

Standard 4: Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

The West Feliciana Parish School System uses the accountability system that has been established by the Louisiana Department of Education and approved by the United States Department of Education to manage and measure student performance. This system is based on clear expectations of student learning as stated in the GLE's (Grade Level Expectations).

Indicators of student performance in grades 3-11 have been established.

They include both the norm-referenced test and the criterion-referenced test (iLEAP, LEAP, and GEE). The assessment system is reliable, valid and bias free.

LEAP (Louisiana Educational Assessment Program) administered in grades 4 and 8 as the statewide high-stakes assessment is a criterion-referenced test developed by the Louisiana Department of Education. Its counterpart GEE (Graduation Exit Exam) is the high-stakes criterion-referenced assessment in grades 10 and 11. In grades 3, 5, 6, 7, and 9, the statewide assessment integrates components from both the norm-referenced Iowa survey and the criterion-referenced test into the iLEAP. West Feliciana administrators, counselors, and teachers analyze student test scores and use the results to evaluate annual student performance, set goals, develop intervention strategies, and plan instruction. New and innovative strategies and techniques are research-based and deemed "best practices" in pedagogy.

West Feliciana schools are committed to utilizing and adhering to the established Grade Level Expectations and the Comprehensive Curriculum as designed by the state of Louisiana. This is the basis on which each school measures its student performance and progress and makes sound instructional decisions. A comprehensive system of student assessment has been implemented and is effectively used as a management tool of student performance and a measure of academic progress. The system's assessments program is comprised of the following:

DIBELS - Dynamic Indicators of Basic Early Literacy (Grades K-3)

STAR Reading (Grades 1-12)

DRA –Developmental Reading Assessment (Grades K-3)

LEAP & GEE – High Stakes criterion-referenced (Grades 4, 8, 10, 11)

iLEAP – Norm-referenced & criterion-referenced (Grades 3, 5, 6, 7, 9)

EXPLORE – Eighth grade ACT with interest inventory (Grade 8)

PLAN – Tenth grade ACT with interest inventory (Grade 10)

PSAT – Preliminary SAT & National Merit Scholarship Qualifying test
(Grades 10, 11)

ACT – College placement/entrance exam and TOPS qualifier (Grades 11,
12)

A reading subtest was added to the State Accountability System in 2007 for grades 3-10. The student's reading performance is measured by levels of Above Basic, Basic, and Below Basic. The State Department of Education combines the academic indicators from GEE and iLEAP with attendance, dropouts, and a graduation index (2007) to calculate a School Performance Score (SPS) and the District Performance Score (DPS). This summative

score is used to measure each school's progress as well as that of the district. Also, a Group Performance Score (GPS) is used to measure the academic progress of each sub-group (Ethnic, At-Risk, Non At-Risk, Special Education, and Regular Education). The SPS, DPS, and GPS, along with trend data, are used by the School/District Improvement Teams. These scores are very helpful in identifying/monitoring at-risk students and planning instruction for all students.

The school district studies its data in two ways: first by grade-to-grade match (comparing this year's fourth graders to last year's fourth graders) and by matched pairs, analyzing each student's growth compared to the previous year. These two comparisons allow us to discover trends in our data and are used along with GPS, SPS, and DPS to evaluate effectiveness of programs and to make improvements in the teaching-learning process.

In addition, the district compares its data to that of comparable school districts and the state average as another tool in evaluating student performance and system effectiveness. The district looks at the state rank of all components of the District Performance Score and the School Performance Scores for each school site. District averages on *ACT*, *Explore*, *Plan* and *PSAT/NMSQT* are also studied and compared to state and national averages.

To analyze instructional and organizational effectiveness, WFPSS also utilizes District Monitoring Teams (DMT) composed of central office supervisors, school administrators, and National Board Certified teachers. Each semester a DMT team visits each school site to assess the climate

and instruction at each school site, using a rubric to evaluate teaching and learning while observing in each classroom. A contextual observation checklist is used to evaluate the non-instructional areas and to gauge the overall climate of the school. Recommendations and suggestions are made, and each school uses these suggestions along with other data to continuously modify its school plan and procedures for improvement. These teams also monitor use of the Comprehensive Curriculum and adherence to SACS accreditation standards, thereby providing a systematic process of Quality Assurance on a regular basis.

The district communicates assessment results to our stakeholders on a continuous basis. This is done through community meetings, school-level faculty meetings, staff development days, district instructional staff meetings, and school board meetings. Schools communicate with stakeholders via newsletters, parent conferences, orientation meetings, the district web-site, and the School Report Card issued by the LA State Department of Education.

The WFPSS is committed to ensuring that the rights and privacy of each student are protected. Student records are kept in a secure location at each school and are made available in accordance with state and federal regulations. Designated school personnel collect, organize, and maintain a cumulative record on each student. Teachers and administrators are often included in the process of data collection. All school-wide assessment data is organized and filed by academic year. Individual student assessment data is placed in the student's cumulative record folder and/or assessment portfolio. The District Test Coordinator and the Student Information System

Supervisor accurately and securely maintain all district records at the Central Office.