

NCLB Making a Difference in Louisiana



- Between 2002 and 2004 (latest data available):
 - Fourth-grade reading proficiency increased by three percentage points
 - Fourth-grade mathematics proficiency increased by three percentage points
 - The black-white achievement gap in fourth-grade reading narrowed by four percentage points
(*Education Trust*)
- “Louisiana’s public school students, including those across the metro New Orleans area, generally continued to improve in the classroom, according to the latest results of standardized tests. State education officials released the results of the Iowa Test of Basic Skills, which compares students’ skills in reading, math, social studies, science, and the use of reference materials with those of a control group representing students nationwide. The tests are taken in the third, fifth, sixth, seventh and ninth grades. Louisiana students in all but one of those grades did better in the 2005 exam than their predecessors did in the previous year. The exception was the state’s third-graders, who collectively scored the same as last year. In the past two years, statewide scores rose in every grade.... In Plaquemines Parish, scores improved in every grade except the ninth, where they stayed flat. In two years, every grade improved, sixth-graders dramatically so.” (*New Orleans Times-Picayune*, 5/17/05)
- “Schools like Rusheon Middle School that have racially diverse enrollments and students from a variety of economic circumstances are turning to extras like Sci-Port’s PASS program to improve test performance among all students, not just white children from middle- to upper-income families. Three years ago, the No Child Left Behind Act focused attention on the performance of poor, minority students. The gap between those children and students from white, wealthy families is declining locally and statewide.... Principals ‘had to give us school improvement plans. They have to tell us why they need a program,’ [Caddo schools superintendent Ollie] Tyler said. ‘We didn’t let them spend the Title I money on anything that wasn’t data-driven.’” (*Shreveport Times*, 3/23/05)
- “Concordia Parish schools sank 3.2 million of federal government dollars into a reading program this year hoping for drastic results. They got them. Cap and gown-clad Hunter Smith, 6, graduated into first-grade at his Monterey school. But less than five months ago, Hunter’s teacher didn’t know if he’d pass kindergarten. The improvement in Hunter’s reading was drastic. ‘It went from bringing home everything with Xs to just bringing home 100s,’ Hunter’s mom Nancy Smith said. Hunter, who told his mom that his brain clicked, improved his score in one Reading First test by 69 points.” (*Natchez Democrat*, 5/27/05)