number of Schools Meeting / Exceeding 2008-09 AMO 2008-09 Math AMO = 53.5%								
NOPS RS  NOPS NOPS Charter RSD RSD Charter (ACSA) Traditional Charter (ACSA)								
Number of Schools With LEAP Scores	3	5	1	23	12	5		
Number of Schools Meeting / Exceeding AMO	2	5	1	1	5	3		
Percent of Schools Meeting / Exceeding AMO	67%	100%	100%	4%	42%	60%		

## **Conclusions**

This report is neither intended to support nor to oppose traditional or charter schools in New Orleans. *Of primary concern is whether poor, disadvantaged, public school students of New Orleans are receiving the quality education that they deserve, regardless of LEA and management type.* Unfortunately, the only way to effectively measure this, currently, is with test scores. The descriptive data presented in this report addressed the question of whether it was reasonable to expect that future 4th and 8<sup>th</sup> grade students in Orleans Parish would achieve the NCLB goal by 2014, based on the 2009 LEAP results. In order to answer this question, LEAP performance was disaggregated by LEA (RSD and NOPS) and management type (traditional and charter) for the 2008-09, 4<sup>th</sup> and 8<sup>th</sup>, high stakes testing grades.

The results show that, with the possible exceptions of two of the NOPS schools, they are on schedule to achieve the NCLB goal at 4<sup>th</sup> and 8<sup>th</sup> grades in 2014. These schools have continued to maintain the very high levels of proficiency on both ELA and Math that they exhibited prior to Katrina. It is generally expected that these schools will meet, or come very close to attaining, LDOE's 2014 achievement goal, as some have already.

However, the data show that the vast majority of the RSD traditional schools will have quite, if not impossible, challenge in meeting the NCLB goal at the 4<sup>th</sup> and 8<sup>th</sup> grade levels. In general, the RSD charters outperformed the RSD traditional schools, but not the NOPS schools, at those grade levels. Performance also varied within and between the RSD charters and the RSD/ASCD charters. At the 4<sup>th</sup> grade levels, the percentage of RSD charters that met or exceeded the 2009 AMO was greater than the RSD/ASCD charters for ELA and Math. At the 8<sup>th</sup> grade level, the percentage of RSD charters outperformed the RSD/ASCD charters in ELA but not in Math. Closer examination of proficiency levels of the RSD schools showed that many of the schools' proficiency levels, especially the traditional schools, were less than the AMOs expected in ELA and Math 5 year ago in 2002-03. One has to seriously question the effectiveness of the state "take-over" of these schools at this time

Much publicity has been given to the effectiveness of the existing RSD charter schools in New Orleans as evidenced by the achievement gains from 2008-2009. Does this mean that they are the answer to the city's educational woes? Should all schools be charter? It is still too early to tell. The jury is still out. To answer these and other questions, formative and summative, program evaluations must be conducted in order to determine the effectiveness of these different management types. The evaluations must assess achievement results of all management types as a function of equity, admission criteria, school retention criteria, school and classroom discipline, parental commitment, quality of educational programs, costs, quality of teachers, school climate, community support, resources, class size, attendance, student mobility, suspensions and expulsions, grade level retention, number of years that schools have been in operation, etc., to mention a few. It is also imperative that "longitudinal" evaluation studies be conducted to determine to what extent the instructional impact has been sustained over time as students' progress through the educational system. Without such evaluation data, it will very difficult to empirically determine why some charter schools are working and why others are not with regard to achieving the NCLB goal and the RSD's mission which is "To provide a superior learning environment in which every student, regardless of ability, attains educational success and graduates with proven skills that will provide them access to quality institutions of higher learning or the workplace." 7

# **APPENDIX A**

# Spring 2009 4th Grade Percent Proficiency by LEA/Mgt. Type/School

2008-09 ELA AMO = 57.9% / 2008-09 Math AMO = 53.5%

District	Management Type	School	% Prof ELA	Met or Exceeded 2008-09 ELA AMO	% Prof. Math	Met or Exceeded 2008-09 Math AMO
NOPS	NOPS Traditional					
	NOPS Haultional	BENJAMIN FRANKLIN ELEM. MATH-SCIENCE MAG	90.5	Yes	85.7	Yes
		MARY BETHUNE ELEMENTARY	100.0	Yes	95.2	Yes
	NOPS Charter					
		AUDUBON CHARTER SCHOOL	87.1	Yes	64.3	Yes
		EDWARD HYNES CHARTER SCHOOL	91.4	Yes	79.3	Yes
		EINSTEIN CHARTER SCHOOL	68.8	Yes	54.2	Yes
		LAKE FOREST ELEMENTARY CHARTER SCHOOL	94.5	Yes	97.3	Yes
		LUSHER CHARTER SCHOOL	100.0	Yes	100.0	Yes
		ROBERT RUSSA MOTON CHARTER SCHOOL	81.8	Yes	86.4	Yes
	NOPS Charter (ACSA)					
		ALICE HARTE ELEMENTARY CHARTER SCHOOL	81.3	Yes	76.6	Yes
RSD						
	RSD Traditional	A D. TUDEAUD ELEMENTADY COURSE	60.5	V	46.5	
		A.P. TUREAUD ELEMENTARY SCHOOL	60.5	Yes	46.5	No
		AGNES L. BAUDUIT ELEMENTARY SCHOOL	27.3	No	22.7	No
		ALBERT WICKER LITERACY ACADEMY	18.4	No	7.9	No
		BENJAMIN BANNEKER ELEMENTARY SCHOOL	47.8	No	39.1	No
		CARVER ELEMENTARY SCHOOL	30.2	No	16.3	No
		DR. CHARLES RICHARD DREW ELEMENTARY SCHO		No	15.5	No
		F.W. GREGORY ELEMENTARY SCHOOL	36.1	No	13.9	No
		FANNIE C. WILLIAMS ELEMENTARY SCHOOL	52.8	No	35.8	No
		GENTILLY TERRACE ELEMENTARY SCHOOL	47.5	No	22.5	No
		H.C. SCHAUMBURG ELEMENTARY SCHOOL	53.5	No	43.7	No
		HARNEY ELEMENTARY SCHOOL	41.9	No	30.2	No
		JAMES WELDON JOHNSON SCHOOL	44.4	No	25.0	No
		JOHN DIBERT ELEMENTARY SCHOOL	39.0	No	36.6	No

DistrictManagement Type	School	% Prof ELA	Met or Exceeded 2008-09 ELA AMO	% Prof. Math	Met or Exceeded 2008-09 Math AMO
	JOSEPH A. CRAIG SCHOOL	31.4	No	22.2	No
	JULIAN LEADERSHIP ACADEMY	45.7	No	28.6	No
	LAUREL ELEMENTARY SCHOOL	52.5	No	35.0	No
	LIVE OAK ELEMENTARY SCHOOL	43.3	No	56.7	Yes
	MARY D. COGHILL ELEMENTARY SCHOOL	56.8	No	38.6	No
	MURRAY HENDERSON ELEMENTARY SCHOOL	50.0	No	27.8	No
	PAUL B. HABANS ELEMENTARY SCHOOL	42.3	No	42.3	No
	SARAH TOWLES REED ELEMENTARY SCHOOL	42.9	No	25.0	No
	SYLVANIE F. WILLIAMS SCHOOL	38.5	No	30.8	No
RSD - Charter					
	A.D. CROSSMAN-ESPERANZA CHARTER SCHOOL	39.5	No	32.6	No
	ABRAMSON SCIENCE & TECHNOLOGY CHARTER	60.0	Yes	64.0	Yes
	ANDREW H. WILSON CHARTER SCHOOL	75.0	Yes	63.3	Yes
	ARTHUR ASHE CHARTER SCHOOL	78.9	Yes	57.9	Yes
	DR. M.L.K. CHARTER SCHOOL FOR SCIENCE &	92.9	Yes	96.4	Yes
	JAMES M. SINGLETON CHARTER SCHOOL	51.8	No	33.7	No
	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	53.2	No	53.2	No
	LAFAYETTE ACADEMY OF NEW ORLEANS	80.5	Yes	84.4	Yes
	LANGSTON HUGHES ACADEMY CHARTER SCHOOL	46.9	No	45.3	No
	MCDONOGH #28 CITY PARK ACADEMY	70.6	Yes	64.7	Yes
	MCDONOGH #42 ELEMENTARY CHARTER SCHOOL	32.6	No	60.9	Yes
	NELSON ELEMENTARY SCHOOL	53.3	No	50.0	No
	NEW ORLEANS FREE ACADEMY	54.5	No	36.4	No
	P. A. CAPDAU SCHOOL	51.2	No	58.5	Yes
	SAMUEL J. GREEN CHARTER SCHOOL	40.0	No	25.7	No
	SOPHIE B. WRIGHT INST.OF ACADEMIC EXCELL	88.6	Yes	71.4	Yes
	THE INTERCULTURAL CHARTER SCHOOL	48.1	No	63.0	Yes
RSD Charter (ACSA)					
	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	55.4	No	37.5	No
	HARRIET TUBMAN ELEMENTARY SCHOOL	35.6	No	37.8	No
	MARTIN BEHRMAN ELEMENTARY SCHOOL	96.8	Yes	77.4	Yes
	MCDONOGH #32 ELEMENTARY SCHOOL	38.9	No	33.3	No
	WILLIAM J. FISCHER ELEMENTARY SCHOOL	48.7	No	48.7	No

Source: Initial test results section of the "Spring 2009 LEAP... State/District/School Achievement Level Summary Report" Note: There were no Initial Spring 2009, LEAP scores reported for the following RSD schools: KIPP Believe College Prep; KIPP Central City Academy; Joseph S. Clark; Walter Cohen; John McDonogh; Sarah T. Reed; G. W. Carver High, Miller-McCoy, New Orleans science and Math, and New Orleans Charter Science and Math. LEAP scores were reported in the "All Testers" section. These results were not appropriate for this report.

# APPENDIX B

# Spring 2009 8th Grade Percent Proficiency by LEA/Mgt. Type/School

2008-09 ELA AMO = 57.9% / 2008-09 Math AMO = 53.5%

District	Management Type	School	% Prof ELA	Met or Exceeded 2008-09 ELA AMO	% Prof. Math	Met or Exceeded 2008-09 Math AMO
NOPS	NODC Tue distance					
	NOPS Traditional	Eleanor McMain Cocondary School	65.6	Yes	56.3	Yes
		Eleanor McMain Secondary School McDonogh #35 Senior High School	79.8	Yes	77.8	Yes
		Orleans Parish PM School	50.0	No	50.0	No
	NOPS Charter	Officialis Falish Fivi School	30.0	NO	30.0	INO
	NOI 3 Charter	Audubon Charter School	86.4	Yes	86.4	Yes
		Edward Hynes Charter School	82.1	Yes	64.1	Yes
		Einstein Charter School	50.9	No	70.2	Yes
		Lake Forest Elementary Charter School	97.7	Yes	100.0	Yes
		Lusher Charter School	97.9	Yes	98.6	Yes
	NOPS Charter (ACSA)					
	, ,	Alice Harte Elementary Charter School	76.1	Yes	78.9	Yes
RSD		·				
	RSD Traditional					
		Agnes L. Bauduit Elementary School	15.4	No	11.5	No
		Albert Wicker Elementary School	27.3	No	24.2	No
		Benjamin Banneker Elementary School	38.1	No	19.0	No
		Booker T. Washington High School	12.7	No	4.8	No
		Carver Elementary School	21.3	No	15.0	No
		Dr. Charles Richard Drew Elementary School	22.0	No	23.7	No
		F.W. Gregory Elementary School	12.8	No	16.3	No
		Fredrick A. Douglass High School	27.3	No	10.0	No
		Gentilly Terrace Elementary School	35.0	No	40.0	No
		H.C. Schaumburg Elementary School	27.3	No	22.7	No
		Harney Elementary School	22.2	No	8.9	No
		James Weldon Johnson School	40.9	No	31.8	No
		John Dibert Elementary School	72.7	Yes	54.5	Yes
		Joseph A. Craig School	20.9	No	37.2	No
		Julian Elementary School	23.1	No	7.7	No

District	Management Type	School	% Prof ELA	Met or Exceeded 2008-09 ELA AMO	% Prof. Math	Met or Exceeded 2008-09 Math AMO
		Laurel Elementary School	28.2	No	15.4	No
		Live Oak Elementary School	16.3	No	23.3	No
		Livingston High School	23.5	No	23.5	No
		Mary D. Coghill Elementary School	34.9	No	44.2	No
		Murray Henderson Elementary School	44.4	No	33.3	No
		Paul B. Habans Elementary School	45.2	No	31.0	No
		Schwarz Alternative School	5.6	No	2.9	No
		Thurgood Marshall School	20.9	No	9.4	No
	RSD - Charter					
		A.D. Crossman: Esperanza Charter School	44.8	No	20.7	No
		Abramson Science & Technology Charter School	69.4	Yes	41.7	No
		Dr. M.L.K. Charter School for Science & Tech.	63.0	Yes	73.9	Yes
		James M. Singleton Charter School	41.5	No	34.1	No
		McDonogh #15: A KIPP Transformation School	70.0	Yes	87.5	Yes
		McDonogh #28 City Park Academy	39.5	No	58.1	Yes
		McDonogh #42 Elementary Charter School	35.9	No	19.1	No
		Nelson Elementary School	23.7	No	23.7	No
		New Orleans Free Academy	50.0	No	11.1	No
		P. A. Capdau School	42.9	No	47.6	No
		Samuel J. Green Charter School	58.1	Yes	74.4	Yes
		Sophie B. Wright Inst. of Academic Excellence	43.1	No	53.9	Yes
	RSD Charter (ACSA)					
		Dwight D. Eisenhower Elementary School	47.5	No	54.2	Yes
		Harriet Tubman Elementary School	37.5	No	25.0	No
		Martin Behrman Elementary School	74.6	Yes	61.9	Yes
		McDonogh #32 Elementary School	46.7	No	53.3	No
		William J. Fischer Elementary School	51.2	No	53.5	Yes

Note: There were no Initial, Spring 2009, LEAP scores reported for the following RSD schools: KIPP Believe College Prep; KIPP Central City Academy; Joseph S. Clark; Walter Cohen; John McDonogh; Sarah T. Reed; G.W. Carver High, Miller-McCoy, New Orleans science and Math, and New Orleans Charter Science and Math. LEAP scores were reported in the "All Testers" section. These results were not appropriate for this report.

### **ENDNOTES**

<sup>1</sup> Taken from LEAP/GEE Interpretive Guide 2009

**Advanced:** A student at this level has demonstrated superior performance beyond the level of mastery.

Mastery: A student at this level has demonstrated competency over challenging

subject matter and is well prepared for the next level of schooling.

Basic: A student at this level has demonstrated only the fundamental

knowledge and skills needed for the next level of schooling.

Approaching Basic: A student at this level has only partially demonstrated

the fundamental knowledge and skills needed for the next level of

schooling.

**Unsatisfactory:** A student at this level has not demonstrated the fundamental

knowledge and skills needed for the next level of schooling.

#### **AMO**

- A. The Annual Measurable Objective (AMO) is the percent of students required to reach the proficient level in a given year on the standards-based assessments, which through 2005 will include English language arts and mathematics tests for 4th, 8th, and 10th grades.
- B. As required in NCLB, the AMOs have been established based on the baseline percent proficient score (proficient = CRT level of basic, mastery, or advanced) in English-language arts and mathematics in the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grades 4, 8, and 10.

<sup>&</sup>lt;sup>2</sup> Bulletin 111—The Louisiana School, District and State Accountability System (www.LDOE.state.la.us/lde/saa/2343.html)
<sup>3</sup> No Child Left Behind Act of 2001, Public Law 107-110, and Section 101.

<sup>&</sup>lt;sup>4</sup> Bulletin 111, Page 13, Paragraph 705

<sup>&</sup>lt;sup>5</sup> Jeffery Meitrodt and Rhonda Nabonne, "Scores, Testing Practices Raise Suspicions of Experts," <u>The Times Picayune</u>, 1997 (<a href="http://www.nola.com/speced/toogood/main.html">http://www.nola.com/speced/toogood/main.html</a> -- Copyright 1997, New OrleansNet, LLC).

<sup>&</sup>lt;sup>6</sup> Louisiana State Department of Education (http://www.doe.state.la.us/)

<sup>&</sup>lt;sup>7</sup> Recovery School District's Strategic Plan- June, 2008