

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Caddo Public Schools District

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 Caddo Public Schools District in Shreveport, 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, participation rates for African-American seniors taking the ACT exam increased an average of 3 percentage points per year.
- The district is only closing 2 out of 18 potential achievement gaps in reading and math. Nearly all of the district's internal achievement gaps are among the largest in the state.
- In 2008, only white students in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- Between 2005-2008, of 24 possible opportunities to improve faster than the rest of the state in reading and math, the district did so in 0 instances (0%). No subgroups in the district improved faster than their peers in the rest of the state in reading or in math.
- 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. Between 2005 and 2008, there were no instances in which the district showed better than expected improvement than other Louisiana school districts that serve students with similar family income levels.
- Average graduation rates for all students overall, white students, and African-American students decreased an average of 1 percentage point per year from 2003 to 2006.

- In 2008, only 7% 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 the elementary, middle and high school levels, only 1 gap is closing (11%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 100% 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, only 1 gap is closing (11%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Louisiana while 67% 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 3 instances in 2008 (25%). Only white students at all school levels are 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 0 instances (0%). No subgroups in the district are improving faster than their peers in the rest of the state in reading.
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 2 instances in 2008 (17%). Only white students at the elementary and middle school levels in the district are 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 0 instances (0%). No subgroups in the district are improving faster than their peers in the rest of the state in math.

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students are 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 4 instances in 2008 (33%). White students at all school levels demonstrated higher rates at the highest achievement level in reading.
- 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 0 instances (0%). No subgroups in the district are improving faster than their peers in the rest of the state in math at the highest achievement level.
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 3 instances in 2008 (25%). Only white

- students at all school levels are demonstrating higher rates at the highest achievement level 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 0 instances (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 0 of 3 improvement residuals are positive (0%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).

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 white students (-1 percentage point per year) and African-American students (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 58% of its students overall, 69% of its white students and 50% 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, 65% 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 21 (23 for white students and 18 for African-American students, representing a 5 point gap). Between 2005 and 2008, the average score for white and African-American students remained flat; however, participation rates increased for African-American students during this period.
- In 2008, 7% of the district's juniors and seniors took an AP exam (12% of white students and 2% of African-American students, representing a 10 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 62% (66% for white test-takers and 27% for African-American test takers, representing a 39 point gap). Between 2005 and 2008, passing rates for white students increased an average of 5 percentage points per year, while rates decreased an average of 6 percentage points per year for African-American students.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2007 or 2008, but met AYP in 2006.
- The percent of schools in the district meeting AYP targets in 2008 was 70% vs. 84% of schools in the state.