

Effects of BESE Bulletin 111 Revisions
on the Louisiana 2012 High School Performance Scores

A Report

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Preface

The average Louisiana 2012 High Baseline School Performance score increased by 13.8 points over the average 2011 High School Baseline School Performance Score. The elementary/middle schools this year made on average much smaller gains. The 13.8 point increase is more than twice the increase of any other year examined (2008-2012). In the current Letter Grade system where 120 points are required for an "A", grades are separated by 15 points. 13.8 points then is almost one complete Letter Grade.

Are the gains in the High School Performance Scores due to actual improvement in the schools, or are there other factors that explain the unusual gains?

This study examines the effect of revisions of BESE Bulletin 111 - The Louisiana School, District and State Accountability System - on the 2012 High School Baseline School Performance Scores (SPS) and 2012 High School Growth Scores.

Inclusion/Exclusion of data

Only schools designated by LDOE to be High Schools are used in this study. Combination Schools - schools with 9-12 plus other grades are excluded here. Since Combination Schools have grades outside of 9-12, computing their School Performance Scores involves a process of weighted averaging of 9-12 and K-8 components. Thus, excluding them gives greater data clarity for isolating the effects of different variables.

In 2012, 137 High Schools were assigned 2011 Transition Baselines and given 2012 Growth School Performance Scores. Of that 137 High Schools, 127 also have 2011 Baseline Scores and complete 2009-2011 graduation data. These 127 High Schools were included in this study; 10 of the 137 were excluded due to lack of data. Of these 127 High Schools, two are grade 9 only. In the graduation data calculations they are included in the denominator of the averages, but excluded from the numerator.

Bulletin 111 Chapter 3 section 302 H states, "In 2012, schools with grades 9-12 (*excluding those with ninth grade only*) shall receive 2011 transition baseline SPSs that include adjusted assessment indices comprised of End of Course assessment data from the 2011 academic year test administrations." By LDOE error, Denham Springs Freshman High School (site code 032042) and Walker Freshman High School (site code 032025) were given Transition Baselines. They are included in the calculations.

Data Sources

Data used in this study was gathered from the LDOE website and includes:

2012 School Performance Scores/Letter Grades - Alphabetical by District
School-Level Cohort Graduation Rates

Graduation Exit Examination Test Results 2011, 2010, 2009

End-Of-Course Test Results 2012, 2011, 2010, 2009

Statewide Drop Out Data: <http://www.laeducationresults.net/State/Dropout.aspx?RecordID=000>

Summary of Findings

"Inflation" here is defined as an increase of numeric score due to formula and/or rule changes when school performance data and graduation data are held constant.

Baseline School Performance Scores are used to determine Letter Grades and ultimately "voucher" eligibility.

The 2012 High School Baseline School Performance Scores are inflated by an average of approximately 11.6 points when compared to the 2011 High School Baseline School Performance Scores. The conversion from iLEAP/Graduation Exit Examinations to End-Of-Course Tests governed by Chapter 3 Section 302 and Chapter 4 section 409 of BESE Bulletin 111 accounts for an average 7.6 points of that inflation. The June 2012 revision of Chapter 6 Section 613 concerning the "cohort graduation rate adjustment factor" accounts for approximately 4.0 points of the inflation.

The 2012 High School Growth Scores are inflated by a average 4.4 points out of the average of 10.6 points of growth. This inflation is also due to to the June 2012 revision of Bulletin 111 Chapter 6 section 613.

Cumulative effect of the Transition from iLEAP/GEE to EOC tests:

Note: This section examines the effects of two sections in BESE Bulletin 111. Bulletin 111 Chapter 3 section 302 governed the 9-12 Transition from 2010 to 2012 including the Transition Baseline. Chapter 4 section 409, "Calculating a 9-12 Assessment Index", set numeric values for the four EOC achievement levels and eliminated the dropout adjustment factor from the Assessment index.

In October 2010, LDOE/BESE planned the conversion from the iLEAP/GEE to EOC tests as the basis for the Louisiana High School Performance Scores. The conversion would take place in 2011-2012 school year.

In 2011 and 2012, the High School Baseline School Performance Scores were calculated from two components; the Assessment Index (70%), and the Graduation Index (30%). Two years data (2009-2010 and 2010-2011 for 2011) were used in calculating the Assessment Index for the Baseline SPS. Between 2011 and 2012 the Assessment Index was affected by the conversion from iLEAP/GEE to EOC tests and the elimination of the dropout adjustment factor which had been applied to the iLEAP/GEE scores.

Computation of the Assessment Index involved multiple layers:

- 1) Students took tests and were assigned numeric scores on the tests.
 - 2) The numeric scores determined the number of students at each Achievement Level. (see below).
 - 3) Points were awarded per student at each Achievement Level.
 - 4) Weighting factors were applied to give more importance to GEE (1.25) than iLEAP (1.0).
 - 5) The dropout adjustment factor was applied (iLEAP/GEE only).
- Then the average was taken using the weighted number of tests taken in the denominator.

iLEAP/GEE		EOC	
Advanced	200	Excellent	200
Mastery	150	Good	135
Basic	100	Fair	75
Approaching Basic	50	Needs Improvement	0
Unsatisfactory	0		

Figure 1. *Value assignments for each level of Student Achievement.*

Effect of converting from GEE- to EOC- based Assessment Indices:

School Performance Scores generated by the raw (unadjusted by the dropout adjustment factor) iLEAP/GEE and EOC tests did not align. In 2010, when the conversion was planned, data clearly showed this. The scoring system for the Assessment Index can be applied to the number of students at each Achievement Level on a per-subject basis. Here that will be given the name Subject SPS (this is not an official LDOE designation).

In 2010, ninth grade students were the last to take the iLEAP. Most ninth grade students also took the Algebra I EOC, although some ninth grade students had received Algebra I credits in the eighth grade and thus had taken the Algebra I EOC the preceeding year. The Subject SPSs for 2010 iLEAP Math and Algebra I EOC are close, with the 2010 iLEAP Math yielding a Subject SPS of 87.1 and the 2010 Algebra I EOC yielding a Subject SPS of 85.1.

While the discontinued iLEAP and EOC reasonably aligned, the 2010 GEE and EOC Subject SPSs differed greatly.

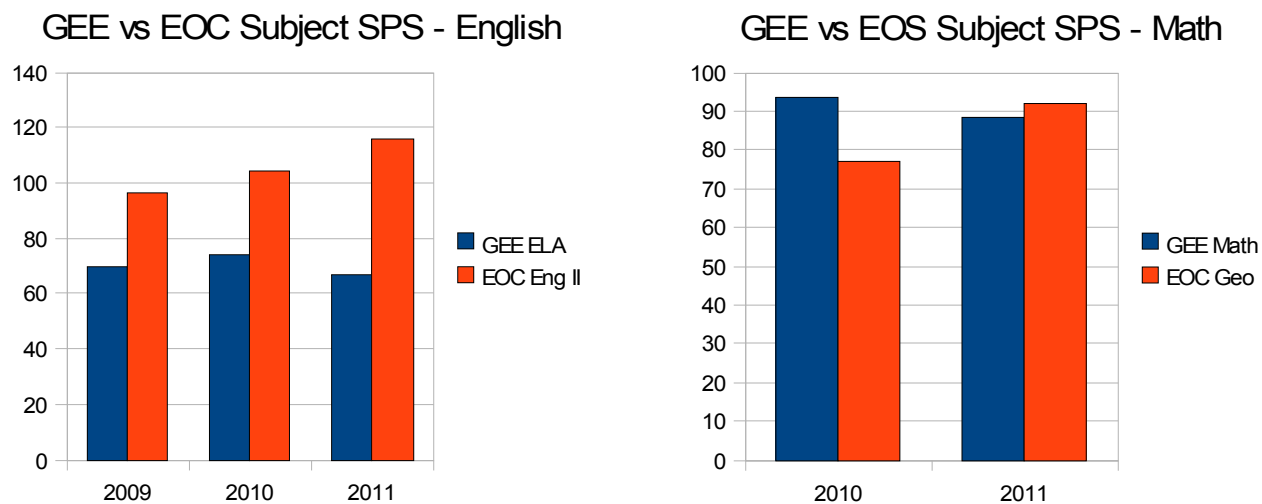


Figure 2. *Misalignment of School Performance Scores yielded by GEE and EOC results.*

In 2010, most tenth grade students took both the GEE Math and EOC Geometry tests. Again, some students had taken the Geometry the previous year. 2010 was the first year for EOC Geometry to be counted as a graduation requirement. Based on statewide Achievement Level data, the 2010 GEE Math scores yielded a Subject SPS of 93.4 while 2010 EOC Geometry yielded a Subject SPS over 16 points lower at 77.3.

More strikingly, in 2010, tenth grade students took both the GEE ELA and EOC English II tests. Here, the two testing populations were virtually identical since all tenth grade students take English II. The statewide Achievement Level data for the 2010 GEE ELA test yielded a Subject SPS of 74.0, while the 2010 EOC English II test yielded a Subject SPS over 30 points higher at 104.2.

Furthermore, comparing two years (2010 and 2011) GEE ELA and Math statewide Achievement Level data to EOC English II and Geometry statewide Achievement Level data yields an overall 16.7 point higher Subject SPS for the two EOC tests.

Thus BESE/LDOE had data indicating that the EOC would yield higher School Performance Scores than the GEE. So it implemented a solution that it had used before.

Creation of the 2011 Transition Baseline

BESE/LDOE's 2010 solution for the misaligned scores was to create a Transition Baseline. 2011 was to be the last year for School Performance Scores to be based on the GEE. So BESE/LDOE created two different Baseline SPSs for 2011. The 2011 Baseline SPS would base the Assessment Index on 2010 iLEAP and GEE results from 2010 and 2011. A second "Transition Baseline" SPS would base the Assessment Index on 2011 EOC results. The Graduation Index would be the same in each. No allowance was made to align the scores based on future data.

At that time, the Baseline SPS served two purposes. The Baseline SPS determined the star rating and was also used in measuring "Growth". The Star rating system was used before the introduction of Letter Grades in 2011. A Growth SPS is based on only one year of data instead of the Baseline's two years of data. Growth is the measure from the previous year's Baseline SPS to the current year's Growth SPS. Growth determines if a school earns financial awards.

Average HS Baseline SPS 2008-2012

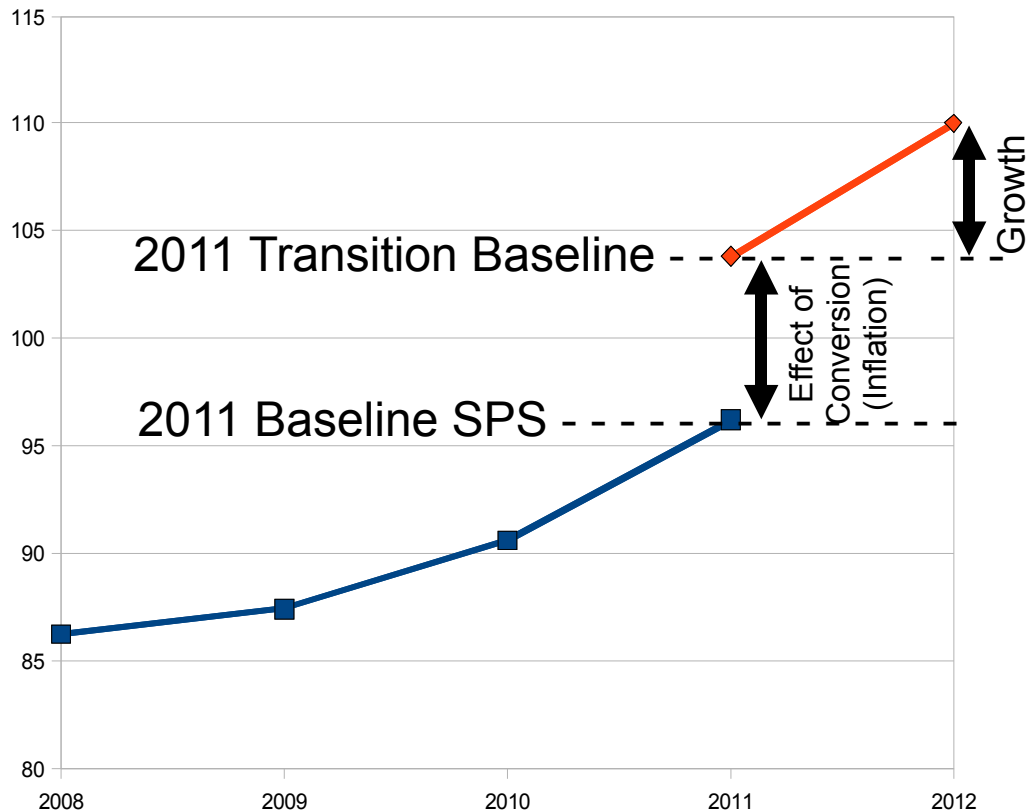


Figure 3. Average High School Baseline Performance Scores 2008-2012.

So the 2011 Baseline SPS would determine the star rating and the 2011 Transition Baseline SPS would be used for the purpose of measuring Growth. Since the two Baselines served the two purposes and the Graduation Indices in the two were identical, the difference between the two is BESE's de facto measure of the effect of the conversion from GEE to EOC data in the School Performance Score.

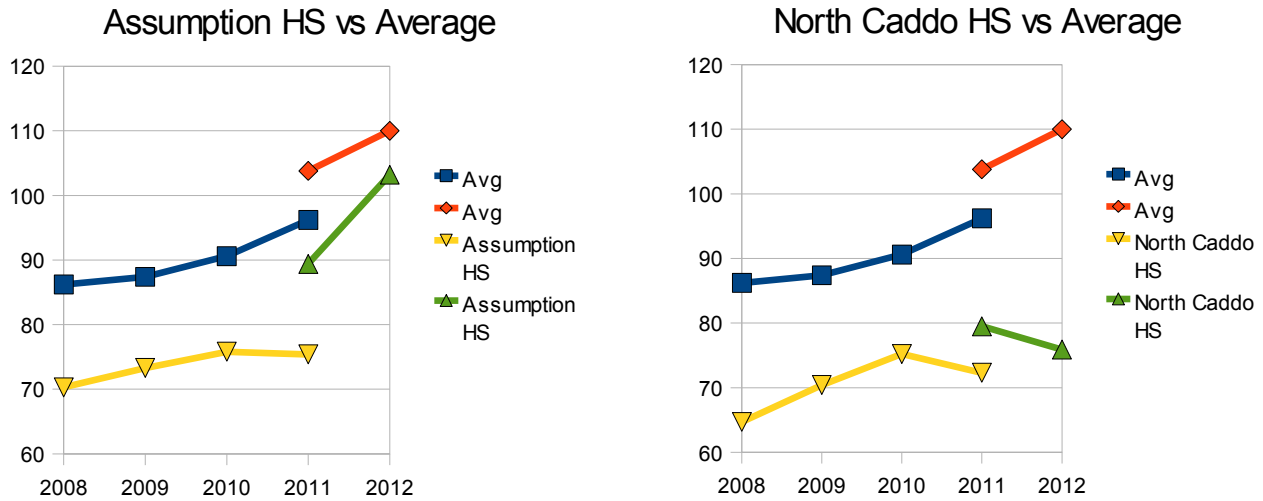


Figure 4. The two examples above show how the Transition Baseline affects the Growth measure. On the left, for Assumption High School the Transition Baseline mitigates the 28 point difference between the 2011 Baseline SPS and the 2012 Baseline SPS. Growth here is measured as a more modest 14 point gain. The wider than average gap between the 2011 Baseline SPS and the 2011 Transition Baseline SPS for Assumption High School shows that it benefitted more than the average from the changeover from iLEAP/GEE to EOC. On the right, for North Caddo High School the Transition Baseline SPS served to register that the 2012 Baseline SPS is a decline (from the 2011 Transition Baseline SPS) rather than a gain (from the 2011 Baseline SPS)

The average 2011 High School Baseline SPS was 96.2 while the average 2011 High School Transition Baseline was 103.8. (Refer to figure 3.) In the two baselines, the Graduation Index is the same, so the cumulative effect of the changes in tests and the elimination of the dropout rate adjustment factor is the difference of the two baselines, 7.6 points.

Thus 7.6 points of the increase from the 2011 Baseline SPS (GEE based) to the 2012 Baseline SPS (EOC based) can be attributed to the cumulative effects of the elimination of the dropout adjustment factor and the changeover from a GEE to EOC -based Assessment Index rather than an improvement in student/school achievement.

As it was created in 2010, the 2011 Transition Baseline was a solution to the problem of measuring Growth in the changeover year of 2012. Still, it did not address the overall inflation from the mis-aligned scores. Recall that 2010 predates the implementation of Letter Grades. When Letter Grades were implemented in 2011, the Baseline SPSs ultimately became tied to eligibility for "vouchers". At the time, 2010, the star rating system was little understood by the public, so it is reasonable to assume that at the time BESE/LDOE had little concern if Baseline SPSs jumped in 2012. Greater importance would be placed on correctly distributing the financial rewards tied to growth.

Effect of eliminating of the dropout adjustment factor:

Eliminating the dropout adjustment factor had a small deflationary effect on the 2011 Transition Baseline SPS. On average, the dropout adjustment factor provided a small positive effect on the GEE-based 2011 Baseline SPSs. By eliminating the dropout adjustment factor then the average difference between the 2011 Transition Baseline SPSs and the 2011 Baseline SPSs was lessened.

The "dropout adjustment factor" was applied in the Assessment Index of the 2011 Baseline SPS, but not to the 2011 Transition Baseline. The dropout adjustment factor existed from at least February 2007. In August-November 2011 the dropout adjustment factor was eliminated from the coming EOC-based SPS calculations. It, however, was continued on the GEE-based SPSs for 2011.

The dropout adjustment factor addressed a potential advantage that a school would have if it could identify students that would perform poorly on the tests and allow them to drop out before the testing date. The low scores would then not be included in the testing data and thus result in a higher test average.

A target rate of 4% dropout per grade was set. If a school encouraged students to stay in school, even if they might perform poorly on the tests, the school was rewarded with an increase in the Assessment Index. Correspondingly, if the dropout rate was over 4% per grade, the Assessment Index was lowered. Schools with high dropout rates could be penalized substantially.

The purpose of the dropout adjustment factor then was to increase the difference in SPSs between schools with low dropouts rates and high dropout rates.

In 2011, the maximum positive effects of the dropout adjustment factor were 4% (9th grade), 8.2% (10th grade), and 12.5% (11th grade) if a school had no dropouts. If the dropout rate (per grade) was greater than 4%, the dropout adjustment factor had a potentially greater negative effect on the Assessment Index. Statewide dropout rates for the years used in computing the 2011 Assessment Index (2010 and 2011) were: 9th grade, 5.5% and 4.8%; 10th grade, 4.0% and 3.6%; 11th grade, 4.0% and 3.4%.

Isolating the effect that eliminating the dropout adjustment had on School Performance Scores.

Data problems for 10 schools forced their exclusion from the data pool for isolating this effect. 117 schools were included. Here the computation for isolating the effect also could include some statistical noise due to variables such LAA 2 data and incentive points for test repeaters who improve scores however, that noise here is considered to be part of a package of effects on the School Performance Scores. The point here is to find what portion of the inflation was due to the misaligned tests and what portion was due to these other factors.

Using the raw data for 2010 iLEAP, 2010 GEE, 2011 GEE the average 2011 Baseline Assessment Index was calculated (without the dropout adjustment factor.) Likewise, the Assessment Index for the Transition Baseline was calculated using 2011 EOC data. The difference was taken then weighted (70%) and compared the difference between the 2011 Transition Baseline SPS and the 2011 Baseline SPS.

For the 117 schools included in the calculation, the average unadjusted 2011 Baseline Assessment Index was 85.9; the average 2011 Transition Baseline Assessment Index was 100.5, a difference of 14.6 in the Assessment Index. This yields $14.6 * 0.7 = 10.2$ points difference in the SPS calculation. Therefore, without the dropout adjustment factor, the difference between the iLEAP/GEE and the EOC test results predicts a difference of 10.2 points between the SPSs calculated by them.

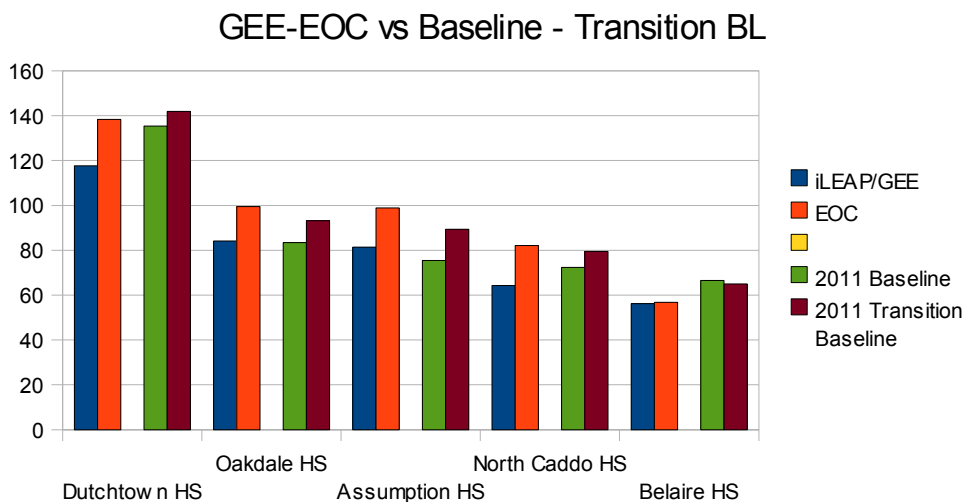


Figure 5. Five High Schools with two comparisons side-by-side. We should expect the difference between 2011 Baseline SPS column and the 2011 Transition Baseline to be 70% of the difference between the iLEAP/GEE column and the EOC column. Discrepancies are due to the dropout adjustment factor. Those discrepancies were averaged to isolate the effect of eliminating the dropout adjustment factor. Because the effect is small, it is not immediately apparent in the chart. However, Dutchtown HS shows a visible discrepancy between the two differences. It had very low dropout rates and therefore its iLEAP/GEE column in the actual LDOE computation would have been taller because the dropout adjustment factor increased its raw iLEAP/GEE scores. This smaller difference between it and the EOC column would then appropriately match the difference between the 2011 Baseline and the 2011 Transition Baseline columns.

Now, for the 117 included schools, the difference between the average actual 2011 Baseline SPS (98.3) and the average 2011 Transition Baseline SPS (106.3) is 8.0 points. Therefore, the effect of eliminating the dropout adjustment factor is $8.0 - 10.2 = -2.2$ points.

In summary, this section has shown that eliminating the dropout adjustment factor was a move in the right direction toward normalizing the scores. However, it did not fully counter the effect of the raw mismatched scores.

Note: the above averages for the 117 schools differ slightly from the averages for the 127 schools used to measure the cumulative effect of the iLEAP/GEE to EOC conversion and the elimination of the dropout adjustment factor.

Effect of the introduction of- and change in- the cohort graduation rate adjustment factor in the Graduation Index.

Note: This section examines the effects of changes to Bulletin 111 Chapter 6 section 613.

In August 2010, it was planned that a cohort graduation rate adjustment factor would be applied in the Graduation Index starting with the 2011 Baseline SPS. The formula given in Bulletin 111 Chapter 6 section 613 originally was:

$$\text{unadjusted graduation index} + [(\text{graduation rate} - \text{graduation rate target}) * 1.5].$$

The name is a misnomer. The formula actually computes the Adjusted Graduation Index where the "cohort graduation rate adjustment factor" is the part in the brackets. Also, the "cohort graduation rate factor" is technically not a factor. In mathematics, a factor is: a quantity by which a stated quantity is multiplied or divided, so as to indicate an increase or decrease in a measurement. In this case, however, the "graduation rate adjustment factor" describes an amount to be added to the unadjusted Graduation Index.

In 2010, the graduation rate target was set as 65% in 2011, and was to increase 5% per year until 2014 when a long range goal of 80% was to be reached. The "factor" would reward a school with a graduation rate over 65% with extra points in the Graduation Index. Likewise, for a school with a graduation rate below 65% the "factor" would be a negative number, and the school would lose points in the Graduation Index.

In August 2011, just prior to the introduction of letter grades, the formula was changed:

3. For 2011-2013, the cohort graduation rate adjustment factor shall be calculated using the appropriate formula:

a. for schools with graduation rate greater than 80:

$$\text{unadjusted graduation index} + [(\text{graduation rate} - 80) * 1.5];$$

b. for schools with graduation rate greater than or equal to the graduation rate target, but less than 80: no adjustment;

c. for schools with graduation rate less than the graduation rate target:

$$\text{unadjusted graduation index} + [(\text{graduation rate} - \text{graduation rate target}) * 1.5].$$

4. For 2014, the cohort graduation rate adjustment factor shall be calculated using one formula for all schools:

$$\text{unadjusted graduation index} + [(\text{graduation rate} - \text{graduation rate target}) * 1.5].$$

5. The graduation rate target shall be 65 percent in 2011 and increase 5 percent per year until 2014 when it will reflect the goal of 80 percent established in R.S. 17:2928.

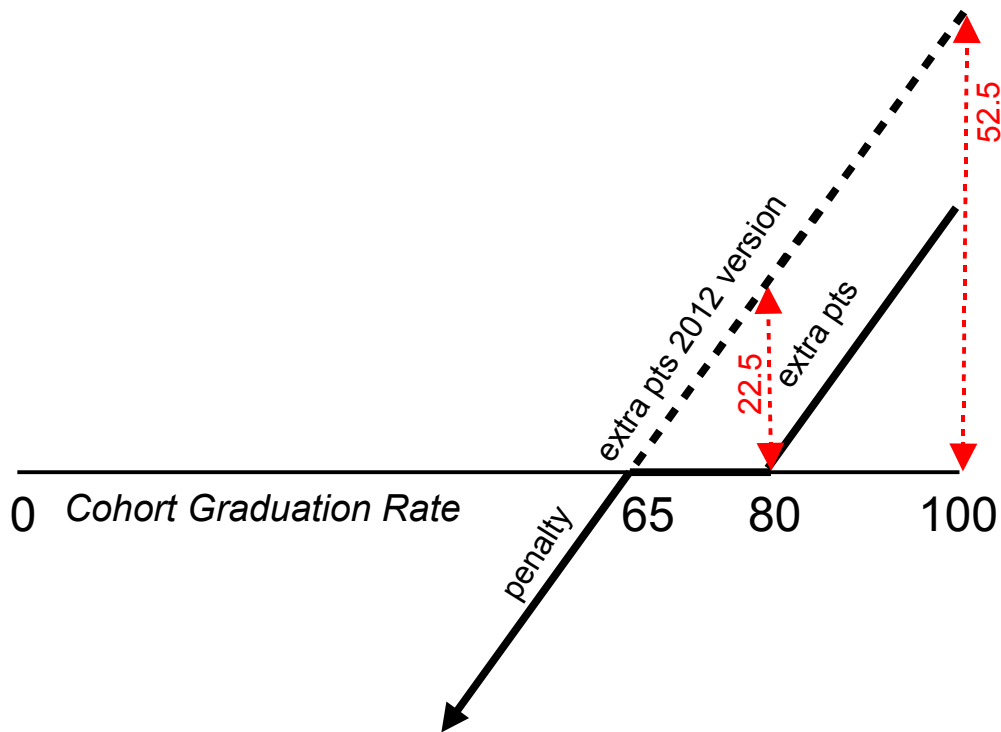


Figure 6. *The 2011 and 2012 cohort graduation rate adjustment factor. The 2012 version was identical to the original 2010 version. In both the 2011 and 2012 versions, schools are penalized points if the cohort graduation rate is less than 65%. In 2011, extra points were awarded only if the cohort graduation rate exceeded 80%. In 2012, extra points were awarded if the cohort graduation rate exceeded a mere 65%. Thus extra points were awarded to schools in 2012 that would not have received extra points in 2011, and the schools that qualified for extra points in 2011 were awarded 22.5 more points in the Graduation Index for the same achievement in 2012.*

In the Louisiana Register, August 2011, Notice of Intent (p. 2445), an apparently nonsensical reason for the formula change was given:

Proposed changes in Bulletin 111, Chapter 6, provide detail for the change in the calculation of the graduation rate adjustment factor to eliminate a negative effect on schools with a graduation rate above the state goal or current grade target.

Clearly the formula change **reduced** the extra points to be awarded to schools with graduation rates above the state goal and the current grade target. Under the new formula, extra points were awarded only if a school had a cohort graduation rate of 80%, 15% higher than the previous requirement. While the reward aspect of the formula was diminished, the punitive aspect was unchanged. Schools with cohort graduation rates below 65% received the same penalty under the new formula as they did under the original formula.

The 2011 Baseline SPSs were computed with the revised formula with the 80% threshold for extra points in the Graduation Index.

Then in June 2012, the "cohort graduation rate adjustment factor" was returned to its original version and the graduation rate target for **both** 2011 and 2012 were set to 65%. (Originally the graduation rate target for 2012 was to be 70%)

The return to the lower threshold had an easily calculated effect in the 2012 Graduation Index. The graduation rate can be directly converted into a number of SPS points.

If a school had a graduation rate over 80%, it received extra points based on an extra 15%. At the formula's 1.5 points per percentage point, that yields 22.5 extra points in the Graduation Index. Since the Graduation Index counts as 30% of the SPS, that yields $22.5 * 0.30 = 6.75$ points in the final SPS.

Schools with graduation rates between 65% and 80% received extra points in 2012 when they would not have received them in the previous formula.

Schools with graduation rates below 65% received the same punitive effects as in the previous formula.

The average 2012 Baseline High School Performance score was raised 4.0 points from the average 2011 Baseline High School Performance score due to the change in the cohort graduation rate adjustment factor in June 2012.

In summary, the lowering of the threshold in the cohort graduation rate adjustment factor exacerbated the inflation due to the changes in the Assessment Index.

Effects on the 2012 Growth measures.

In 2012, Growth was measured by the difference between the 2011 Transition Baseline and the 2012 Growth Score. In the public version of the data on the LDOE website - the *2012 School Performance Scores/Letter Grades - Alphabetical by District*, growth scores are found in the column - mislabeled - *Point Gain from 2011 Baseline Performance Score to 2012 Growth Performance Score*. In the version sent to BESE the column is correctly labeled **Growth**.

The establishment of the Transition Baseline allowed growth to be measured EOC to EOC score. This eliminated effects of the mismatch of GEE and EOC scores. Likewise, since the dropout rate adjustment factor was never applied to EOC scores, there was no effect from its elimination.

However, the Graduation Index of the 2011 Transition Baseline SPS was calculated under the old cohort graduation rate adjustment factor while the Graduation Index of the 2012 Growth SPS was calculated under the more generous new cohort graduation rate adjustment factor. The Growth SPSs are based on one year of data only; the year of graduation data on which the 2012 Growth SPS is based was higher than the average of two years on which the 2012 Baseline SPSs were based. Therefore, the 2012 Growth SPSs are inflated by a slightly higher average of 4.4 points due to that. Schools with graduation rates above 80% benefitted the most, receiving a boost of 6.75 points.

Conclusions

1) Changes in Bulletin 111 account for an average 11.6 point increase in the 2012 Baseline High School Performance Scores compared to the 2011 Baseline High School Performance Scores without a corresponding increase in student or school actual achievement.

2) Approximately 4.0 points of the above inflation are due to the June 2012 change in the cohort graduation rate adjustment factor.

Data showing the aggregate inflation due to the changeover from iLEAP/GEE to EOC based scores and the elimination of the dropout adjustment factor was available *before* the formula was changed. That inflation could have been - *and should have been* - recognized and the scores calibrated, and the cohort graduation rate adjustment factor should have been left alone.

3) The June 2012 change in the cohort graduation rate adjustment factor found in Bulletin 111 Chapter 6 section 613 accounts for an average 4.4 point inflation of 2012 Growth measures without an actual corresponding increase in student or school achievement. Some schools benefitted by as much as 6.75 points.

4) Because of the 2012 Growth Inflation, some High Schools have received Top Gains Awards without true merit.

Author's Comments

Having spent a considerable number of hours researching and digesting both Bulletin 111 - in its many revisions - and the data available on the LDOE website, I am simultaneously impressed and concerned with what I have seen. I am impressed with the quality of the data through 2010, but I have the following concerns about current and future data:

1) Data is being suppressed.

a) The Transition Baselines are in a column mislabelled "**2011 Baseline School Performance Score**" and found only on the second sheet of the spreadsheet document. The mislabeling of the Transition Baseline in the *2012 School Performance Scores/Letter Grades - Alphabetical by District document* on the LDOE website gives the appearance of impropriety.

BESE was provided data with the Transition Baseline column labelled correctly.

It appears that there was intent to divert attention from the existence of the Transition Baseline, as it is key to understanding the SPS inflation.

b) The 2012 EOC scores released on the LDOE website do not list the number of students at each achievement level. They list only the percent of students at each achievement level. The 2012 EOC data would provide an accurate cross-check of the 2012 Growth SPSs. However, the exact numbers of students taking each test - Algebra I, English II, Geometry, Biology - are needed to correctly weight the scores. For every year before 2012, that data with the number of students at each achievement level is available on the LDOE website.

c) Furthermore, John White's proposed system of Bonus Points in the "Super Sub-Group Bonus" is dependent on the exact number of non-proficient students. "...the school receives .1 of a point for the *number or percent* of nonproficient students exceeding or scoring at the top of the predicted range – whichever is higher." (Super Subgroup Bonus pdf) Put simply, a school with more than 100 non-proficient students will receive more bonus points for the same level of achievement than a school with less than 100 non-proficient students. Large and failing schools have a great advantage in this system.

Again, the data in all previous years has been published with number and percent of students at each achievement level in the school level data. The data for students at each achievement level for each school is not available for 2012 for the EOC, iLEAP or LEAP. This is completely and obviously disingenuous on the part of John White. He has hidden information about which schools will benefit the most from his patently unfair system.

d) For the years before 2011, two versions of the School Report Cards are available on the LDOE website. The parent version contains very basic data. The principal's Report Card gives details about the calculation of the School Performance Score including LAA2 data and a calculation of the Graduation Index. Beginning with 2011 - when the cohort graduation rate adjustment factor was implemented - the principal's Report Card is not available. That data would have been very helpful in understanding the 2011 Baseline and Transition Baseline.

2) Given the problems with the alignment of scores shown here and fact that those very problems were not addressed in advance, it is fair to ask what the meaning of the School Performance Scores is.

John White has pledged an unending series of adjustments to:
the difficulty of the tests,
which tests are counted,
how much they count,
the points awarded for each Achievement Level
and he even plans to totally change the grading scale itself.

Changing just one makes a year-to-year comparison difficult. Changing them all at the same time will make any year-to-year comparison completely irrelevant.

It would be like comparing this year's average football score divided by the Homecoming Queen's shoe size to next year's average basketball score minus the outdoor temperature on March 13. All are verifiable, and can generate a number, but there are no relevant connections between them.

3) If the difficulty of the tests increases year by year as the DRIVER of school improvement, will not the number scores stay the same while the schools improve? Then the School Performance Scores will no longer be a measure of year-to-year improvement (or decline) in the schools.

Suppose a school improves so that keeps up with pace of the change in difficulty of the tests. It receives the same score year after year? If so, HOW WILL THE PUBLIC KNOW THAT THE SCHOOL IMPROVED?

In fact, it is fair to ask, did our high schools improve in 2012?

Did the 2012 High School Performance Scores really indicate improvement, or do they merely expose the evolution of an agenda to change their very nature?