

Measuring Progress Toward *Advancing Education Equity*

Baton Rouge



Since 1938, the Urban League has actively worked to assist underserved communities in securing economic self-reliance, parity, power, and civil rights in the Greater New Orleans area. In 2016, the Urban League became the Urban League of Louisiana (ULLA) extending its range to East Baton Rouge Parish and across the state. With a statewide focus, ULLA implements programs to ensure quality education and access to information, employment, and economic inclusion. ULLA is committed to ensuring that public schools in Baton Rouge promote equity, access, and excellence.



Today's Agenda

I. Welcome and Opening Remarks

Judy Reese Morse, President & CEO
Urban League of Louisiana

II. Equity Outcomes for Public Schools in Baton Rouge

John Warner Smith, Education Policy Director
Urban League of Louisiana

Debra Vaughan, Education Consultant



III. Stakeholders' Feedback: *What Creates Urgency?*

IV. The Equity Scorecard – Judy Reese Morse

V. Next Steps – Todd Battiste, Vice President for Education and Youth Development Urban League of Louisiana

VI. EBR Education Equity Advisory Group – Judy Reese Morse & John Warner Smith

VII. Q & A / Wrap-up



Our Approach and Priorities

Every child deserves a high-quality education.

- ULLA is committed to creating a *statewide* equitable education system which is foundational to our pursuit of economic self-reliance, parity, and civil rights. We are **DRIVEN** to help communities collectively ensure equity.
 - We are **DATA-DRIVEN**.
 - We are **COMMUNITY-DRIVEN**.
 - We are **PARTNER-DRIVEN**.
 - We are **RESULTS-DRIVEN**.



Education Landscape in Baton Rouge



In February 2021, public schools in Baton Rouge enrolled 54,300 students:

- Asian: 3.2%
- Black: 68.3%
- Hispanic: 9.5%
- White: 17.3%
- Economically Disadvantaged: 77.9%
- Limited English Proficient: 6%

78% of students enrolled in a school under EBRPSS.

4% of students enrolled in an RSD-BR charter school (Type 5).

18% of students enrolled in a BESE-charter school (Type 2).

Types of Charter Schools in Baton Rouge

- Type 1: A new school authorized by EBRPSS. Admissions is limited to students who live in the local school district. **In February 2021, there were 10.**
- Type 2: A new school or pre-existing conversion school authorized by BESE. Admissions to a Type 2 charter school is open to all eligible students residing in the state. **In February 2021, there were 11.**
- Type 5: A pre-existing conversion public school (meeting the criteria of Act 9) transferred to the Recovery School District (RSD) and authorized by BESE. Admissions is limited to students who live in the local school district. **In February 2021, there were 6.**
- Lab Schools: Schools associated with a university. **In February 2021, there were 3.**

Analysis includes schools located in the City of Baton Rouge (except LA Schools for the Deaf and Visually Impaired)

Data source is Louisiana Department of Education www.louisianabelieves.com and includes most recently released test results: Spring 2021.



Key Indicators

Equity in Access

Measure inequities that students face when accessing opportunities that prepare them for college, careers, and citizenship.

- Access to Quality Early Childhood Education
- Access to Highly Effective Teachers
- Access to a Positive School Climate



Equity in Outcomes

Measure critical academic milestones that support students' ability to succeed in school and beyond.

- 3rd Grade Reading
- 8th Grade Math
- ACT Performance
- High School Graduation and Advanced Credentials





Access to Quality Early Childhood Education



According to research, the period from birth through age 5-years is when children develop language, thinking, physical, and socio-emotional skills that they will utilize throughout their lives. During these years, every experience that a child has helps to create the architecture of the brain.

Achievement gaps often already exist by the time children enter kindergarten. Quality early childhood education, including pre-K, is one strategy to address that gap early in a child's life.



Kindergarten Readiness

LDOE measure kindergarten readiness within five developmental domains using an observation-based tool, Desired Results Developmental Profile for Kindergarten (DRDP-K). DRDP-K focuses on the child's knowledge skills, and behaviors using a variety of observational documenting techniques.

Developmental Domains

Approaches to Learning — Self-Regulation

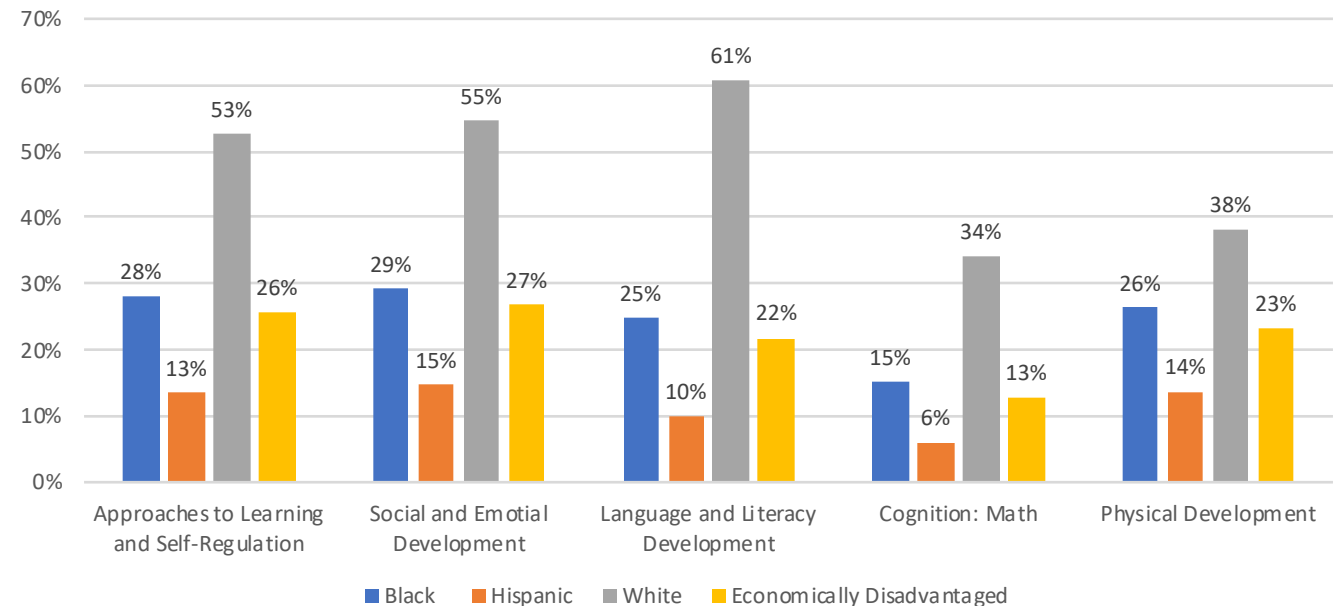
Social and Emotional Development

Language and Literacy Development

Cognition: Math

Physical Development

Percentage of Kindergarten Students Meeting or Exceeding Expectations: 2020-2021



Source: Louisiana Department of Education

Black and Hispanic students and students from low-income families are developmentally behind their peers even before they enter kindergarten.



3rd Grade Reading

Reading at grade level by the end of 3rd grade is a significant turning point in a child's educational trajectory.

During the first three years of elementary school, students learn to read. Beginning in 4th grade, emphasis focuses on reading to learn. Many subjects require literacy in order to progress; students use their reading skills to gain information, think critically, and solve problems.

It is essential to examine 3rd grade literacy levels to identify and address achievement gaps that will have long-term implications on students' ability to succeed in school and life.



3rd Grade Performance in English Language Arts



Demographic Distribution by School Performance

Percentage of Students Scoring Mastery or Advanced

2019

2021

	More than 80%	79-60%	59-40%	39-20%	Less than 20%	All Schools
Black	37%	51%	72%	67%	88%	65%
Hispanic	4%	11%	13%	6%	9%	8%
White	52%	27%	10%	23%	2%	23%
Econ Disadv.	24%	68%	81%	85%	95%	76%
Lim. Eng. Prof.	1%	11%	11%	5%	8%	6%
# of Schools	6	5	16	31	5	63

	More than 80%	79-60%	59-40%	39-20%	Less than 20%	All Schools
Black	16%	53%	64%	68%	71%	64%
Hispanic	9%	9%	7%	10%	11%	10%
White	73%	28%	21%	19%	15%	22%
Econ Disadv.	9%	58%	69%	84%	91%	78%
Lim. Eng. Prof.	0%	4%	4%	7%	8%	6%
# of Schools	2	6	8	30	18	64

Source: Louisiana Department of Education

Black students and low-income students are disproportionately under-represented in schools where 80 percent or more of the 3rd graders are scoring Mastery or Advanced in English Language Arts.

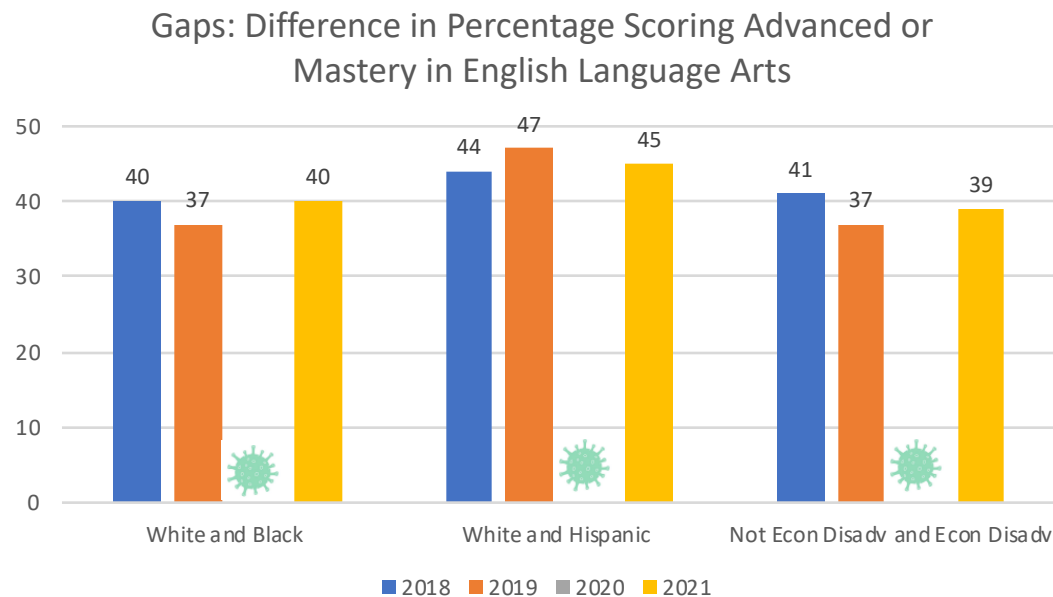
3rd Grade Performance in English Language Arts



In 2021, 1/3 of all 3rd graders scored Mastery or Advanced in English language arts.

Percentage scoring at grade level by subgroup:

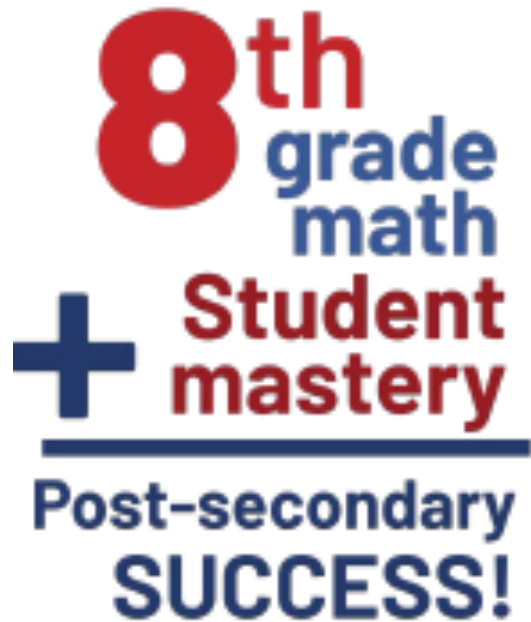
- White: 68%
- Black: 28%
- Hispanic: 23%
- Economically Disadvantaged: 26%
- English Language Learner: 6%



Source: Louisiana Department of Education

If unchecked, gaps in 3rd grade reading performance by race and ethnicity (40-45 percentage points) and by income (39 percentage points) will have a devastating impact on our students, their families, and our communities.

8th grade Math



The level of academic achievement that students attain by 8th grade has a large impact on their college and career readiness. Even more than student demographics and gender, math performance has found to be a better predictor of post-secondary success.

Concepts taught during 8th grade provide the foundation for understanding future math concepts. Math prepares and develops the ability to accept, analyze, and execute complex ideas.

Because of its impact on student success in high school and beyond, it is critical to examine 8th grade performance in math to identify and address gaps.



8th Grade Performance in Math

Demographic Distribution by School Performance

Percentage of Students Scoring Mastery or Advanced

2019

2021

	More than 80%	79-60%	59-40%	39-20%	Less than 20%	All Schools
Black	25%	-	90%	63%	68%	62%
Hispanic	5%	-	4%	9%	4%	6%
White	60%	-	6%	24%	25%	28%
Econ Disadv.	20%	-	73%	82%	80%	73%
Lim. Eng. Prof.	1%	-	1%	6%	2%	3%
# of Schools	3	0	2	11	17	33

	More than 80%	79-60%	59-40%	39-20%	Less than 20%	All Schools
Black	-	14%	45%	74%	67%	63%
Hispanic	-	3%	9%	7%	6%	6%
White	-	74%	28%	14%	23%	26%
Econ Disadv.	-	13%	49%	76%	83%	75%
Lim. Eng. Prof.	-	0.3%	1%	3%	4%	3%
# of Schools	0	2	1	6	25	34

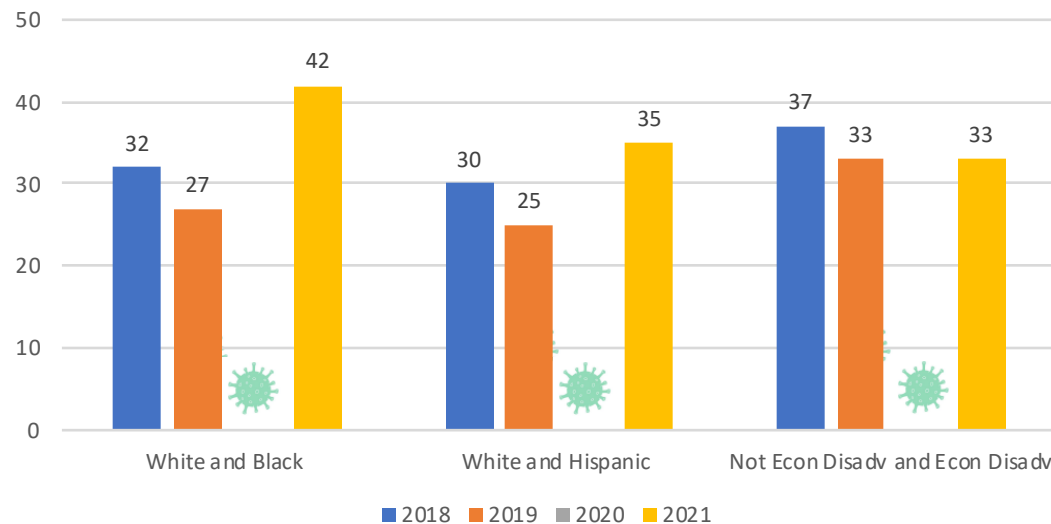
Source: Louisiana Department of Education

Black students and students from low-income households are over-represented in schools where the majority of 8th graders are scoring below grade level in math.

8th Grade Performance in Math



Gaps: Difference in Percentage Scoring Advanced and Mastery in Math



Source: Louisiana Department of Education

In 2021, 18% of all 8th graders scored Mastery or Advanced in Math.

Percentage scoring at grade level by subgroup:

- White: 53%
- Black: 11%
- Hispanic: 18%
- Economically Disadvantaged: 11%
- English Language Learner: 3%

Gaps by race/ethnicity (42-35 percentage points) by income (33 percentage points) grow.

Access to a Positive School Climate

A positive school climate contributes to academic achievement, improves outcomes for youth, especially economically disadvantaged students, and influences teacher effectiveness.

Research shows that a positive school climate has more influence on school success (high academic achievement and graduation rates) than increased resources and can negate the impact associated with high-poverty rates.

As school climate improves, students are more likely to be engaged, resulting in increased attendance rates.

Students cannot succeed if they are not in school and learning in a positive environment. In Louisiana, students are required to attend school from the age of seven to 18 years, or until they graduate. In order to earn credit and progress to the next grade, students must attend 167 (of the minimum 177) days.



A positive school climate is vital for learning.



Attendance Rates and Truancy

Average Attendance Rates

Ave High/Low

2018

- Elementary: 95% (98.7/89.2)
- Middle: 93% (98.1/85.7)
- High: 88.6% (98.6/70.7)

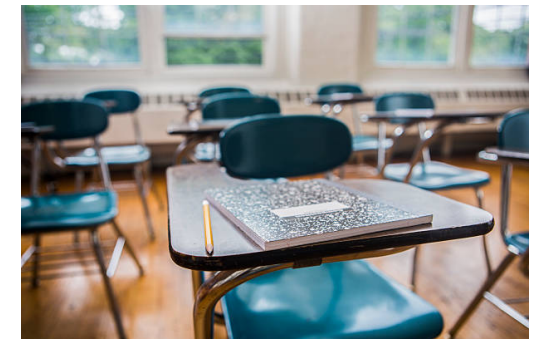
2021

- Elementary: 92% (100/74.5)
- Middle: 88.9% (97.5/71.9)
- High: 88.4% (100/64)

	2017-18			2020-21	
	Number of Schools	% Econ Disadv		Number of Schools	% Econ Disadv
80% or More	3	81%		8	94%
79-60%	25	86%		30	88%
59-40%	37	81%		31	83%
39-20%	20	71%		14	58%
Less than 20%	10	83%		17	67%

Source: Louisiana Department of Education

High truancy rates are more closely linked to high poverty rates in schools.







ACT



ACT serves as a gateway to rigorous courses and post-secondary opportunities.

In addition to gauging students' academic readiness for college or careers, ACT scores are often used to determine high school students' eligibility for dual enrollment courses, acceptance into four-year colleges and universities, and eligibility for TOPS scholarship awards.

TOPS Award Type		ACT Requirements +	
	TOPS Tech	17	+ 2.5 GPA; Jump Start Core
	TOPS Opportunity	20	+ 2.5 GPA; College Core
	TOPS Performance	23	+ 3.0 GPA; College Core
	TOPS Honors	27	+ 3.0 GPA; College Core



ACT and TOPS Eligibility

Demographic Distribution by School Performance*

Average Composite ACT Score and TOPS Eligibility

*Includes public schools located in the City of Baton Rouge

No scores reported for schools with less than 10 test takers

2019

	TOPS Honors ACT 27 or Higher	TOPS Performance ACT 23 or Higher	TOPS Opportunity ACT 20 or Higher	TOPS Tech ACT 17 or Higher	ACT Less than 17	All High Schools
Black	-	36%	52%	46%	86%	57%
Hispanic	-	5%	4%	5%	8%	6%
White	-	48%	35%	44%	4%	31%
Econ Disadv.	-	52%	52%	72%	86%	67%
Lim. Eng. Prof.	-	0%	0%	2%	7%	3%
# of Schools	0	3	1	7	11	22

2021

	TOPS Honors ACT 27 or Higher	TOPS Performance ACT 23 or Higher	TOPS Opportunity ACT 20 or Higher	TOPS Tech ACT 17 or Higher	ACT Less than 17	All High Schools
Black	-	21%	75%	35%	83%	60%
Hispanic	-	5%	6%	3%	9%	5%
White	-	60%	14%	57%	5%	38%
Econ Disadv.	-	21%	54%	71%	72%	69%
Lim. Eng. Prof.	-	0.1%	1%	0.2%	4%	3%
# of Schools	0	2	1	4	14	21

Source: Louisiana Department of Education

Black students are disproportionately enrolled in schools where the average ACT composite score is less than 17, particularly in 2021.

ACT Performance: 2021



The ACT is scored on a scale from 1 to 36. There are four sections: English, Math, Reading, and Science. The composite score is the average of all four. The LDOE reports the numbers of students who receive a composite score of 18 or higher and 21 or higher.

Demographics of population:

- Black: 60%
- Hispanic: 7%
- White: 29%
- Economically disadvantaged: 73%

Of students scoring 18 or higher:

- Black: 42%
- Hispanic: 3%
- White: 39%
- Economically Disadvantaged: 46%

Of students scoring 21 or higher:

- Black: 30%
- Hispanic: 3%
- White: 52%
- Economically disadvantaged: 33%

Black students and students from low-income households are disproportionately under-represented in higher scoring ACT performance brackets.

High School Graduation and Advanced Credentials



Louisiana offers three levels of diplomas based on the credentials students earn.

- Standard diploma – completing all the required high school coursework.
- Basic credential – attain proficiency with an industry-valued skill set recognized by the Workforce Investment Council or pass a college-level course.
- Advanced credential – attain an advance Jump Start credential or pass a college-level exam graduate with an Advanced credential, or associate's degree.

Earning a diploma with Basic or Advanced credentials provides students with an edge in preparing for a successful future.

Louisiana has two diploma pathways:



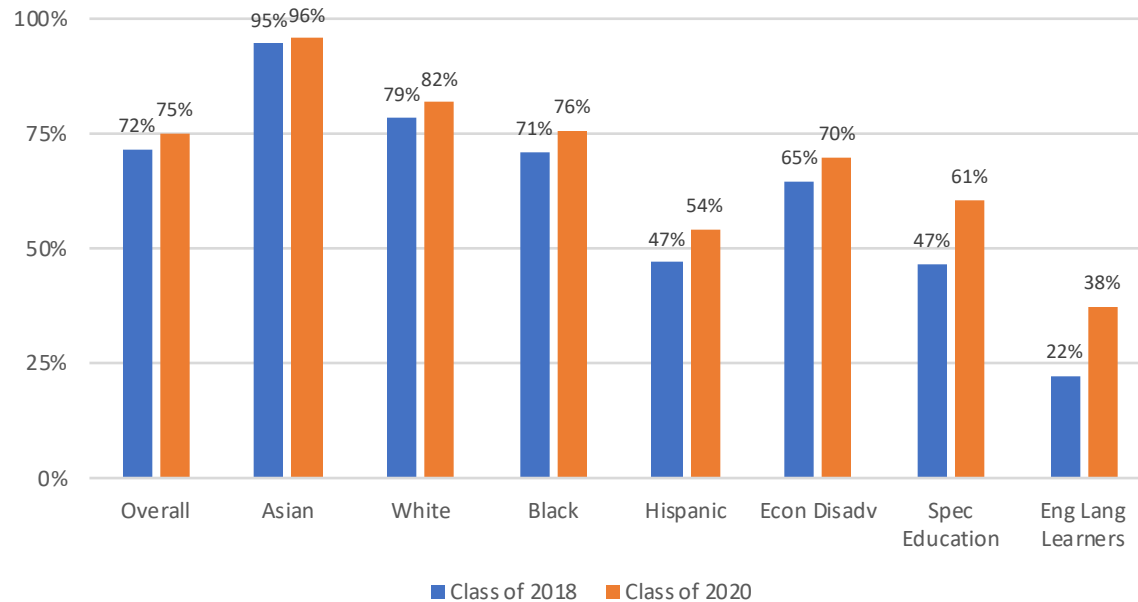
TOPS University Pathway is for students who plan to continue their education at a four-year college or university. Students in the TOPS University Pathway complete coursework required for admission at most colleges and qualify them for the TOPS scholarship.

Jump Start TOPS Pathway is Louisiana's Career and Technical Education (CTE) program allows students to earn industry credentials while in high school. Jump Start coursework prepares students to attain entry-level employment or continue their education at a technical or community college.



Graduation Rates

Cohort Graduation Rates: EBRPSS and RSD-BR



Source: Louisiana Department of Education

Percentage of Graduates Earning Advanced Credentials

	Class of 2018	Class of 2020
Overall	12%	11%
White	37%	39%
Black	6%	5%
Hispanic	6%	10%
Econ Disadvantaged	6%	5%
English Learner	0%	0%
Students with Disabilities	2%	0%

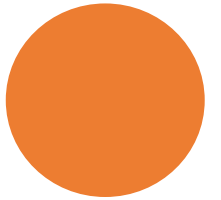
Graduation rates for all subgroups increased and gaps decreased, but the gaps in advanced credentials continued to grow between race/ethnicities.

Access to Highly Effective Teachers

Teacher quality matters.

The most influential school-related factor of student learning is the quality of the teacher. More than socioeconomic status, race/ethnicity, class size, and school funding, the effectiveness of the teacher is the major determinant in student academic growth.

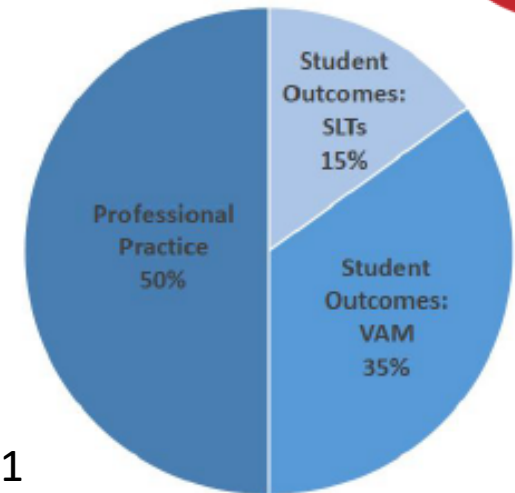
The effect of quality teaching is both additive and cumulative; the more often students are taught by a highly effective teacher, the greater their growth.



Access to Highly Effective Teachers



LDOE uses the COMPASS evaluation framework to assess teacher effectiveness. The 50 percent of the evaluation is based on professional practice and 50 percent is based on student outcomes. Student outcomes include expected growth toward in student achievement toward student learning targets (growth to mastery) as well as individual student gains compared to similar peers (value-added model). Teacher effectiveness ratings are: Ineffective, Effective Emerging, Effective Proficient, and Highly Effective.



2017-18

Percentage of Teachers Rated Highly Effective	Number of Schools	Total Number of Students	% Econ Disadv	% Black	% Hispanic	% White
80% or More	6	4,627	41%	45%	8%	34%
79-60%	21	10,312	70%	75%	8%	11%
59-40%	25	14,063	73%	74%	8%	15%
39-20%	16	9,894	78%	%	8%	22%
Less than 20%	17	6,839	90%	86%	10%	3%
TOTAL	85	45,735	73%	71%	8%	16%

2020-21

Percentage of Teachers Rated Highly Effective	Number of Schools	Total Number of Students	% Econ Disadv	% Black	% Hispanic	% White
80% or More	14	9,351	49%	47%	8%	34%
79-60%	22	12,743	76%	69%	12%	13%
59-40%	14	9,249	77%	57%	9%	29%
39-20%	20	10,319	89%	77%	8%	13%
Less than 20%	17	8,016	92%	85%	10%	3%
TOTAL	87	49,678	77%	67%	10%	18%

Source: Louisiana Department of Education

Black students and students from low-income households continue to be taught by the least effective teachers.



***What creates URGENCY
for you to be engaged
for change in Baton
Rouge ?***





The *Equity Scorecard*

The *Equity Scorecard* examines educational disparities related to **access** and **outcomes** through key indicators disaggregated by race and other demographics, exploring historical and cultural context, and asking why identified disparities exist.

By applying the *Equity Scorecard*, communities can evaluate the degree to which inequities limit access and hinder academic outcomes for their students and then **develop interventions** that are laser **focused on these inequities and their root causes**.

Only when inequities are understood can communities begin to advocate for change.



Next Steps:

- Host working group convenings to provide critical context, coordinate communications, and champion equity messaging.
- Create the EBR Education Equity Advisory Group
- Develop *Equity Scorecard* in partnership with EBRPSS
- Convene larger community to release the *Equity Scorecard* to share findings, to develop a common language, and to build urgency for change.
- Work with partners to envision the characteristics and outcomes associated with a high-quality public-school system, identify the barriers that impede progress toward that vision, and develop strategies and programming to *Advance Education Equity* in Baton Rouge.

EBR Education Equity Advisory Group



Primary Role: Partners with the Urban League of Louisiana and EBR Parish Public Schools in designing, building, and administering the Equity Scorecard:

- Identifies funding opportunities to support the development and administration of the scorecard.
- Decides scorecard format and content structure.
- Develops policies and procedures for inputting and updating data, tracking data, analyzing results, and reporting outcomes and findings.
- Identifies and recommends policies and practices for improving equity outcomes.