

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Jefferson Parish Public Schools

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 Jefferson Parish Public Schools in Harvey, 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. Accountability requirements in 2006 were waived for this district due to the severe impact of Hurricane Katrina. As a result, district-level data were not available for 2006. Test data for the non-low income subgroup were only available for 2006.

KEY STRENGTHS AND WEAKNESSES

- Average graduation rates for Hispanic students increased an average of 1 percentage point per year between 2003 and 2006; average graduation rates for Hispanic students in 2006 were one of the highest among the eligible districts.
- In 2008, 56% of the district's African-American seniors took the ACT exam. This is one of the highest participation rates for African-American students among the eligible districts.
- Of 30 possible achievement gaps in reading and math, the district is only closing 5 (17%).
- In 2008, no student group in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Louisiana that serve students with similar family income levels in reading and math at all school levels.
- Graduation rates for African-American students have declined an average of 2 percentage points per year between 2003 and 2006.
- In 2008, only 2% 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 15 potential gap closures in reading (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 2 gaps are closing (13%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 17% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 15 potential gap closures in math (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 3 gaps are closing (20%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 33% 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 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state* in reading, the district does so in 5 instances (42%). The district is primarily improving faster than the state in reading at the elementary school level (4 of the 5 instances).
- Of 12 possible opportunities to *demonstrate higher proficiency rates the state* in math, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the state* in math, the district does so in 7 instances (58%). The district is only improving faster than the state in math at the elementary and middle school levels.

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 0 instances in 2008 (0%).
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 0 instances in 2008 (0%).

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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) 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 2 of 3 improvement residuals are positive (67%).

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 point per year), while Hispanic students have increased their graduation rates by 1 percentage point per year on average and rates for white students have remained flat (0 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 55% of its students overall, 60% of its white students, 44% of its African-American students, and 72% of its Hispanic students.

COLLEGE READINESS

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

- In 2008, 63% 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 19 (20 for white students and 17 for African-American students, representing a 3 point gap, and 19 for Hispanic students, representing a 1 point gap). Between 2005 and 2008, only Asian students demonstrated an average annual increase in their average scores. During this same period, participation rates have increased 2 percentage points per year on average for African-American students; by 2008, the participation rate was 56% for African-American students.
- In 2008, 2% of the district's juniors and seniors took an AP exam (2% of white students and 1% of African-American students, representing a 1 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 53% (68% for white test-takers and 18% for African-American test takers, representing a 50 point gap). Between 2005 and 2008, only Asian students demonstrated an average annual increase in participation rates; however, the percent of tests scoring 3 or higher has increased for African-American, Asian, and white students.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2007 or 2008. It was waived from accountability reporting requirements in 2006 due to Hurricane Katrina.
- The percent of schools in the district meeting AYP targets in 2008 was 80% vs. 84% of schools in the state.