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School Accountability in Louisiana

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Introduction

School accountability involves a broad initiative to insure public schools meet minimum educational standards defined by state and federal authorities. In 1999, the state of Louisiana set 10- and 20-year goals (for 2009 and 2019, respectively) for all public schools and required each school to demonstrate progress toward those goals. School progress primarily meant improving student test scores while increasing attendance and reducing dropouts.

School accountability became federal law with the passage of the No Child Left Behind (NCLB) act of 2001 that set an additional requirement that all public school pupils in the United States will achieve *proficiency* by 2014. For Louisiana, NCLB meant some adjustments in the way schools demonstrate improvement. Specifically, since 2001 schools have been required to demonstrate progress both at the overall school level **and** among federally defined subgroups of students.

School accountability has been controversial, nationally, and flexibility has been introduced to give schools, districts and states more options in determining how to measure progress (For example, "Safe Harbor" provides alternative means for schools, districts and states to meet their requirements.) Debate continues over how best to implement accountability, but the **No Child Left Behind** concept has received broad-based support among Louisiana's educational, political and opinion leaders.

Whether school accountability programs have improved student learning in Louisiana is an important empirical question to explore. This report begins to address this question by examining in detail the first five years of data on school performance for the elementary and middle school grades and the first three years of data for high schools.

Improving Louisiana's Schools

Louisiana's accountability and NCLB requirements are straightforward: All schools must achieve school performance scores (SPS) of 100 by 2009, 120 by 2014 and 150 by 2019, respectively. Schools may achieve these goals incrementally. For example, a school with a 1999 SPS of 60 could achieve its 10-year and 15-year goals (SPS=100 and 120, respectively) by improving its SPS by 4 points each year. To achieve the 2019 goal of SPS=150, the annual rate of improvement would have to be 4.5 points per year.

Diffusion theorists argue that change at the level of educational systems occurs, not linearly, but in an S-shaped fashion like the learning curve (Rogers 1995). Diffusion theory may be applicable to the case of school accountability in Louisiana. It holds that an innovation (in this case, the innovation is the idea of holding schools accountable for student outcomes by requiring them to achieve minimum standards) takes time. Student test scores may only increase gradually in the initial stages of change, especially for students in higher grades, because much of their schooling came before the accountability era, and learning is a cumulative process. Over time, as accountability-enforced standards begin to be met, we might expect more and more students to meet expectations, and aggregate school scores to improve. The rate of improvement would then be expected to slow down again near the end of the process, after most have achieved proficiency and schools focus on improving the test scores of the remaining, most low-performing students. Louisiana's educational leadership drew upon the diffusion model when they negotiated with Federal NCLB officials a state plan requiring modest rates of improvement through 2009 followed by rapid improvement from 2009-2014 (see below for more details).

At least two scholars of education reform have questioned the applicability of the diffusion model. Lance Izumi (2003) argues that the incentive system makes it unlikely change will occur faster over time. Specifically, to demonstrate progress schools must increase the percentage of students who "clear the bar" by meeting the minimum acceptable scores on standardized tests. Therefore, according to Izumi and others, schools devote resources and energy to "bubble-students" whose achievement levels are just above or below the minimum standard. Their short-term goal is to insure those below the bar, but close, improve enough to clear the bar while those who are just above the bar do not fall back below it. Boorer-Jennings (2004) employs the term "educational triage" to describe this incentive structure, because the needs of both overachievers and severe underachievers are unmet while schools focus on the middle group. The lowest-performing students have the most room for improvement, but there is a disincentive for school officials to invest resources in the lowest-performing students because the school will not be judged by *how much* individual children learn in a given year, but only by the proportion meeting minimum required scores on standardized tests.

NCLB subgroup requirements might be seen as a mechanism to discourage schools from educational triage, because they attempt to ensure schools will not benefit, even in the short term, from ignoring some of the more disadvantaged groups of students.

These two conceptualizations of performance growth contradict each other. Diffusion suggests limited short-term but more profound and transformative long-term change. "Educational Triage" suggests short-term gains that will become more and more difficult to sustain over the long haul.

A range of factors influence whether a new idea (i.e., holding public schools accountable) leads to systemic change and school improvement over the long term. Often, innovations are resisted, co-opted or otherwise fail to stimulate the desired change. Institutional theory argues that organizations often adopt similar structures and processes to meet similar challenges *even if* those structures fail to adequately help the institutions deal with their challenges—a phenomena referred to as *isomorphism* (DiMaggio and Powell 1991).

This bulletin has three purposes: (1) to explain the essential elements of Louisiana's school accountability program, (2) to summarize major trends from the first five years of school accountability at the state and regional levels and (3) to point out implications for educational policy in the state.

The report's primary objective is evaluative, to answer this basic question: "To what extent are Louisiana schools moving toward the long-term accountability goals?" To address this question, it reviews the evidence from 1999 to 2004 in mostly descriptive detail at both the state and regional levels. Further, the report compares progress toward accountability across typologies of school districts. The report also discusses ways in which aggregate student characteristics such as race, poverty and disability status have influenced school performance, but in less extensive detail.

A secondary purpose of this report is to suggest implications for educational policy as Louisiana moves further into the era of school accountability and NCLB. The final section of the report, therefore, both summarizes the state and regional trends (parts I and II) and discusses some implications for future educational policy.

Part I: Louisiana's Accountability Program

Louisiana's school accountability program and NCLB require all schools and districts to achieve rapid performance improvements over the next several years. At the school level, the measure of performance is an index called the School Performance Score, or SPS. Each school's SPS is based on student scores on standardized tests (90 percent) and student attendance and dropout (10 percent).

There are two kinds of standardized tests. First are "criterion-referenced" tests, including the fourth- and eighth-grade Louisiana Educational Assessment Program for the 21st Century (LEAP 21) tests and the Graduate Exit Examination for the 21st Century (GEE 21) tests. Criterion-referenced tests measure students' performance against grade-level expectations (i.e., do eighth graders know what eighth graders *should* know, and can they do what they should be able to do?). Second, norm-referenced tests are administered to third-, fifth-, sixth-, seventh- and ninth-grade students. Louisiana uses the Iowa Test of Basic Skills (developed by the University of Iowa and commonly known as the Iowa test). In norm-referenced tests, each student's score is compared to other students across the United States taking the same test. Therefore, norm-referenced tests show students relative performance in comparison to others in their cohort. To calculate each school's SPS, student LEAP and Iowa test scores are aggregated to create indexes, which are then added together, along with other index scores for school attendance and dropout rates (for seventh grade and above).

The data for 1999, the initial year of accountability, were as follows:

Schools	1,133
Mean SPS	70
Standard Deviation	23
High SPS	156
Low SPS	10

Louisiana's accountability rules require all schools to achieve an SPS of 100 by 2009 and 150 by 2019, while the NCLB requirement of "all students achieving proficiency by 2014" means that schools must achieve an SPS of 120 by 2014 (Franks 2004). Louisiana negotiated with the Federal Department of Education to define SPS=120 as meeting NCLB requirements (even if, in practice, *each and every* student in any particular school is not "proficient"). Assuming linear improvement, the average or typical school in 1999, with an SPS of 70 was expected to improve its score by the thresholds shown in Table A.

As long as states comply with federal NCLB requirements, they have freedom to develop accountability plans that fit their specific needs. Louisiana's accountability plan was in place prior to NCLB and it has received recognition by one of the nation's premier education journals, *Education Week*, for its efforts to improve both student and school performance.

Louisiana is an ideal case study of school accountability. Although the state has a comparatively poor track record of public schooling, its leaders appear to have made a com-

Table A. Thresholds for "Typical" School (1999 SPS = 70) to Achieve State and No Child Left Behind Accountability Goals, Assuming Linear Improvement.

Goal Year	SPS Goal	Needed SPS Increase	Years	Increase Per Year
2009	100	30 pts	10	3.0
2014	120	50 pts	15	3.7
2019	150	80 pts	20	4.0

mitment to school accountability as a mechanism for school improvement. Moreover, Louisiana's diverse population enables important subgroup and regional comparisons: (1) About 48 percent of public school students are white, 48 percent black and 4 percent other races; (2) more than 65 percent of the public school students are eligible for free or reduced lunch service; (3) about 30 percent of students attend urban schools, about 28 percent attend schools in urban fringe or suburbs, and the remaining 42 percent attend small town and rural schools; and, finally, (4) school districts range in size from small rural districts with fewer than five schools and 1,000 students to large urban districts with more than 100 schools and 45,000 students (See figure 1).[1]

Louisiana successfully negotiated the use of confidence intervals as a mechanism to resolve conflicting obligations under NCLB. First, Louisiana meets the requirement of including all subgroups in each school's performance calculations. Second, confidence intervals insure "statistical" reliability of school performance scores because the intervals are broader for smaller subgroup populations.[2]

In compliance with NCLB, Louisiana's system holds schools accountable for the performance of the entire school population, as well as for subpopulations of poor, minority, disabled and limited English-proficiency students. Louisiana's system, however, also recognizes that schools are embedded within districts and, therefore, sets benchmarks for both schools and districts to achieve overall goals. The system also considers that schools are embedded within communities with diverse student populations differentially endowed with economic and social resources necessary for academic success. Finally, the system emphasizes *level* of performance (SPS) and *improvement* in school performance (growth in SPS, measured by adequate yearly progress or AYP).

The Louisiana system provides positive incentives for schools achieving accountability goals, as well as negative incentives for schools failing with unacceptably low performance scores or demonstrating inadequate rates of improvement. The state reviews each school's progress toward the long-term goals annually. Schools demonstrating satisfactory progress

[1]Figures represent pre-Hurricane Katrina enrollments.

[2]For each subgroup and each test, Louisiana uses a 99 percent confidence interval (alpha level of .01) to approximate rates of improvement. This means the probability of making an error when calculating improvement for any particular test or subgroup is very unlikely (less than 1 chance out of 100). At the school level, however, Louisiana negotiated a 95 percent confidence interval (alpha level of .05), arguing that aggregating all tests across all subgroups (and adjusted for significant correlation of tests) requires a less stringent approximation.

Figure 1. School Performance Score Increase, 1999 – 2004
(Source: Louisiana Department of Education).

LEA	District	Number of schools
001	Acadia Parish	26
002	Allen Parish	11
003	Ascension Parish	21
004	Assumption Parish	10
005	Avoyelles Parish	13
006	Beauregard Parish	12
007	Bienville Parish	8
008	Bossier Parish	29
009	Caddo Parish	66
010	Calcasieu Parish	57
011	Caldwell Parish	6
012	Cameron Parish	6
013	Catahoula Parish	9
014	Claiborne Parish	8
015	Concordia Parish	10
016	DeSoto Parish	11
017	East Baton Rouge Parish	86
018	East Carroll Parish	6
019	East Feliciana Parish	7
020	Evangeline Parish	14
021	Franklin Parish	9
022	Grant Parish	8
023	Iberia Parish	30
024	Iberville Parish	8
025	Jackson Parish	7
026	Jefferson Parish	80
027	Jefferson Davis Parish	14
028	Lafayette Parish	40
029	Lafourche Parish	27
030	LaSalle Parish	9
031	Lincoln Parish	12
032	Livingston Parish	36
033	Madison Parish	6
034	Morehouse Parish	16
035	Natchitoches Parish	14
036	Orleans Parish	115
037	Ouachita Parish	33
038	Plaquemines Parish	8
039	Pointe Coupee Parish	8
040	Rapides Parish	48
041	Red River Parish	3
042	Richland Parish	11
043	Sabine Parish	12
044	St. Bernard Parish	13
045	St. Charles Parish	19
046	St. Helena Parish	3
047	St. James Parish	10
048	St. John the Baptist Parish	10
049	St. Landry Parish	36
050	St. Martin Parish	17
051	St. Mary Parish	26
052	St. Tammany Parish	48
053	Tangipahoa Parish	35
054	Tensas Parish	4
055	Terrebonne Parish	36
056	Union Parish	12
057	Vermilion Parish	20
058	Vernon Parish	18
059	Washington Parish	12
060	Webster Parish	19
061	West Baton Rouge Parish	10
062	West Carroll Parish	8
063	West Feliciana Parish	5
064	Winn Parish	8
065	Monroe City	19
066	Bogalusa City	8

receive rewards. This system requires lower-performing schools to demonstrate faster rates of improvement. The state requires schools that cannot demonstrate adequate yearly progress to develop and implement more detailed plans for improving their performance, and to provide a more detailed monitoring of resources. State-level involvement and school-level requirements become more intense if schools fail to demonstrate progress for two or more consecutive years. The state has also permanently closed persistently low-performing schools unable to demonstrate improvement.[3]

Part II. The State Picture

Louisiana's public school enrollment fell from 765,000 students in 1998 to 731,000 students by the end of 2004. Forty-two percent of the schools are located in rural communities, 27 percent in urban centers, and the remaining 31 percent on the fringe of metropolitan areas. The first SPS scores were reported for 1,172 elementary, middle and combination schools (schools with some combination of elementary, middle and high school grades) in 1999. High schools received their first SPS scores in 2001.

Table 1 shows the number of schools for which SPS scores were reported by year.

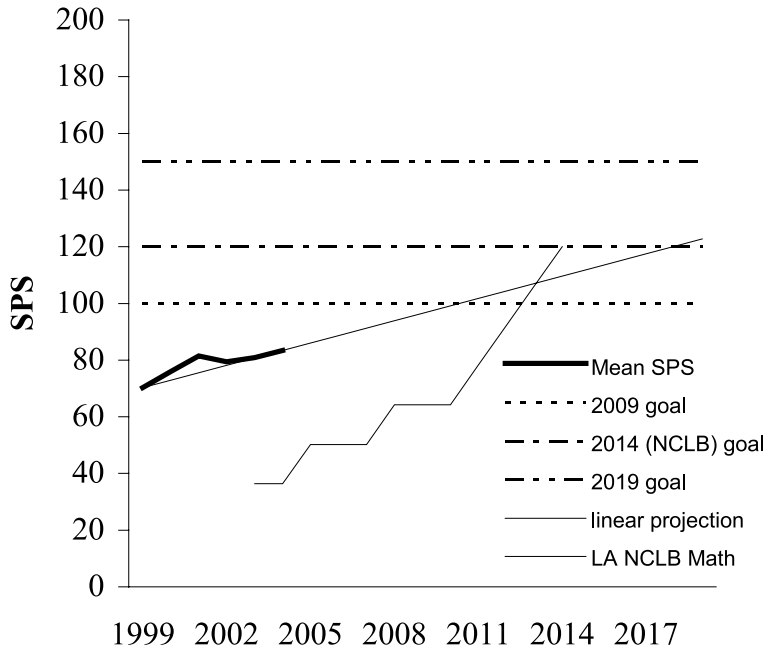
Table 1. School Performance Score (SPS) by Year.

Year	Schools	Mean SPS	Standard Deviation	Low SPS	High SPS
1999 Start					
1999	1133	70.6	23.4	9.8	155.9
2000	1133	76.5	23.3	8.0	161.5
2001	1132	78.8	22.2	13.4	158.9
2002	1132	81.2	22.1	7.8	156.3
2003	1133	81.4	21.7	10.9	156.0
2004	1133	83.2	22.2	12.8	155.4
2001 Start					
2001	218	72.1	26.3	13.7	194.2
2002	223	73.3	26.4	10.1	194.8
2003	242	76.7	26.5	12.8	193.6
2004	242	84.7	27.5	15.1	201.9

For the schools entering the system in 1999, the mean SPS increased 12.6 points, from 70.6 in 1999 to 83.2 by 2004, or a 2.5-point increase per year. Again, assuming linear improvement, this would fall short of the 10-year (2009) goal, and far short of the more stringent (2014) NCLB and 20-year (2009) goals. At this rate, the *average* school will barely meet the state's 2009 goal but will fall far short of the NCLB goal for 2014 (Illustrated in Figure 2 with the linear projection line).

Louisiana's accountability plan does not, however, assume linear growth. It assumes a diffusion pattern of growth, with slow initial gains followed by more rapid gains. Thus, the state negotiated a plan that is "backloaded," following a stair-step pattern of test score improvement, requiring aggregate test scores (e.g., the percentage of students passing at proficiency level for each respective test) to, first, increase over 3-year cycles (2002-2004, 2005-2007, 2008-2010) and, thereafter, increase each year

Figure 2. Louisiana SPS Growth 99-04



[3]In the wake of hurricanes Katrina and Rita, Louisiana's accountability requirements were adjusted in light of the unprecedented mass movement of people and students from schools in affected parishes to schools throughout the state and across the nation. In addition to suspending the high-stakes testing requirements for the 2005-2006 year, there may be longer-term adjustments to the school-level accountability requirements. Nonetheless, state education officials remain fully committed to meeting NCLB goals by 2014.

Table 2. Number and Percent of Schools achieving 10- and 15-year Goals.

Year	Schools	SPS >100	Percent	SPS>120	Percent
1999	1172	110	9	18	2
2000	1173	176	15	24	2
2001	1390	226	16	34	2
2002	1383	266	19	39	3
2003	1383	273	20	38	3
2004	1375	340	25	53	4

from 2011-2014. By 2014, NCLB requires schools to report that all students pass all exams at 100 percent proficiency (an SPS of 120 and subgroup SPS scores of 120 are supposed to be equivalent to 100 percent proficiency). Obviously, this plan assumes the pace of improvement will increase dramatically over time. In fact, the plan requires test scores to improve *more in the last three-years* of the NCLB cycle (from 2011-2014), than *in the first seven years*. Thus, this backloaded plan leaves Louisiana little flexibility to revise its goals after 2010 (Louisiana Accountability Plan 2003, Franks 2004). Figure 2 also illustrates the planned, stair-step pattern of projected improvement in math scores from 2003 to 2014.

High-performing Schools

Table 2 lists the number of schools with an SPS over 100 by year. The number of schools achieving the 10-year goal has increased each year. After five years of accountability, about 25 percent of all schools (340 schools) had achieved the 10-year goal of an SPS of 100 or higher. Still, only 53 schools (4 percent) have met the NCLB 2014 target of SPS greater than 120 by 2004.

The 53 schools meeting NCLB goal of SPS>120 by 2004 are listed in Appendix A. Only 18 of the 66 school districts have schools represented in this category, and three school districts (Caddo, Ouachita and St. Tammany) have over half the schools currently meeting NCLB requirements. By contrast, only 10 NCLB schools in 2004 (19 percent) are rural schools.

Schools meeting growth targets are eligible to receive rewards. Since the state moved from biennial to annual growth targets, rewards were determined for the 2001, 2003 and 2004 school years. Eligibility for reward was partially determined by a school's starting point, partially by overall improvement and partially by improvement of subcategories of low-income and minority students. Schools with lower initial performance were required to improve at a faster rate to meet the long-term goals. In the first cycle, 60 percent of the schools (805 of the 1,172 schools) were eligible for rewards. Of schools eligible for rewards in 2001, only 152 (13 percent) were eligible again in 2003, and only 62 schools or 5 percent were eligible to receive rewards all three years. Of these, 37 were rural, 17 fringe and eight urban schools. Schools eligible to receive rewards are listed in Appendix B; they were distributed across 38 districts, and 60 percent were rural schools. In comparison to urban and fringe schools, fewer rural schools were represented among the highest-performing schools, but more rural schools were more consistently able to retain their reward eligibility over time. Further analysis revealed nine of the top 20 schools were rural, but only two were among the 10 most improved and none among the five most improved schools listed in Table 3.

Low-performing Schools

Louisiana's worst schools – those with a combination of low performance scores and minimal performance growth or decline – have been labeled unacceptable. The number of unacceptable schools initially declined, then increased as follows:

1999	53
2001	39
2002	40
2003	83
2004	78

The vast majority of these schools are located in urban areas, particularly in Orleans Parish School District.

Considering only the 1,041 schools that had not yet met the state's 10-year goal by 2004 (e.g., SPS < 100), 109 (or 10.5 percent) had lower 2004 SPS scores than their initial SPS scores in 1999 or 2001. The performance of almost 15 percent of urban schools declined, compared to 11 percent of fringe

Table 3. Five Most-improved Elementary Schools, 1999-2004.

School	District	SPS 1999	SPS 2004	SPS Increase
Fairfield Elementary	Caddo	30.2	121.1	+90.9
Robert D. Moton Elementary	Orleans	25.0	107.9	+82.9
Robinson Elementary	Ouachita	54.5	117.3	+62.8
William J. Fischer Elementary	Orleans	14.1	71.6	+57.7
Glendale Elementary	St. Landry	75.7	130.6	+54.9

schools and only 7 percent of rural schools.

In addition to declining performance scores, Louisiana's accountability plan places "low-performing" and "slow-improving" schools into a special status, originally labeled "corrective action" and, later, "school improvement." Here, the term SI status will be used to avoid confusion. SI status schools are required to develop improvement plans to help them achieve their targets. If schools continue to fail to reach their short-term performance targets, they are subject to additional requirements aimed at helping them to achieve the long-term goals. Table 4 presents a summary of schools in corrective action/school improvement categories for each year from 2001-2004.

Of the 1,478 public schools in operation during this five-year period, 1,035 schools (75 percent) spent at least one year in SI status; 505 schools (49 percent) have spent two or more years in SI status; 174 schools (13 percent) for three of the four years; and 100 schools (10 percent) continuously from 2001 to 2004. Of this last group, most were located in urban areas. In fact, 15 percent of Louisiana's urban schools were in improvement status continuously from 2001-2004, compared to only 3 percent fringe schools and 6 percent of rural schools.

The bottom part of Table 5 suggests a relationship between the number of schools in a school district and continuous SI status. More specifically, 14 percent of all continuous SI schools were located in Louisiana's largest school districts, while 8 percent were located in the state's smallest school districts. Although 35 percent of Louisiana's schools are embedded within mid-size school districts, only 10 schools (2 percent) have been unable to emerge from school improvement status. Although additional research is needed, the implication is that very large and very small districts have more difficulties assisting their lowest-performing schools to meet accountability requirements.

Table 4. Corrective Action/School Improvement Label by Year.

Label	2001	2002	2003	2004	Ever
CA 1	169	170			194
CA 2	23	22			26
SI 1			545	554	794
SI 2			51	23	75
SI 3			6	32	38
SI 4			11	11	16
SI 5				5	5
Total	**216**	**200**	**613**	**625**	**1035**

CA = Corrective Action
SI = School Improvement
Ever = Ever in Corrective Action or School Improvement Status
Includes only schools with complete accountability data from 2001-2004

Table 5. Continuous SI status from 2001-2004 by location & Size.

School Location	Schools	Percent
Urban	52	22
Fringe	8	3
Rural	28	6
District Size		
Small (<10 schools)	12	8
Med. Small (10-19 schools)	18	6
Med. Large (20 – 50 schools)	10	2
Large (More than 50 schools)	57	14

School Location includes only 1999 Start schools.

Part III. Regional Trends

This section examines school accountability trends within each of Louisiana's eight regions **as defined by the LSU Agricultural Center**. These regions differ from the eight districts demarcated by the Louisiana Board of Elementary and Secondary Education (BESE). When created in 1974, Louisiana's eight BESE districts matched the state's eight congressional districts. They have changed somewhat since the state lost a congressional seat after the 1990 Census, but they still generally reflect the population distribution within the state. Thus, BESE District 1 has only two school districts, Jefferson and St. Tammany parishes, while BESE District 2 contains only Orleans Parish. On the other hand, 18 parishes in Northeast and Central Louisiana are grouped together in BESE District 5.

My decision to use the LSU Agricultural Center is more consistent with my objective of comparing school accountability across distinct regions of the state, irrespective of population. Regional comparisons have the advantage of allowing comparisons both across and within

Table 6. School Performance 2004 and School Improvement 2001-2004 by Region.

	School Performance 2004				School Improvement 2001-2004				
Region	SPS 2004	St. Dev.	Min	Max	SPS 01-04	St. Dev.	Min	Max	N
Northwest	83.7	24.0	40.8	176.2	7.1	9.6	-17.9	65.4	152
North Central	83.3	13.4	53.4	107.7	9.2	10.1	-27.5	36.1	53
Northeast	82.3	23.1	15.1	130.2	7.9	12.1	-20.2	35.8	110
Central	90.6	17.1	58.2	138.4	5.8	13.2	-59.1	37.9	114
Southwest	91.5	16.2	45.5	144.5	6.3	8.9	-17.2	32.1	233
South Central	81.2	16.6	41.1	125.5	6.4	8.3	-14.3	34.1	211
Southeast	85.7	23.1	23.3	168.2	3.5	9.9	-40.7	27.0	237
Crescent	67.6	28.1	13.0	199.1	4.6	9.9	-26.6	37.7	232
State Total	**82.8**	**22.8**	**13.0**	**199.1**	**5.9**	**10.2**	**-59.1**	**65.4**	**1350**

urban, suburban and rural locations.

It also would be possible to divide Louisiana's school districts into metropolitan statistical areas, urban influence zones, commuting zones or some other way of grouping together parishes. Regional economists would be interested in such comparisons. They might tell us, for example, how schools in the Baton Rouge area (the city an its outlying commuting zones), have been performing *relative* to schools in the New Orleans, Shreveport, Lafayette, Lake Charles, Monroe and Alexandria areas. Although not specifically aligned with predefined metropolitan or economic zones, the LSU Agricultural regions enable comparisons across the states major cities. Being defined by spatial criteria, the AgCenter regions are all-inclusive. Further, they do not force fringe parishes into a particular zone or category, avoiding the debate over which parishes should and should not be included in metropolitan, commuter and urban influence, and economic zones. For each region we explore the basic performance of each school district, as well as positive and negative performance indicators.

Table 6 presents a regional comparison of school performance in 2004 and school improvement from 2001 to 2004. Average school performance is highest in the Southwest and Central regions at 91.5 and 90.6, respectively, and lowest in the Crescent region at 67.6. The Crescent, Southeast, Northwest and Northeast regions have greater variation in school performance (indicated by the higher standard deviations) than the other four regions of the state, reflecting the performance differentials in the urban areas of New Orleans, Baton Rouge, Shreveport and Monroe where there are both higher-performing and lower-performing schools, on average.

The northern regions have all demonstrated higher average school improvement than the other regions of the state, but the higher average gains in SPS also have been accompanied by greater variability among schools within districts. The fact that standard deviations are larger than mean gains (for the state: mean SPS gain = 5.9 and standard deviation = 10.2) implies that the "typical" school in Louisiana and in each region *has improved*, but it also implies that a substantial number of schools have declined in performance. Within each region, some schools realized significant gains in SPS while others had lower performanace in 2004 then in 2001. We next take a more in-depth look at each region's school performance under the school accountability era.

Northwest Louisiana

The Northwest region consists of seven school districts operating 154 schools. Table 7 presents a descriptive picture of this region's school accountability performance. The mean 2004 SPS for the Northwest region is a respectable 84.8; slightly above the state mean of 83.4. Bossier Parish had the highest mean SPS of the region's eight school districts at 94.6. By contrast, Red River Parish has the lowest mean SPS of 66.5 (of course, with only three schools there is potential for much variation).

In addition to an above-average 2004 SPS, the Northwest region showed above- average SPS improvement from 2001-2004, increasing performance scores by 7.1 points compared to the state mean of a 5.9 point improvement. Despite these gains, only 46 schools are "on target," meaning that if the 2001-2004 improvement were extended linearly a decade into the future, only 46 schools (30 percent of the region's schools) would achieve the No Child Left Behind target of SPS>120. More than half of these schools would be in Caddo Parish alone.

Some of Louisiana's highest-performing public schools are located in the Northwest region: 36 schools have already achieved the 2009 goal of SPS greater than 100. Moreover, 12 schools (10 in Caddo Parish) are already meeting the NCLB 2014 goal of SPS=120. With only 11 percent of Louisiana's schools, Northwest Louisiana has

Table 7a. Northwest Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Bossier Parish	29	94.6	5.3	7	24.1
Caddo Parish	66	82.6	7.1	24	36.4
DeSoto Parish	11	80.2	8.5	2	18.2
Natchitoches	14	79.3	3.7	2	14.3
Red River Parish	3	66.5	6.5	0	0
Sabine Parish	12	84.7	8.9	4	33.3
Webster Parish	19	87.5	10.1	7	36.8
Region Total	**154**	**84.8**	**7.1**	**46**	**29.9**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 7b. Northwest Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Bossier Parish	29	12	2	2	7	1
Caddo Parish	66	18	10	8	23	4
DeSoto Parish	11	0	0	0	6	2
Natchitoches	14	2	0	1	5	1
Red River Parish	3	0	0	0	1	0
Sabine Parish	12	1	0	2	4	2
Webster Parish	19	3	0	6	8	1
Region Total	**154**	**36**	**12**	**19**	**54**	**11**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 7c. Northwest Louisiana *Low Performance* and *Decline* by District.

School District	Schools Score	Low SPS Once	SI Twice	SI SI 2004	Percent in	In Decline
Bossier Parish	29	0	15	8	31.0	4
Caddo Parish	66	20	46	26	47.0	8
DeSoto Parish	11	0	8	3	45.5	0
Natchitoches	14	4	10	7	50.0	4
Red River Parish	3	1	3	3	66.7	1
Sabine Parish	12	0	8	4	16.7	1
Webster Parish	19	0	13	8	42.1	3
Region Total	**154**	**25**	**103**	**59**	**41.6**	**21**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

23 percent of the schools currently meeting NCLB standards. Fifty-four schools in the Northwest region were eligible to receive rewards under the state accountability system two or more times, and 11 schools were eligible to receive awards all three years.

Not all schools in the Northwest region are responding to the school accountability goals for school performance increases. Twenty-five schools in the region (20 in Caddo Parish) had unacceptably low 2004 school performance scores. More than 40 percent of the schools (64 schools) were placed in "school improvement" during the past two years. Though below the state average, this still represents a significant portion of Northwest Louisiana schools that are unable to meet their accountability targets. Moreover, excluding high performers, 21 schools (18 percent) had lower SPS scores in 2004 than in 2001, suggesting a critical minority, a fifth of all schools, are failing to keep up with state testing, attendance and completion requirements.

In the Northwest region, Caddo Parish is an urban district with *both* more high- *and* more low-performing schools. In contrast, the smaller, more rural districts demonstrated a higher proportion of "average school performances," with fewer exceptionally high- or exceptionally low-performing schools.

North Central Louisiana

North Central Louisiana is the state's smallest region in terms of schools and enrollments, consisting of six small rural school districts and 53 schools (Table 8). The regional average SPS at 85.6 and SPS growth from 2001 to 2004 at 9.2 both exceed the state averages of 83.4 and 5.9, respectively. Mean district school performances are relatively similar ranging from 79.4 in Bienville Parish to a high of 92.4 in Winn Parish. On the other hand, the six districts realized various degrees of improvement from 2001-2004, with Union Parish and Lincoln Parish improving very slowly while Bienville, Claiborne and Winn showed significant improvement during the three-year period.

In Bienville, Claiborne and Winn parishes, more than half the schools would achieve the No Child Left Behind goals if they continued to improve at the 2001 to 2004 rate. As a comparison, in Louisiana as a whole, less than one in three schools would satisfy NCLB requirements if their recent progress were to continue. A fifth of the region's schools have already met the 2009 require-

Table 8a. North Central Louisiana School Performance Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Bienville Parish	8	79.4	13.0	5	62.5
Claiborne Parish	8	81.0	19.4	5	62.5
Jackson Parish	7	85.6	9.3	4	57.1
Lincoln Parish	12	91.2	4.2	5	41.7
Union Parish	12	82.0	2.2	3	25.0
Winn Parish	8	92.4	11.8	4	50.0
Region Total	**53**	**85.6**	**9.2**	**26**	**49.1**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 8b. North Central Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Bienville Parish	8	1	0	4	5	0
Claiborne Parish	8	1	0	5	4	1
Jackson Parish	7	2	0	0	3	1
Lincoln Parish	12	4	0	0	3	0
Union Parish	12	2	0	0	3	1
Winn Parish	8	2	0	1	8	1
Region Total	**53**	**12**	**0**	**10**	**26**	**4**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 8c. North Central Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Bienville Parish	8	0	7	3	25.0	0
Claiborne Parish	8	0	6	5	37.5	0
Jackson Parish	7	0	5	4	28.6	0
Lincoln Parish	12	0	7	3	33.3	5
Union Parish	12	1	8	5	70.0	2
Winn Parish	8	0	2	0	0	0
Region Total	**53**	**1**	**35**	**20**	**34.0**	**7**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

ment of SPS>100, but not one school had met the NCLB requirement of SPS>120. Ten schools in the North Central region achieved above-average school improvement from 2001-2004, and half had been eligible to receive rewards at least twice for their progress toward meeting the accountability goals. Moreover, only one school in the entire region had a below average SPS score in 2004.

Despite above-average school performance, nearly two in three North Central region's schools had been in SI status at least once, and one in three was in SI status in 2004. Seven schools in the North Central region, including five in Lincoln Parish alone, had lower 2004 SPS scores than 2001 scores. In general, the schools in North Central Louisiana are similar to the schools in the rural parishes of the Northwest region: while not the highest-performing schools in the state, many achieved school performance gains from 2001 to 2004. To meet requirements of No Child Left Behind, about half the region's schools will need to increase their rate of improvement.

Northeast Louisiana

The Northeast region of Louisiana includes 118 schools in 10 school districts (Table 9). Nearly half the schools are located in Ouachita parish (including Monroe City schools). The regional mean SPS was slightly below the state average (82.9 compared to 83.4), with considerable variation across districts. Seven of the 10 districts had below-average SPS scores, and the mean district SPS ranged from 59.2 in Madison Parish to 102 in Ouachita Parish. Although the Northeast region as a whole achieved above-average school improvement from 2001-2004, this figure again belies significant district-level variation within the region, since West Carroll, Richland and Morehouse parishes saw only modest gains in SPS, while East Carroll, Franklin and Tensas saw substantial improvement from 2001-2004. Forty percent of the schools would achieve No Child Left behind goals if they continued to improve at the same rate and, although this falls short of the NCLB requirement that all schools achieve an SPS of 120 or higher by 2014, it is still quite encouraging for this region with high rates of persistent poverty and low educational achievement as well as higher-than-average state improvement.

Most high-performing schools in the Northeast region of Louisiana are located in Ouachita Parish School District, where more than two-thirds of the schools have already met the state's 2009 accountability requirements, and five have

Table 9a. Northeast Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001 - 2004	On Target	Percent On Target
Caldwell Parish	6	88.7	6.5	2	33.3
East Carroll	6	77.3	15.6	2	33.3
Franklin Parish	9	74.2	11.1	5	55.6
Madison Parish	6	59.2	9.9	1	16.7
Monroe City	19	71.6	9.0	7	36.8
Morehouse	16	70.1	2.3	6	37.5
Ouachita Parish	33	102.1	9.0	17	51.5
Richland Parish	11	76.8	4.8	3	27.3
Tensas Parish	4	68.0	16.7	1	25.0
West Carroll	8	99.2	0.7	4	50.0
Region Total	**118**	**82.9**	**7.9**	**48**	**40.7**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 9b. Northeast Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Caldwell Parish	6	0	0	1	3	0
East Carroll	6	1	0	3	4	0
Franklin Parish	9	0	0	4	2	0
Madison Parish	6	0	0	1	3	0
Monroe City	19	4	0	7	10	1
Morehouse	16	2	1	4	4	0
Ouachita Parish	33	23	5	5	23	4
Richland Parish	11	0	0	2	4	0
Tensas Parish	4	0	0	2	2	0
West Carroll	8	5	0	0	3	0
Region Total	**118**	**35**	**6**	**29**	**58**	**5**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 9c. Northeast Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Caldwell Parish	6	0	4	0	66.7	2
East Carroll	6	2	5	1	33.3	1
Franklin Parish	9	2	9	5	66.7	3
Madison Parish	6	2	5	2	33.3	0
Monroe City	19	7	13	8	52.6	2
Morehouse	16	5	13	10	62.5	7
Ouachita Parish	33	1	14	7	15.2	3
Richland Parish	11	1	9	4	63.6	3
Tensas Parish	4	0	4	3	0.0	0
West Carroll	8	0	4	3	100.0	2
Region Total	**118**	**20**	**80**	**43**	**41.7**	**23**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

met the 2014 NCLB requirements. Of the rural school districts, West Carroll Parish deserves recognition for having five of eight schools with SPS>100.

School improvement within the region has been more broad-based; the 29 schools' demonstrating high improvement from 2001-2004 were spread relatively across nine of the 10 districts. Despite the fact that some rural schools high improvement rates, there continue to be many low-performing schools in Northeast Louisiana. The overall regional percentage of SI status of 41.7 percent understates the reality of substantial urban and rural differences. All four schools in West Carroll parish and more than 60 percent of schools in Caldwell, Franklin, Morehouse and Richland parishes were in SI status in 2004, compared to only 15 percent of Ouachita parish's schools. Moreover, almost half (seven of 16) of Morehouse Parish schools had lower SPS in 2004 than in 2001.

In sum, the Northeast region, being a region of the state marked by persistent poverty and weak school performance indicators, has realized some school performance gains in the first years of school accountability. On the other hand, the current rate of improvement will not be sufficient for most of the region's schools, particularly those in the rural school districts, to meet their long-term accountability goals.

Central Louisiana

The Central region of Louisiana has 115 schools spread across seven school districts (Table 10). Not only is the mean level of performance of 91.2 far above the state average, only one school district, Avoyelles Parish, had a below-average 2004 SPS. Similarly, six of seven school districts showed above-average school improvement. Rapides Parish School District, with more than 40 percent of the region's schools, was the one notable exception with very low school improvement of only 1.1 points. Still, at current improvement

Table 10a. Central Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Avoyelles	13	75.3	7.8	4	30.8
Catahoula	9	107.9	11.1	7	77.8
Concordia	10	83.0	9.6	4	40.0
Grant	8	84.7	7.1	2	25.0
LaSalle	9	98.5	8.5	5	55.6
Rapides	48	88.8	1.1	19	39.6
Vernon	18	104.5	10.2	12	66.7
Region Total	**115**	**91.2**	**5.8**	**53**	**44.9**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 10b. Central Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Avoyelles	13	0	0	4	6	0
Catahoula	9	6	1	4	3	1
Concordia	10	3	0	1	4	2
Grant	8	0	0	0	2	1
LaSalle	9	3	0	3	5	1
Rapides	48	15	1	7	18	2
Vernon	18	12	2	3	12	1
Region Total	**115**	**39**	**4**	**22**	**50**	**8**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 10c. Central Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Avoyelles	13	1	11	3	31.0	3
Catahoula	9	0	3	1	47.0	0
Concordia	10	3	5	3	45.5	1
Grant	8	0	6	0	50.0	1
LaSalle	9	0	5	1	66.7	1
Rapides	48	5	29	17	16.7	16
Vernon	18	0	6	3	42.1	1
Region Total	**115**	**9**	**65**	**28**	**41.6**	**23**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

rates, 53 schools (45 percent) would meet the 2014 NCLB requirement of SPS equal to or greater than 120.

In 2004, 39 of the 115 schools were performing at the level required for all schools by the state accountability plan by 2009, although only four schools were performing at the level required by No Child left Behind by 2014. The high-performing schools were not spread evenly across the seven districts; two-thirds were in Catahoula and Vernon parishes while Avoyelles and Grant parishes had no high-performing schools. Despite uneven distribution of *high-performing* schools, districts in the Central region all had a similar proportion of schools realizing performance *improvement*, since anywhere from one-fourth to one-half of the schools in each district received two rewards, and at least one school in each district (save Avoyelles) received three awards.

Only nine schools (out of 115) in the Central region had 2004 school performance scores far below the state average; a regional proportion far below the state average. Similarly, fewer schools in the Central region were put into SI status during 2001-2004 or had lower SPS scores in 2004 than in 2001. It is worth noting, however, that 16 schools in Rapides Parish, representing a third of the district's schools, were in decline. Rapides Parish school district is somewhat typical of larger urban districts – with about one-third of the schools on target to meet accountability goals, another third failing and the rest somewhere in between.

The vast majority of schools in the broader Central Region have improved under accountability, although many will still need to increase their rate of improvement to meet their long-term obligations.

Southwest Louisiana

The Southwest region of Louisiana operates 236 schools in 10 school districts (Table 11). The mean district school performances range from 85.2 in Evangeline Parish to 101.7 in Jefferson Davis Parish, and *all 10 districts' mean performance scores exceed the state average*. Moreover, the region also has shown above-average school improvement from 2001 to 2004. Thirty-seven percent of the schools in the Southwest region will meet NCLB requirements if they can continue the pace of improvement demonstrated from 2001-2004, again slightly higher than the state average.

The Southwest region has 17 percent of the schools, but 24 percent of the high-performing schools (e.g., SPS>100) in

Table 11a. Southwestern Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Acadia Parish	26	89.4	10.0	14	53.8
Allen Parish	11	93.7	10.9	7	63.6
Beauregard	12	100.1	7.4	4	33.3
Calcasieu Parish	57	93.6	5.4	18	31.6
Cameron Parish	6	94.4	0.0	0	0
Evangeline	14	85.2	8.5	5	35.7
Jefferson Davis	14	101.7	6.4	5	35.7
Lafayette Parish	40	89.4	3.0	11	27.5
St. Landry Parish	36	87.6	6.5	13	36.1
Vermilion	20	95.7	8.0	10	50.0
Region Total	**236**	**92.0**	**6.3**	**87**	**36.9**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 11b. Southwestern Louisiana *High Performance* and *Improvement* by District.

School District	Schools Over 100	SPS Over 120	SPS Growth	High SPS Rewards	Two Rewards	Three
Acadia Parish	26	8	1	8	19	4
Allen Parish	11	2	0	2	9	3
Beauregard	12	4	0	2	8	0
Calcasieu Parish	57	23	4	9	22	2
Cameron Parish	6	2	0	0	3	0
Evangeline	14	2	0	3	5	0
Jefferson Davis	14	9	0	3	9	0
Lafayette Parish	40	13	3	7	9	1
St. Landry Parish	36	9	1	4	16	2
Vermilion	20	7	0	1	14	1
Region Total	**236**	**79**	**9**	**39**	**114**	**13**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 11c. Southwestern Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Acadia Parish	26	1	12	5	38.5	5
Allen Parish	11	0	3	0	18.2	1
Beauregard	12	0	4	1	8.3	1
Calcasieu Parish	57	4	29	12	29.8	12
Cameron Parish	6	0	5	1	50.0	2
Evangeline	14	1	9	6	20.0	0
Jefferson Davis	14	0	3	0	14.3	0
Lafayette Parish	40	3	28	14	50.0	10
St. Landry Parish	36	0	21	12	40.0	7
Vermilion	20	0	7	1	20.0	2
Region Total	236	9	121	52	32.5	40
State Total	1375	223	915	505	46.0	296

Louisiana. Moreover, high-performing schools are spread relatively equally across districts in the region. The Southwest region also saw significant school improvement from 2001-2004 with 39 schools demonstrating above-average improvement, 114 eligible for rewards twice and 13 schools eligible for rewards three times. The region exceeded the state average in all improvement categories. Also, school improvement was spread relatively equally across districts.

Only nine schools in the Southwest region had 2004 SPS scores a standard deviation below the state average. This represents less than 4 percent of schools in the region, whereas nearly 16 percent of schools across the state exhibited low school performance in 2004. Similarly, the proportions of schools in the region placed in SI status once, twice or, by the end of 2004, were all far below the state average, further indicating that this region, as a whole, outperformed other regions. Nonetheless, although 32.5 percent of schools in SI status in 2004 is far preferable than the state average of 46 percent in SI status, it still means one out of every three schools in Southwest Louisiana failed to meet its short-term obligations under the state's and NCLB's accountability requirements. Further, 40 schools representing nearly 17 percent of the region's schools actually saw a decline in SPS from 2001-2004, a significant percentage even if it is, again, lower than the average for the state. As in other regions, the urban-rural dimensions can be detected in the Southwest region, with some of the best (and worst) schools located in and around Lake Charles and Lafayette. The urban-rural differences do not appear to be as pronounced, however, in Southwest Louisiana.

South Central Louisiana

The South Central region's 12 parishes operate 213 schools with a slightly below- average mean regional school performance of 81.8 (Table 12). Within the region, however, Ascension Parish is exceptional with a mean SPS of 96.8, and the other regional scores range from a low of 68.7 in Point Coupee Parish to 84.4 in Terrebonne Parish. School Improvement rates range from 3.9 in Iberville Parish to 8.9 in St. Martin Parish, for a regional mean slightly higher than the state average. Still, only about three in 10 schools in the region would meet NCLB obligations with current rates of school improvement. Again, Ascension Parish is somewhat exceptional in this case as 11 of its 21 schools have improved at a rate that would allow them to meet the 2014 NCLB goals.

South Central Louisiana has some high-performing schools, but proportionately there are fewer in this region than in the state in general. The 31 schools with SPS>100 in the region's 12 parishes, included 12 in Ascension and seven in Terrebonne parishes, respectively. Only two schools (less than 1 percent), however, currently meet the 2014 NCLB requirement of SPS>120. This is far below the state average of almost 4 percent. In terms of improvement, most of the region's districts have at least some high SPS growth schools and have had a share of schools eligible for rewards multiple times. The 87 schools eligible for rewards twice and the 10 schools eligible three times equal the state average.

About 10 percent of the South Central region's schools are low-performing schools, whereas about 16 percent of all schools in the state are low-performing. Nonetheless, nearly as many schools in the district had been placed in SI status

Table 12a. South Central Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Ascension Parish	21	96.8	7.8	11	57.9
Assumption Parish	10	80.7	7.7	3	30.0
Iberia Parish	30	82.2	5.8	8	26.7
Iberville Parish	8	71.0	3.9	1	12.5
LaFourche Parish	27	83.5	4.9	4	14.8
Point Coupee	8	68.7	8.6	2	25.0
St. James Parish	10	76.9	5.3	3	30.0
St. John the Baptist	10	72.6	5.6	4	40.0
St. Martin Parish	17	80.2	8.9	6	35.3
St. Mary Parish	26	78.5	6.5	8	30.8
Terrebonne Parish	36	84.4	6.4	11	30.6
West Baton Rouge	10	81.4	5.7	2	20.0
Region Total	**213**	**81.8**	**6.4**	**63**	**29.9**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 12b. South Central Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	SPS Growth	High SPS Rewards	Two Rewards	Three
Ascension Parish	21	12	1	2	13	1	
Assumption Parish	10	1	0	0	4	1	
Iberia Parish	30	3	0	5	11	2	
Iberville Parish	8	0	0	1	4	0	
LaFourche Parish	27	2	0	3	6	1	
Point Coupee	8	1	0	0	2	0	
St. James Parish	10	0	0	3	5	1	
St. John the Baptist	10	1	0	3	4	1	
St. Martin Parish	17	1	0	5	7	0	
St. Mary Parish	26	2	0	4	10	0	
Terrebonne Parish	36	7	1	3	17	3	
West Baton Rouge	10	1	0	1	4	0	
Region Total	**213**	**31**	**2**	**30**	**87**	**10**	
State Total	**1375**	**334**	**53**	**196**	**526**	**62**	

Table 12c. South Central Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Ascension Parish	21	1	8	5	19.0	2
Assumption Parish	10	1	7	4	30.0	1
Iberia Parish	30	4	24	9	60.0	6
Iberville Parish	8	1	8	3	37.5	4
Lafourche Parish	27	0	20	11	55.6	7
Point Coupee	8	4	7	4	75.0	0
St. James Parish	10	1	7	4	70.0	5
St. John the Baptist	10	3	8	5	50.0	4
St. Martin Parish	17	1	12	6	35.3	2
St. Mary Parish	26	4	19	12	50.0	7
Terrebonne Parish	36	1	26	13	55.6	6
West Baton Rouge	10	0	7	3	50.0	2
Region Total	**213**	**21**	**153**	**79**	**49.3**	**46**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

for failing to achieve short-term accountability goals, and nearly half were in SI status at the end of 2004.

This regional percentage of schools in SI status in 2004 belies substantial differences across districts. For example, only 19 percent of schools in Ascension Parish were in SI status in 2004 compared to 60 percent of schools in Iberia Parish, 70 percent of schools in St. James Parish and 75 percent of schools in Point Coupee Parish, respectively.

Southeastern Louisiana

The nine school districts in Southeastern Louisiana operate 240 schools and had a 2004 mean regional SPS of 85.6, slightly above the state average (Table 13). The nine districts, however, vary considerably in their mean school performance, ranging from 64.2 in St. Helena to 105.5 in St. Tammany. Livingston, St. Tammany and West Feliciana parishes all have mean 2004 SPS above 100. Regional mean school improvement at 3.5 is far below the state average, but, again, it masks considerable within-region variation across districts. The small, rural districts of St. Helena and East Feliciana parishes, despite having low average performance scores in 2004, actually achieved significant gains from 2001-2004, with mean improvements of 19.0 and 12.5, respectively. By contrast, St. Tammany and East Baton Rouge parishes saw minimal improvement, while Bogalusa City actually registered a net decline in school performance from 2001-2004. Only about 29 percent of the schools in the Southeast region would meet NCLB requirements if their 2001-2004 gains were projected linearly into the future. However, the percentages of schools on target for meeting NCLB goals are much higher in Livingston, St. Helena and West Feliciana parishes.

Table 13a. Southeastern Louisiana *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target Target	Percent On Target
Bogalusa City	8	69.1	-1.4	1	14.2
E. Baton Rouge	86	71.1	1.2	13	15.1
East Feliciana	7	68.7	12.5	3	42.9
Livingston	36	104.9	5.2	18	51.4
St. Helena Parish	3	64.2	19.0	2	66.7
St. Tammany	48	105.5	2.5	16	34.0
Tangipahoa	35	81.8	5.7	10	28.6
Washington	12	81.3	6.2	2	16.7
West Feliciana	5	103.2	7.9	3	60.0
Region Total	240	85.6	3.5	68	28.7
State Total	1375	83.4	5.9	442	32.7

Table 13b. Southeastern Louisiana *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Bogalusa City	8	0	0	1	1	0
E Baton Rouge	86	7	3	6	11	1
East Feliciana	7	0	0	3	2	1
Livingston	36	24	1	2	12	2
St . Helena Parish	3	0	0	2	1	0
St. Tammany	48	27	9	2	18	0
Tangipahoa	35	6	1	3	17	1
Washington	12	0	0	1	1	0
West Feliciana	5	3	0	1	3	0
Region Total	**240**	**67**	**14**	**21**	**66**	**5**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 13c. Southeastern Louisiana *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Bogalusa City	8	0	7	7	87.5	2
E Baton Rouge	86	31	78	54	80.2	41
East Feliciana	7	1	6	3	14.3	1
Livingston	36	0	14	3	33.3	3
St. Helena Parish	3	1	2	2	0.0	0
St. Tammany	48	0	25	3	37.5	8
Tangipahoa	35	4	25	10	40.0	9
Washington	12	0	11	6	58.3	2
West Feliciana	5	0	2	0	40.0	2
Region Total	**240**	**37**	**170**	**88**	**53.7**	**68**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

Some of Louisiana's best public schools are located in the affluent parishes in Southeast Louisiana, particularly Livingston and St. Tammany Parishes. St. Tammany Parish alone has nine schools that currently meet the 2014 NCLB requirements. The region as a whole,

with only 17 percent of the schools, has almost 26 percent of NCLB schools. On the other hand, the distribution of high-performing schools within the Southeast region is very uneven, since not a single school in Bogalusa City, East Feliciana or Washington parishes has a SPS greater than 100, and only four of the nine districts have any schools meeting the NCLB mark of SPS higher than 120. As was the case in other regions, school improvement has been more broadly distributed among school districts within the region. All districts had at least one high growth school as well as at least one school eligible for rewards at least twice.

The region also has its proportion of low-performing schools, all but six of which are located in East Baton Rouge Parish, which has 31 low-performing schools, nearly 15 percent of all low-performing schools in the state. Similarly, 78 of the 86 schools in East Baton Rouge have been put in SI status once, and 54 schools at least twice, while 80 percent were in SI status in 2004. Similarly, seven of eight schools in Bogalusa city and seven of 12 schools in Washington Parish, were in SI status in 2004, bringing the regional average to 53.7 percent in SI status, far above the state average. On the other hand, six of the nine parishes had below-average proportions of schools in SI status in 2004, including only one of East Feliciana's seven schools and none of St. Helena's three schools. Finally, 68 schools in the Southeast region had lower scores in 2004 than in 2001, and 41 of the 86 East Baton Rouge schools had declining school performance. The diversity of school experiences under accountability from 2001-2004 within the Southeast region reflects the diversity of schools and regions from the urban schools in East Baton Rouge to the more affluent districts of St. Tammany and Livingston. Thus, the region houses some of the state's best and worst schools.

Crescent Parishes of Louisiana

The final region in the state includes 235 schools operated in the five parishes in and around New Orleans, with 195 schools in Orleans and Jefferson parishes (Table 14). The 2004 mean regional SPS of 68.4 is 15 points lower than the state average, although the small districts of Plaquemines, St. Bernard and St. Charles parishes all had district mean SPS scores above the state mean. Orleans Parish with 115 schools had particularly dismal school performance. Jefferson Parish's 80 schools had a higher average 2004 SPS score (76.0) than Orleans Parish, still well below the state average. Moreover, Jefferson Parish achieved minimal gains in performance from 2001-2004, while Orleans parish schools improved at a rate roughly equivalent to average improvement for the state. Still, fewer than one in five schools in either of the Crescent region's major school districts would meet NCLB requirements at the 2001-2004 rate of school improvement. By contrast, nearly half the schools in

Table 14a. Crescent Parishes *School Performance* Summary by District.

School District	Schools	Mean SPS 2004	SPS Growth 2001-2004	On Target	Percent On Target
Jefferson Parish	80	76.0	3.0	14	17.5
Orleans Parish	115	54.0	5.7	19	16.7
Plaquemines	8	93.5	5.9	4	50.0
St. Bernard	13	87.4	6.9	3	25.0
St. Charles	19	99.6	2.5	9	47.4
Region Total	**235**	**68.4**	**4.6**	**49**	**20.9**
State Total	**1375**	**83.4**	**5.9**	**442**	**32.7**

Table 14b. Crescent Parishes *High Performance* and *Improvement* by District.

School District	Schools	SPS Over 100	SPS Over 120	High SPS Growth	Two Rewards	Three Rewards
Jefferson Parish	80	4	0	9	25	2
Orleans Parish	115	12	3	14	22	3
Plaquemines	8	3	0	1	6	1
St. Bernard	13	2	0	0	8	0
St. Charles	19	10	0	0	6	0
Region Total	**235**	**31**	**3**	**24**	**67**	**6**
State Total	**1375**	**334**	**53**	**196**	**526**	**62**

Table 14c. Crescent Parishes *Low Performance* and *Decline* by District.

School District	Schools	Low SPS Score	SI Once	SI Twice	Percent in SI 2004	In Decline
Jefferson Parish	80	16	62	39	59.5	29
Orleans Parish	115	84	100	88	76.3	33
Plaquemines	8	0	4	1	37.5	1
St. Bernard	13	0	8	2	23.1	1
St. Charles	19	0	7	1	27.8	4
Region Total	**235**	**100**	**181**	**131**	**62.5**	**68**
State Total	**1375**	**223**	**915**	**505**	**46.0**	**296**

Plaquemines and St. Charles parishes were improving at a rate that would put them on target to achieve the 2014 goal of SPS=120.

The 235 schools in the Crescent Region represent 17 percent of all schools in the state, yet less than 10 percent of the state's high-performing schools (i.e., SPS>100) and only 6 percent of the state's highest-performing schools (SPS>120) are located in this region. Further, only 24 schools achieved above-average SPS gains from 2001-2004. These 24 schools represented only 10 percent of the schools in the Crescent region, whereas, statewide, 14 percent of schools demonstrated high SPS growth. Further, 23 of the high-growth schools were in Orleans and Jefferson parishes, while Plaquemines had only one high-growth school, and St. Bernard and St. Charles had none at all. Although the 67 schools that were twice eligible for rewards and the six schools eligible three times should be acknowledged, the region as a whole had a low proportion of schools achieve reward eligibility. Not surprisingly, the Crescent region had the lowest indicators of performance and decline: (1) 100 of the regions 235 schools, all in Orleans and Jefferson parishes, had 2004 SPS scores far below the state average; (2) nearly two-thirds of the region's schools, and more than three-fourths of Orleans parish schools were in School Improvement in 2004; and (3) 68 schools were in decline.

Part III. Implications, Recommendations and Discussion

Implications

The detailed descriptive picture presented in Part II of this report suggests Louisiana's accountability program has made *differing* types of impacts on schools, districts and regions across the state. The mean rate of SPS improvement from 1999-2004 was 2 points per year. If this pace of change continues, the "typical" school will have a 2009 SPS of 92, which would fall short of the 2009 goal of SPS=100. The state projects, however, that the pace of change will increase over time.

The mean school improvement trends, therefore, indicate that Louisiana has made **adequate *early* progress** in its first five years of school accountability. The regional means also demonstrate positive improvement in school performance, with notable variation between regions of the state.

Although it is fine to start by looking at state and regional mean school performance and improvement, it is also important to ask about the diversity of schools' experiences with accountability. At current rates of school improvement, about one-third of all schools are on target to achieve their accountability goals, while two-thirds will fall short of the 2009 target of SPS=100. Of course, if rates of improvement do increase, as in a learning curve model of improvement, more schools will meet their targets. Unfortunately, some indicators hint that more rapid improvement may be difficult for some of Louisiana's struggling schools. First, one of every five schools had a lower performance in 2004 than in 2001, indicating declining performance as opposed to "slow growth." Second, one of every six schools (219 schools) was classified as either "academic warning" or "academically unacceptable," and the proportion earning these labels has increased each year since the inception of accountability in 1999. Third, the proportion of schools in School Improvement has increased each year, reaching nearly half the schools in the state by 2004. The NCLB requirement that schools meet targets for each subgroup was the main force behind this increase, but it was not the only reason. Many schools have struggled to meet their targets for improvement.

The fact that the state has taken steps to *identify* its failing schools may be received as a positive impact of accountability, but whether Louisiana can then take steps to *improve* these low-performing schools is another issue. Of the 51 schools labeled "academically unacceptable" in 1999, about one-third improved substantially, another third improved but not enough to meet their targets, and the final third stagnated or declined. The diversity of these 51 schools mirrors the experiences of the larger population of schools.

In sum, the detailed review of regional and district performance clearly indicates large numbers of Louisiana's schools have been struggling to achieve their accountability goals.

Recommendations

The following policy recommendations emerge from this review of descriptive data on school improvement over the first five years of accountability:

1. Use existing measures to explore factors associated with school improvement.

School accountability requires schools and districts to report accurate data to assess rates of improvement. Researchers can therefore use available data to explore patterns in school performance and improvement. The opportunities for quantitative analysis of accountability data are vast and go beyond the scope of this report, but I will give one short example to demonstrate how existing data can be used to explore

patterns in school performance and improvement.

Some scholars argue that school-level characteristics influencing performance must be distinguished from student characteristics and district-level factors. Student characteristics such as poverty, minority status and disability status can be aggregated to the school level as percentages. All else being equal, schools with higher proportions of students in poverty, minority students and students with disabilities would be expected to exhibit lower performance scores. Further, district-level characteristics can be incorporated into quantitative analysis to ascertain whether there are particular advantages/disadvantages for schools in certain types of school districts (i.e., exceptionally large or small school districts). These multilevel analyses help determine whether policies to stimulate improvement should be made at the school or district levels or whether certain constraints to improvement go beyond the scope of the school and require greater parental and/or community participation.

The simple regression analysis presented in Table 15 shows several student, school and district characteristics associated with low performance and adequate improvement. (Again, this is not meant to be a comprehensive example, but just one example of potential types of analysis made possible by school accountability data collection efforts.) The two dependent variables in the analysis indicate (1) performance level at the start of accountability in 1998 and (2) improvement from the start of accountability until 2004. To simplify, the dependent variables have be dichotomized. **Low School Performance 1998** refers to 179 schools with a 1998 SPS less than 47, more than one standard deviation below the 1998 mean SPS for all schools of 70.5. **Adequate School Improvement 1998-2004** refers to 313 schools on target to meet their 2009 goal of SPS=100, assuming continued and linear improvement.[4]

Table 15. Regression Analysis of Low School Performance and Inadequate School Improvement.

School & Student Characteristics	Low School Performance 1998	Adequate School Improvement 2004
Student Characteristics		
Poverty: Percent on Free & Reduced Lunch	+	0
Race: Percent Minority	+	0
Disability: Percent Special Education Students	+	0
School Characteristics		
Urban School	0	0
Rural School	0	+
School Size: Total School Enrollment	+	-
School Performance Score 1998		+
District Characteristics		
Small District	0	0
Large District	+	0
Approximated (Pseudo) R-Square	.49	.10
Number of Schools	1129	1129

+ = significant positive effect
- = significant negative effect
0 = no significant effect

The results of Table 15 show that schools with more minority students, more students on free and reduced lunch and more students with disabilities had greater odds of low initial school performance scores. Schools with larger enrollments and located in larger districts also tended to have lower initial scores. Louisiana educators would expect these results, because it was generally known that public school quality varied considerably by poverty and race. Also, it has been established in the literature that larger schools tend to have lower performance, on average.

The initial year of accountability was used as a baseline to assess school improvement. The second column in Table 15 shows that rural schools and those with higher initial SPS scores had higher odds of making adequate improvement in the first five years, while larger schools had lower odds of adequate improvement. The "positive" result for initial SPS is particularly informative; it supports the main finding of the descriptive analysis presented in this report, which is that we are seeing a divergence of school performance. Schools with higher performance at the beginning of the accountability program are improving at a higher rate than their lower-performing counterparts, at least in the initial years of school accountability in Louisiana. If this result persists, the existing accountability may not effectively meet the stated objective of No Child Left Behind: closing the achievement gap by bringing students in low-achieving areas up to minimum standards.

[4]Note: High schools are not included in the analysis because they started accountability in 2000.

This example demonstrates the utility of regression analyses for identifying key factors that facilitate or constrain school performance and improvement. The state should continue to conduct research to target these schools. More specifically, future research should (1) examine regions and districts separately to further specify how location influences school improvement; (2) include measures of school financial resources to determine the extent to which funding influences improvement; (3) include measures of school processes related to attendance, expulsions, suspensions and dropout determination to explore the extent to which such processes vary across districts and regions and whether they influence school improvement; and (4) incorporate various measures of teacher quality to determine the degree to which the state's efforts to raise teacher quality has improved school performance. Further, future analysis must assess whether **new or additional inputs** – such as the allocation of greater resources, improving the number of highly qualified teachers and reducing class sizes – are leading to school improvement. Otherwise, it will not be possible to determine whether school improvement resulted from accountability or would have occurred without the new standards and requirements.

2. Learn from successful and unsuccessful schools.

Variable-based research is valuable for determining factors associated with school improvement, but looking at specific schools as cases can be equally valuable for understanding improvement processes in the real-world context. Part II demonstrates that every region of the state, and nearly every district, has at least some schools that have thrived under accountability. The 51 schools listed in Appendix A have already met the No Child Left Behind requirements. Other schools have made tremendous improvement over the first five years. What makes these schools high performers? And what is preventing other schools from copying theses successes? Complete case studies of some of the best and most improved schools would provide half of the answer. The other half of the answer would come from comparisons with schools that have not had success meeting accountability goals. These case studies will help explain how the different variables – poverty, race, teacher quality, school size, urban location and others – affect the daily, weekly and monthly workings of the state's schools. In short, they will provide a deeper understanding of the processes successful schools use to achieve their goals and why unsuccessful schools do not.

3. Use research data to target specific types of schools and districts.

Louisiana has a diverse population of schools. Some are urban, some are rural. Some have few impoverished students, others have many students in poverty. Some have few minority students, some have nearly all minority students. Some have few students with disability, some have many. Some schools have large student populations, others have few students. Louisiana schools have a wide range of configurations, from a few elementary grades, to separate elementary, middle and high schools to combined K-12 inclusive schools. Schools also vary in teacher quality, teacher turnover, parental involvement, community connections and a wide range of other factors. It would not be practical for the state to develop a unique assistance program based on all these factors, but broad, one-size-fits-all programs may not meet special needs of certain types of schools.

In particular, the state should be equally cognizant of the diversity of experiences of schools within both urban centers and rural districts. Although rural schools have fared quite well, on average, schools in economically depressed rural regions have struggled. This diversity is also seen in cities like Baton Rouge, Monroe and New Orleans, where some of the state's lowest and high-performing schools are located.

Discussion

Louisiana's school accountability and the No Child Left Behind act are equally unambiguous in holding schools responsible for the academic performance of their students. By implication, state and federal educational leaders have told schools they *can* and *must* do a better job delivering their services to the public school students of this state. Still, most scholars and educators fully recognize **other influences on student learning**, particularly those of parents and peers. The No Child Left Behind act requires states, districts and schools to develop programs to increase parental involvement. The act also requires states to offer supplementary educational services to students attending failing schools, and to inform parents about these services. States and districts must also inform parents of their options to enroll students in other schools if their children's current school is not meeting its NCLB requirements. All of these details point out the critical role parents and families play in all aspects of their children's lives, including academic achievement.

Districts and schools can offer programs to increase both the *levels* and *effectiveness* of parental involvement (Epstein 1996) by developing programs that take into consideration the constraints on parents' time, especially single-parents, and also social factors that limit involvement.

Annette Lareau's research (1999) has highlighted several social constraints to effective parental involvement, including (1) status differentials between parents and teachers; (2) level of parental input in designing parental involvement programs; and (3) availability of support services for parents (e.g., child care during meetings). Although more work must be done, we now have a strong foundation from which to build more effective programs to support the involvement of low-income parents.

In a similar vein, schools and districts should continue to assess the extent of peer influences on educational achievement. Education researchers are still trying to determine the extent of peer influences. Qualitative research suggests peer influences can be substantial, particularly among black student populations. Quantitative studies have not entirely confirmed or disconfirmed the importance of peer influence. Some show significant peer influence, others show negligible influence and others show peer influence is particularly strong among grades one to four, but then begins to weaken after fifth grade until it is negligible by the eighth grade. Still other research suggests early nonacademic school experiences may exert significant influence on later educational achievement. Students who experience teasing and bullying are more likely to drop out and less likely to excel academically. Clearly more research is needed, but there is enough evidence that schools would be remiss not to pay attention to the potential of peer influences to foil efforts to improve schools. Schools can take a number of steps to reduce negative peer influence and improve the overall school environment for their students.

In particular, schools can take steps to reduce school violence. Within the school boundaries, schools can institute policies such as "safe havens," install detectors and closed circuit cameras, train staff and teachers in violence awareness-and-reduction techniques and institute educational programs aimed at conflict resolution, bullying reduction and other objectives. The success of school-focused policies, however, will largely depend on school-home-community linkages such as volunteer parent patrols, school-community task forces, family support programs and similar programs that foster communication and linkages among the school, families and influential local institutions.

Specific programs to address nonacademic factors constraining school improvement should be designed locally to meet the unique needs of each school. On a general level, a more broad-based approach to school improvement will likely be needed if all Louisiana's schools are to meet their long-term accountability goals.

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Appendix A

District	School Name	SPS 2004
Acadia	Egan Elementary	120.4
Ascension	Oak Grove Primary	125.2
Bossier	Apollo Elementary	120.5
	Stockwell Place Elementary	130.8
Caddo	C.E. Byrd High	122.7
	Caddo Parish Magnet High	177.5
	Eden Gardens Fundamental Elementary	155.3
	Caddo Parish Middle Magnet	146.5
	Fairfield Elementary	121.1
	Herndon Magnet	128.6
	Judson Fundamental Elementary	124.0
	Shreve Island Elementary	123.2
	South Highlands Elementary Magnet	155.4
	A.C. Steere Elementary	122.7
Calcasieu	Alfred M. Barbe High	120.1
	T.S. Cooley Elementary Magnet	143.8
	Frasch Elementary	124.0
	Prien Lake Elementary	122.1
Catahoula	Harrisonburg High	130.4
East Baton Rouge	Baton Rouge High	172.0
	Shenandoah Elementary	121.6
	Baton Rouge Visual and Performing Arts	125.2
Lafayette	Broadmoor Elementary	127.0
	Lafayette High	122.4
	Woodvale Elementary	123.7
Livingston	Live Oak High	124.3
Morehouse	Morehouse Magnet	132.3
Orleans	Benjamin Franklin Senior High	201.9
	Edna Karr Magnet	125.3
	Lusher Alternative Elementary	138.5
Ouachita	Claiborne	124.0
	Drew Elementary	120.8
	Kiroli Elementary	126.5
	Pinecrest Elementary	121.9
	George Welch Elementary	129.5
Rapides	Phoenix Magnet Elementary	138.8
St. Landry	Glendale Elementary	130.6
St. Tammany	Mandeville Elementary	129.5
	Mandeville High	138.0
	Northshore High	131.8
	Wooklake Elementary	121.0
	Pontchartrain Elementary	139.0
	Tchefuncte Middle	132.4
	Fontainebleau High	121.7
	Magnolia Trace Elementary	129.4
	Lake Harbor Middle	123.9
Tangipahoa	Southeastern LA University Lab	128.3
Terrebonne	Mulberry Elementary	126.4
Vernon	Anacoco High	125.7
	Anacoco Elementary	124.8

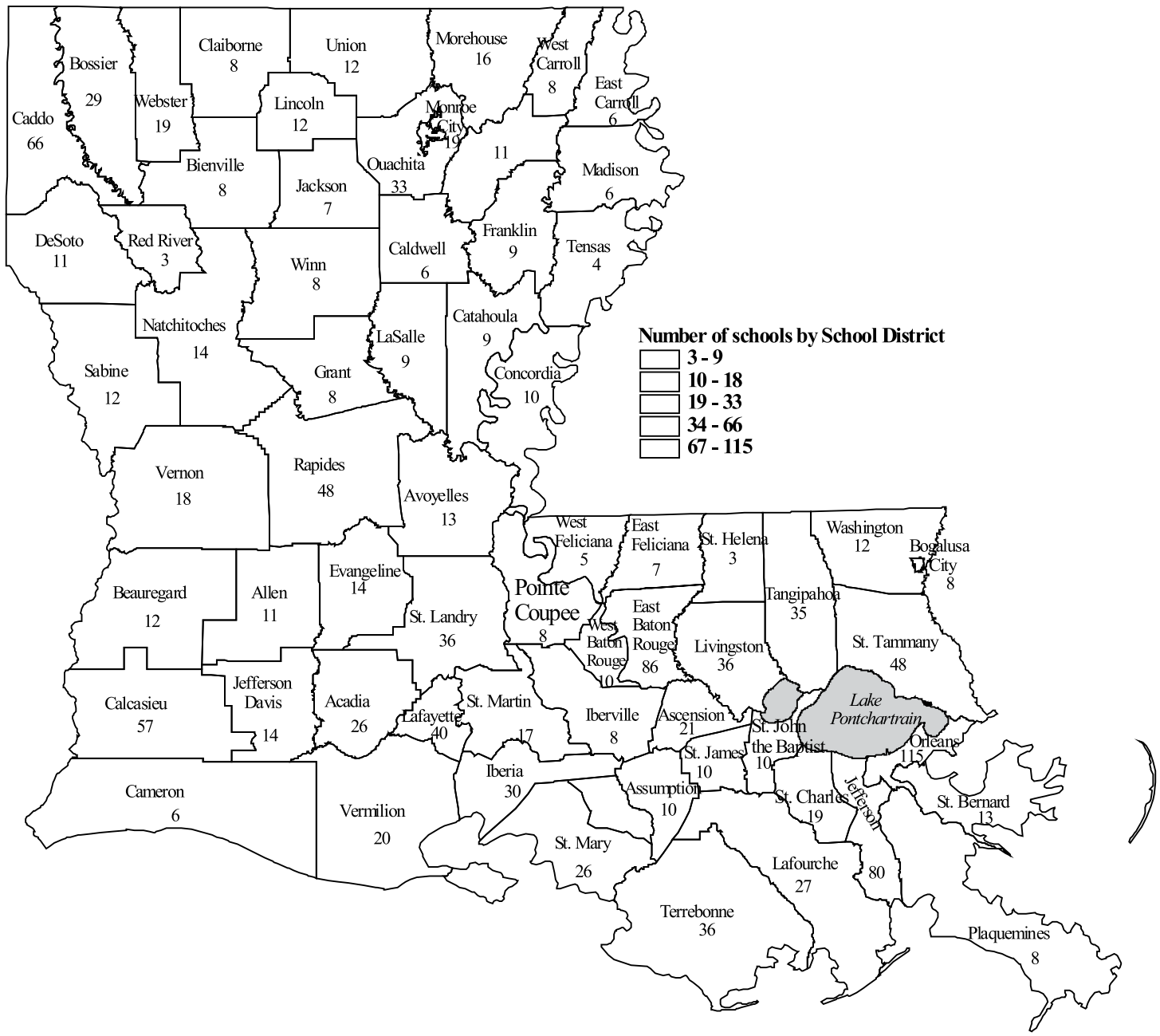
Appendix B. Schools Receiving Awards in 2001, 2003 and 2004

	District		Name	SPS 2001	SPS 2004
1	Acadia Parish	1	Branch Elementary School	96.1	103.7
	Acadia Parish	2	Crowley Kindergarten School	64.9	89.5
	Acadia Parish	3	North Crowley Elementary School	64.9	89.5
	Acadia Parish	4	Mire Elementary School	90.3	102.9
2	Allen Parish	5	Kinder Elementary School	90.9	100.2
	Allen Parish	6	Oakdale Elementary School	76.7	99.9
	Allen Parish	7	Oberlin High School	76.8	91.3
3	Ascension Parish	8	Oak Grove Primary	106.7	125.2
4	Assumption Parish	9	Napoleonville Primary School	83.0	95.0
5	Bossier Parish	10	Benton Elementary School	87.7	100.3
6	Caddo Parish	11	Fairfield Elementary School	55.7	121.1
	Caddo Parish	12	Herndon Magnet School	116.8	128.6
	Caddo Parish	13	Oil City Elementary/Middle School	65.7	89.0
	Caddo Parish	14	Vivian Elementary/Middle School	67.6	82.7
7	Calcasieu Parish	15	T. S. Cooley Elementary Magnet School	134.5	143.8
	Calcasieu Parish	16	Vinton Middle School	79.4	91.2
8	Catahoula Parish	17	Central High School	89.8	114.0
9	Claiborne Parish	18	Summerfield High School	73.7	98.7
10	Concordia Parish	19	Monterey High School	90.8	102.6
	Concordia Parish	20	Vidalia Upper Elementary School	88.5	96.2
11	DeSoto Parish	21	North DeSoto Middle School	82.6	95.9
	DeSoto Parish	22	Logansport Elementary School	83.7	92.2
12	East Baton Rouge	23	Westdale Middle School	83.7	98.9
13	East Feliciana Parish	24	Slaughter Elementary School	74.5	92.5
14	Grant Parish	25	Pollock Elementary School	84.3	97.4
15	Iberia Parish	26	Canal Street Elementary School	72.4	90.8
	Iberia Parish	27	St. Charles Street Elementary School	72.4	90.8
16	Jackson Parish	28	Weston High School	97.4	108.3
17	Jefferson Parish	29	Grand Isle High School	72.9	88.1
	Jefferson Parish	30	Harahan Elementary School	97.5	113.6
18	Lafayette Parish	31	Green T. Lindon Elementary School	90.5	109.0

Appendix B. Schools Receiving Awards in 2001, 2003 and 2004

	District		Name	SPS 2001	SPS 2004
20	LaSalle Parish	33	Goodpine Middle School	77.1	94.6
21	Livingston Parish	34	Maurepas School	87.5	99.8
	Livingston Parish	35	Seventh Ward Elementary School	97.3	111.6
22	Natchitoches Parish	36	Marthaville Elem./Jr. High School	78.8	93.3
23	Orleans Parish	37	William J. Fischer Elementary School	33.9	71.6
	Orleans Parish	38	Edna Karr Magnet School	111.2	125.3
	Orleans Parish	39	Lake Forest Montessori Magnet School	82.6	113.6
24	Ouachita Parish	40	Highland Elementary School	101.6	114.1
	Ouachita Parish	41	A.L. Smith School	102.9	116.2
	Ouachita Parish	42	Sterlington High School	92.0	106.4
	Ouachita Parish	43	Woodlawn Elementary School	97.2	108.7
25	Plaquemines Parish	44	Belle Chasse Middle School	91.5	99.4
26	Rapides Parish	45	Plainview High School	79.9	89.6
	Rapides Parish	46	Oak Hill Elementary School	99.2	107.2
27	Sabine Parish	47	Converse High School	78.7	93.6
	Sabine Parish	48	Ebarb School	77.1	100.6
28	St. James Parish	49	Gramercy Elementary School	72.8	98.9
29	St. John the Baptist	50	John L. Ory Communications Magnet	100.2	119.7
30	St. Landry Parish	51	Eunice Elementary School	78.5	110.6
	St. Landry Parish	52	Port Barre High School	81.3	94.8
31	Tangipahoa Parish	53	Chesbrough Elementary School	67.3	93.0
32	Terrebonne Parish	54	Dularge Elementary School	81.4	96.2
	Terrebonne Parish	55	Dularge Middle School	89.4	103.0
	Terrebonne Parish	56	Oakshire Elementary School	90.4	106.8
33	Union Parish	57	Spearsville High School	72.7	85.3
34	Vermilion Parish	58	Gueydan High School	81.5	89.9
35	Vernon Parish	59	Anacoco Elementary School	98.5	124.8
36	Webster Parish	60	Heflin Elementary School	82.5	101.2
37	Winn Parish	61	Dodson High School	85.8	101.8
38	Monroe City	62	Sallie Humble Elementary School	85.2	103.5

Number of Schools by School District



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