



Step Forward 2013 Baseline Report

Shreveport-Bossier City metropolitan area
Strive Network

www.stepforwardnla.org

Dear Residents of the Bossier, Caddo and DeSoto Parishes,

The cornerstone of our area's economy and social wellbeing will be determined, in large part, by whether our students are academically prepared to enter college or the work force. Any close observer is already aware that our community is facing challenges in these areas, as many of our students do not have the necessary skills for success.

Rather than standby or wait for this situation to change, community stakeholders representing the education, business and non-profit sectors from across our region are coming together to address, and be held accountable for ensuring that our area's students have opportunities for long-term educational and economic success.

This initiative, *Step Forward*, takes a shared responsibility approach to support our area youth in reaching their educational and economic potential, from “cradle to career.”

In order to measure our community's progress in reaching our long-term goals of education and economic growth, we offer the *2013 Baseline Report for the Shreveport-Bossier City Metropolitan Area*, which will provide a starting point for measuring our progress.

While no report can provide an exhaustive evaluation of a community, this document uses the most recently available school, parish, state and federal data to create an objective assessment tool of how our community is faring in a number of important educational and workforce indicators. By tracking our area's progress, we will evaluate where we are making progress, identify areas that need more attention, and point to strategies and approaches that are already working and should be replicated across our area.

This document is intended to raise awareness, generate discussion and promote involvement in the *Step Forward* initiative. It is our belief that, by working together and being held accountable for our goals, we can ensure that all of our area's youth will have the opportunity to succeed.

The *Step Forward* initiative welcomes your input – and involvement! If you have questions or want to learn how to become involved, please feel free to contact me at (318) 221-0582 or via email at price@cfnla.org. We look forward to hearing from and working with you.

Sincerely,

Africa Price
Executive Director
Step Forward

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Vision

Regional partnership committed to driving student success, productive citizenship, global competitiveness and shared accountability.

Mission

Fostering regional partnership through active citizenship; improving educational outcomes for all children; building and sustaining a vibrant community; and preparing a globally competitive workforce.

Leadership Council

Burnadine Anderson
Chief Executive Assistant
City of Shreveport Mayor's Office

Bishop Larry Brandon
Pastor
Praise Temple Full Gospel Baptist Church

Dr. Cade Brumley
Superintendent
DeSoto Parish Schools

G.B. Cazes
Vice President
Cyber Innovation Center

John Dean
Partner of Counsel
Heard, McElroy and Vestal

Zell Dudley
President
Strategic Action Council

Chris Gabriel
Executive Vice President
Volunteers of America North Louisiana

Dr. Lamar Goree
Superintendent
Caddo Parish School Board

Dr. Jim Henderson
Chancellor
Bossier Parish Community College

Paula Hickman
Executive Director
The Community Foundation of North Louisiana

Rev. Timothy Jones
Pastor
Peaceful Rest Baptist Church

Walter Lee
BESE Board Member

DC Machen
Superintendent
Bossier Parish Schools

Tim Magner
Education Consultant

Paul Pratt
Director of Community Relations
Chesapeake Energy

Dr. Phillip Rozeman, MD
Cardiovascular Consultants

Ollie Tyler
Former Caddo School Superintendent and
Interim Superintendent of the LA Dept. of Education

Nancy Walker
Former kindergarten teacher and community volunteer

Operation Team Leaders

Nancy Alexander- Early Childhood

Sonja Bailes- Communications and Outreach

Susan Beard- Funding

Ray Belton- Post-Secondary

Frederic Washington- Youth Advisory

Rosalyn Glover Bryant- Parent Advisory

Dudley Glenn- Civic Service

Lydia Jackson – Policy/Advocacy

Terrie Johnson- High School

Jacques Lasseigne – Economic

Dr. Kerry Laster – K-8 Education

Dr. Joseph Bocchini – Health

Introduction

In order to address the many challenges that are facing our area's young people, leaders from across our community have joined forces behind the Step Forward effort. These individuals and groups are united behind a common purpose: strengthen and support the area's children in order to improve their academic achievement and prospects for entering a successful career.

The Step Forward initiative represents a broad and wide array of community stakeholders. At a time when unity in our community has been challenging, these individuals and groups are united by agreeing to an important set of principles. The principles are:

- **Shared Common Vision** that focuses on Regional Collaboration driving student success, productive citizenship and global competitiveness
- **Collaborative Action** that aligns the work of community partners as they continually identify, adopt and scale what improves student outcomes
- **Data Driven, Evidence Based Decision Making** that delivers positive results for children from cradle to career
- **Communication** that offers transparency about our outcomes
- **Investment** that sustains and scale what the data says works

These principles, not past divisions or old feuds within the community, are what are driving this initiative forward. By coming to the table and participating at this critical time for us, the members of this project have endorsed, and are guided by, these principles. Doing so, they have all agreed to take our community in a new direction and Step Forward!

Step Forward Team

Step Forward enjoys support from a wide array of stakeholders in our community. They include community partners working in or with the following sectors: early childhood, K-12, higher education, workforce development, non-profit organizations, foundations, businesses, civic organizations and others. These individuals and groups have been in discussions and planning since December of 2012.

Goals & Objectives

Frequent meetings and discussions resulted in a set of agreed-upon goals and objectives for Step Forward:

Step Forward Goals

- ✓ Be **PREPARED** for school
- ✓ Be **SUPPORTED** inside and outside school
- ✓ **SUCCEED** academically
- ✓ Be **EQUIPPED** with tools to become an effective and productive citizen
- ✓ **ENROLL** in post-secondary education
- ✓ **GRADUATE** and **ENTER A CAREER**

Objectives

- ✓ All children are prepared for success in school.
- ✓ All children achieve academically and socially.
- ✓ All students are prepared to embark on a chosen life pathway.
- ✓ All students are prepared for careers of their choosing.

- ✓ All students are employed by the age of 25.
- ✓ All students are registered to vote at the age of 18.
- ✓ All students complete one independent service project by the end of high school.

The Step Forward initiative will operate in the Shreveport-Bossier City Metropolitan Statistical Area (MSA), which is made up of Bossier, Caddo and DeSoto parishes. Since each parish in our area operates its own parish-wide school district, the combined school district boundaries are identical to the parish boundaries. Also included in those boundaries are area charter and private schools.

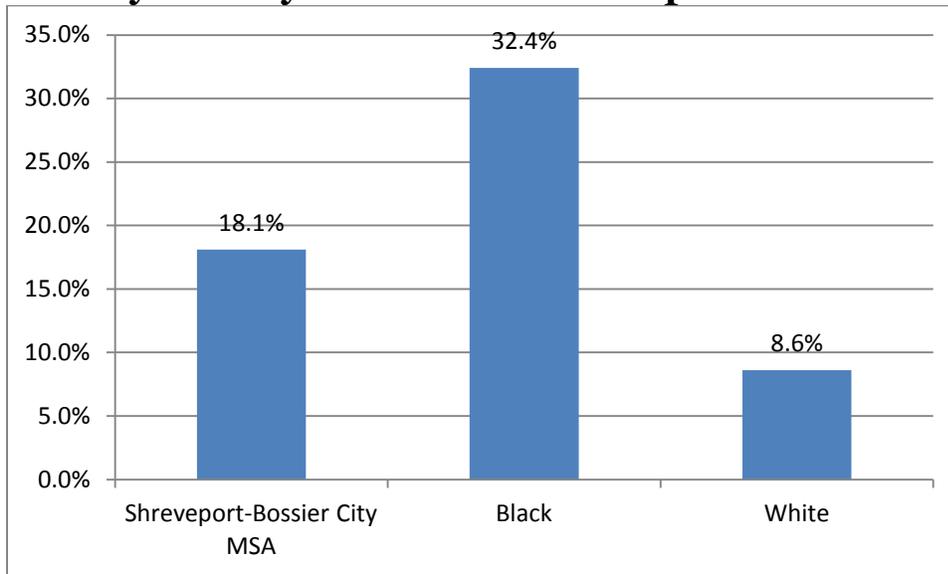
About the Community

While our MSA enjoys comparative well-being in terms of a relatively low unemployment rate, there is a growing realization that a large segment of our population is being left behind both economically and educationally.

But just beyond the surface of a community that weathered the financial crisis much better than most of the country lies another reality: almost one of every five residents in our community lives below the poverty line. Additionally, African-Americans in our area face a poverty rate that is almost four times higher than their white counterparts.ⁱ

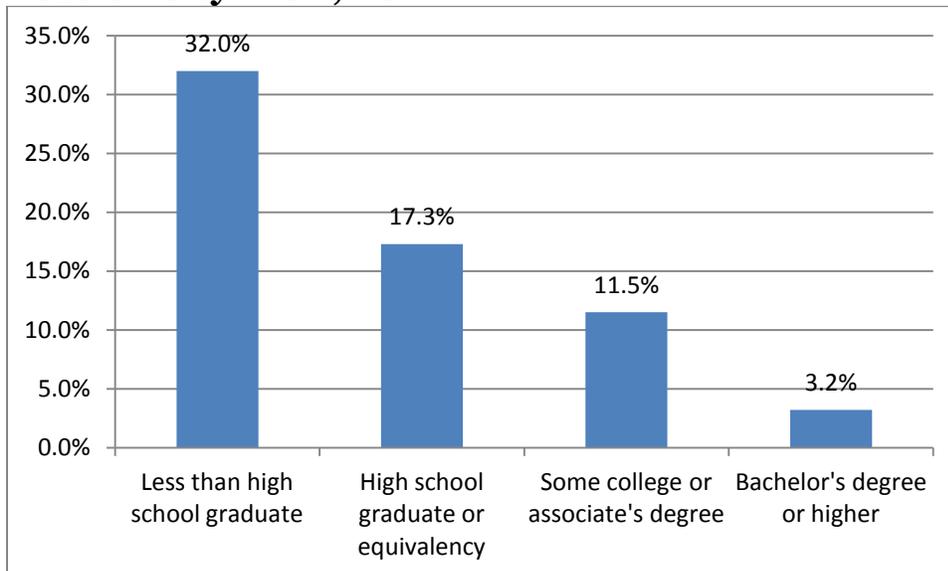
Not surprisingly, poverty status is closely tied to the level of education attained. For those ages 25 and older, almost one-third of the population that did not graduate from high school (or equivalency) lived in poverty last year. The poverty rate declines significantly for high school graduates (or equivalency) to 17.3 percent, for those having some college or associate's degree to 11.5 percent, and to 3.2 percent for college graduates.

Poverty Rate by Race in the Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Poverty Rate by Educational Attainment in the Shreveport-Bossier City MSA, 2012



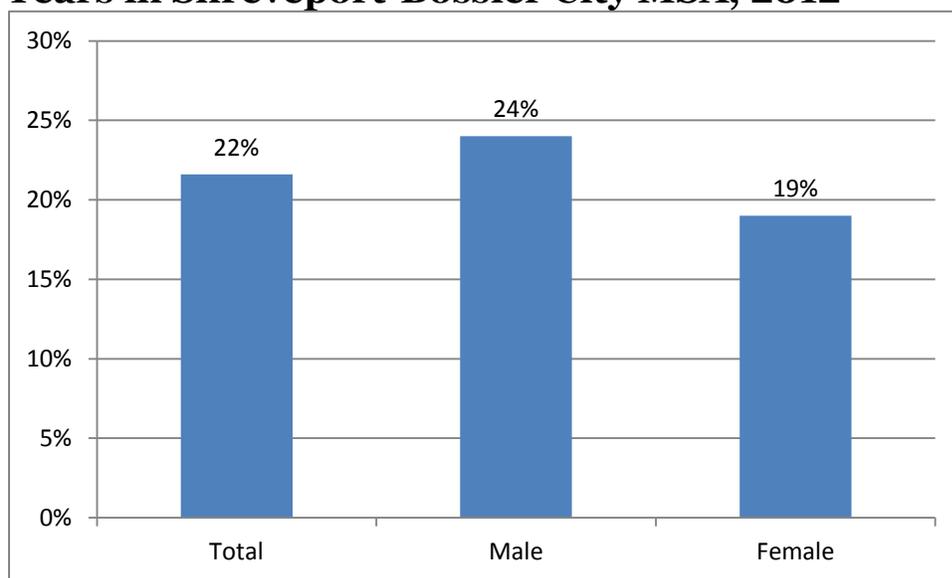
Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

These statistics reveal the importance of educational attainment on the lifetime prospects for making economic gains. Unfortunately, far too many youngsters in our area are not graduating from high school.

Based on Louisiana Department of Education statistics from February 2013, our MSA reported having about 68,000 enrolled students.ⁱⁱ But this statistic leaves out some important information. For example, 2.5 percent or more of children between the ages of 5 and 17 are not currently enrolled in school.ⁱⁱⁱ

When looking at the educational attainment levels for our young people, too few are completing a high school education before reaching age 25. In fact, about every fifth young person lacks a high school diploma or equivalency (Certificate of Achievement or GED).^{iv}

Less Than High School Graduate or Equivalency for Age 18 to 24 Years in Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

This statistic becomes even more disturbing when considering that fewer than 7 of 10 students graduated with their class at the end of the 2012-13 school year. In our area, only 68 percent of the students who started the ninth grade together graduated at the end of four years.

The importance of educational attainment to a community's economic and social well-being cannot be overstated. The long-term repercussions of an educational system that fails to keep pace with the demands of a global economy and fails to provide the basic skills for language and math will be

catastrophic for our area. Furthermore, an inadequate education will greatly diminish those students' prospects for economic success and personal cultural enrichment throughout their lifetimes.

Data-Driven Program

Step Forward uses data to drive the project planning, goal-setting and evaluation. The Baseline Report provides a snapshot of where we are today. Using the 2012-2013 school year as the baseline year, we have a starting point that will be used to establish the initiative's interim and long-term goals. Using the baseline year, we will be able to measure our community's progress over time. This data will also be used to evaluate what we are getting right and where we need to re-cast our efforts.

The full set of our community's data is presented annually in the annual *Community Counts* report. *Community Counts* is a project of The Community Foundation and has been published annually since 2008 to establish benchmarks and monitor trends in key economic and social indicators for the Shreveport-Bossier City area. The Community Counts report to be published in 2014 will be expanded from previous years and will include an update of Step Forward's contributing indicators.

While no report can provide an exhaustive set of indicators affecting a community, these reports use the most recently available school, district, state, and federal data to create an objective assessment tool of how our community is faring in reaching the project's stated goals. By providing an annual update on our progress, the project will ensure its accountability to the entire Shreveport-Bossier community.

This data also provides a basis for Step Forward's process of continuous evaluation. Those evaluations will help determine where future efforts and resources should be directed and, which actions are worthy of replication.

Indicators

Throughout the first half of 2013, the Step Forward team developed a set of indicators to track progress toward the project's stated goals. These indicators were selected based on a strict criteria developed by the Strive Network. They are:

- is proposed indicator a valid measure of the outcome?
- Is proposed indicator easily understandable to local stakeholders?
- Is proposed indicator reasonably similar across the region and school districts?
- Is proposed indicator produced by a trusted source?
- Is proposed indicator affordable to gather and report?
- Is proposed indicator available consistently over time?
- Is proposed indicator changeable to a significant degree by local action, and useful in the day to day work of collaborative in order to improve student outcomes?

The project is in the process of setting interim and long-term goals which will be reported in the 2014 Community Counts report and will also be shared via news release.

The Step Forward team has selected nine initial indicators, which are listed below, along with their corresponding goal, are:

Goal – Prepared for School

Indicator 1. Kindergarten readiness

Goal – Supported in & out of school and succeed academically

Indicator 2. 3rd grade English Language Arts proficiency

- Indicator 3. On-time, on-level in 4th grade
- Indicator 4. High School cohort graduation rate
- Indicator 5. ACT score of 18+

Goal – Enrolled in post-secondary education or career training, graduate, and enter a career

- Indicator 6. Post-secondary education or career training enrollment
- Indicator 7. Post-secondary education or career completion
- Indicator 8. Employment by age 25
- Indicator 9. Labor force participation (not seeing employment, unemployed and employed)

These indicators are dynamic. Over time, new indicators may be added or some current indicators may be removed as part of the project's ongoing evaluation process. For example, there is currently a very strong desire to track parental involvement. While there is no doubt that is a very important indicator of student success, we do not currently have an affordable method of gathering that information across the three parish districts. The project continues to explore ways that this indicator might be added in the future.

As a group, these indicators should provide enormous insight into how our area students are faring – and whether and how the community's efforts are impacting our goals.

Initially Step Forward has three areas of focus:

Early Childhood Education

Related to the Step Forward outcome/indicator all children should enter kindergarten prepared, the Early Childhood Network is dedicated to using data and leveraging existing resources in order to enhance collaborative partner services so that children are effectively prepared to successfully enter school ready to learn.

Early Literacy

All children should be reading on grade level by the end of 3rd grade, measured by English/Language Arts proficiency. The Early Literacy Network will use data, leverage regional partnerships, and share evidence-based practices to provide the best opportunities for 3rd grade students to score at or above grade level on the LA state assessment.

Workforce Development

Employment by age 25 is the goal of the Workforce Network, which is dedicated to partnering with businesses, educators and other stakeholders to increase employment and ultimately enhance the economic viability of the citizens within Bossier, Caddo, and DeSoto parishes.

GOAL

Prepared for School

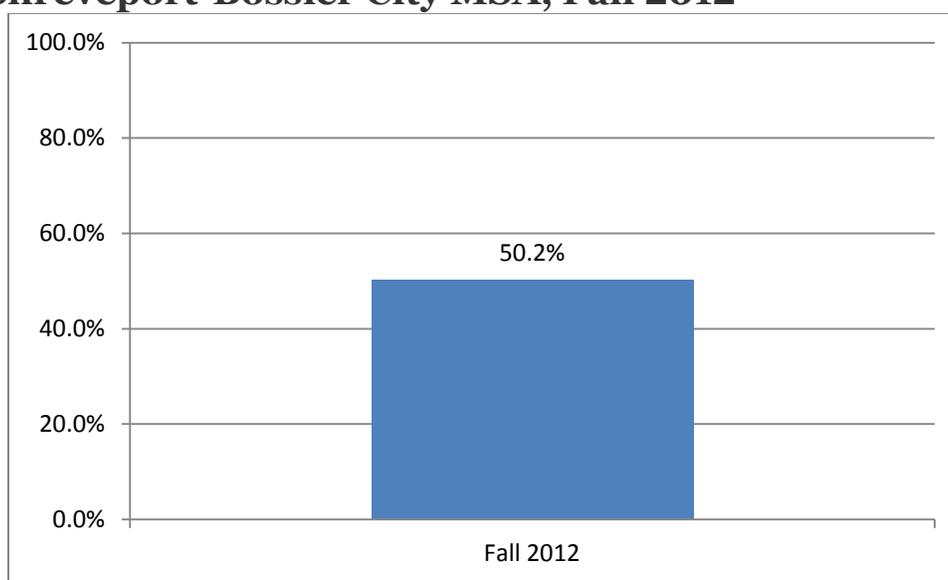
Current status: Too many children in our area enroll in kindergarten lacking early basic skills.

What we want to achieve: Increase the percent of children participating in high-quality pre-K programs and increase the percent of children who are kindergarten-ready.

Indicator 1. Kindergarten readiness

In the fall of 2012, about one-half of incoming kindergarteners were assessed as being “kindergarten ready.” Arriving in kindergarten with letter-recognition and counting abilities are important in a child’s long-term success. By 2015, we aim to increase the rate of those 4-year-olds entering kindergarten assessed as kindergarten ready by 11.5 percent.

Percent Incoming Kindergartners Arriving Kindergarten Ready in the Shreveport-Bossier City MSA, Fall 2012



Source: Author’s calculation based on Louisiana Department of Education, “Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next): Student Reading Ability for Kindergarten, First, Second, and Third Grades,” Spring 2013, Table 6, p. 120 at [http://www.louisianabelieves.com/docs/test-results/student-reading-ability-for-grades-k-3-\(spring-2013\).pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/test-results/student-reading-ability-for-grades-k-3-(spring-2013).pdf?sfvrsn=2).

GOAL

Supported In & Out of School and Succeed Academically

Current status: Too many of our area's children do not meet basic English and Language Arts (ELA) proficiency. Many children also fall behind their cohorts, which is a significant risk factor in dropping out before earning a high school diploma.

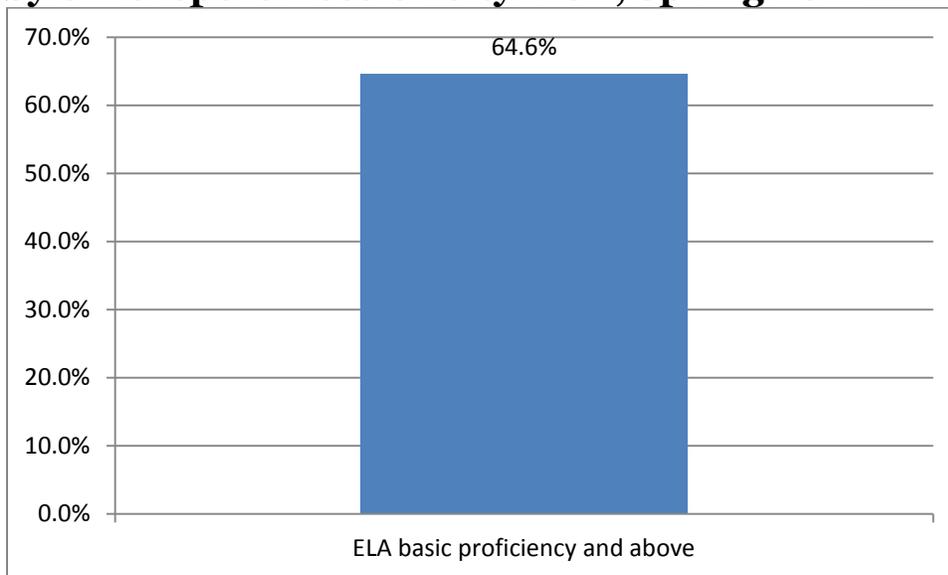
What we want to achieve: Increase academic proficiency in 3rd grade ELA proficiency (basic and above) and the ACT (score of 18+). In addition, increase the percentage of children both arriving on-time and on-level in 4th grade and 9th grade and graduating with their high school cohort.

Indicator 2. 3rd grade ELA proficiency

Third grade is the academic year when students are expected to make the transition from “learning to read” to “reading to learn.” When children are not able to read by the end of the 3rd grade year, they are far more likely to struggle in school and dropout of high school.

In the Spring of 2012, only two-thirds of our area’s children were proficient (basic or above) in English and Language Arts as assessed by the iLEAP test. By 2015, we aim to increase by 5 percent the number of 3rd graders within the pilot schools who score ELA proficient or above.

3rd Grade English & Language Arts Proficiency (Basic and Above) by Shreveport-Bossier City MSA, Spring 2012



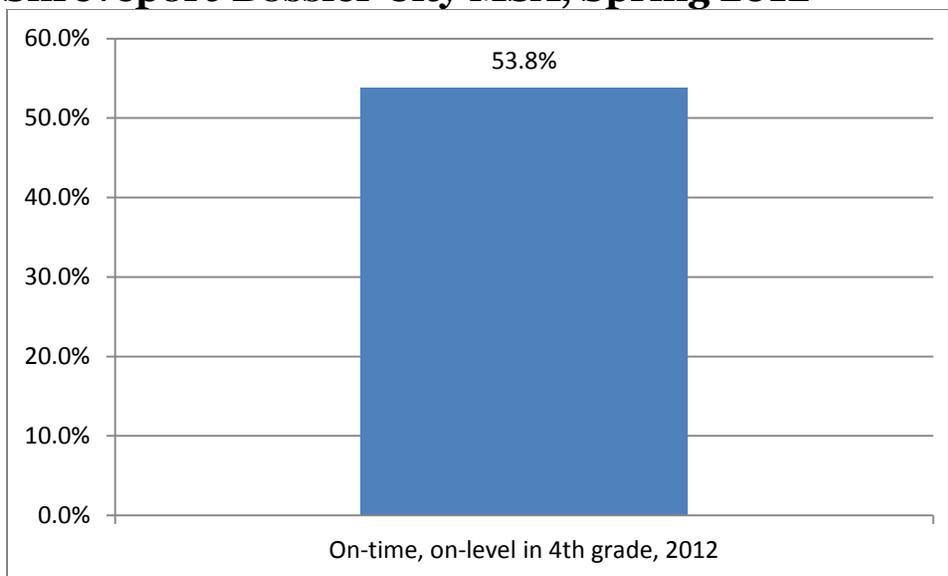
Source: Author’s calculations based on Louisiana Department of Education, “Spring 2012 iLEAP Criterion-Referenced Test Summary Report, Grade 3,” at <http://www.louisianabelieves.com/resources/library/test-results>.

Indicator 3. On-time, on-level in 4th grade

A child's on-time and on-level arrival in 4th grade is a strong predictor of their long-term academic success.

This indicator measures the percentage of children who are consecutively promoted from kindergarten to fourth grade. It should be noted that promotion to fourth grade requires scoring basic proficiency in both English Language Arts and Math on the third grade iLEAP test.

Percent Students On-time and On-Level in 4th Grade in Shreveport-Bossier City MSA, Spring 2012

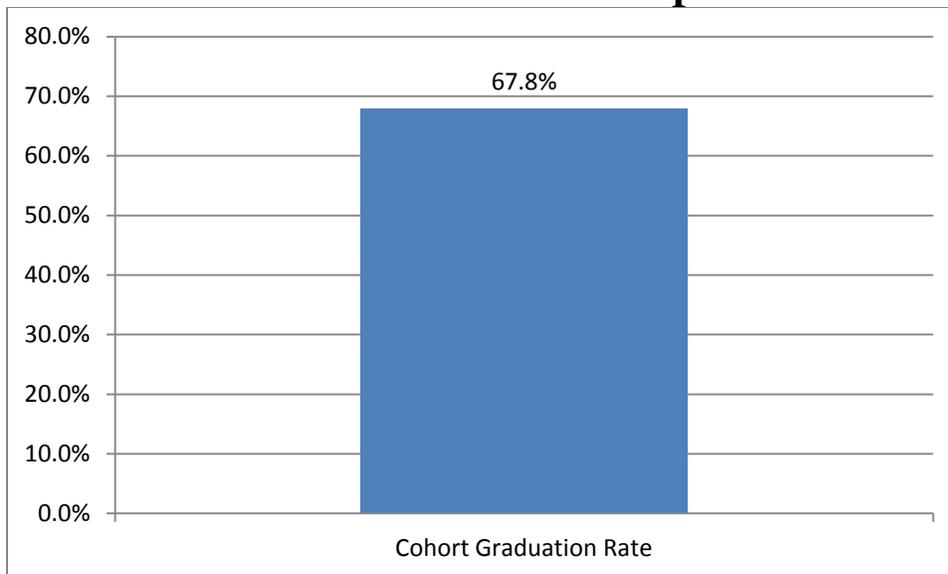


Source: Author's calculations based on Louisiana Department of Education at <http://www.kidsdashboard.la.gov/?fuseAction=viewKPI&cat=Education&idx=1>.

Indicator 4. High School cohort graduation rate

The high school cohort graduation rate measures the percent of students who started 9th grade and graduated four years later. Just over two-thirds of our area's students complete the requirements for graduation within that time period.

Cohort Graduation Rate for Shreveport-Bossier City MSA, 2012



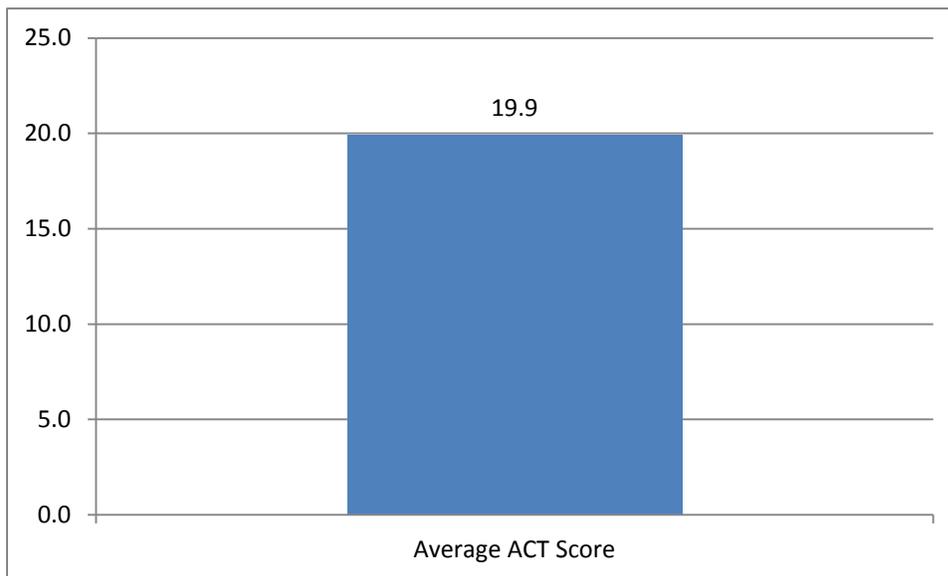
Source: Author's calculations based on Louisiana Department of Education data at <http://www.kidsdashboard.la.gov/?fuseAction=viewKPI&cat=Education&idx=3>.

Indicator 5. ACT Composite Score

Beginning in 2012, all Louisiana high schools are required to take the ACT test. The ACT is a commonly-used college admissions test and serves to determine applicants' college readiness. The test covers the areas of English, math, reading, and science. The average score nationally is 21, but less than two-thirds of students in our area scored 18 or above.

This indicator measures the average ACT composite score in our area.

Average ACT Composite Score by Shreveport-Bossier City MSA, 2012



Source: Author's calculations based on Louisiana Department of Education data at <http://www.louisianabelieves.com/docs/data-management/act-scores---class-of-2012.pdf?sfvrsn=2>.

GOAL

Enrolled in post-secondary education or career training, graduate and enter a career

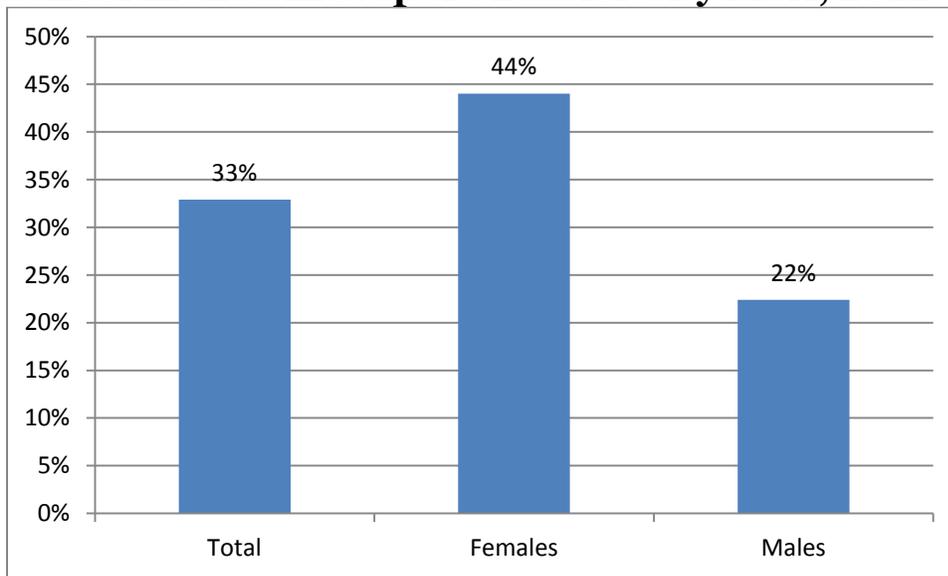
Current status: Only about 30 percent of the age 25 and over population in our area hold Associate's, Bachelor's, or graduate or professional degrees, with 23 percent holding Bachelor's degrees or higher.

What we want to achieve: Increase post-secondary enrollment or career training, as well as increase in the percent of age 18 to 24 year-old young adults obtaining a college degree or career certification. In addition, an increase in the share of young adults who are both participating in the workforce and actively employed.

Indicator 6. Post-secondary education or career training enrollment

About one-third of our area's age 18 to 24 population is enrolled in college or graduate school. Due to the nature of survey data these numbers may include some individuals that are also enrolled in training certifications through our area's colleges and universities. Enrollment data in accredited certification programs in our area's fifteen accredited institutions is not readily available at this time. The project aims to increase the number of those ages 18- 25 enrolled in credentialed programs by 2015.

Percent Population Ages 18-24 Enrolled in College or Graduate School in the Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Table. Accredited Post-Secondary Institutions in the Shreveport-Bossier City MSA, June 2013

American School of Business
Ayers Institute Inc
Blalock's Professional Beauty College
Blue Cliff College - Shreveport
Bossier Parish Community College
Centenary College of Louisiana
Delta Training Academy
Guy's Academy Hair, Skin & Nails
Louisiana State University - Shreveport

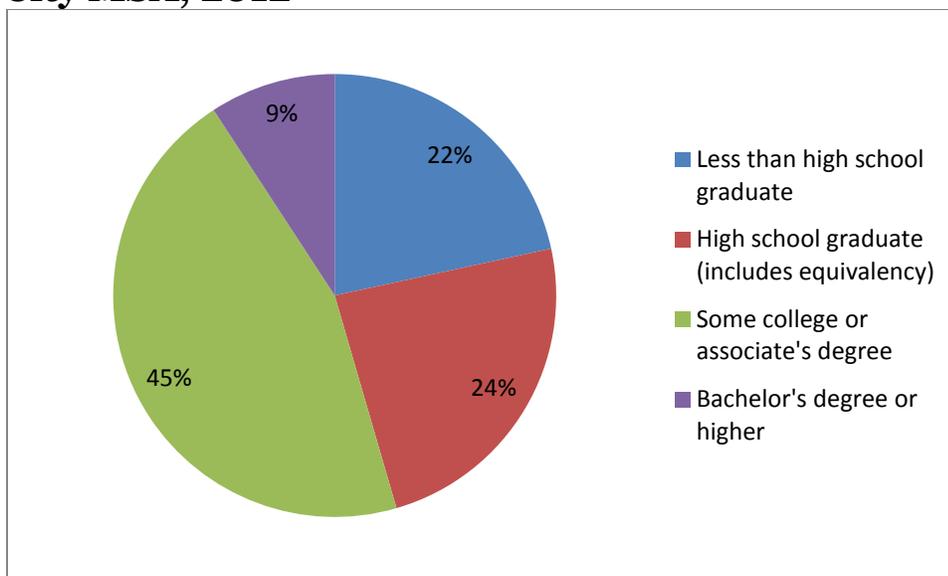
Pat Goins Benton Road Beauty School
Remington College - Shreveport Campus
Setting the Standard Barbering and Natural Hair Academy
Shreveport Job Corps Center
Southern University at Shreveport

Source: U.S. Department of Education, "The Database of Accredited Postsecondary Institutions and Programs," June 2013 at
<http://ope.ed.gov/accreditation/GetDownloadFile.aspx>.

Indicator 7. Post-secondary education or career training completion

As previously discussed, an individual's educational attainment is closely tied to economic well-being in our area. While almost 55 percent of the age 18 to 24 population reports having at least some college, only nine percent has attained a Bachelor's degree or higher. For the age 25 and older population, almost 30 percent has completed an Associate's degree or higher.

Educational Attainment for Age 18 to 24 by Shreveport-Bossier City MSA, 2012

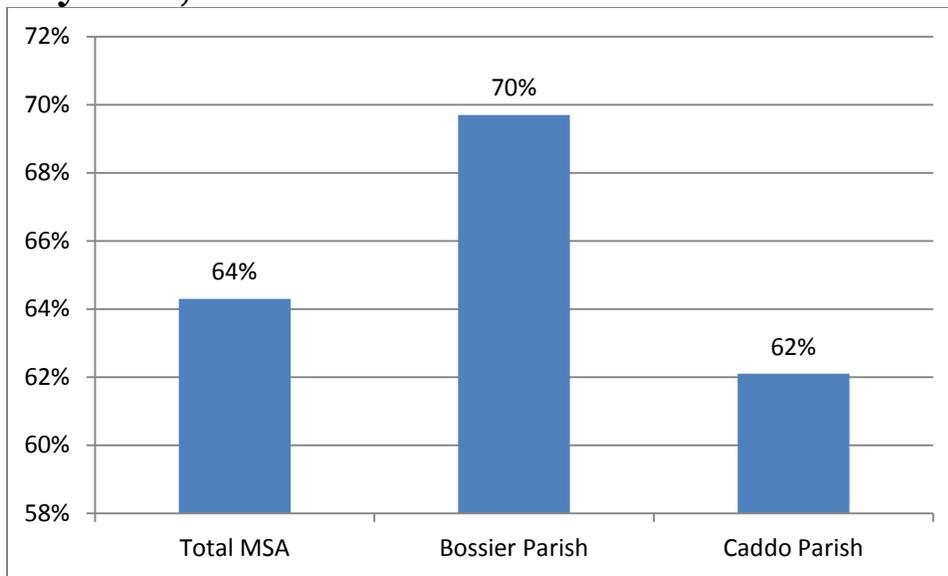


Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Indicator 8. Employment by age 25

The employment rate for Bossier Parish is higher than both the rate for the three-parish area, as well as higher than Caddo Parish. It is important to keep in mind that Bossier Parish had a lower post-secondary college enrollment rate for both males and females than Caddo Parish which should serve to offset a portion of the gap between the parishes (see Appendix). The project aims to increase the employment rate for those 18-25 by 5 percent to 10 percent by 2018.

Employment Rate for Age 20 to 24 years by Shreveport-Bossier City MSA, 2012

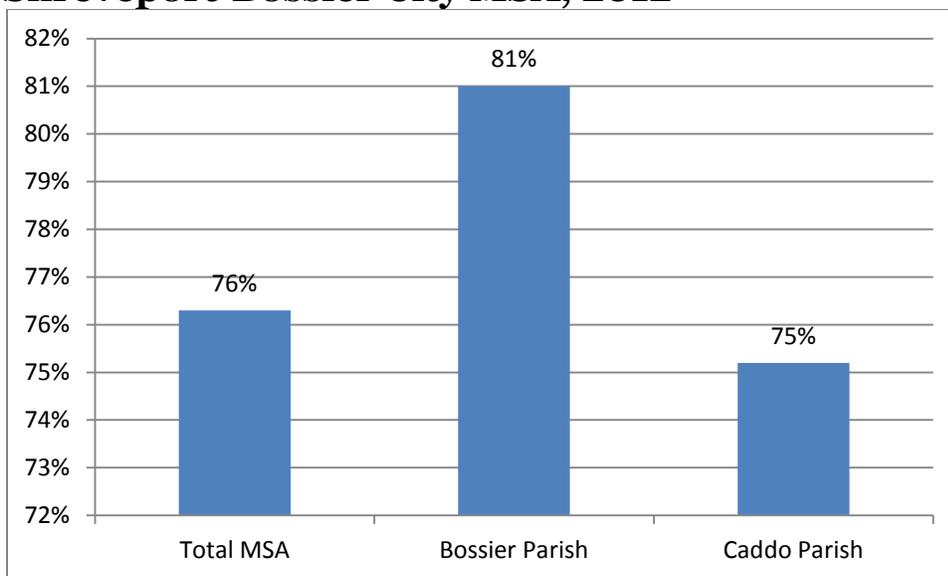


Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Indicator 9. Labor force participation

Labor force participation is the total population that is working or is looking for work. Labor force participation is closely tied to educational attainment (see Appendix). For those individuals who are not currently enrolled in school or raising children, a lack of participation in the labor force is often the result of discouragement. Once removed from labor participation, the prospect of re-entering the labor force becomes more difficult over time.

Labor Force Participation Rate for Age 20 to 24 Years by Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Next steps

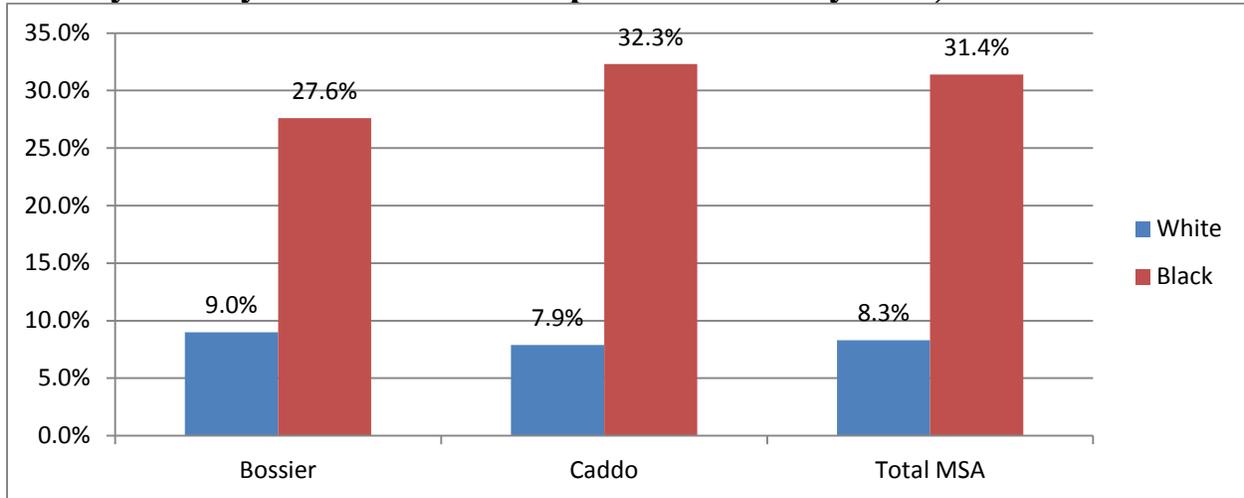
The Step Forward Initiative is actively engaging on a number of fronts. Action plans for Early Childhood Education, Early Literacy, and Workforce Development are currently under development. Carrying out those plans, by leveraging the community's resources through collaborative action, has already begun.

The project is always seeking community volunteers to assist and contribute to these important efforts. Your involvement is important to this project. If you are committed to improving educational opportunities for our area's children, we would like to hear from you.

In the meantime, we will continue to report on our progress and engage in continuous evaluation of our efforts. The importance of educational opportunity and attainment to our community's economic and social well-being cannot be overstated.

APPENDIX

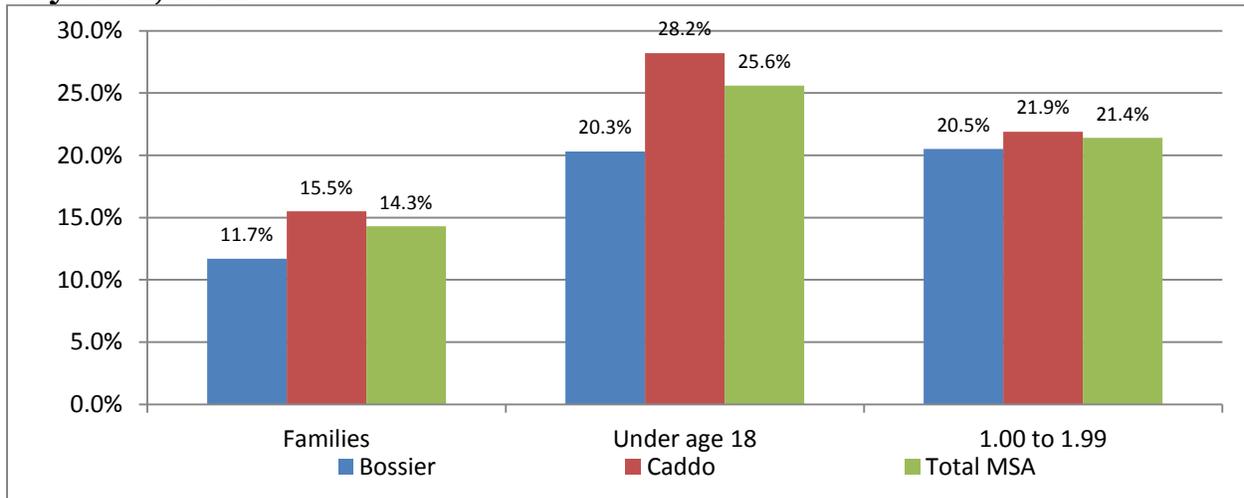
Poverty Rate by Race in the Shreveport-Bossier City MSA, 2012



Note: The DeSoto Parish poverty rate is included in the total MSA poverty rate.

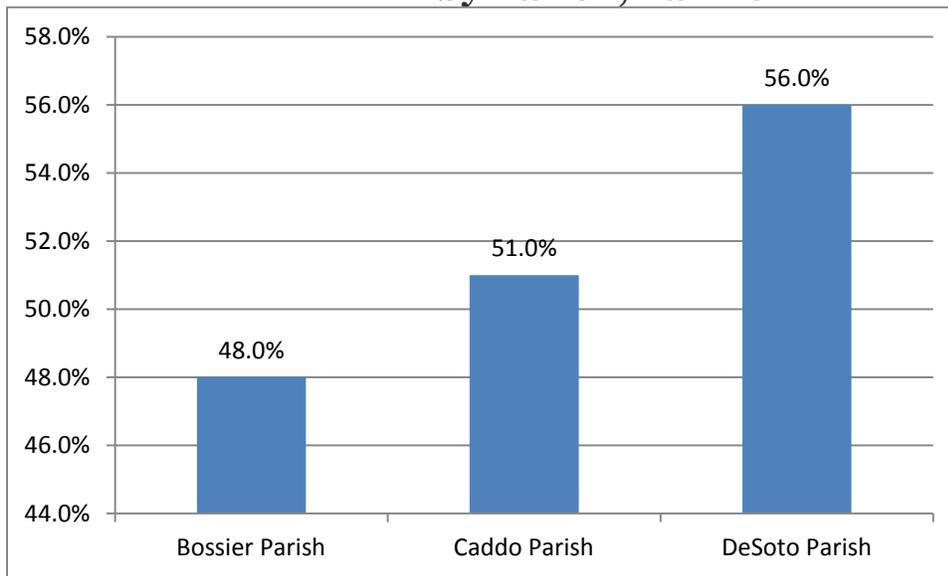
Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Poverty Rate by Family Type and Poverty Threshold in Shreveport-Bossier City MSA, 2012



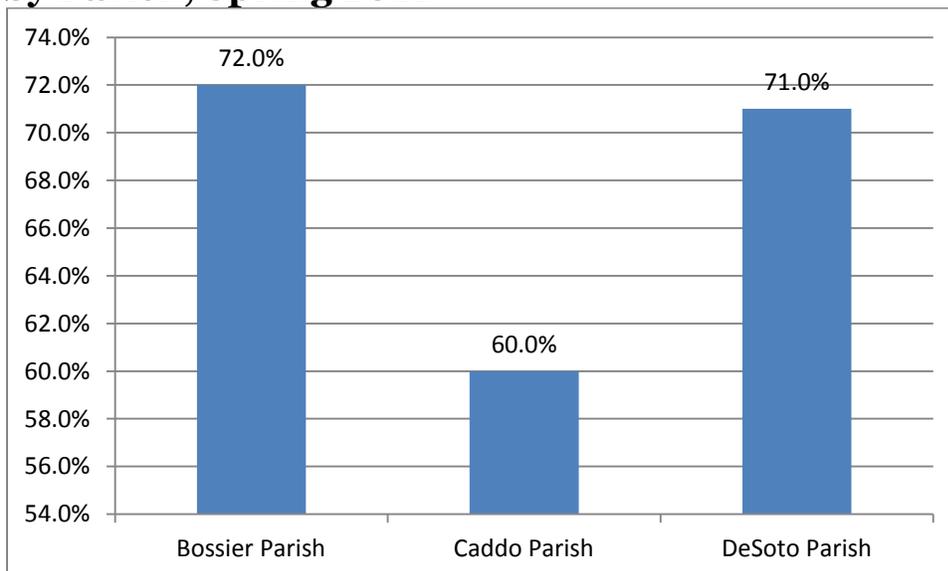
U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Percent Incoming Kindergartners Arriving Kindergarten Ready by Parish, Fall 2012



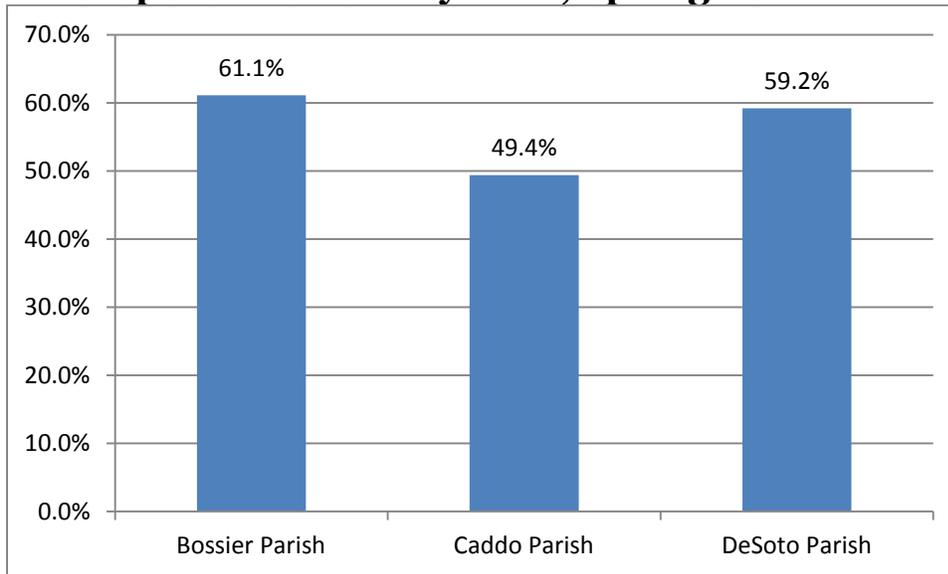
Source: Author's calculation based on Louisiana Department of Education, "Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next): Student Reading Ability for Kindergarten, First, Second, and Third Grades," Spring 2013, Table 6, p. 120 at [http://www.louisianabelieves.com/docs/test-results/student-reading-ability-for-grades-k-3-\(spring-2013\).pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/test-results/student-reading-ability-for-grades-k-3-(spring-2013).pdf?sfvrsn=2).

3rd Grade English & Language Arts Proficiency (Basic and Above) by Parish, Spring 2012



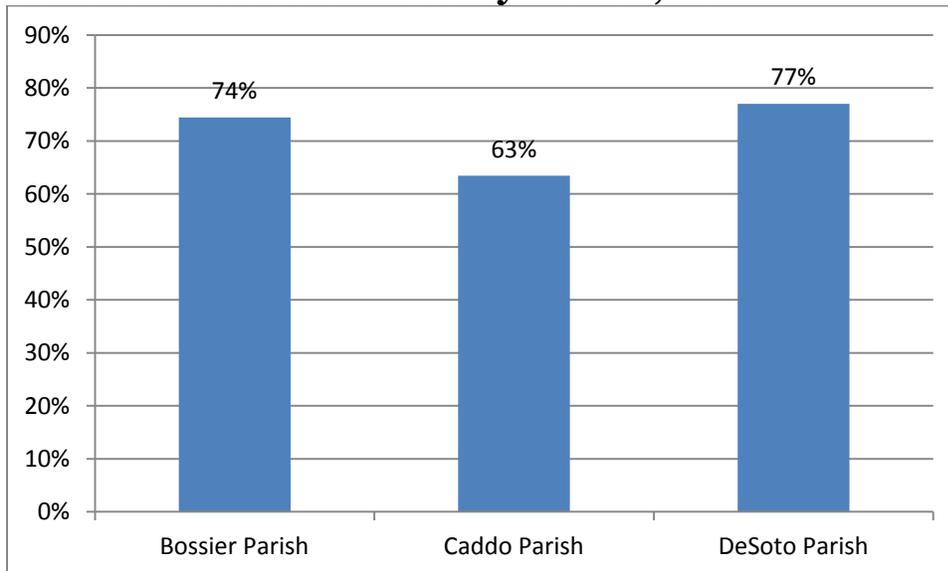
Source: Author's calculations based on Louisiana Department of Education, "Spring 2012 iLEAP Criterion-Referenced Test Summary Report, Grade 3," at <http://www.louisianabelieves.com/resources/library/test-results>.

Percent Students On-time and On-Level in 4th Grade in Shreveport-Bossier City MSA, Spring 2012



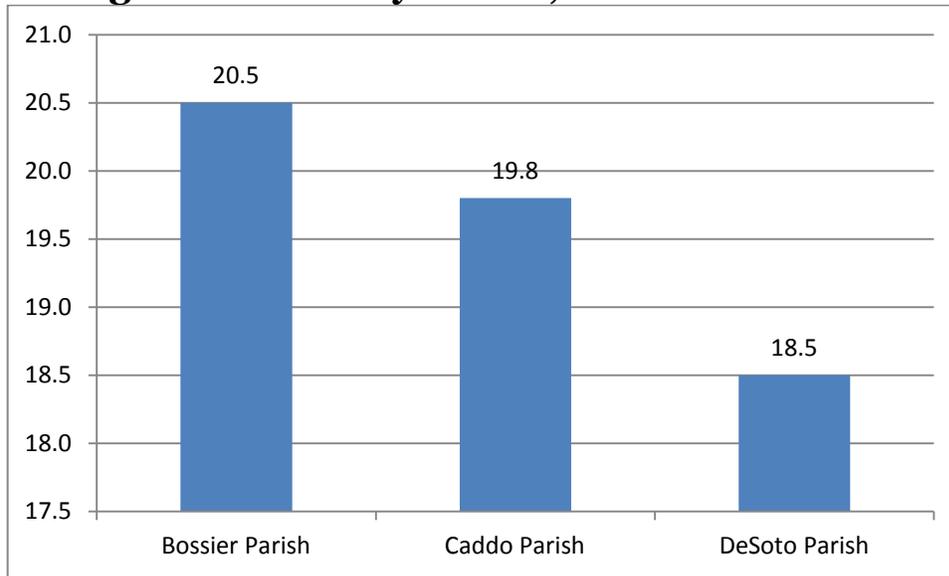
Source: Author's calculations based on Louisiana Department of Education at <http://www.kidsdashboard.la.gov/?fuseAction=viewKPI&cat=Education&idx=1>.

Cohort Graduation Rate by Parish, 2012



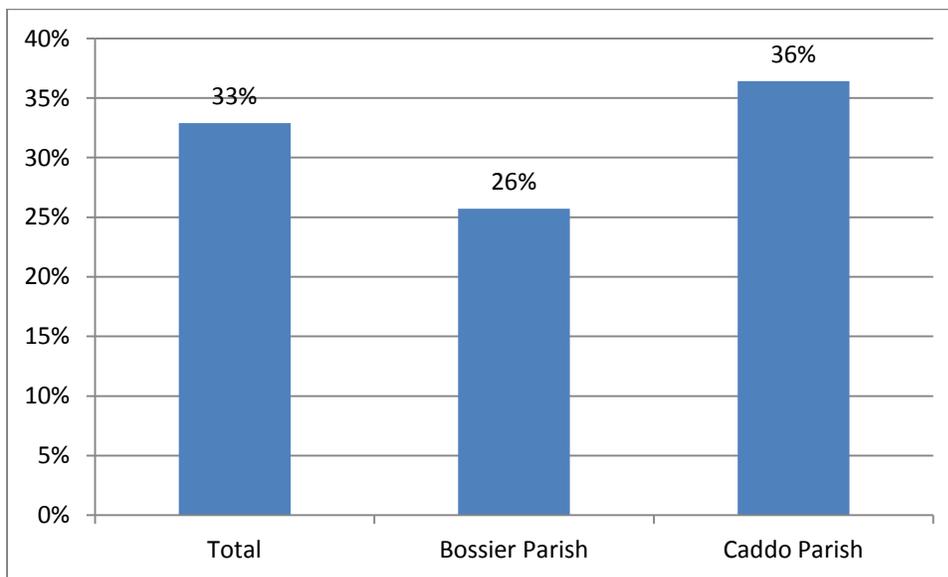
Source: Author's calculations based on Louisiana Department of Education data at <http://www.kidsdashboard.la.gov/?fuseAction=viewKPI&cat=Education&idx=3>.

Average ACT Score by Parish, 2012



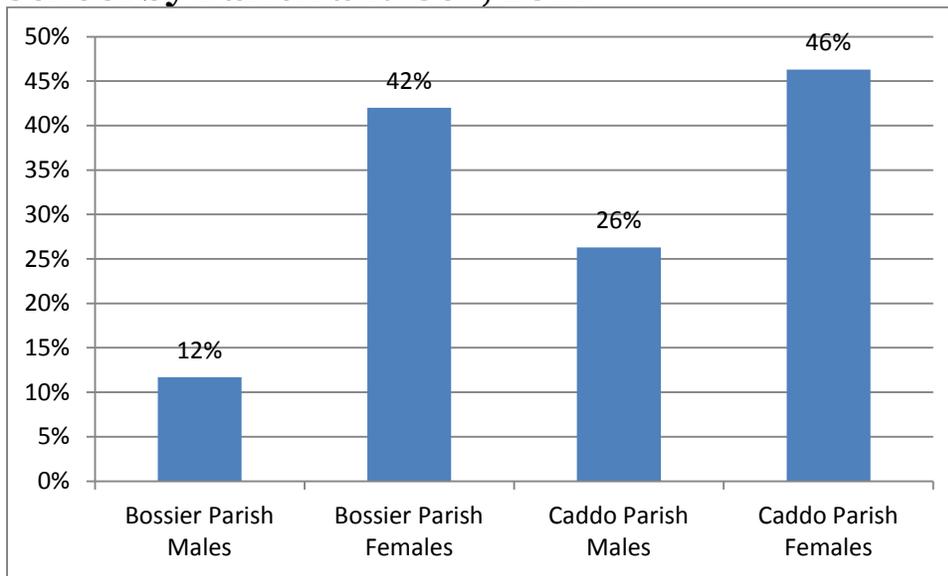
Source: Author's calculations based on Louisiana Department of Education data at <http://www.louisianabelieves.com/docs/data-management/act-scores---class-of-2012.pdf?sfvrsn=2>.

Percent Population Ages 18-24 Enrolled in College or Graduate School by Total MSA and Parish, 2012



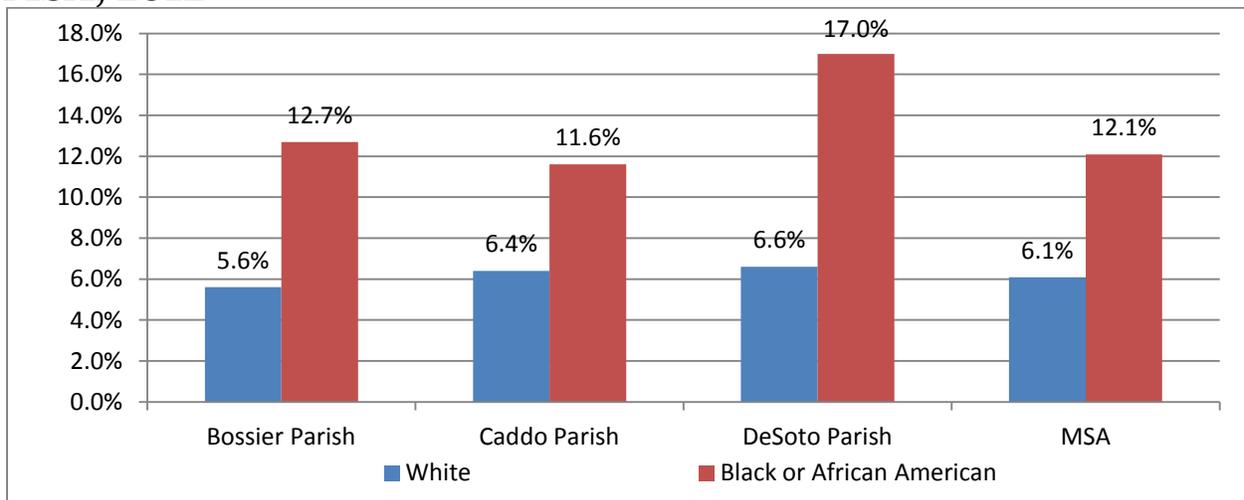
Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Percent Population Ages 18-24 Enrolled in College or Graduate School by Parish and Sex, 2012



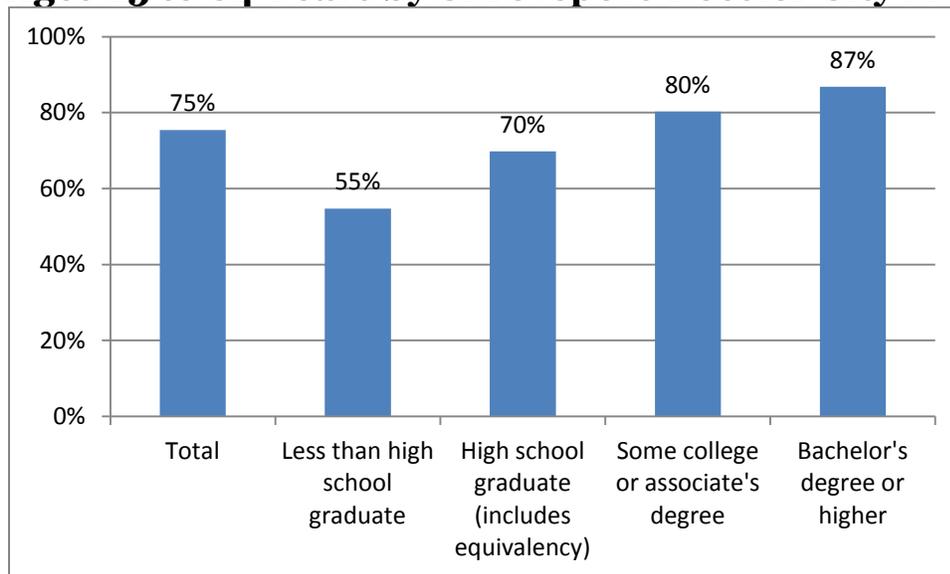
Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Unemployment Rate by Race in the Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Labor Force Participation Rate by Educational Attainment for Ages 25 to 64 Years by Shreveport-Bossier City MSA, 2012



Source: U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

ⁱ U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

ⁱⁱ Louisiana Department of Education, “Multiple Statistics by Site for Total Reported Student: February 2013,” at <http://www.louisianabelieves.com/resources/library/data-center>.

ⁱⁱⁱ Author’s calculations based on U.S. Census Bureau.

^{iv} U.S. Census Bureau.