



# NEWS RELEASE

Louisiana House of Representatives

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Wednesday, October 14, 2015 • Contact: Cory Stewart (225) 342-9795

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## **House members who negotiated new education standards say BESE and Department of Education not agreeing to spirit of compromise**

**BATON ROUGE** – The group of House members who negotiated the agreement on developing new standards in the 2015 legislative session, (Geymann, Schroder, Pope, Harris, Henry, Havard and Hensgens), have declared that the spirit of the compromise has not been kept by BESE or the Department of Education. While negotiating the agreement, Superintendent John White made the point that the review committee should have access to anything they need to make their decisions. The legislators who have concerns with the existing standards worked in good faith on this agreement with other legislators and stakeholders. The intent was to identify the areas of concern and make appropriate adjustments to improve the standards and remove the controversy while making them Louisiana's own. This week the BESE members voted 7 – 4 not to give the standards review committee the data necessary to judge the validity and appropriateness of the existing standards.

Without the appropriate data, the review committee cannot perform their job and have no way of judging the validity of the standards. It is now the opinion of these House members that the majority of the current BESE board and department of education are not willing to allow this panel to achieve the intent of the legislative agreement to remove Louisiana from the existing standards and develop the state's own high standards that have been improved by making adjustments in the areas of concern.

There is no reason to participate with a committee whose outcome has been predetermined by the lack of data and resources from the Department of Education. The House members also call for the four major candidates for governor to bring forth in their legislative package, legislation that will remove our state from the existing standards and create strong and appropriate Louisiana standards.

**Listed below are additional concerns from some of the panel members...**

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### **Concerns Standards Review Process**

#### **Public Comments Compiled and Distributed at Wed. Aug 19<sup>th</sup> Meeting were Incomplete**

- At the Wed. Aug 19<sup>th</sup> meeting, once in the Math Subcommittee meeting in the afternoon, we realized that the public review portal comments given to all committee members were not complete. A member of the math subcommittee told the group that comments made by teacher-friends that she had personally seen were not included.
- On Fri. Aug 21<sup>st</sup>, we received an email (attached #1) that confirmed that comments were missing and that the grade level reports had since been updated to include all comments. Would this have occurred if this committee member had not brought it to the attention of the group?

#### **Public Comments Compiled and Distributed at Wed. Aug 19<sup>th</sup> Meeting were**

##### **Not Useable**

- At the Wed. Aug 19<sup>th</sup> meeting, once in the Math Subcommittee meeting in the afternoon, the high school math group noticed that the organization of the public review portal comments wasn't clear and that there was no way to discern which comments went with which standards. We brought this to the attention of our subcommittee chair. This issue was not corrected until Sun. Sept 20<sup>th</sup> (only FIVE days before our individual reports were due on Fri. Sept 25<sup>th</sup>).....(email #2 attached to verify this).

- I only have verification on what was sent to the Math Subcommittee. I have NO IDEA if the ELA Subcommittee received comments that were complete and/or useable.

### **Evidence of Small Groups Working Together on the Public Portal to Just Click Yes for Approval of Standards**

- Look at time and date stamps on the screen shots from High School Geometry on August 5<sup>th</sup>.
- Between 8-10 reviewers approved every standard (with only one reviewer changing one word in one standard) for High School Geometry in ONLY 18 MINUTES (time stamped from 14:14 to 14:32).
- With the total number of reviewers for all High School Geometry standards ranging from 17-21 on any given standard, these clumped reviews represent a significant portion (approximately half) of all the reviews for each standard and certainly increase the statistic that gives the Percent Feedback that Recommends Standard Remain Unchanged.
- This statistic is the main one listed on the summary page for the public review portal comments for each grade level and content area.

### **No Access to Questions and Results Related to each Standards Tested on PARCC-like Exam**

- In the public comments session at the Wed. Aug 19<sup>th</sup> meeting, someone asked for the committee members to be provided with the test questions written for each standard and the test results for each of the questions.
- On Tues. Sept 1<sup>st</sup>, all committees were told in an email (attached #3) that we would not be getting this information. The email includes the official response from John White.
- Please read over this response. I had heard that the state had the PARCC test results in July. If this is the case, the response includes a complete lie.
- Work overtime. Work 24/7. No reason not to provide this information to the committee. Completely unacceptable.

### **Process Dictated by BESE and Not Subject to Change**

- At the Wed. Aug 19<sup>th</sup> meeting, a suggestion was made to put together a group of university professors in an advisory role for subcommittee members to use while working on their reviews/drafts. This proposal was shot down, with the argument that the process approved by BESE must not be changed by the Standards Review Committees.....even if the committees feel that a change would improve the process.

### **Standards Review Drafts Limited by Structure of Common Core**

- As we reviewed the standards, there was no way to change the structure of the standards or the broad categories covered in each subject area.

- We are still working within the framework of the Common Core State Standards....with no ability to change that.....and honestly, not enough time to do it.

## **A Fair Process is Impossible under Given Time Limits and Limiting Structure of the Process**

- At the Wed. Aug 19<sup>th</sup> meeting, the Math Subcommittee was divided up into an elementary group, a middle school group, and a high school group. Each of these groups was then divided up into grade levels for K-8 and subject levels for high school. For example, only THREE subcommittee members were to review the High School Geometry Standards. Subcommittee members were given approximately twenty minutes to talk with one another at the first meeting, were told to submit our individual drafts by Fri. Sept 25<sup>th</sup>, and will be given ONLY TWO HOURS to reach an agreement on Thurs. Oct 15<sup>th</sup> (email attached #4)!!!!
- We did not receive a copy of everyone's drafts until Wed. Oct 7<sup>th</sup> (email #4 confirms this)....which only gives us EIGHT DAYS to review it all before our meeting on Thurs. Oct 15<sup>th</sup>...in which we are supposed to reach ONE SET OF AGREED UPON standards for grades K-12 (email #4).
- When looking at the High School Geometry drafts submitted by the three members assigned to work on them, the following was noticed:
  - Draft #1: Only 3 of 37 standards were recommended for changes.
  - Draft #2: Changes were recommended for 21 of 37 standards with a proposal to add 5 new standards.
  - Draft #3: Only 7 of 37 standards were recommended for changes.
- How on earth are those three committee members supposed to agree on a singular proposal in just TWO HOURS of time on Thursday? This will be the case for every grade level K-8 and every high school subject.
- We were told to arrange a phone call if we felt we needed more time (email #4). A phone call ?? How about bringing the entire committee together for at least a full week to hash it out?
- Understand that the final proposal will be voted on in all-or-nothing fashion. **I am already prepared to request that my name be listed in dissent of this action or to resign from the committee if a final draft is still expected and required on Oct 15<sup>th</sup>.**
- The only result that could possibly come out of this process is a rebranding of CCSS or one with slight changes to CCSS....no way anything else is possible without a delay and much more time provided for the committee to get together.
- **This is not a process I would have agreed to participate in** had I known the restrictions in time, test data, and structure that would be placed upon us by BESE.

# E-mail Attachments 1, 2, 3 & 4

## Email #1

### Follow-Up

Charlotte Gatlin Boothe [charlotte.boothe@rpsb.us]

Sent: Friday, August 21, 2015 11:24 PM

To: acupff@stjohn.k12.la.us; doradford@vpsb.k12.la.us; Defelice, Brenda; Cleveland.mouton@gmail.com; Dawn.Henry@wvbrschools.net; devans@caldwelledu.org; jmcollum219@att.net; edaugh1@lsu.edu; jcsingleton@pssonline.com; jpcou@vpsb.org; eric.smith@jcaeast.us; Jhungerford@beau.k12.la.us; jrbenoit@pssonline.com; karin.lawless@zacharyschools.org; ladesha.george@allen.k12.la.us; holzer@opsb.net; Michael.brown@pcpsb.net; Rsears@websterpsb.org; rondal@fpsb.us; serena.white@mcschools.net; Dufrene, Shawna; Shella.banks@jpps.k12.la.us; smith@fpsb.us; szafrau@stjohn.k12.la.us; Tessie\_jeanbatiste@saintmartinschools.org; trayvonnia.duhe@theacs.org

Cc: Regina.Sanford@stpsb.org

Dear Committee Members,

It was a pleasure meeting you all on Wednesday. Thank you for your commitment to this work for our state. As you take on the upcoming work I wanted to share a few key resources.

First, the SREB grade level reports only have been updated. SREB discovered that a column of comments from the raw file posted on August 6 was left off of the open ended compilation at the back of each report. All of these comments were posted on August 6 in the [raw file](#). SREB has updated all of the grade level reports to include all of the comments and they are now available on the [Department's website](#). Please use these updated versions when completing your review. As a reminder, minutes from Wednesday's meeting will be posted by the end of the day on Monday, August 24.

#### Next Steps:

1. [Download](#) and review the updated SREB grade level reports.
2. [Download](#) and review the **math grade level remediation guides** that will help you understand how the math standards connect across various grades as you made recommended changes.
3. Please mark your calendar with the October meeting date and location.
  - **Math Content Subcommittee**
    - o Thursday, October 15<sup>th</sup>, 9 am – 3 pm
    - o Acadia Parish Educational Center (2122 North Parkerson, Crowley, LA 70526)
4. **Complete the feedback template for the grade level(s) to which you are assigned and email that to me and to [LouisianaStandards@la.gov](mailto:LouisianaStandards@la.gov) by Friday, September 25.**  
Compiled feedback will be posted on October 9<sup>th</sup> in advance of our next meeting.
5. **Submit your reimbursements** according to attached directions to [LouisianaStandards@la.gov](mailto:LouisianaStandards@la.gov) by Friday, September 4<sup>th</sup>.

Please let me know if you require any additional resources as you dig into the standards, and do not hesitate to reach out to me with any questions or concerns. Have a great weekend.

Sincerely,

*Charlotte G. Boothe*

Chair, Math Content Subcommittee

## Email #2

### Reorganized Comment Reports for Standard Review High School Teams

Charlotte Gatlin Boothe [charlotte.boothe@rpsb.us]

Sent: Sunday, September 20, 2015 7:11 PM

To: rondal@fpsb.us; szafrau@stjohn.k12.la.us; trayvonnia.duhe@theacs.org; Rsears@websterpsb.org; Defelice, Brenda; Jhungerford@beau.k12.la.us; Dawn.Henry@wvbrschools.net; serenavwhite@gmail.com; ladesha.george@allen.k12.la.us; neubrand@math.lsu.edu; tammy.hall@bossierschools.org

Attachments: [Final Algebra I Math.pdf \(570 KB\)](#) [Open as Web Page]; [Final Algebra II Math.pdf \(368 KB\)](#) [Open as Web Page]; [Final Geometry Math.pdf \(341 KB\)](#) [Open as Web Page]

Dear High School Math Subcommittee Members:

I'm attaching the reorganized comment reports for high school math. Again, the first version of these reports that were released in early August had *all* the comments that had been submitted through August 5, 2015. They were just organized in a way that made it hard to see which comments went with which standards. The attached version of these reports contain the *same* comments as the earlier version (i.e. all of the comments submitted through August 5), but they are better organized. Hopefully you can use this as you finalize your review.

*Charlotte G. Boothe*

Rapides Parish  
District Curriculum Specialist,  
Middle School Math

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## Email #3

Standards Review [Standards.Review@stpsb.org]

Sent: Tuesday, September 01, 2015 8:25 AM

Attachments:  11 CommonCore1\_2A\_rv2.pdf (742 KB) [Open as Web Page]

Committee Members,

It was brought to my attention that subcommittee members also will need the information which I sent last Thursday as well. Please accept my apology for my delay. That information is included at the bottom of this e-mail along with an attachment which was requested.

Also remember that your travel documents are due on Friday of this week.

Hopefully, many of you are reaching out to Louisiana educators, both K-12 and university, parents, and other stakeholder groups for input into the standards during your work. We want to continue to encourage work within the local districts throughout the state to provide insight into the revisions.

Again, thanks for all that you are doing. Remember that the first draft is due on September 25.

Regina

-----Original Message-----

From: Standards Review

Sent: Thursday, August 27, 2015 10:00 PM

Subject: New Information

Hello All,

I requested the results of the Spring accountability testing to be shared with the committee. This is the official response which I have been given.

"As has been communicated in previous communications<<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/district-planning>>, the department is not able to release PARCC results until late fall/early winter. At this time PARCC has not released any data to states for release. A series of PARCC states have released data but they are not PARCC results. Those states (Massachusetts and New York) required students to take both the PARCC test and their state assessments. The results they have released are their local state assessment results. All PARCC states will have access to results at the same time and will release at that time. For a reminder of all release dates and resources for last year's current results and this year's assessment resources please review previous LDE communications<<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/district-planning>>."

While it would have been very useful for each committee member to review this data, obviously this is not going to be available to the committee. Therefore, it will be important as we do this work to remember that the standards which are adopted by BESE, hopefully as a result of our work, will be the basis of future assessment measures. The standards should drive the development of assessment questions in the future.

Hopefully, you will have time to review all of the data provided from the public comments as well as your conversations with Louisiana educators, both K-12 and post-secondary. It is important to gather as much information as you can during the review.

Also, we requested through the DOE a way to submit feedback in a more anonymous way during this first phase as it is not a finished product.

Sending Anonymous Feedback Forms:

- Based on committee member requests, the LDE has created a way for all committee members to upload individual feedback anonymously if preferred. Members have the option of using their names if they choose.
- To submit your feedback, click on the following link: <https://www.dropbox.com/request/7WvtySHpJKdavWG7qjBU>
- Select your completed feedback form from your computer to upload it.
- Please enter the following for each field to keep your submission anonymous: First Name: Math/ELA/K-2 [enter your committee only], Last Name: Subcommittee, Email:louisianastandards@la.gov<<mailto:louisianastandards@la.gov>>.
- Each committee member is still expected to submit their own independent review.

One of the K-2 committee members asked for the attached article regarding developmental appropriateness which was referenced in the meeting. It's a review of the standards by the National Association for the Education of Young Children. So, it is attached for everyone.

Final point, I managed to register as a vendor on the site. It is not user friendly. I found that you should register as an individual vendor. You should use your SS#, not a tax ID of your organization.

Have a great weekend!

Regina

## Email #4

Charlotte Gatlin Boothe [charlotte.boothe@rpsb.us]

**Sent:** Wednesday, October 07, 2015 1:57 PM

**To:** Alison Cupit [acupit@stjohn.k12.la.us]; Alnata Bradford [dbradford@vpsb.k12.la.us]; Defelice, Brenda; Charlotte Gatlin Boothe [charlotte.boothe@rpsb.us]; Dawn Henry [Dawn.Henry@wvbrschools.net]; Debbie Evans [devans@caldwelledu.org]; Deborah McCollum [mccollum219@att.net]; Ellen Daugherty [edaugh1@lsu.edu]; Frank Neubrandner [neubrand@math.lsu.edu]; Jada Singleton [jsingleton@ipsonline.com]; Janet Picou [picou@wpsb.org]; Jason Smith [eric.smith@cfceast.us]; Jessica Hungerford [jhungerford@beau.k12.la.us]; Jodi Benoit [jbenoit@ipsonline.com]; Karen Lawless [karen.lawless@zacharyschools.org]; LaDeisha George [ladesha.george@allen.k12.la.us]; Lisa Dumas [lisa.dumas@vpsb.k12.la.us]; Marleah Holzer [holzer@vpsb.k12.la.us]; Michael Brown [Michael.brown@vpsb.k12.la.us]; Danae Case [Danae.Case@shreveport.k12.la.us]; Donda Howard [donda.howard@vpsb.k12.la.us]

**Attachments:** [October 15 Agenda.pdf \(38 KB\)](#) [Open as Web Page]; [Sept 25 Standards Review ~1.XLSX \(170 KB\)](#) [Open as Web Page]; [Standards Review October 1~1.pdf \(116 KB\)](#) [Open as Web Page]; [Standards Review Public Po~1.xls \(9 MB\)](#) [Open as Web Page]

Dear Committee Members,

I am excited to see you all on Thursday, October 15, in Crowley. We will be using our time at this meeting to discuss the changes that you all submitted and create a preliminary draft of proposed standards for the Standards Review Committee meeting on November 2. See the attached agenda for full details.

We have a lot of work to accomplish on October 15. To ensure the meeting is productive and efficient, please take the following steps to prepare:

1. Email me to confirm that you will be attending the meeting.
2. Read through the attached logistics memo and make any necessary travel arrangements if you have not done so already.
3. Read through the compiled committee member feedback (attached as an excel document). To read proposed edits next to standards noted as needing change, click on the "+" at the top of the sheet in the grey section above committee member's names.
  - a. You will have two hours to meet with your grade-level team on October 15. By the end of that time you will need to submit one set of agreed upon revisions as a group. If you believe you will need more than two hours to reach consensus with your colleagues, you should arrange a phone call before our in-person meeting to discuss your edits. If you need contact information, please let me know.
4. Read through the updated public feedback from the online portal (attached as an excel file). This file includes all feedback submitted from the time the portal opened through October 1.

Please reach out to me if you have any questions or concerns.

Sincerely,  
Charlotte Boothe  
[charlotte.boothe@rpsb.us](mailto:charlotte.boothe@rpsb.us)  
Office: 318.449.3153  
Cell: 318.613.4522  
FAX: 318.449-3105

Attachments:

- Master committee member compiled feedback
- Updated report public comment feedback
- Logistics memo
- Agenda

## Other Needs...

Louisiana has an opportunity to make the standards document that is the foundation of everything else the best that it can be for the students in Louisiana, if the committee uses the PARCC results as a point of reference.

The Standards Review Committee is tasked to review each standard and comment on whether the group believes the standard should

1. Remain as written
2. Be rewritten
3. Be broken up in several specific standards
4. Be deleted
5. Be at a different level

Each of these decisions will require careful deliberation based on each member's experience as a content expert and on input from the community. The review process would greatly benefit from the following:

1. Access to the test items themselves
2. Access to the corresponding scoring tool (rubric) used for each item
3. Access to a breakdown of which portion of the test item gave students in LA the most trouble
4. Knowing what was most problematic will support the decisions that must be made so that the document that the Standards Review Committee finally delivers is not a simple re-branding of the Common Core State Standards but one that has been tailored to the students in Louisiana, one that sets high expectations, and one that maintains the integrity of the compromise.

Below is a sample of task alignment to the standards tested and a sample of performance level descriptors to score a task. Both of these are from PARCC.



**PARCC Online PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

Items 1-7										
Task: Literary Analysis (LAT)										
Passage 1: "Just Like Home" by Mathengi Subramanian										
Item Number	Answer	Standards Alignment								
1	Item Type: EBSR Part A: B Part B: C	RL1; RL4								
2	Item Type: TECR <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Phrases that Describe the Setting</th> <th>Evidence from "Just Like Home"</th> </tr> </thead> <tbody> <tr> <td>a playground with a large cement area</td> <td>"Priya walked over to the basketball court and sat on the hot pavement." (paragraph 5)</td> </tr> <tr> <td>a field for sitting and watching others</td> <td>"Now she sat in the corner of the field and watched the other kids play without her," (paragraph 1)</td> </tr> <tr> <td>a workspace filled with art supplies</td> <td>"The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink." (paragraph 2)</td> </tr> </tbody> </table>	Phrases that Describe the Setting	Evidence from "Just Like Home"	a playground with a large cement area	"Priya walked over to the basketball court and sat on the hot pavement." (paragraph 5)	a field for sitting and watching others	"Now she sat in the corner of the field and watched the other kids play without her," (paragraph 1)	a workspace filled with art supplies	"The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink." (paragraph 2)	RL1; RL3
Phrases that Describe the Setting	Evidence from "Just Like Home"									
a playground with a large cement area	"Priya walked over to the basketball court and sat on the hot pavement." (paragraph 5)									
a field for sitting and watching others	"Now she sat in the corner of the field and watched the other kids play without her," (paragraph 1)									
a workspace filled with art supplies	"The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink." (paragraph 2)									
3	Item Type: EBSR Part A: C Part B: B	RL1; RL3								
Passage 2: "Life Doesn't Frighten Me" by Maya Angelou										
4	Item Type: EBSR Part A: A Part B: D	RL1; RL4								
5	Item Type: EBSR Part A: C Part B: C	RL1; RL2								
Passage 1: "Just Like Home" by Mathengi Subramanian and Passage 2: "Life Doesn't Frighten Me" by Maya Angelou										
6	Item Type: TECR	RL1; RL5								

## Performance Level Descriptors – Grade 3 Mathematics

Grade 3 Math : Sub-Claim A				
The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.				
	Level 5: Distinguished Understanding	Level 4: Strong Understanding	Level 3: Adequate Understanding	Level 2: Partial Understanding
	comparison by plotting points on a number line.	determines which fraction is closest to the whole number.		
<b>Fractions as Numbers</b> 3.NF.1 3.NF.2 3.NF.A.Int.1	<p>Understands <math>1/b</math> is equal to one whole that is partitioned into <math>b</math> equal parts – limiting the denominators to 2, 3, 4, 6 and 8.</p> <p>Represents <math>1/b</math> on a number line diagram by partitioning the number line between 0-1 into <math>b</math> equal parts recognizing that <math>b</math> is the total number of parts.</p> <p>Demonstrates the understanding of the quantity <math>a/b</math> by marking off <math>a</math> parts of <math>1/b</math> from 0 on the number line and states that the endpoint locates the number <math>a/b</math>.</p>	<p>Understands <math>1/b</math> is equal to one whole that is partitioned into <math>b</math> equal parts – limiting the denominators to 2, 3, 4, 6 and 8.</p> <p>Represents <math>1/b</math> on a number line diagram by partitioning the number line between 0-1 into <math>b</math> equal parts recognizing that <math>b</math> is the total number of parts.</p> <p>Demonstrates the understanding of the quantity <math>a/b</math> by marking off <math>a</math> parts of <math>1/b</math> from 0 on the number line and states that the endpoint locates the number <math>a/b</math>.</p>	<p>Understands <math>1/b</math> is equal to one whole that is partitioned into <math>b</math> equal parts – limiting the denominators to 2, 4 and 8.</p> <p>Represents <math>1/b</math> on a number line diagram by partitioning the number line between 0-1 into <math>b</math> equal parts recognizing that <math>b</math> is the total number of parts.</p> <p>Demonstrates the understanding of the quantity <math>a/b</math> by marking off <math>a</math> parts of <math>1/b</math> from 0 on the number line.</p>	<p>Understands <math>1/b</math> is equal to one whole that is partitioned into <math>b</math> equal parts – limiting the denominators to 2 and 4.</p> <p>Represents <math>1/b</math> on a number line diagram by partitioning the number line between 0-1 into <math>b</math> equal parts recognizing that <math>b</math> is the total number of parts.</p> <p>Represents fractions in the form <math>a/b</math> using a visual model.</p>