

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for East Baton Rouge Parish School System

The Broad Prize for Urban Education uses student achievement data across several elements to identify urban school systems that are attaining high levels of performance as well as improving over time. Six elements are considered when determining the winner and finalists for the annual \$2 million Broad Prize:

1. Progress in closing achievement gaps between subgroups.
2. Absolute proficiency rates and growth in proficiency rates vs. the state.
3. Residuals that indicate whether a district is outperforming expectations given its poverty rate.
4. Graduation rates.
5. Performance on college readiness tests.
6. Adequate Yearly Progress (AYP).

The information that follows represents a summary of The 2009 Broad Prize data for East Baton Rouge Parish School System in Baton Rouge, Louisiana. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

A special note regarding Louisiana student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, at the elementary and middle school levels, additional grades were tested in 2006. As a result, 2005 proficiency rates were not comparable and were not included in change calculations. Test data for the non-low income subgroup were only available for 2006.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district narrowed its achievement gaps at the elementary school level in reading between African-American and white students.
- Between 2005 and 2008, African-American, Hispanic, and white students at the middle and high school levels improved faster in math than their peers in the state.
- In 2008, nearly all of the district's internal achievement gaps were among the largest in the state.
- Only white students at all school levels are performing at higher absolute proficiency rates in reading and math than their peers in the rest of the state.
- In 2008, given the district's poverty level, the district only beat expectations in performance in one out of six instances.
- Between 2003 and 2006, the average graduation rate for African-American students declined 1 percentage point per year on average, while rates for white students increased 6 percentage points per year on average.
- In 2008, only 5% of the district's juniors and seniors took at least one Advanced Placement exam.

ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 9 potential gap closures in reading (2005-2008) between African-American and white students at the elementary, middle and high school levels, 3 gaps are closing (33%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 67% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 9 potential gap closures in math (2005-2008) between African-American and white students at the elementary, middle and high school levels, 2 gaps are closing (22%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 100% of internal math gaps are among the largest in the state (bottom two deciles).

PROFICIENCY RATES VS. THE STATE

The Broad Prize analysis looks at whether or not a district is demonstrating higher proficiency gains than the rest of the state and whether or not the district is improving proficiency rates faster than the rest of the state.

- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 5 instances in 2008 (42%). White students at all school levels are performing at higher absolute proficiency rates in reading than their peers in the rest of the state. African-American and Hispanic students are outperforming their peers in the state in reading at the high school level.
- From 2005-2008, of 12 possible opportunities to *exceed the rest of the state's change in reading proficiency rates*, the district does so in 5 instances (42%), primarily at the high school level.
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 5 instances in 2008 (42%). White students at all school levels are outperforming their peers in the state in math. African-American students are also outperforming their peers in the state in math at the middle and high school levels.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state in math*, the district does so in 6 instances (50%). African-American, Hispanic, and white students at the middle and high school levels are improving faster in math than their peers in the state.

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students is performing at the highest achievement level on the state assessment than their peers in the rest of the state and whether or not the district is improving rates at the highest achievement level faster than the rest of the state. This analysis is particularly relevant for states where ceiling effects may be a factor.

- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 3 instances in 2008 (25%). White students at all school levels are demonstrating higher rates at the highest achievement levels in reading than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in only 1 instance (8%). Only white students at the middle school level demonstrate faster improvement in reading relative to their peers in the state.
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 5 instances in 2008 (42%). White students at

all school levels are demonstrating higher rates at the highest achievement levels in math than their peers in the rest of the state.

- From 2005-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 2 instances (17%). The district demonstrates faster improvement in math relative to the state at the middle and high school levels with white students.

STANDARDIZED RESIDUALS

The Broad Prize runs regressions for all districts in the state to determine whether or not a district is demonstrating greater-than-expected performance (2008 proficiency levels) and/or greater-than-expected improvement (trend data from 2005 to 2008) given the district's poverty level. A positive residual signifies that the district is beating expectations given its level of poverty.

- In reading, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 1 of 3 improvement residuals is positive (33%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 1 of 3 improvement residuals is positive (33%).

GRADUATION RATES

The Broad Prize uses three national definitions to determine an estimated graduation rate for the district. The calculations used are the Averaged Freshman Graduation Rate, the Urban Institute Method, and the Manhattan Institute Method.

- Using the average for all three graduation rates, the district is demonstrating an average annual decrease of -1 percentage point per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar negative trend can be seen for African-American students (-2 percentage points per year), while white students are demonstrating an average annual increase of 6 percentage points for the same period.
- Using the average for all three graduation rates, the district is graduating an estimated 65% of its students overall, 74% of its white students and 57% of its African-American students.

COLLEGE READINESS

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- In 2008, 58% of the district's seniors took the ACT exam. The mean composite ACT score for all senior test-takers in 2008 in the district was 20 (23 for white students and 18 for African-American students, representing a 5 point gap). Between 2005 and 2008, only Asian students increased their average scores for the district.
- In 2008, 5% of the district's juniors and seniors took an AP exam (7% of white students and 2% of African-American students, representing a 5 point gap). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 60% (72% for white test-takers and 18% for African-American test takers, representing a 54 point gap). Between 2005 and 2008, both the passing rates and participation rates for white students increased about 1 percentage point per year on average, while passing rates for African-American students decreased an average of 9 percentage points per year on average.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 76% vs. 84% of schools in the state.