



2005

Recovery School District's Myth of "Educational Turnaround" in New Orleans

Although the percent of students at the 4th and 8th high-stakes grades in RSD schools increased their proficiency levels from 2005 to 2009, the majority still lag behind the State's expected progress towards achieving the 2014 student goal of the Louisiana's Accountability System, i.e., 100% proficiency on LEAP by 2014. The academic needs of the majority of the city's minority youth, especially the 8th graders, have yet to be addressed significantly by the RSD after 5 years. The vast majority of students in the RSD have not improved in an educationally significant manner when compared to their 4th and 8th cohorts in the pre-Katrina era.

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Research on Reforms

5/16/2010

This research is partly funded through a grant from the New Orleans Educational Foundation.



2010

INTRODUCTION

To comply with the edict of No Child Left Behind Act (NCLB), the Louisiana's Accountability System established its major student goal in 2002: **all students will be performing at 100% proficiency in English Language Arts (ELA) and Math by the Spring of 2014.**¹ Yet, it is necessary to understand what is meant by proficiency. Louisiana's LEAP/GEE and iLEAP test results are reported as one of five achievement labels: Unsatisfactory, Approaching Basic, Basic, Mastery and Advanced. Proficiency is defined as scoring at or above the Basic level. Performance below basic is considered performing below grade level by the State. Thus, it is important to emphasize that students who score below the proficiency level in a given subject, **"...have only partially or ... not demonstrated the fundamental knowledge and skills needed for the next level of schooling."**² For an in-depth coverage of Louisiana's Accountability System, the reader is referred to Bulletin 111³, federal No Child Left Behind Act (NCLB)⁴ and Louisiana's Consolidated State Application Accountability Workbook.⁵

The Louisiana Department of Education (LDOE), through ACT 35, seized the opportunity to take over "failing" public schools in Orleans Parish following the catastrophic decimation of the city by Hurricane Katrina during the fall of 2005-06.⁶ The rationale used was that the Orleans Parish School System had failed its students since the implementation of the State's accountability program in 1998. More importantly, the LDOE claimed that it would do a better job at educating poor and disadvantaged youth in New Orleans. This report seeks to answer a single question: What type of progress have the RSD students in 4th and 8th grades made towards achieving the 2014 student goal of 100% proficiency on LEAP as compared to their pre-Katrina cohorts? It should be emphasized that under the State's accountability system the LEAP tests taken by these students are considered high-stakes tests. The tests are the "gatekeepers" of the system. Students are not supposed to be promoted to the next grade level unless they **pass** these tests⁷.

Based on an analysis of the performance of 4th and 8th grade Louisiana students to date⁸, achievement of the 2014 student goal of 100% proficiency is rather unrealistic for the RSD, as well as the State as a whole,. Regardless of how unrealistic it is, it is one of the main criteria by which the effectiveness of the accountability system will be judged. Without achievement of 100% proficiency, the entire high stakes testing program is meaningless, lacks no direction and is extremely punitive to students. Progress towards obtaining this goal by 2014 is measured by the extent to which the annual interim, achievement goals are being met. The interim goals, called **Annual Measureable Objectives or AMOs**,⁹ were established by the LDOE to gauge the annual progress, or lack of progress, of students towards accomplishing the 2014 goal. If a specific grade cohort meets the AMO for a particular year, then it would be considered to be on target towards achieving the State's student goal. **Focusing only on the annual gains of different grade level cohorts for a given year is meaningless, unless they are put into the context of achieving the 2014 goal.**

The other major related achievement goal is the school level goal. This goal states that all schools will achieve a School Performance Score of 120 (SPS), or Four Stars or higher, by 2014. This SPS is computed for each school based on the weighted average of achievement, attendance and dropouts. SPS for high schools also includes graduation rates. In the five years remaining until 2014, this is also an unrealistic goal to maintain considering the progress of schools Statewide as well as in the RSD as of the Spring of 2009.¹⁰ An analysis of SPS performance is beyond the scope of this paper and but will be addressed in a subsequent report.

Data Analysis Within Context of Accountability Objectives

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 in English Language Arts (ELA) and mathematics (Math). If the gains in percent proficiency for 4th graders were equal to or greater than this, 4th graders would be considered to be on target towards achieving the 2014 goal. If the proficiency level for 4th graders was less, then it could be argued that 4th graders were behind the timeline of achieving the 2014 goal in ELA. **Accordingly, caution must be used in interpreting the “achievement significance” of annual swings, or spikes, in test scores whether gains or losses.**

Whether intentional or through lack of experience with observing test score fluctuations over time, many exaggerations and misleading information have occurred to promote the “progress” made by RSD students since 2005^{11,12}. Appendix A, for example, presents the changes in 4th grade proficiency in ELA from 2007-2008 and 2008-2009. It can easily be observed how some test scores tend to annually fluctuate and how very large annual swings in proficiency also tend to occur at some schools. The results presented are only for RSD schools that had LEAP scores for three consecutive years. Similar patterns exist at other grade levels and subjects.

There is a tendency, as it has been historically, for many schools to show increases or decreases from one year to the next and to demonstrate a reversal for the next year. There are other major issues reflected in Appendix A, such as possible irregularities at some schools, that are also beyond the scope of this report and but will be addressed subsequently. The data presented in Appendix A will also be updated as soon as the 2010 spring test results are released for schools.

The RSD has never officially established separate, specific, long-term goals, annual expectations or timelines since the takeover. Therefore, its overall progress must be assessed within the framework of the student goal that was established by the State for 2014. Tables 2 and 3 compare the pre- and post- Katrina proficiency levels of initial testers at the 4th and 8th grades. The Spring, 2005 proficiency levels of students attending schools taken over by the

Table 1		
AMO - Percent Proficiency Levels Expected to be Achieved by Students Each Year on LEAP, iLEAP and GEE		
School Year	ELA	MATH
2002-2003	36.90%	30.10%
2003-2004	36.90%	30.10%
2004-2005	47.40%	41.80%
2005-2006	47.40%	41.80%
2006-2007	47.40%	41.80%
2007-2008	57.90%	53.50%
2008-2009	57.90%	53.50%
2009-2010	57.90%	53.50%
2010-2011	68.40%	65.20%
2011-2012	78.90%	76.90%
2012-2013	89.40%	88.60%
2013-2014	100.00%	100.00%

Table 2				
Percent of RSD 4 th Graders Proficient on LEAP				
Year	ELA	Met AMO	MATH	Met AMO
2005	41% (n=3674)	No	37% (n=3665)	No
2009	52% (n=1898)	No	43% (n=1894)	No

Table 3				
Percent of RSD 8 th Graders Proficient on LEAP				
Year	ELA	Met AMO	MATH	Met AMO
2005	21% (n=3584)	No	27% (n=3583)	No
2009	35% (n=1807)	No	33% (n=1809)	No

State were compared to the Spring 2009 levels of RSD students. Results from 2005 and 2009 were obtained from

LDOE reports.¹³ More importantly, the tables also depict whether the proficiency levels met or exceeded the expected AMOs for 2005 and 2009, thus assessing the extent of progress towards achieving the 2014 goal. For example, Table 2 shows that of the 4th graders tested in 2005, 41% of them scored at the proficient level in ELA, while 52% scored at the proficiency in 2009. Proponents of the RSD lead citizens to believe that significant progress has been made and that the RSD has “turned-around” the performance of 4th grade students. Yet, as mentioned earlier, the significance of achievement gains must be judged within the context of the achievement of State goals. To ignore State goals and timelines makes it difficult to assign any meaning to achievement gains or losses. The expected AMO to attain for 2005 was 47.4% proficiency (See Table 1); and as such, the 4th graders as a group did not meet the AMO for 2005. Similarly, 52% of RSD’s 4th graders tested in the Spring of 2009 scored at the proficient level in ELA. Although the latter was an overall increase of 11 points from the 2005 proficiency level, it was not large enough to meet the expected AMO of 57.9% established for 2009. Five years after the takeover, RSD 4th graders still are not on target to achieving the 2014 proficiency goal of the State. To get back and continue to stay on target, the next five RSD cohorts would each have to show annual gains of approximately 9.6 percentage points each year until 2014. Based on past trends this appears to be impossibility. Similar patterns can be observed for these 4th graders in mathematics.

In general, the performance of the 2005 and 2009, 8th grade cohorts was much worse than the 4th grade. Based on expectations of the AMO’s, it is difficult to conclude that the accountability system has seriously impacted the achievement levels of the 8th graders. Previous evidence suggests that the achievement gains experienced by the 4th graders tend to be lost by the time most of these students are in 8th grade.¹⁴

The above results reflect the aggregated performance of all 4th and 8th grade students in traditional and charter RSD schools. Tables 4 and 5 present the disaggregated, 2009 ELA and Math proficiency results by

	4 th Grade	Met 2009 AMO	8 th Grade	Met 2009 AMO
Traditional	46% (n=1029)	No	28% (n=1207)	No
Charter	59% (n=864)	Yes	49% (n=600)	No
Total	52% (n=1893)	No	35% (n=1807)	No

	4 th Grade	Met 2009 AMO	8 th Grade	Met 2009 AMO
Traditional	46% (n=1029)	No	27% (n=1201)	No
Charter	56% (n=864)	Yes	44% (n=608)	No
Total	52% (n=1893)	No	33% (n=1809)	No

management type. The results are somewhat mixed. Overall, the results show that the charters had a greater percent of students scoring at proficiency at each grade level. The 4th graders in RSD charters were the only group to achieve the 2009 AMO in ELA. Eight out of twenty-two charter schools with LEAP scores achieved the 2009 AMO in ELA, while 10 of the twenty-two schools achieved the AMO in Math for that year. Appendices B and C list each school’s 4th and 8th grade LEAP scores and the AMO status in ELA and Math for 2009. Eight graders did not meet expected AMOs for 2009, regardless of management type. Closer examination of the proficiency levels of the RSD students showed that at many of the schools, the proficiency levels, especially at the traditional schools, were less than the AMOs expected in ELA over 5 years ago in 2002-03, i.e., 36.9% for ELA. Similar results are reported in Table 5 for Math.

After 5 years, RSD traditional schools’ performance is rather pathetic as judged by the proficiency indicators above. With the exception of a few charter schools, the performance is at best mixed. Contributing to the mixed

results is the fact that a number of existing RSD charter schools were not failing but actually high performing schools by State standards prior to the takeover¹⁵.

Discussion

The results suggest that charters are not necessarily the panacea for all of educational problems that plague the education system in Orleans Parish. The LEAP results of certain RSD traditional and charters are very impressive, e.g., Dr. Martin Luther King Jr., Behrman, Kipp, Green, John Dibert, Lafayette, etc. Yet, there are also other RSD traditional and charter schools whose performances in ELA and/or Math are extremely poor when placed within the context of the 2014 goals; e.g., James Singleton, Mc#28, Benjamin Banneker, Murray Henderson, Nelson, Capdau, Harriet Tubman, etc.).

One of the primary goals of Research on Reforms is to empirically determine whether the poor, disadvantaged, public school students of New Orleans are receiving the quality education promised as justification for the LDOE to dismantle the Orleans Public School System. It is irrelevant whether the schools are chartered or not. While there are pockets of sunshine and hope, the overall results show that, to date, such significant progress has not happened. *Unfortunately, the students remain are the unfortunate guinea pigs in this experiment.*

The ballyhoo that is given to the annual achievement results each spring by the LDOE, RSD, the Times Picayune newspaper, Leslie's Notebook, New Schools for New Orleans, etc. brings to mind a popular quote: "...if you don't know where you are going, any road will get you there..."¹⁶ Without specific short and long-term student/school goals, annual expectations, or timelines since the takeover, it appears that any achievement gain will be viewed as tremendous progress and used to perpetuate the myth that the RSD has "turned around" the educational landscape in New Orleans.

Previous evidence suggests that the achievement gains experienced by the 4th graders may be lost by the time most of these students are in 8th grade¹⁷. This state of affairs for 8th graders also reminds one of the quote attributed to Albert Einstein who said that insanity "...is doing the same thing over and over again and expecting different results..."¹⁸ It is extremely difficult to accept the fact that any significantly different, instructional approaches have been effectively implemented with 8th graders since the State's takeover of failing schools in New Orleans. The expectation is for 8th graders to achieve the 2014 goal. Yet, one must wonder if anything of substance has changed instructionally since the accountability system was implemented.

The results support the position that the vast majority of students in the RSD at the 4th and 8th have not improved in an educationally significant manner as compared to their 2005, pre-Katrina cohorts. The one exception appears to be at the 4th grade on ELA. Have achievement "gains" occurred in schools since the "takeover"? Certainly! Typical "swings" in annual percent proficiency have occurred since the takeover- both gains and losses (See Appendix A). Such annual erratic gains and losses by schools or grade levels were observed for over 15 years in the Orleans Public School System with the California Tests of Basic Skills (CTBS); California Achievement Tests (CAT); Iowa Tests of Basic Skills (ITBS); old LEAP, old GEE, LEAP21 and GEE21. It is when achievement levels are less erratic but sustained at consistently high levels, regardless of gains and losses, that consideration should be given to educational improvement as judged by test scores, e.g. Behrman, Dr. Martin Luther King, Kipp, etc.). In addition, very large annual increases or decreases, i.e., plus/minus 20 points should be viewed with suspicion unless documented empirical evidence exists to support such swings or spikes. It would be very devastating to parents and educational stake holders to discover that some of these dramatic annual changes were due to testing

irregularities or improprieties rather than valid achievement progress. Such irregularities were uncovered in 1997 in the New Orleans Public School System. District wide cheating was alleged due to the magnitude of the annual achievement gains on the old LEAP tests by the Times Picayune.¹⁹ Support for these allegations was given by various testing authorities and the LDOE. Dr. Scott Norton, the then director of the LDOE's Division of Student Standards and Assessments, said "...scores typically rise or fall a little at a time...Large gains or losses in test scores are more unusual, and extremely large gains or losses are unlikely."²⁰ It is rather interesting that the LDOE and the Times Picayune would express concerns about erratic gains in New Orleans on LEAP in 1997, yet remain silent on similar spikes in the RSD from 2007-2008 and 2008-2009 at some schools.

The RSD has not presented any empirical evidence as to why such large spikes have occurred from 2007 to 2009 among a number of schools at the 4th and 8th grade; only anecdotal statements which are not acceptable. It would also behoove the RSD to inform the public as to if, and how many, students' tests have been voided by the State for suspected irregularities. After five years, there is simply too much achievement variation in the performance of students within and among the charters in the RSD to group them as a single entity and to portray that entity as being "better" and to promote the myth that they are the only answer to the educational quagmire that currently exists in Orleans Parish. Many proponents of charter schools would probably claim that charter schools are not the only solution to the educational challenges in Orleans Parish today. However, the RSD has clearly given the impression that its main strategy for turning schools around that are still "failing" is to charter them.²¹

Unfortunately, there are no formative and summative educational program evaluations that have been conducted by the RSD to determine why certain schools are effective and others are not, regardless of management type. There are only achievement test score results from different grade level cohorts and anecdotal statements from schools. Formative evaluation is generally designed to assess an educational program's merit. It is intended to give on-going feedback to program personnel as to whether modifications to a new program are necessary to improve it. On the other hand, summative evaluation is intended to determine the extent to which goals and objectives are met at the end of the program and whether it should be continued or dropped.²² Summative evaluations should include more than standardized test results. They should assess achievement results of all management types as a function of numerous school variables such as achievement, attendance, suspensions/expulsions, instructional programs, administrative procedures, effective teachers, parental involvement, school climate, cost effectiveness, etc. It also imperative that "longitudinal" studies be conducted to determine the extent to which the instructional impact under the different management types is sustained over time as students' progress through the different systems..."²³ In a recent report, the Public Affairs Research Council (PAR) drew similar conclusions by stating the need for studies that assess the "sustainability of these reforms."²⁴ Until this occurs, the citizens of New Orleans will continue to be bombarded with the public relations hype and misleading information with respect to achievement "significance" by charter school stakeholders.

APPENDIX A

Percentage Point Gain/Loss in ELA Proficiency on LEAP21

By RSD 4th Graders from 2007 to 2009

	2007	Spring 2008	2009	Gain/Loss From 2007 to 2008	Gain/Loss From 2008 to 2009
RSD - Charter					
Lafayette Academy of New Orleans	27	58	81	31	23
McDonogh #15: A KIPP Transformation School	57	73	53	17	-20
P. A. Capdau School	44	56	51	12	-4
New Orleans Free Academy	38	43	55	6	11
McDonogh #28 City Park Academy	28	32	71	5	38
Sophie B. Wright Inst.of Academic Excellence	71	75	89	4	14
Dr. M.L.K. Charter School for Science & Tech.	84	86	93	2	7
Samuel J. Green Charter School	21	23	40	1	17
James M. Singleton Charter School	39	33	52	-7	19
Nelson Elementary School	68	56	53	-12	-3
RSD Charter (ACSA)					
McDonogh #32 Elementary School	25	44	39	19	-6
William J. Fischer Elementary School	39	50	49	11	-1
Dwight D. Eisenhower Elementary School	51	47	55	-3	8
Martin Behrman Elementary School	98	93	97	-4	3
Harriet Tubman Elementary School	57	38	36	-19	-2
RSD Traditional					
A.P. Tureaud Elementary School	4	73	60	70	-13
Murray Henderson Elementary School	19	67	50	48	-17
Benjamin Banneker Elementary School	19	47	48	27	1
John Dibert Elementary School	22	47	39	25	-8
Laurel Elementary School	15	40	53	25	13
Joseph A. Craig School	24	38	31	14	-7
James Weldon Johnson School	6	19	44	13	25
Dr. Charles Richard Drew Elementary School	22	29	40	7	10
Albert Wicker Elementary School	16	18	18	1	1
Paul B. Habans Elementary School	26	25	42	-1	17
Sarah Towles Reed Elementary School	32	29	43	-3	14
Live Oak Elementary School	17	9	43	-7	34

APPENDIX B

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	% Prof. Math	Met or Exceeded 2008-09
RSD Traditional						
		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	39.7	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
		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, LEAP21 scores reported for 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 and New Orleans Charter Science and Math. LEAP21 scores were reported in the "All Testers" section. These results were not appropriate for this report.

APPENDIX C

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
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
		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	No

Note: There were no Initial Spring 2009, LEAP21 scores reported for 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 and New Orleans Charter Science and Math. LEAP21 scores were reported in the "All Testers" section. These results were not appropriate for this report.

ENDNOTES and Other Supporting Documentation

¹ *Bulletin 111—The Louisiana School, District and State Accountability System*, www.doe.state.la.us/lde/saa/2343.html

² LEAP/GEE Interpretive Guide 2009 www.doe.state.la.us/lde/saa/2273.html

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.

³ *Bulletin 111-The Louisiana School, District and State Accountability System*, www.doe.state.la.us/lde/saa/2343.html

⁴ No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, and Section 101

⁵ Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110), 2003. Amended 2004, 2005, 2006, 2007, 2008. This application and subsequent revisions brought the original Louisiana Accountability System into conformity with NCLB's strategies, goals and timelines with respect to school and students goals, strategies and timelines.

⁶ ACT 35: Amended Recovery School District Law, Act No. 35, First Extraordinary Session, 2005, House Bill No. 121. All schools in Orleans Parish with a School Performance Score below the state's average of 87.4 were classified as failing and taken over. Schools with an SPS of less than 60 (AUS) and schools with an SPS greater than 60 (1 and 2 Star schools were classified as failing and taken over by the state and given to the Recover School District(RSD). It should also be noted that Orleans Parish was the only parish where the criterion for failing was below the state's average. Schools in all other parishes were deemed failing only if they had an SPS of below 60.

⁷ In order to be promoted students must achieve proficiency in at least one Math or ELA and at least Approaching Basic in the other. Therefore, students need not necessarily have to score at the proficient level in Math and ELA to be promoted.

⁸ *Louisiana's Accountability System: 10 Year Reality Check*, www.researchonreforms.org

⁹ *Bulletin 111-The Louisiana School, District and State Accountability System*, Page 13, Paragraph 705, "...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.." www.doe.state.la.us/lde/saa/2343.html

¹⁰ 2009 Fall Detailed School Tables, www.louisianaschools.net/lde/saa/2900.asp

¹¹ Leslie's Notebook: Edition 3, May 2009, Analysis of the Spring 2009 Test Scores, www.educatenow.net; http://www.educatenow.net/index.php?option=com_content&view=article&id=232%3Aleslies-notebook-spring-2009-test-scores&catid=1%3Acurrent-news&Itemid=55

¹² RSD Press Release 10/14/2009 “Collective Scores for New Orleans Schools Improve Dramatically Over Four Year Period” www.rsdl.net/Media/Press/Release.aspx?PR=1340

¹³ Detailed School Level Tables:1999 to 2009, www.doe.state.la.us/lde/saa/1639.html

¹⁴ Charles Hatfield, *Louisiana’s Accountability System: 10 Year Reality Check*, www.researchonreforms.org

¹⁵ Dr. Barbara Ferguson, New Orleans Schools Decline Following State’s ‘Double Standard’ Takeover, February 20, 2010, www.researchonreforms.org

¹⁶ Lewis Carroll’s “Alice in Wonderland”, www.brainyquote.com/quotes/quotes/p/peternivio389259.html

¹⁷ Charles Hatfield, *Louisiana’s Accountability System: 10 Year Reality Check*, www.researchonreforms.org

¹⁸ Albert Einstein, Insanity, www.brainyquote.com/quotes/quotes/a/alberteins133991.html

¹⁹ Jeffery Meitrodt and Rhonda Nabonne, “Scores, Testing Practices Raise Suspicions of Experts,” *The Times Picayune*, 1997 (<http://www.nola.com/speced/toogood/main.html> -- Copyright 1997, New Orleans Net, LLC).

²⁰ Jeffery Meitrodt and Rhonda Nabonne, “Scores, Testing Practices Raise Suspicions of Experts,” *The Times Picayune*, 1997 <http://www.nola.com/speced/toogood/suspect.html>

²¹ Sarah Carr, *New Orleans Charter Schools Will Outnumber Traditional Schools 2 to One Next Year*, *The Times Picayune*, May 5,2010, <http://bit.ly/CharteringStops>

²² Scriven, Michael S. (1967), “The Methodology of Evaluation,” in Ralph Tyler, Robert Gagne, and Michael Scriven, (Eds.) *Perspectives of Curriculum Evaluation*, (AERA Monograph Series on Curriculum Evaluation), Chicago: Rand McNally.

²³ Charles Hatfield, *Louisiana’s Accountability System: 10 Year Reality Check*, www.researchonreforms.org

²⁴ Public Affairs Research Council (PAR), “Charter Schools in Louisiana: What Lessons Do They Have to Offer the Education Community?” March 2010, Publication 324.