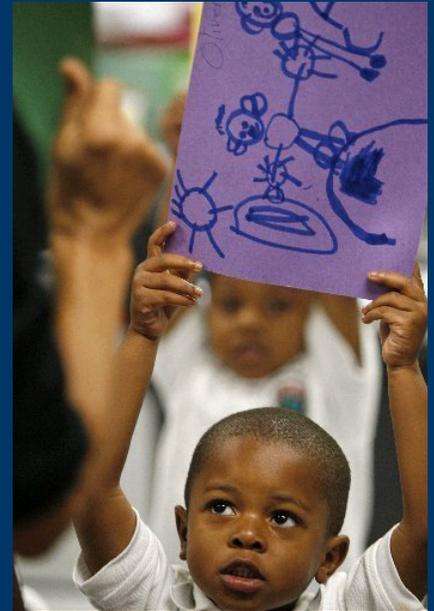


Board of Elementary and Secondary Education



8(g) Annual Report 2011–2012



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Student Enhancement Block Projects

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Ms. Josie Clement
Ms. Sherry Fontana
Ms. Virginia Gough
Ms. Julia Hildebrand

Statewide Programs

Ms. Anna Bernard
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The BESE 8(g) Grant Program

1986–2012

Program Overview

History

Constitutional Regulations

Funding Methods



PROGRAM OVERVIEW

In 1986 the Louisiana voters approved a constitutional amendment dedicating the Outer Continental Shelf Lands Act money to improve the quality of education by establishing the Louisiana Education Quality Trust Fund, more commonly known as 8(g). From this permanent fund fifty percent of the support fund is appropriated and allocated by the Board of Elementary and Secondary Education (BESE). The 8(g) funds administered by BESE are utilized for the support and enhancement of elementary and secondary education in all public schools, as well as approved nonpublic systems/schools.

BESE awards grants on an annual basis, using three funding methods – block, competitive, and statewide grants – and focuses its endowments on improving classroom teaching and learning. Local schools and school systems submit project proposals that are written according to published guidelines and funded through a review process. Through innovative programming, BESE strives to:

- build expectations of academic excellence;
- require accountability of performance;
- provide superior instruction/state-of-the-art technology; and
- enhance educational leadership.

Each year a percentage of the funded projects are evaluated for program effectiveness. Independent evaluators are hired by BESE to make site visits and to assess the projects' adherence to 8(g) guidelines. Student performance results and project goal attainment are reported by program administrators at year-end. Each project selected for evaluation receives a rating from 0-150 indicating appropriateness of activities, adherence to timelines, and evidence of impact at the local

8(g) Operates in 3 Fiscal Years

Prior Year - BESE - 8(g) conducts financial audits of prior year projects.

Current Year - BESE - 8(g) oversees the implementation of projects funded for the current year.

Upcoming Year - BESE - 8(g) plans the program and budget for the upcoming year.



8(g) HISTORY

Louisiana Education Quality Trust Fund (LEQTF) Origin

In the mid-1900s, major oil and gas deposits discovered in the outer continental shelf lands were the source of controversy between the federal government and the coastal states. Louisiana first began drilling offshore in 1947, and the federal government immediately challenged the state's claim to the area. It was generally acknowledged that the first three miles of the continental shelf, a shallow, flat portion of the continent that is underwater, belongs to the state, while the rest of the shelf is federally owned. It was the first three miles of the federal portion that was involved in the controversy.

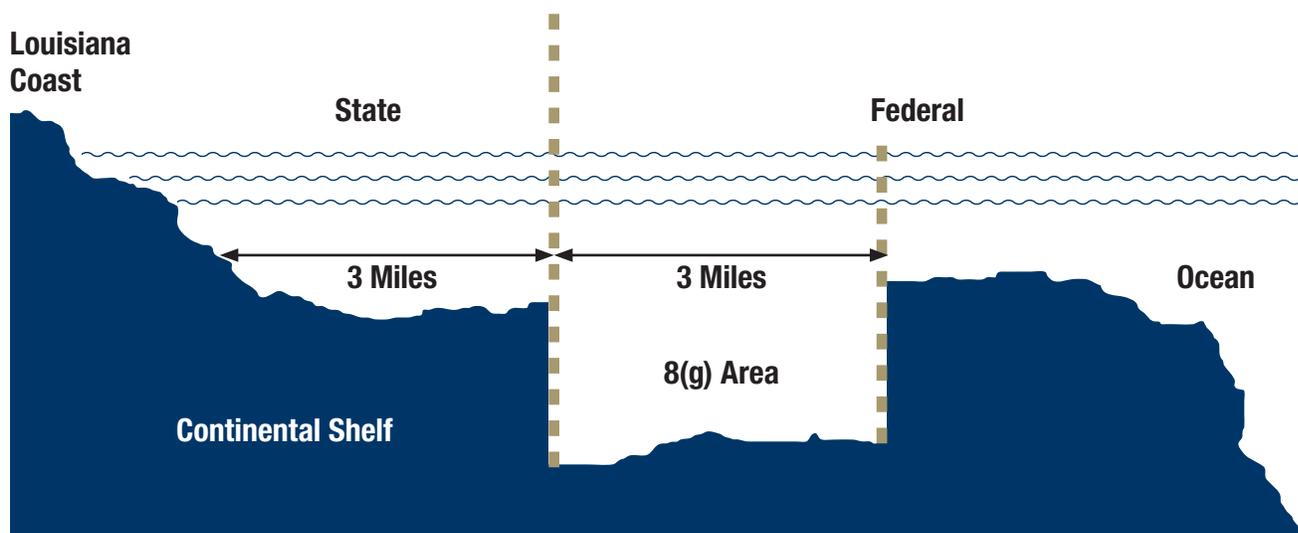
As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their resort and fishing industries, led a successful fight to reform the 1953 act. As a result, states gained more control over offshore activities through an amendment to the original act numbered 8(g).

The 8(g) amendment is what gives coastal states a “fair and equitable” share of the money made from offshore development. A final settlement was reached in 1986, which gives Louisiana 27 percent of the money made from the 8(g) area of the continental shelf. With the state's portion of the 8(g) resources, Louisiana voters chose to establish a trust fund for education, the Louisiana Education Quality Trust Fund (LEQTF), through a state constitutional amendment which allows the earnings of the Trust Fund to be spent for education purposes.

BESE - 8(g) 1986-2012 Funding Overview

More than 7,200 projects since 1986

More than \$810 million allocated since 1986



LEQTF Timeline

► 1978

A U.S. Constitutional Amendment to the federal Outer Continental Shelf Lands Act, number 8(g), was included on behalf of Louisiana and 6 other coastal states.

Each state received a “fair and equitable” share of mineral revenues from the act. Litigation occurred over the definition of “fair and equitable.”

► 1986

Louisiana received an initial payment of \$540 million in October of 1986.

Deferred payments, totaling \$84 million, were designated to be paid over the next 15 years.

Ongoing payments of \$5-15 million yearly were to be paid for current oil and gas production.

The voters of Louisiana dedicated 8(g) funds for education.

The Louisiana State Office of the Treasury set up an education trust fund for 8(g).

► 1990

Constitutional amendment restricted administrative costs, clarified the oversight role of the Legislature, and strengthened the clause on supplanting.

► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

► 1995

Consent judgment 90-880-A restricted certain expenditures for pervasively sectarian entities.

► 2002

Constitutional amendment allows the Commissioner of Administration, as directed by the Governor, to eliminate a deficit by reducing appropriations or allocations from the state general fund and dedicated funds, including any which are constitutionally protected or mandated, by an amount not to exceed five percent of the total amount allocated from that fund.

► 2006

Legislative act allows administrative costs associated with managing the funds to be limited to 3% of the average amount of actual expenditures for the most recent three previous fiscal years.

CONSTITUTIONAL FUNDING REGULATIONS

Constitutional Categories

The Board of Elementary and Secondary Education is constitutionally mandated to allocate funds for any or all of the following purposes:

- A. To provide compensation to city or parish school board professional instructional employees;
- B. To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials;
- C. To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill;
- D. To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement;
- E. To fund school remediation programs and preschool programs;
- F. To fund the teaching of foreign languages in elementary and secondary schools; and
- G. To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage.

FUNDING METHODS

Competitive Grant Program*

Competitive projects identify exemplary and innovative programs designed to improve elementary and secondary student academic achievement or vocational-technical skill. The competitive allocation funds those innovative programs ranked highest by grant readers, which are designed by school-level personnel to enhance student academic achievement or vocational-technical skill in public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.

Allocations are based on enrollment figures, and public and nonpublic systems are divided into four categories: extra-small, small, medium, and large agencies. Each system is limited to a certain number of submissions according to its allocation category. Large agencies may submit 15 proposals per system. Medium agencies may submit 10 proposals per system. Small agencies may submit five per system, and extra-small agencies may submit three per system. Independent schools may submit one proposal per school. In all categories, no more than one proposal will be accepted from each individual school. Projects are funded on an annual basis with a maximum of three years of funding.

BESE members appoint independent readers to rate the proposals for funding. Proposals are rated according to their overall design, projected outcomes, needs assessment, and general adherence to the published guidelines. Competitive grants are awarded in May of each year, and are implemented during the following fiscal year. The Board also appoints Program Evaluators to evaluate the implemented projects. Evaluators review and rate the projects' general effectiveness and impact on student achievement.

*This funding method was not used during the 2011-12 fiscal year.



FUNDING METHODS

Student Enhancement Block Grant Program

The Elementary/Secondary Block Grant Program provides funds for projects that serve as catalysts for student academic or vocational-technical skill improvement. Participants select from designated focus areas in accordance with local priorities. Eligible participants are limited to public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.

Block grant guidelines and application packets are published in the spring, and proposals are due for BESE approval in the fall. Based on a per pupil allocation, eligible systems and schools receive block grant funding according to enrollment figures from the previous year. Agencies may apply for block grant funds for all Board-focused projects for up to four consecutive years.

Selected block grant projects are evaluated by independent evaluators selected by BESE. Evaluators conduct site visits to the schools being served and report on the strengths and weaknesses of the project design as well as the impact on student learning.

Statewide Grant Programs

The Statewide Programs are administered by state agencies, usually the Department of Education, to provide goods (such as equipment), services (such as staff development), or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency. Some Statewide Programs are implemented on a pilot basis with selected sites, while others impact large numbers of schools and students throughout Louisiana.

Independent evaluators, selected by BESE, conduct visits to local program sites around the state. Evaluators interview teachers, administrators, and central office supervisors to determine how well the program is operating and whether it is meeting specific performance objectives.

Each year BESE allocates a percentage of the overall 8(g) budget for the statewide grant programs, and the program design and budgets are approved by BESE. The agencies administering the Statewide Programs have their own system for funding as well as identifying and notifying participants, and districts or independent schools apply directly to these agencies for program guidelines and funding methods.

Since 1988, BESE 8(g) has funded more than \$178 million in Prekindergarten Programs



Since inception, BESE 8(g) has funded:

More than \$50 million for the Certification of Teachers;

More than \$36 million on State-Required Testing;

More than \$36 million for Superior Textbooks; and

More than \$39 million for Virtual/Statewide Distance Learning.



The Annual 8(g) Report of Results

FY 2011–2012

Program Summary
Program and Budget
Grants



PROGRAM SUMMARY

Student Enhancement Block Project Results

8(g) Program Evaluators conducted site visits and overall project evaluations for assigned projects, using forms and procedures prescribed by the BESE - 8(g) Office. Projects were evaluated in six categories: 1) Purpose; 2) Activities; 3) Personnel; 4) Resources; 5) Objectives and Evaluation; and 6) Results. All projects submitted an End of Year Report of results to the BESE - 8(g) Office. After reviewing the End of Year Reports, Program Evaluators assigned final evaluation scores out of 150 possible points.

Total 2011–2012 Allocation: \$21,968,600	
140	Student Enhancement Block
16	Statewide
156	Total Grants

Block projects receiving a final evaluation score of below 100 for 2 consecutive years were ineligible to receive continued funding. For projects scoring below 100, the agency was required to submit a written explanation of implementation problems and a plan for corrective action.

Statewide Program Results

All 16 Statewide Grant programs were evaluated in 2011-2012. Each project submitted an End of Year Report of results to the BESE - 8(g) Office, detailing the regions served as well as the number of participating school districts, public and nonpublic schools.

8(g) Program Evaluators conducted site visits and overall program evaluations for assigned programs using forms and procedures prescribed by the BESE - 8(g) Office. Programs were evaluated in six categories: 1) Participants; 2) Personnel; 3) Activities; 4) Constitutional Category; 5) Objectives and Evaluation; and 6) Results. After reviewing the End of Year Reports, Program Evaluators assigned final evaluation scores out of 150 possible points. Evaluators also offered program observations and recommendations, based on their overall evaluation of the programs.

Evaluation Score	Rating
145-150	Excellent
130-144	Very Good
115-129	Good
100-114	Satisfactory
Below 100	Unsatisfactory



PROGRAM AND BUDGET

The 2011-2012 8(g) Annual Program & Budget

by Grant Program and Constitutional Category

REVISED AND APPROVED MARCH 15, 2011

II. Block Allocation (45.7%)		\$10,039,000
<p>A. Constitutional Category: School remediation programs and preschool programs; and Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill</p> <p>Focus Areas:</p> <ol style="list-style-type: none"> 1. Prekindergarten programs for at-risk four-year-olds <ul style="list-style-type: none"> - Kindergarten Readiness Assessments 2. Proven instructional strategies for literacy interventions and/or enrichments 		
III. Statewide Allocation (50.0%)		\$10,982,600*
<p>A. Constitutional Category: Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill</p> <ol style="list-style-type: none"> 1. Louisiana Virtual School (LDE).....\$2,272,600 2. TAP™: The System for Teacher and Student Advancement (LDE).....\$500,000 3. Everybody Graduates! (LDE).....\$1,760,000 4. High Performing/High Poverty Schools Initiative (LDE).....\$150,000 5. Louisiana Literacy Plan - Birth to Grade 12 (LDE)\$1,000,000 6. STEM Initiatives (LDE).....\$400,000 		
<p>B. Constitutional Category: Research or pilot programs designed to improve elementary or secondary student academic achievement</p> <ol style="list-style-type: none"> 1. LEAP for the 21st Century (LDE).....\$2,565,000 2. Louisiana Statewide Staffing Initiative (LDE)\$500,000 3. Comprehensive Performance Management System (LDE)\$1,000,000 4. Louisiana School Turnaround Specialist Program (LDE).....\$350,000 		

C. Constitutional Category:

Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

- 1. Academic/Vocational Enhancement of BESE Special Schools (LSD, LSVI, SEC)\$90,000
- 2. Enhancement of the LA Instructional Material Center \$75,000
for the Blind and Visually Impaired (LSVI)

D. Constitutional Category:

The teaching of foreign languages in elementary and secondary schools

- 1. World Languages Model Program (LDE) \$170,000
- 2. Louisiana Renaissance Language Immersion Program (LDE) \$150,000

IV. Management & Oversight (4.3%)

\$947,000

Total

\$21,968,600



Student Enhancement Block Grant Programs

FY 2011–2012

BESE Allocation: \$10,039,000

Percent of Total Allocation: 45.7%

Programs Funded: 140

Students Served: 30,831

Formula Basis:

\$60,000 base for public LEAs

\$7.52 per student for all agencies

Prekindergarten

68 Projects

Public school districts offered programs in this category that were developmentally appropriate to improve the readiness of at-risk four-year olds and/or intervention strategies for their families.

Literacy

72 Projects

Projects submitted in this category were for innovative programs that demonstrate the potential to be developed into effective, sustainable, and coordinated literacy programs to ensure all students are performing at grade level in reading and writing. Projects were based on proven instructional strategies in literacy and designed to hold all students to high academic standards.

8(g) PROGRAMMATIC PROFILE BY AGENCY

Student Enhancement Block Grant Projects

Fiscal Year 2011-2012

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Acadia							
	001-121	\$129,041.00	Iota Elementary Estherwood	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> This project was designed to provide developmentally-appropriate practices to identified at-risk four-year-olds for a successful transition to kindergarten.						
	<i>Results:</i> 97% of the students participating in the program scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist. 100% of the students participating in the program scored in the 2nd, 3rd or 4th quartile on the language component of the Developing Skills Checklist. 63% of the parents with children in the program participated in at least one parent conference. 71% of the parents with children in the program participated in at least one classroom activity throughout the year. 100% of the 8g funded Pre K teachers attended the three day staff development (Early Childhood LETRS) designed to prepare students to enter kindergarten ready to learn.						
Allen							
	002-121	\$90,117.00	Kinder Elementary Oakdale Elementary Oberlin Elementary	Prekindergarten	Pre-K	36	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate program designed to improve the kindergarten readiness skills of children eligible to enter kindergarten the following year.						
	<i>Results:</i> 97.1% of the students scored in the 2nd, 3rd, or 4th quartile in language. 91.4% of the students scored in the 2nd, 3rd, or 4th quartile in math. 100% of the students participating in the 8(g) Early Childhood Development Class had parents/guardians participate in two or more parent activities during the year (conferences, orientation, and training activities). 100% of the 8g teachers participated in 12 hours of professional development regarding early literacy development.						
Ascension							
	003-121	\$205,890.00	G.W. Carver Primary Donaldsonville Primary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> This program improved the readiness of preschool-aged children who were eligible to enter kindergarten the following year and who were at-risk of being insufficiently ready for the regular school program.						
	<i>Results:</i> 84.2% of students in ECH classes scored in the 2nd, 3rd, or 4th quartile for mathematics according to spring DSC testing data. 92% of students in ECH classes scored in the 2nd, 3rd or 4th quartile for language according to spring DSC testing data. An average of 90% of ECH parents participated in 2 or more program related activities.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Assumption							
	004-121	\$86,168.00	Labadieville Primary Pierre Part Primary	Prekindergarten	Pre-K	28	
	<i>Project Description:</i> The purpose of this project was to offer a world-class equitable program with developmentally-appropriate activities that will augment the natural development kindergarten readiness skills.						
	<i>Results:</i> 89.7% of the participating four-year olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills checklist post-test. 99.9% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the Language component of the Developing skills Checklist post-test. 80% of parents of preschoolers served were involved in at least five parent activities associated with the project. 100% of teachers attended professional development trainings as indicated on professional development plan with job embedded activities in place.						

Avoyelles

	005-121	\$103,167.00	Marksville Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of the grant was to provide a language rich environment for at-risk prekindergarten students in order to prepare them for kindergarten.						
	<i>Results:</i> 84.3% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 94.2% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 80% of parents attended a minimum of two parent meetings during the school year. 100% of teachers maintained portfolios for each student that document student progress on GLEs in math and ELA.						

Beauregard

	006-121	\$104,671.00	E. Beauregard Elementary K. R. Hanchey Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate program intentionally designed to improve the Kindergarten readiness skills of four-year-old participants and to ensure a successful educational experience in school.						
	<i>Results:</i> 100% of students scored in the 2nd, 3rd, or 4th quartiles, in language. 94.7% of students scored in the 2nd, 3rd, or 4th quartiles, in math. 100% of the children in the project had a parent attend at least two activities that took place during the project. Teachers were involved in at least 23 hours of professional development in research-based strategies to prepare students for kindergarten success.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Bienville							
	007-121	\$76,533.00	Castor	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to implement early childhood/parent education activities that are designed to improve readiness for kindergarten through developmentally-appropriate curriculum.						
	<i>Results:</i> 72.2% students participating in the 8(g) Early Childhood Developmental Class, scored in the 2nd, 3rd, or 4th quartile in language. 94.5% students participating in the 8(g) Early Childhood Developmental Class, scored in the 2nd, 3rd, or 4th quartile in math. 81.5% of parents attended one parent orientation and one parent conference.						
Bossier							
	008-121	\$212,276.00	Bossier Central Park Meadowview Plantation Park T.L. Rodes Waller Elm Grove	Prekindergarten	Pre-K	49	
	<i>Project Description:</i> The purpose of this project was to provide at-risk four-year-old children with developmentally-appropriate experience for the maximum development of physical, social, cognitive and emotional skills.						
	<i>Results:</i> 75% of participating four year olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 75% of participating four year olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 65% of the parents attended one of the four parent meetings and/or conferences which are conducted each year. 100% of the teachers and paraprofessional attended sessions on portfolio assessment and ECERS-R.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Caddo							
	009-121	\$364,913.00	Arthur Circle Blanchard Forest Hill Keithville Shreve Island	Prekindergarten	Pre-K	80	
	<i>Project Description:</i> The purpose of the project was to offer full-day, developmentally-appropriate educational opportunities to prekindergarten children to develop foundation skills necessary for success in kindergarten.						
	<i>Results:</i> 100% of all participants scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist in May 2012 as compared to 16.7% in August 2011. 96.2% of all participants scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist in May 2012 as compared to 15.4% in August 2011. Data contained on the 8(g) Parental Involvement Documentation Chart indicate that 100% of participating parents of 8(g) students participated in the parent orientation meeting and in at least one other parental involvement activity during the 2011-2012 school year. 100% of pre-k program 8(g) funded teachers participated in 26.5 hours of in-service related to early childhood. Pre-K paras participated in 6 hours of in-service related to early childhood.						

Calcasieu							
	010-121	\$295,270.00	J.D. Clifton Cypress Cove Henry Heights Western Heights	Prekindergarten	Pre-K	80	
	<i>Project Description:</i> The purpose of this project was to provide a high quality developmentally-appropriate program designed to improve kindergarten readiness skills.						
	<i>Results:</i> 98.8% of the students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist in language. 98.7% of the students in the pre-k program scored in the 2nd, 3rd, or 4th quartile on the math post-test of the Developing skills checklist test in math. 75% of the parents attended at least two parent involvement workshops/activities. Parents chose various workshops to attend. 100% of staff participated in at least 18 hours of professional development related to topics such as numeracy, literacy and portfolio assessment.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Caldwell							
	011-121	\$71,869.00	Caldwell Parish Prekindergarten Center	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> This grant utilized a research-based, developmentally-appropriate curriculum that addressed the individual needs of students, as well as all aspects of development for at-risk students.						
	<i>Results:</i> 79% of students scored in the 2nd, 3rd, or 4th percentile on the math component of the Developing Skills Checklist post-test. 93% of students scored in the 2nd, 3rd, or 4th percentile on the language component of the Developing Skills Checklist post-test. 75% of parents attended at least two of four conferences with school personnel throughout the year. Teacher attended 95% of staff development activities planned to improve literacy instruction and implemented these strategies in the classroom.						

Cameron

	012-121	\$11,423.00	Grand Lake High School	Prekindergarten	Pre-K		
	<i>Project Description:</i> The purpose was to ensure access for all K-8 students in Cameron Parish to scientifically-based reading research interventions via the RTI model utilizing technology.						
	<i>Results:</i> 73.70% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist in language. 90.80% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist in math. 80% of the parents participated in parent conferences and parent involvement activities. 93% of the pre-kindergarten teachers participated in 60 hours of professional development opportunities.						

Cameron

	012-122	\$57,859.00	Grand Lake High School	Literacy	9-12	15	
	<i>Project Description:</i> The purpose of this project was to promote the physical, social, emotional, and cognitive development of children in a safe, nurturing environment by utilizing a developmentally-appropriate curriculum and early intervention strategies with their families.						
	<i>Results:</i> The number of students scoring at the intensive level decreased by 5% (53% to 48%) for the two schools in the project. 34% of the students increased fluency from Pre-Test(71% at Frustration Level) to Post-Test (34% at Frustration Level).						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Catahoula							
	013-121	\$71,290.00	Martin Jr. High	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide high-quality early childhood experiences for economically-disadvantaged students.						
	<i>Results:</i> 75% of participating students scored in the 2nd, 3rd, or 4th quartile on the Post-Test as summarized on the DSC Summary Subtest Report in language. 85% of participating students scored in the 2nd, 3rd, or 4th quartile on the Post-Test as summarized on the DSC Summary Subtest Report in math. 90% of parents attended the Fall 2011 Parent/Teacher Conference Day as summarized on the Parent/Teacher Conference Day 2011 Summary page. 100% of teachers attended six sessions at LAECA Fall 2011.						

Claiborne

	014-121	\$75,088.00	Summerfield High Homer Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to improve student skills necessary to be successful in kindergarten such as physical, cognitive, emotional, and social skills.						
	<i>Results:</i> 73.7% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 84.3% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of the parents having a child participating in the 8(g) Early Childhood Development class attended at least one parental involvement activity in the school year. 100% of teachers attended 2 days of professional development at the local level. They also participated in Region VII in-services and attended the Pre-K Conference in Baton Rouge.						

Concordia

	015-121	\$87,762.00	Vidalia Lower Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to provide four-year-old children with learning experiences which complement both the home and the child.						
	<i>Results:</i> 85% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 90% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of the parents participated in at least two parental involvement activities conducted during the implementation of the program as evidenced by parent signatures on sign-in sheets for Parental Involvement Activities.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
DeSoto							
	016-121	\$94,667.00	North DeSoto PreK-2	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to improve the readiness skills of at-risk four-year-olds to prepare them for kindergarten.						
	<i>Results:</i> 75% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills post-test. 75% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents participated in at least two activities available for parents, such as conferences, back to school, parties, field trips, programs, etc. The teacher attended 95% of the weekly cluster meetings. These are TAP related meetings that address strategies implemented within the classroom.						
East Baton Rouge							
	017-121	\$347,468.00	Audubon Elementary Melrose Elementary Shenandoah Elementary White Hills Elementary	Prekindergarten	Pre-K	80	
	<i>Project Description:</i> The purpose of this project was to provide quality developmentally-appropriate instruction for at-risk four-year-olds that will improve their readiness to enter kindergarten.						
	<i>Results:</i> 97% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 98% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 99% of the parents participated in their children's preschool education through attending parent teacher conferences, workshops, and other activities and/or working at home with their children as evidenced by attendance records. 100% of teachers and paraprofessionals participated in Language Essentials for Teachers of Reading and Spelling (LETRS) training as evidenced by sign in sheets and agendas.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
East Baton Rouge							
	017-122	\$18,288.00	Broadmoor Middle Capitol Middle Glasgow Middle Mayfair Middle Park Forest Middle Southeast Middle Staring Ed. Center Westdale Middle	Literacy	6-8	400	131
	<i>Project Description:</i> The project was designed to address adolescent literacy by providing supplementary materials for students who are two and three years behind their peers and are struggling readers and writers.						
	<i>Results:</i> 60% of the eighth grade students in the Core Knowledge Acceleration Program that test scored at or above Approaching Basic on the LEAP test in English/Language Arts. On the Spring 2012 LEAP test in English Language Arts, 72% of students tested scored Approaching Basic or above. On the Spring 2012 iLEAP test in English Language Arts, 33% of the tested scored Approaching Basic or above. On the Spring 2012 iLEAP test in English Language Arts, 41% of the tested scored Approaching Basic or above.						

East Carroll

	018-121	\$68,725.00	Southside Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to prepare "at-risk" four-year-old children for entry into kindergarten.						
	<i>Results:</i> 80% of the participants scored in the 2nd, 3rd, or 4th quartile in math when comparing the scores on the fall pre-test and the Spring DSC post-test. 100% of the participants scored in the 2nd, 3rd, or 4th quartile on the language part of the DSC when comparing scores from the fall pre-test and Spring post-test. 100% of the parents/families/caregivers participated in at least one form of parent training.						

East Feliciana

	019-121	\$74,855.00	Clinton Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to meet the needs of at-risk prekindergarten children and to better prepare them for kindergarten.						
	<i>Results:</i> 82.3% of the students that took the post test scored in the 2nd, 3rd, or 4th quartile in math. 100% of the students that took the post test scored in the 2nd, 3rd, or 4th quartile in language. 75% of parents whose children participated in the 8(g) Early Childhood Development program attended at least 3 parental involvement activities during the school year as evidence by the sign-in sheets. 100% of teachers and paraprofessionals attend four or more professional development activities.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Evangeline							
	020-121	\$102,986.00	Chataignier Elementary Pine Prairie High W. W. Stewart Elementary Vidrine Elementary	Prekindergarten	Pre-K	44	
	<i>Project Description:</i> The purpose of this project was to provide developmentally-appropriate prekindergarten experiences for at-risk four-year-olds that addresses cognitive, socio-emotional, creative, physical, and language skills.						
	<i>Results:</i> 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 75% of the parents of students participating in 8(g) early childhood Development Classes attended a minimum of one parent conference and two parent meetings. Teachers and paraprofessionals attended the LETRS for Early Childhood Education training in August.						
<hr/>							
Franklin							
	021-121	\$81,918.00	Winnsboro Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide at-risk preschool/early childhood students at Winnsboro Elementary School with a teacher, paraprofessional, and supplies for prekindergarten.						
	<i>Results:</i> 75% of the students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in mathematics on the post administration of the Developing Skills Checklist. 75% of the students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist. 80% of parents of 8(g) Pre-K students participated in Parenting Skills Workshops, PTO Open House, and Family Math and reading sessions during the 2010-2011 school-year.						
<hr/>							
Grant							
	022-121	\$84,626.00	Georgetown High Verda Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate environment to prepare at-risk four-year-old children for successful completion of kindergarten.						
	<i>Results:</i> 95% of students participating in the 8(g) Pre-K class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the DSC. 95% of students participating in the 8(g) Pre-K class scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the DSC. 97% of parents of students participating in the 8(g) program attended at least three parental involvement activities during the school year. Both Pre-k teachers attended at least four of the five scheduled Pre-k professional development meetings during the year.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Iberia							
	023-121	\$159,083.00	Coteau Elementary Jefferson Island Road Elementary Loreauville Elementary	Prekindergarten	Pre-K	60	
	<i>Project Description:</i>	The purpose of the project was to provide a developmentally- appropriate learning environment for at-risk four-year-olds.					
	<i>Results:</i>	<p>100% of the participating students scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist.</p> <p>95% of the participating students scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test with 77% scoring in the 4th quartile.</p> <p>75% of parents participated in at least one of the parent conferences held during the year.</p> <p>100% of the project teachers participated in the District Initiative Professional Development trainings on Core 101 during the fall. Teachers also participated in Whole Faculty Study Groups and Pre-K trainings.</p>					
Iberville							
	024-121	\$92,659.00	East Iberville Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i>	The purpose of this project was to provide a developmentally appropriate environment that allows children to grow cognitively, socially, physically, and emotionally.					
	<i>Results:</i>	<p>89% of the four year-olds scored in the 2nd, 3rd, or 4th quartile on the Math DSC.</p> <p>95% of the four year-olds scored in the 2nd, 3rd, or 4th quartile on the Language DSC.</p> <p>100% of the 8g pre k students' parents participated in 2 or more school/parent activities during the 11-12 school year.</p> <p>The teacher attended 100% of the district LETRS in-services and 81% of the weekly TAP cluster meeting held at the school.</p>					
Jackson							
	025-121	\$76,322.00	Quitman Weston	Prekindergarten	Pre-K	40	
	<i>Project Description:</i>	The purpose of this project was to provide educational activities, including parental involvement, that will enable at-risk children to succeed in early educational pursuits.					
	<i>Results:</i>	<p>80% of the students scored in the 2nd, 3rd, and 4th percentile on the Post Developing Skills Checklist Math test. 80 % of students scored in the 2nd, 3rd, and 4th percentile on the Post Developing Skills Language Test.</p> <p>90% of parents attended at least 2 of the planned parent involvement activities.</p> <p>100% of the Pre-K teachers participated in over 18 hours of staff development/training.</p>					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Jefferson							
	026-121	\$383,823.00	Bridge City Jefferson Live Oak	Prekindergarten	Pre-K	80	
	<i>Project Description:</i> The purpose of this project was to provide an initial formal school experience that will improve kindergarten readiness skills of students who will enter kindergarten the following year.						
	<i>Results:</i> 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of all 8(g) teachers/classes provided a parent orientation meeting and parents participated in at least 1 classroom activity, event, field trip each nine week period. 100% off all 8(g) teachers attended training on Early Childhood LETRS.						

Jefferson Davis

	027-121	\$81,191.00	Lacassine High	Prekindergarten	Pre-K	10	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate program designed to improve kindergarten readiness skills of children who are at-risk.						
	<i>Results:</i> 90% of the students scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist on post-test. 8(g) Pre-K students exceeded goal of 80% on language component of the Developmental Skills post-test. 100% of the students' parents and/or family member participated in two or more parent activities during the year. 100% of the parents did participate in parent conferences or parent involvement activities. 100 % 8(g) teacher effectively used technology to enhance GLEs to increase students literacy and math skills, as indicated in classroom observation.						

Jefferson Davis

	027-122	\$20,298.00	Jennings High School	Literacy	7-8	148	147
	<i>Project Description:</i> The purpose of this grant was to use funds to provide flexible interventions in English language arts to those students identified as academically below grade level.						
	<i>Results:</i> 69% of 7th graders scored basic or above on iLEAP. 59% of 8th graders scored Basic or above on iLEAP.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Lafayette	028-121	\$148,913.00	Acadian Middle Alice Boucher Elementary Carencro Heights Elementary Carencro Middle Duson Elementary Ernest Gallet Elementary J. W. Faulk Elementary L. Leo Judice Elementary Live Oak Elementary Milton Elementary Ossun Elementary Ridge Elementary S. J. Montgomery Elementary Scott Middle W.D. Smith Career Center	Literacy	K-8	3275	145
			<i>Project Description:</i>	This project provided a high quality, research-based prekindergarten education which will result in improved school readiness for students at-risk for school failure.			
			<i>Results:</i>	92% of the students participating scored in the 2nd, 3rd, or 4th quartile in Language on the Developing Skills Checklist. 80.8% of the students participating scored in the 2nd, 3rd, or 4th quartile in Math on the Developing Skills Checklist. 94.9% of all 8(g) parents participated in at least three (3) parental involvement activities.			

Lafayette

028-122	\$132,262.00	Truman Montessori	Prekindergarten	Pre-K	26	
		<i>Project Description:</i>	This project provided early identification and intervention for students unable to keep up with their peers because they are reading below grade level.			
		<i>Results:</i>	The average growth in the percentage of students reading on or above grade level in first grade between Fall 2011 and Spring 2012 was 8%. The average growth in the percentage of students reading on or above grade level in second grade between Fall 2011 and Spring 2012 was 11%. 78% of third graders in the participating schools did not score proficient as anticipated. The 2011-2012 LEAP assessment reported that 64% of fourth graders in the participating schools scored proficient. 53% of 8th graders in the participating schools scored proficient. This exceeded the target of 50%. 50% of 3rd - 8th graders did not score proficient on the ELA post test, as anticipated.			

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Lafourche							
	029-121	\$161,843.00	Bayou Blue Elementary Bayou Beouf Elementary W.S. Lafargue Elementary Larose Lower Elementary Lockport Lower Elementary	Prekindergarten	Pre-K	42	
	<i>Project Description:</i> The purpose of this program is to supplement the pre-k program in the Lafourche Parish in providing at-risk, four-year-old children with developmentally appropriate literacy and numeracy experiences which will enhance their readiness for kindergarten.						
	<i>Results:</i> 80.7% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile of the DSC post-test. 92.3% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the DSC post-test. 33% of the parents/guardians of participating four-year-olds attended three of the four parent/ family/child activities offered during the school year. 100% of the 8(g) teachers (5 teachers) each attended a total of 39 hours of staff development specifically targeted to Pre-Kindergarten.						
LaSalle							
	030-121	\$78,714.00	Fellowship Elementary Jena Elementary Nebo Elementary Olla Elementary	Prekindergarten	Pre-K	18	
	<i>Project Description:</i> The purpose of the project was to provide quality prekindergarten to academically at-risk four-year-olds.						
	<i>Results:</i> 83.4% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 94.5% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. The LaSalle Parish Pre-K teachers and paraprofessionals attended a minimum of 18 hours of professional development to improve developmentally appropriate classroom instruction.						
Lincoln							
	031-121	\$103,377.00	Lincoln Parish Early Childhood Center	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate program designed to address students' developmental needs to improve kindergarten readiness.						
	<i>Results:</i> 100% of the students participating in the 8g Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist. 100% of the students participating in the 8g Early Childhood Developments class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist. 90% of the parents attended Open House. 90% of Pre-Kindergarten staff will participate in 18 hours or more of professional development activities.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Livingston							
	032-121	\$239,550.00	Albany Lower Springfield Elementary Levi Milton Elementary Maurepas Elementary South Walker Elementary	Prekindergarten	Pre-K	120	
	<i>Project Description:</i>	The purpose of this project was to provide a high-quality early childhood environment for at-risk four-year-old children.					
	<i>Results:</i>	93.4% of the students participating in the 8(g) Pre-k classes scored above the 1st quartile in language on the post administration of the DSC. 90.9% of the students participating in the 8(g) Pre-k classes scored above the 1st quartile in mathematics on the post administration of the DSC. 98% of the parents involved in Pre-k classes participated in program activities for a minimum of four hours during the school year.					
Madison							
	033-121	\$73,998.00	Wright Elementary	Prekindergarten	Pre-K	15	
	<i>Project Description:</i>	This project was designed to provide a developmentally-appropriate learning environment designed to improve readiness skills for at-risk four-year-olds.					
	<i>Results:</i>	100% of students scored in the 2nd, 3rd, or 4th quartile during Spring Testing on the math portion of the DSC. 93.3% of students scored in the 2nd, 3rd, or 4th quartile during spring testing on the language portion of the DSC. 100% of parents participated in 4 or more class related activities during the 2011-12 school year. Pre-k teachers participated in over 18 hours of professional development during the 2011-12 school year.					
Morehouse							
	034-121	\$92,832.00	Beekman Jr. High Pine Grove Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i>	The purpose of this project was to provide an effective, developmentally-appropriate early childhood program which will improve kindergarten readiness skills for at-risk students.					
	<i>Results:</i>	100% of participating Pre-K students scored in the 2nd, 3rd or 4th quartile on the math component of the DSC posttest. 100% of participating Pre-K students scored in the 2nd, 3rd or 4th quartile on the language component on the DSC posttest. Overall, 90% of the parents of the students attended both Parent/Teacher Conference days during the 2011-2012 school year. Teachers and paraprofessionals in this program engaged in more than 12 hours of professional development.					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Natchitoches							
	035-121	\$108,259.00	M.R. Weaver Marthaville	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to improve the readiness skills of preschool children to enter kindergarten the following school year by utilizing a developmentally- appropriate classroom setting.						
	<i>Results:</i> 100% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of the 8(g) parents attended at least one Parent Teacher Conference, Open House, or other parent activity during the school year. Teachers and Paraprofessionals of 8(g) children attended 18 hours of Professional Development meetings at the school and district level.						

Orleans

	036-121	\$136,744.00	Franklin Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> This purpose of this project was to enhance student achievement for four-year-old children.						
	<i>Results:</i> 94.9% of the participating four-year-olds scored in the 2nd, 3rd and 4th quartile in math. 87.2 % of the participating four-year-olds scored in the 2nd, 3rd and 4th quartile in language. 53.1% of the parents participated in the Education City Software Home Connection Program. 100% of the 8(g) prekindergarten teachers used portfolios to drive instruction.						

Ouachita

	037-121	\$203,107.00	Pinecrest Elementary Woodlawn Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to provide high-quality preschool classes serving at-risk four-year-olds.						
	<i>Results:</i> 89.7% of the students scored in the 2nd, 3rd, or 4th quartile in language on the post administration of DSC. 89.7% of the students scored in the 2nd, 3rd, or 4th quartile in math on the post administration of DSC. 100% of parents participated in parental involvement activities using the Ouachita Parish Parental Involvement form 8G teachers participated in 95% of the professional development activities outlined on the Ouachita Parish Staff Development Plan for 2011-12.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Plaquemines							
	038-121	\$87,544.00	Belle Chasse Primary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to provide four-year-olds with developmentally-appropriate practices utilizing language and literacy experiences.						
	<i>Results:</i> 90.3% of the students participating in the 8(g) Pre-K program scored within the 2nd, 3rd, or 4th quartile on the administration of the Developing Skills Checklist in math. 85.4% of the students participating in the 8(g) Pre-K program scored within the 2nd, 3rd, or 4th quartile on the post administration of the Developing Skills Checklist in language. 100% of the 8(g) parents attended at least one of the offered activities. 100% of 8(g) teachers used portfolios as a tool for their instruction.						

Pointe Coupee

	039-121	\$78,684.00	Valverda Elementary Rougon Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to improve the readiness skills of four-year-old children through a developmentally-appropriate curriculum.						
	<i>Results:</i> 95.4% of the students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the DSC. 86.3% of the students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the DSC. 100% of the parents had participated in at least three planned parental involvement activities such as Open House, Orientation, Parent Teacher Conference, Class Parties, Field Trips or Student Performances. 100% of the Pre-K Teachers had participated in at least 3 district professional development activities.						

Rapides

	040-121	\$231,878.00	J. I. Barron Elementary Buckeye Elementary Cherokee Elementary J.B. Nachman Elementary Phoenix Magnet Elementary	Prekindergarten	Pre-K	100	
	<i>Project Description:</i> The purpose of this project was to provide quality prekindergarten services for at-risk four-year-olds.						
	<i>Results:</i> 95.8% of the Pre-K students scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist. 95.8% of the Pre-K students scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist. 86 % of parents attended workshops during the school year on average. 100% of 8(g) teachers attending the training which included rigorous job-embedded professional development and implementation/documentation procedures on the progress toward Pre-K ELA and math content standards Student Performance.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Red River							
	041-121	\$70,779.00	Red River Elementary	Prekindergarten	Pre-K	24	
	<i>Project Description:</i> The purpose of the project was to provide developmentally- appropriate preschool designed to improve readiness for and success in school.						
	<i>Results:</i> 80% of the students participating in the program scored in the 2nd, 3rd, and 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of the students participating in the program scored in 2nd, 3rd, and 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of the enrolled parents attended all monthly parent meetings as indicated by the chart below. 100% of teachers participated in professional development with other staff.						

Richland							
	042-121	\$84,618.00	Start Elementary Rayville Elementary	Prekindergarten	Pre-K	10	
	<i>Project Description:</i> The purpose of this project was to improve the readiness skills of four-year-old children through a developmentally-appropriate program.						
	<i>Results:</i> 20% of the students exhibited scores in the 2nd, 3rd or 4th percentile on the math component on the Developing Skills Checklist post-test. 70% of the students exhibited scores in the 2nd, 3rd or 4th percentile on the language component on the Developing Skills Checklist post-test. The class that showed no improvement will have a new teacher for the 2012-13 school year. 67% of the families participated in 50% of the preschool activities. 100% of staff attended and provided documentation for at least 18 hours of professional development.						

Sabine							
	043-121	\$89,726.00	Florien High Many Elementary	Prekindergarten	Pre-K	24	
	<i>Project Description:</i> The purpose of this project was to provide preschool classes for at-risk four-year-olds.						
	<i>Results:</i> 100% of the 8g students scored within the 2nd, 3rd, or 4th quartiles. 95% of the 8g students scored within the 2nd, 3rd, or 4th quartiles. 80% of the parents of students in the 8(g) classroom attended both the fall and spring parent teacher conferences. 100% of all preschool staff attended a minimum of eighteen hours of professional development with an emphasis on language/literacy.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
St. Bernard							
	044-121	\$100,685.00	Joseph Davies Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate program and to improve the readiness skills of children eligible to enter kindergarten the following year.						
	<i>Results:</i> 100% of students scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist. 87.5% of students scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist. 100% of parents attended at least one parent involvement activity. The 8(g) preschool teacher received over 42 hours of training.						

St. Charles

	045-121	\$131,020.00	St. Rose Elementary A.A. Songy Kindergarten Center	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The project provided developmentally-appropriate preschool experiences for high risk four-year-olds and involve their parents in activities to increase their knowledge of child development.						
	<i>Results:</i> 95.1% of the project participants scored in the 2nd, 3rd, or 4th quartiles in language on the Developing Skills Checklist. 88.5% of the project participants scored in the 2nd, 3rd, or 4th quartiles in math on the Developing Skills Checklist. 100% of the project participants demonstrated movement of at least two categories in 75% of the categories on the High/Scope Child Observation Record. (COR) 95% of the project parents participated in at least nine parent activities as documented on the Parent Participation Logs by the classroom teacher.						

St. Helena

	046-121	\$65,596.00	St. Helena Central Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> This project provided prekindergarten readiness skills for 20 students.						
	<i>Results:</i> 100% of the students scored in the 4th quartile in math. 100% of the students scored in the 2nd quartile in language. Less than 80% of the parents participated in at least one activity during the school year. 100% of the teachers will be trained on using data from the Developing Skills Checklist in order to increase Kindergarten readiness. 100% of the teachers were trained on using data from the Developmental Skills Checklist to increase Kindergarten Readiness.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
St. James							
	047-121	\$87,146.00	Lutcher Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to improve the readiness skills of preschool aged children who are eligible to enter kindergarten the following year.						
	<i>Results:</i> 60% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile in math on the post-test of the Developing Skills Checklist. 80% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 90% of the parents attended or participated in at least two meetings, conferences, workshops, interviews or telephone communications. 100% of the parents participated in seven events. The classroom teacher attended 95% of these activities. The paraprofessional attended 85% of the activities.						

St. John							
	048-121	\$105,010.00	East St. John Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide high quality preschool to children who are eligible to enter kindergarten in the fall of 2012.						
	<i>Results:</i> 82.3% of the students scored above the 1st quartile in Math. 94.1% of the students scored above the 1st quartile in Language. 77% of the parents attended the Parent Orientation and two other activities during the school year.						

St. Landry							
	049-121	\$167,688.00	Cankton Elementary Highland Elementary Palmetto Elementary	Prekindergarten	Pre-K	55	
	<i>Project Description:</i> The purpose of this project was to provide a full-time preschool program for at-risk four-year-old students.						
	<i>Results:</i> 98.3% of students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in language on the post administration of the Developing Skills Checklist. 86.2% of students participating in the 8(g) Early Childhood Development class scored in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist. 75% of the parents actively participated in the educational process of their children by attending at least three school related activities during the 2011-2012 school year. 100% of the 8(g) pre-kindergarten teachers participated in at least 18 hours of professional development during the 2011-2012 school year.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
St. Martin							
	050-121	\$86,297.00	Cecilla Primary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> This project provided early learning prekindergarten program to eligible four-year-olds.						
	<i>Results:</i> 100% of students scored in the 4th quartile in language in the post administration of the DSC. 100% of students scored in the 4th quartile in mathematics in the post administration of the DSC. Teacher and paraprofessional assistant attended 18 hours of professional development. 92% of parents attended the parent teacher conference days.						

St. Martin

	050-122	\$34,305.00	Cecilia Primary	Prekindergarten	Pre-K	7	
	<i>Project Description:</i> This project provided an age-appropriate early learning prekindergarten program to eligible four-year-olds.						
	<i>Results:</i> 100% of students scored in the 4th quartile in language in the post administration of the DSC. 100% of students scored in the 4th quartile in mathematics in the post administration of the DSC. Teacher and paraprofessional assistant attended 18 hours of professional development. 92% of parents attended the parent teacher conference days.						

St. Mary

	051-121	\$127,725.00	Wyandotte Elementary Bayou Vista Elementary Berwick Elementary	Prekindergarten	Pre-K	30	
	<i>Project Description:</i> The purpose of the project was to improve the readiness of preschool-aged children who are at-risk of being insufficiently prepared for kindergarten the following year.						
	<i>Results:</i> 97% of the students participating in the 8(g) Model Early Childhood classes have scored in the 2nd, 3rd or 4th quartile in math on the post administration of the Developing Skills checklist. 100% of the students participating in the 8(g) Model Early Childhood classes have scored in the 2nd, 3rd or 4th quartile in language on the post administration of the Developing Skills checklist. 95% of parents of the students enrolled in the 8(g) Model Early Childhood program. Pre-K teachers attended at least 18 hours of professional development concerning early childhood.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
St. Tammany							
	052-121	\$328,456.00	Covington Elementary Sixth Ward Elementary Whispering Forest Elementary	Prekindergarten	Pre-K	60	
	<i>Project Description:</i> The project provided high-quality, developmentally-appropriate prekindergarten classes for at-risk children in order to develop and strengthen social/pre-academic skills that will help our young children develop readiness for kindergarten.						
	<i>Results:</i> 80% or more of parents participated in more than one regularly scheduled program activity, such as parent-teacher meetings, parent group activities, workshops, field, trips, and conferences as evidenced by sign-in sheets. 98% of students scored in the second, third, or 4th quartile in language on the Developing Skills Checklist. 89% of students scored in the second, third, or 4th quartile in math on the Developing Skills Checklist. 100% of prekindergarten teachers and paraprofessionals participated in curriculum and program-based professional development focused on the goal of using research-based strategies to strengthen kindergarten readiness for prekindergarten children as evidenced by sign-in sheets.						

Tangipahoa

	053-121	\$200,753.00	Chesbrough Elementary Independence Elementary O.W. Dillon Elementary Midway Elementary	Prekindergarten	Pre-K	44	
	<i>Project Description:</i> The purpose of this project was to implement a developmentally-appropriate prekindergarten program emphasizing language, cognitive, physical and socio-emotional development of four-year-olds.						
	<i>Results:</i> 100% of the student's participating in the 8(g) Prekindergarten Program scored in the 2nd, 3rd, or 4th quartile in Language on the Developing Skills Checklist Post-Test. 96% of the students participating in the 8(g) Prekindergarten Program scored in the 2nd, 3rd, or 4th quartile in Mathematics on the Developing Skills Checklist Post-Test. 100% of the parents/guardians attended at least two parent activities/events during the 2011-2012 school year. 100% of the teachers attended training for new personnel (8 hours). 100% of teachers and paras attended 14.5 hours of professional development for all Pre-K staff.						

Tensas

	054-121	\$64,994.00	Newellton Elementary Tensas Elementary Tensas High	Literacy	K-12	700	147
	<i>Project Description:</i> This project provided instructional strategies for literacy intervention and/or enrichments.						
	<i>Results:</i> 84% of the students in grade 4 scored Basic or above on the Spring 2011 LEAP test. 37% of the students in grade 8 scored Basic or above on the Spring 2011 LEAP test.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Terrebonne							
	055-121	\$191,975.00	Bourg Elementary Broadmoor Elementary Lisa Park Elementary Mulberry Elem.	Prekindergarten	Pre-K	156	
	<i>Project Description:</i> The purpose of this project was to provide high-quality prekindergarten opportunities for at-risk four-year-olds.						
	<i>Results:</i> 91.1% of the students participating in the 8 (g) Early Childhood Development classes scored in the 2nd, 3rd, or 4th quartile in language on the Developing Skills Checklist. 88.4% of the students participating in the 8 (g) Early Childhood Development classes scored in the 2nd, 3rd, or 4th quartile in math on the Developing Skills Checklist. 91.4% of the planned "I Care" parental involvement activities were completed by 96.9% of the parents. 100% of teachers completed 29.5 hours of Staff Development specific to Early Childhood Education.						
<hr/>							
Union							
	056-121	\$78,917.00	Farmerville Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to improve the kindergarten readiness skills of at-risk four-year-olds.						
	<i>Results:</i> 95% of students scored in the 2nd, 3rd and 4th quartile in Math on the post administration of Developing Skills Checklist. 85% of students scored in the 2nd, 3rd, and 4th quartile in Language on the post administration of the Developing Skills Checklist. 90% of parents were involved in at least one activity by participation or attendance at open house, group meeting, students programs, field trips, volunteer parent services, and/or parent/teacher conferences. All teachers and paraprofessionals received 18 plus hours of professional development in the 2011-2012 school year.						
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Vermilion							
	057-121	\$125,687.00	Dozier Elementary LeBlanc Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to offer a developmentally-appropriate curriculum to sufficiently prepare students for kindergarten, in addition to providing early intervention strategies for participating families.						
	<i>Results:</i> 95% of participating pre-k students scored in the 2nd, 3rd, and 4th quartile on the Math component of the DSC. 100% of participating students, scored in the 2nd, 3rd, and 4th quartile on the language component of the DSC. 100% of parents in the participating classes attended conferences. At least 90% of parents attended several other school activities as evidence through sign-in sheets. 100% of teachers participated in PD activities addressing student learning strategies and activities as documented in the district PD plan.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Vernon							
	058-121	\$130,064.00	North Polk Elementary	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of this project was to help children overcome emotional deprivation and develop essential kindergarten skills.						
	<i>Results:</i> 85% of students in the 8g Program scored in the 2nd, 3rd, or 4th quartile in language on the post-test of the Developmental Skills Checklist (DSC). 90% of the enrolled students in the 8g Program scored in the 2nd, 3rd, or 4th quartile in math on the post test of the Developmental Skills Checklist (DSC). 100% of parents attended at least one parent activity for parents as evidenced by parent attendance roster.						
Washington							
	059-121	\$97,992.00	Enon Elementary Franklinton Elementary	Prekindergarten	Pre-K	18	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally-appropriate prekindergarten program that enhances language, literacy and math development through active involvement and hands-on activities.						
	<i>Results:</i> 95% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95% of the participating four year olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing skills Checklist post-test. 100% of the parents of the participating four year olds attended a minimum of two of the parental involvement activities. 100% of the teachers and paraprofessionals who work with the participating four year olds attended a minimum of three of the staff development activities.						
Webster							
	060-121	\$111,095.00	Central Elementary Doyline High NWU Elementary Webster Preschool	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to improve the readiness of preschool-aged children who are eligible to attend kindergarten the following year, and who are at-risk of being insufficiently ready for the regular schools program.						
	<i>Results:</i> 94.8% of the students scored in the 2nd, 3rd, or 4th quartile in language. 78.9% of the students scored in the 2nd, 3rd, or 4th quartile in math. 100% of parents attended three or more activities in 8g classrooms as this objective was met. 100% of preschool teachers attended 6 to 8 of the planned professional development sessions for the school year.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
West Baton Rouge							
	061-121	\$85,905.00	Brusly Elementary Chamberlin Elementary Port Allen Elementary	Prekindergarten	Pre-K	20	
	<i>Project Description:</i>	This program enhanced the developmental readiness of the four-year-old students in the program and provide an opportunity for greater success in kindergarten.					
	<i>Results:</i>	100% of the Pre-K students scored in the 2nd, 3rd, or 4th quartile on the math component of the DSC test. 80% of these students scored in the 4th quartile. 95% of the Pre-K students scored in the 2nd, 3rd, or 4th quartile on the language component of the DSC test. 90% of these students scored in the 4th quartile. 90% of the parents attended/participated a minimum of 7 parent activities that were integrated into the project with a focus on extending the learning into the home. 100% of the teachers participated in weekly job-embedded PLCs.					

West Carroll

	062-121	\$75,841.00	Kilbourne High	Prekindergarten	Pre-K	20	
	<i>Project Description:</i>	The purpose of this project was to prepare four-year-old students for a more successful Kindergarten experience.					
	<i>Results:</i>	95% of the students scored 2nd, 3rd, or 4th quartiles, with 80% of all students scoring in the 3rd and 4th quartiles. 100% of the students scored in the 2nd, 3rd, or 4th quartiles, with 85% of all students scoring in the 3rd and 4th quartiles. 85% of the parents attended at least two activities, with most parents attending 5-8 of the 11 activities documented. 100% of teachers were given handouts/information regarding this at Orientation and Professional Development Meetings during the year.					

West Feliciana

	063-121	\$75,645.00	Bains Lower Elementary	Prekindergarten	Pre-K	24	
	<i>Project Description:</i>	This project provided educational growth and development for 24 four-year-old at-risk students in an environment where preschool children can learn through active exploration and provide them with appropriate experiences in preparation for kindergarten.					
	<i>Results:</i>	80.9% of the participating 8(g) students scored in the 2nd, 3rd, or 4th quartile in math on the post test results of the Developmental Skills Checklist. 95.3% of the participating 8(g) students scored in the 2nd, 3rd, or 4th quartile in language on the post test results of the Developmental Skills Checklist. 100% of the parents attended at least four activities during the school year. 100% of pre-kindergarten teachers attended a workshop on utilizing student data to make informed decisions about teaching and learning. Workshops focused on literacy and math skills that incorporated Common Core standards.					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Winn							
	064-121	\$78,315.00	Winnfield Kindergarten Calvin High School	Prekindergarten	Pre-K	30	
	<i>Project Description:</i> This project prepared at-risk four-year-olds for kindergarten through language and math development, age appropriate activities, and hands-on learning.						
	<i>Results:</i> 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the Math component of the Developing Skills Checklist post-test. 75% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 74% of the parents participated in three parent workshops/in-services. 100% of the preschool teachers attended either the LAECA or Preschool & K Conference, as well as attended three parish PD days.						

Monroe City

	065-121	\$123,009.00	Clara Hall Cypress Point	Prekindergarten	Pre-K	40	
	<i>Project Description:</i> The purpose of the project was to provide a developmentally- appropriate program designed to improve readiness skills of children eligible to enter kindergarten the following year, and who were at-risk of not being ready for the regular school program.						
	<i>Results:</i> 86.9% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 89.8% of the participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 80% of the parents attended in at least one activity during the year. 100% of teachers attended and participated in professional development activities.						

Bogalusa City

	066-121	\$75,773.00	Denhamtown	Prekindergarten	Pre-K	20	
	<i>Project Description:</i> The purpose of this project was to provide a developmentally- appropriate class that addresses both age appropriate and individual needs of 18-20 four-year-old children who score low on the Brigance Screening Instrument.						
	<i>Results:</i> 80% of participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on math Component of the Developing Skills Checklist Post Assessment. 95.3% of participating four-year-olds scored in the 2nd, 3rd, or 4th quartile on the language Component of the Developing Skills Checklist posttest. At least 95% of our parents participated in at least one parental workshop during the 2012-2013 school year. 100% of teachers and paraprofessionals attended at least 18 hours of professional development activities.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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Zachary Community

067-121 \$96,442.00 Zachary Early Learning Center Prekindergarten Pre-K 16

Project Description: The purpose of the project was to provide a developmentally-appropriate early childhood education experience for at-risk four-year-olds.

Results: 70.6% of the 8(g) program participants scored in the 2nd, 3rd and 4th quartile on the post administration of the DSC (Developmental Skills Checklist) in language.
70.6% of the 8(g) program participants scored in the 2nd, 3rd and 4th quartile on the post administration of the DSC (Developmental Skills Checklist) in mathematics.
100% of our 8(g) parents completed 3 or more activities associated with the project.
100% of teachers participated in eight 1 hour sessions of trainings to implement phonemic awareness strategies and activities during PLC (Professional Learning Communities).

City of Baker

068-121 \$73,802.00 Bakerfield Elementary Prekindergarten Pre-K 20

Project Description: The purpose of this project was to provide students with developmentally-appropriate instructional strategies to improve reading readiness, math, and social emotional skills for twenty (20) students per school.

Results: 93.3% of the participating four year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills checklist post-test.
94.9% of the participating four year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills checklist.
95% of parents of prekindergarten students assigned to the 8(g) class participated in at least three parent involvement activities planned for parents as measured by sign in sheets and parent logs.
100% of all 8(g) prekindergarten teachers and paraprofessionals attended 18 hours of staff development as evidence by sign-in sheets, agendas, and handouts.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Central Community Schools							
	069-121	\$89,274.00	Bellingrath Hills Elementary Tanglewood Elementary Central Middle Central High Central Intermediate	Literacy	K-12	3838	115
	<i>Project Description:</i> The purpose of this project was to increase student achievement in writing using district-wide, research-based, consistent writing instruction across all content areas in grades K-12 aligning with Common Core and National College- and Career-Readiness (CCR) Standards.						
	<i>Results:</i> 86% of the students targeted as struggling learners (scoring between 0-70%) in grades K-8 showed a 10% or more improvement in writing when comparing the scores on the September pre-test and May post-test. 59% of the students targeted as students in the academic middle (scoring between 75-84%) in grades K-8 showed a 10% or more improvement in writing when comparing the scores on the September pre-test and May post-test. 93% of the students targeted as struggling learners (scoring between 0-70%) in grades 9-11 showed a 10% or more improvement in writing when comparing the scores on the September pre-test and May post-test. 62% of the students targeted as students in the academic middle (scoring between 75-84%) in grades 9-11 showed a 10% or more improvement in writing when comparing the scores on the September pre-test and May post-test.						

Recovery School District

	070-121	\$125,416.00	Banneker Elementary Coghill Elementary Craig Elementary Habans Elementary Henderson Elementary Johnson Elementary Schaumburg Elementary Dibert Elementary Morris Jeff Elementary Intercultural Charter Gentilly Terrace-New Beginnings Mattie's Little Angels Children's World F. C. Williams Reed Elementary Langston Hughes Elementary Shelia's Kiddie College Arise Charter A. P. Tureaud	Prekindergarten	Pre-K	700	
	<i>Project Description:</i> The purpose of this project was to increase language and literacy development in paraprofessionals and teachers in the Recovery School District.						
	<i>Results:</i> 100% of the target classes received early childhood materials that supported language and literacy learning.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Dryades YMCA-Singleton							
	075-	\$4,957.00	James M. Singleton				
	<i>Project Description:</i> This project was not implemented.						
	<i>Results:</i> This project was nto implemented.						
Special School District							
	075-121	\$4,047.00	Eastern LA Mental Hospital- Greenwell Springs Renaissance Home for Youth	Literacy	4-12	370	
	<i>Project Description:</i> The purpose of the Accelerated Reader program was to ensure students are engaged in essential reading practice, to personalize and individualize reading practice, to progress monitor students' reading progress, and to build lifelong readers.						
	<i>Results:</i> 50% or more of the targeted students showed monthly growth in reading. 88% of all reading quizzes on books were passed as evidenced by the Diagnostic Reading Practice report.						
ReNEW-Sci Tech							
	075-122	\$4,799.00	SciTech Academy at Laurel	Literacy	3-8	478	125
	<i>Project Description:</i> The project allowed ReNEW's SciTech Academy at Laurel to implement research-based Accelerated Reading (AR) Program to get below-level students achieving on or above level in literacy.						
	<i>Results:</i> The number of students reading on grade level did not increase by 15% as anticipated. The number of students in grades 3, 4, 5, 8, scoring Basic or above in ELA on LEAP & iLEAP, increased by 10%. The number of students in 6th grade did not score Basic or above as anticipated.						
ReNEW-Batiste							
	075-123	\$4,363.00	Batiste Cultural Arts Academy at Live Oak	Literacy	3-8	463	
	<i>Project Description:</i> This grant allowed ReNEW's Batiste Cultural Arts Academy at Live Oak to implement a research-based Accelerated Reading (AR) program to get below-level students achieving on or above level in literacy.						
	<i>Results:</i> The targeted students in grades 5-8 increased by 10% in ELA. The 4th graders increased, but not by 10% as anticipated. Reading on grade level did not increase by 15% as anticipated.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Belle Chasse Academy							
	075-124	\$6,769.00	Belle Chasse Academy	Literacy	K-5	90	147
	<i>Project Description:</i> The project provided proven methods of reading instruction and intensive literacy interventions will be incorporated for students that are academically below grade level.						
	<i>Results:</i> 33% of the K students achieved the objective. 40% of the 1st students achieved the objective. 52% of the 2nd students achieved the objective. 80% of the 3rd students achieved the objective. 64% of the 4th students achieved the objective. K, 1, 2 scored in the 3rd quartile or higher on the ITBS reading battery.						

Louisiana School for Math Science and the Arts

	075-125	\$2,422.00	Louisiana School for the Math, Science, and the Arts	Literacy	10-12	322	
	<i>Project Description:</i> The purpose of this grant was to provide training and technology tools to assist 10-12 grade students, especially with dyslexia, dysgraphia, or other disabilities, with note-taking skills to improve their overall literacy skills.						
	<i>Results:</i> 70% of the targeted students improved their note taking skills and overall literacy skills.						

A.E. Phillips Laboratory School

	075-126	\$2,505.00	A.E. Phillips	Literacy	3-5	118	144
	<i>Project Description:</i> The project helped students develop as writers, incorporating creativity with skills and conventions of language.						
	<i>Results:</i> 100% of the targeted students in grades 3-5 scored Basic or above in ELA on LEAP/ iLEAP.						

Friends of King, Inc.

	075-127	\$5,611.00	Dr. Martin Luther King Charter School	Literacy	3,5,6,7	60	
	<i>Project Description:</i> This project provided a standards-based, targeted literacy intervention program to address the literacy development of 3rd, 5th, 6th, and 7th grade students.						
	<i>Results:</i> 25% of the targeted students scored Basic or above on the ELA of iLEAP.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Louisiana School for the Visually Impaired							
	075-128	\$504.00	Louisiana School for the Visually Impaired	Literacy	K-12	62	
	<i>Project Description:</i> The purpose of the grant was to provide students the opportunity to have automatic feedback and enrichment from a planned and quick-response literacy intervention known as accelerated reading.						
	<i>Results:</i> 91% of the participants exceeded expectations by 11 percentage points. 91.4% of the participants advanced to the next reading level in Accelerated Reader. 2.8% of students remained at the same level that they started at the beginning of the school year.						
New Orleans Charter School Foundation- McDonogh City Park							
	075-129	\$3,061.00	McDonogh City Park Academy	Literacy	4th	62	
	<i>Project Description:</i> The purpose of the project was to strengthen students' literacy skills through after-school literacy enrichment opportunities.						
	<i>Results:</i> The percentage of 4th grade students scoring Mastery or Advanced on the ELA LEAP increased by 14.4%. The percentage of 4th grade students scoring Basic or Above on ELA / LEAP increased by 29.9%.						
Avoyelles Public Charter School							
	075-130	\$5,197.00	Avoyelles Public Charter School	Literacy	K-3	240	
	<i>Project Description:</i> The purpose of this project was to improve language arts/literacy of students in grades K-3 by providing them with ELA intervention and enrichment in literacy skills such as comprehension, phonemic awareness, and fluency.						
	<i>Results:</i> 86.5% of Kindergarten students benchmarked on the DIBELS Next Spring 2012 test. 67% of 1st grade students benchmarked on the DIBELS Next Spring 2012 test. 87.5% of 2nd grade students benchmarked on the DIBELS Next Spring 2012 test. 88.5% of 3rd grade students benchmarked on the DIBELS Next Spring 2012 test.						
LSU Laboratory School							
	075-132	\$10,222.00	University Lab School	Literacy	4-5	212	147
	<i>Project Description:</i> The purpose of the grant was to focus on incorporating proven methods of reading instruction in classrooms allow for intensive literacy interventions and/or enrichment opportunities.						
	<i>Results:</i> There was a 5% increase in the number of targeted students who moved from one achievement level to the next in ELA and Social Studies on LEAP/iLEAP.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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Milestone SABIS Academy

075-133	\$2,903.00	Milestone SABIS	Literacy	4,8	40
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Project Description: This project was designed to close learning for students not keeping up with their peers while preparing them to be successful on the ELA LEAP exam.

Results: Less than 70% of 4th and 8th grade students showed an increase in LEAP/ ELA scores by 12%.

Advocacy for the Arts and Technology in NO, Inc.-Crocker

075-134	\$1,677.00	Crocker Arts and Technology School	Literacy	K-3	178
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Project Description: The purpose of the project was to purchase materials to effectively implement DIBELS Next.

Results: Data was not provided.

Louisiana School for the Deaf

075-135	\$1,015.00	Louisiana School for the Deaf	Literacy	K-12	134
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Project Description: This project provided needed books and DVDs for use in the ASL lab to provide a quality, communication-driven program to maximize the educational potential of Deaf and Hard of Hearing students with severe language needs.

Results: Of the 156 students assessed with the Kendall Conversational Proficiency Levels Scale, 20 students (13%) received the same P-Level score as received in August; however, the students can now perform some skills on the next higher level and their score is represented with a "+" (i.e. 2+); 33 students (21%) advanced 1 or more P Levels; 5 students (3%) advanced 1 or more levels AND demonstrated some skills on the next higher level; 13 students (8%) received mastery levels on Conversational Proficiency; 85 students (55%) maintained the same P-Levels in April as they received in August; no students showed decreases in P-Levels.

Thirty (30) elementary students participated in the Story Reading Project Evaluation. Kindergarten (6 Participants) with 5 students (83%) improved by 5 – 15 points; Grade 1 (5 Participants) with 4 students (80%) improved by 4 – 10 points; Grade 2 (3 Participants) with 3 students (100%) – improved by 5 – 13 points; Grade 3 (6 Participants) with 6 students (100%) improved by 5 – 13 points; Grade 4 (10 Participants) with 9 students (90%) improved by 5 – 13 points; a total of 27 (90%) of all students evaluated showed improvement.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Algiers Charter Schools Assoc. - Behrman							
	075-136	\$4,791.00	Martin Behrman Elementary	Literacy	4,8	155	
	<i>Project Description:</i> The project provided reading and ELA interventions to improve LEAP skills to all fourth and eighth grade students.						
	<i>Results:</i> Data was not provided.						
Algiers Charter Schools Assoc. - Eisenhower							
	075-137	\$4,505.00	Eisenhower Academy of Global Studies	Literacy	4, 8	60	
	<i>Project Description:</i> This project supported student centered learning in ELA.						
	<i>Results:</i> Data was not provided.						
Algiers Charter Schools Assoc. - Fischer							
	075-138	\$3,806.00	Fischer Accelerated Academy	Literacy	4, 8	50	
	<i>Project Description:</i> This project provided funding for the ELA LEAP Intervention Assistance Program that will strengthen test-taking skills and provide literacy interventions and strategies for students.						
	<i>Results:</i> Data was not provided.						
Algiers Charter Schools Assoc. - McDonogh 32							
	075-139	\$4,212.00	McDonogh #32 Academy	Literacy	3-8	350	
	<i>Project Description:</i> This grant has given additional support and time on task utilizing proven instructional strategies for literacy interventions and enrichment to students who have underachieved on the state's high stakes testing instruments.						
	<i>Results:</i> Data was not provided.						
Algiers Charter Schools Assoc. - Algiers Technology							
	075-140	\$2,482.00	Algiers Technology Academy	Literacy	9-11	120	
	<i>Project Description:</i> The project provided an opportunity to strengthen literacy among high school students' performance in English Language Arts, as measured by high-stakes testing.						
	<i>Results:</i> 86% of all 12th graders participating in Ram's Success met the requirement for passing the GEE and/or EOC. 100% of students participating in Ram's Success received passing grades in their English Language Arts classes. Students in 9th-11th showed 4% and higher above their reading assessments levels.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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Algiers Charter Schools Assoc. - Walker

075-141	\$6,574.00	O. Perry Walker College and Career Preparatory High School and Community Center	Literacy	9-12	45		
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Project Description: This project provided funding for the Academic Support center, an after-school program, that provides additional support and time-on-task to students who are reading below grade level and unsuccessful on the state's high stakes testing instruments.

Results: 95% of students utilizing the Academic Support Center—English Language Arts Lab scored at a proficient level on the ELA section of the End Of Course(EOC) assessments.
 95% of students utilizing the Academic Support Center—English Language Arts Lab received passing grades in their English Language Arts class
 95% of students utilizing the Academic Support Center—English Language Arts Lab increased at least two (2) lexile levels above their starting levels. (Scholastic Lexia Reading Assessment)

Diocese of Alexandria

080AX-121	\$19,315.00						
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Project Description: This project was not implemented.

Results: This project was not implemented.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Diocese of Baton Rouge							
	080BR-121	\$158,763.00	Ascension Catholic Catholic Elem PC Catholic High PC Holy Family Holy Ghost Mater Dolorosa Most Blessed Sacrament Our Lady of Mercy Redemptorist Elementary Redemptorist High Redemptorist Sp Ed Sacred Heart St. Aloysius St. Alphonsus St. Elizabeth St. Francis Xavier St. George St. Jean Vianney St. John Elementary St. John High St. John Primary St. Joseph's Academy St. Joseph School St. Jude St. Louis King of France St. Michael HS St. Peter Chanel St. Theresa St. Thomas Aquinas St. Thomas More Catholic High	Literacy	3-12	7000	143
	<i>Project Description:</i>	The purpose of this project was to enrich reading and writing programs with interventions for those who are below grade level and those in the academic middle through the utilization of interactive technology and web based programs in language arts.					
	<i>Results:</i>	53% of the students in grades 4-12 showed proficiency in the writing skills needed for promotion when comparing the scores on the October pre-test and April post-test. 63% of the selected students increased their total reading National Percentile scores on the April 2012 TerraNova as compared with the April 2011 TerraNova. 99% of the selected students became proficient in 70% of the reading skills needed for promotion as evidenced by the 4th quarter report card grades.					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Diocese of Houma-Thibodaux							
	080HT-121	\$39,662.00	St. Bernadette Elementary Maria Immacolata Elementary St. Gregory Elementary St. Francis de Sales Holy Cross Elementary	Literacy	1-3	179	
	<i>Project Description:</i> The purpose of this project was to build cognitive skills necessary for reading, processing, sequencing, and memory.						
	<i>Results:</i> 100% of the identified students in grades 1-3 completing their protocol exhibited at least 1.2 grade level of growth in the reading score. 100% of the identified students in grades 2-3 completing their protocol exhibited at least 12 scale score points of growth in their total reading score on the Stanford Achievement test from Spring 2011 to Spring 2012.						

Diocese of Lake Charles

	080LC-121	\$20,466.00	St. Louis Catholic High School	Literacy	9	75	
	<i>Project Description:</i> This project was used to improve reading and writing deficiencies thus improving literacy.						
	<i>Results:</i> 100% of the targeted 9th grade students are academically eligible to return to St. Louis Catholic for their tenth grade year. 50% of students showed improvement of 5 percentage points on the end of year assessment.						

Diocese of Lafayette

	080LF-121	\$103,250.00	Sacred Heart	Literacy	4th	68	147
	<i>Project Description:</i> The purpose for implementing "21st Century Literacy Through Tiered Instruction" was to provide instructional strategies for literacy interventions and/or enrichments.						
	<i>Results:</i> 70% of fourth grade ELA students participating in "21st Century Literacy Through Tiered Instruction" from September 2011 to May 2012 did not increase by 1 point in reading vocabulary as anticipated. 70% of fourth grade ELA students participating in "21st Century Literacy Through Tiered Instruction" from September 2011 to May 2012 did not increase 1 point in language expression as anticipated.						

Archdiocese of New Orleans

	080NO-121	\$70,716.00	Holy Rosary Academy	Literacy	K-7	91	146
	<i>Project Description:</i> The purpose of this project was to increase reading academic achievement.						
	<i>Results:</i> 95% of the participating K students experienced an aggregate gain of 3% or more points in reading from pretest to post test. 97% of the participating 1 students experienced an aggregate gain of 3% or more points in reading from pretest to post test. 95% of the participating 2 students experienced an aggregate gain of 3% or more points in reading from pretest to post test. 88% of the participating 3 students experienced an aggregate gain of 3% or more points from pretest to post test.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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Archdiocese of New Orleans

080NO-122	\$129,939.00	Cathedral Academy Good Shepherd Nativity Holy Ghost Resurrection of Our Lord St. Alphonsus St. Anthony St. Benedict the Moor St. Joan of Arc St. Leo the Great St. Mary's Academy St. Peter Claver St. Rita, N.O. St. Stephen	Literacy	1-4	581	
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Project Description: The purpose of this project was to increase reading academic achievement.

Results: The targeted students in grades 1 and 2, experienced an aggregate gain of 3% or more points in reading. The targeted students in grades 3 through 7 did not experience an aggregate gain of 3% or more points as anticipated in reading.

Diocese of Shreveport

080SH-121	\$12,057.00	St. Joseph School	Literacy	7	25	126
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Project Description: The purpose of this project was to continue to improve the literacy and reading comprehension skills of 25 students in the 7th grade class by using new and integrative technology (iPad2 devices by Apple).

Results: The 7th grade students targeted achieved the target improvement in three of the four measured sub-tests of the Terra Nova.

Delhi Charter

090AS-101

Project Description: This project was not implemented.

Results: This project was not implemented.

Kehoe-France Southshore School

090AS-120	\$3,512.00	Kehoe-France Southshore	Literacy	1	10	150
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Project Description: The purpose of the grant was to provide reading remediation for the first grade students unable to keep up with their peers.

Results: 90% of targeted students reached grade level by the end of the year.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Riverside Academy							
	090AS-121	\$5,604.00	Riverside Academy	Literacy	11	80	148
	<i>Project Description:</i> The purpose of the grant was for English III students to improve their writing skills through the process approach of Six Traits Writing and the writing revision activities of the Holt On Line Program						
	<i>Results:</i> The 11th grade mean score on the Holt Online Holistic Writing Rubric improved by 1.06 rubric points as compared to the mean score at the beginning of the year.						
Oak Forest Academy							
	090AS-123	\$4,513.00	Oak Forest Academy	Literacy	K-1	40	144
	<i>Project Description:</i> The purpose of this grant was to provide additional technical and conventional instruction to K/1st grade students who are achieving below class norms or have specific reading problems.						
	<i>Results:</i> 75% of targeted kindergarten students increased five levels on the Reading Recovery Test. 75% of targeted 1st grade students increased five levels on the Reading Recovery Test.						
Cedar Creek School							
	090As-124	\$4,641.00	Cedar Creek School	Literacy	6-7	90	147
	<i>Project Description:</i> The purpose of this project was to increase student achievement in Social Studies and Reading by validating a newly written comprehensive curriculum through the use of formative and summative assessments with a particular focus on higher order thinking literacy skills.						
	<i>Results:</i> 77% of 6th grade students scored at or above the 50th percentile on the Social studies section of the Stanford 10 Achievement Test. 83% of 6th grade students scored at or above the 50th percentile on the Reading section of the Stanford 10 Achievement Test. 80% of 7th grade students scored at or above the 50th percentile on the Social studies section of the Stanford 10 Achievement Test. 74% of 7th grade students scored at or above the 50th percentile on the Reading section of the Stanford 10 Achievement Test.						
Glenbrook School							
	090AS-126	\$2,663.00	Glenbrook School	Literacy	11	22	147
	<i>Project Description:</i> The purpose of the grant was to provide explicit instruction regarding constructed responses in the science content area, consequently, enhancing the students' academic performances on the science portion of the Graduate Exit Exam (GEE)						
	<i>Results:</i> 54% of the students in grade 11 scored Mastery or above on the science section of the 2012 spring testing Graduate Exit Exam.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Tallulah Academy							
	090AS-127	\$1,873.00	Tallulah Academy	Literacy	K-12	267	139
	<i>Project Description:</i> The purpose of this project was to provide a centralized, educational resource management system used in instructional resources more efficiently to promote literacy, increase collaboration, strengthen the library-classroom connection, and improve reading scores.						
	<i>Results:</i> 50% of the students in K-6 reported collaboration with parents in a minimum of two grading periods to meet or exceed AR goals. Students in grades K-6 increased in comprehensive skills by an average of 29.5% from the beginning of the school year to the end as measured by AR assessments.						
Tensas Academy							
	090AS-128	\$1,316.00	Tensas Academy	Literacy	K-12	230	119
	<i>Project Description:</i> The project enhanced or improved literature and encouraged the love of reading.						
	<i>Results:</i> 82% of 4th grade students passed 90% of the AR tests with a grade of 70% or better. Students in grades K-3 did not pass 90% of the AR tests with a grade of 70% or better as anticipated.						
Metairie Park Country Day School							
	090AS-129	\$5,024.00	Metairie Park Country Day School	Literacy	K-2	120	
	<i>Project Description:</i> The purpose of the grant was to provide students with a comprehensive, individualized, multi-sensory language arts instruction, specifically in phonics, linguistics, reading comprehension, and writing.						
	<i>Results:</i> 25% of Kindergarten students increased their DIBELS scores. 25% of 1st grade students increased their DIBELS scores. 25% of 2nd grade students increased their DIBELS scores.						
Riverfield Academy							
	090AS-130	\$1,843.00	Riverfield Academy	Literacy	1	25	116
	<i>Project Description:</i> This project improved the academic performance of students in reading.						
	<i>Results:</i> 100% of the targeted students improved their reading (words per minute read and comprehension) by more than 5% on the post test.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Alexandria Country Day School							
	090AS-131	\$3,520.00	Alexandria Country Day School	Literacy	1-8	104	
	<i>Project Description:</i> The grant improved reading comprehension through the application of expanded skills-based testing and reports that provide data for standards benchmarking using the STAR assessment program, and frequent progress monitoring using Accelerated Reader						
	<i>Results:</i> 100% of students scoring in the lower 20% of students in the 3rd grade on the Grade Level Equivalency section of the beginning of the year STAR test improved by .5 (one-half) grade level or more of the end of the year STAR test. 64% of students scoring in the lower 20% of students in the 4th grade on the Grade Level Equivalency section of the beginning of the year STAR test improved by .5 (one-half) grade level on the end of the year STAR test.						

The Runnels School

	090AS-132	\$5,799.00	Runnels School	Literacy	6-8	149	
	<i>Project Description:</i> The 2nd grade reading teachers implemented Whole-Group activities using a document camera and interactive whiteboard to project text for the entire class at once.						
	<i>Results:</i> The group's Total Reading score was at the National Percentile Rank of 77 with a stamina of 7. 83% of the target students performed at or above average in total Reading. 88% of the target students performed at or above average in Reading comprehension.						

Quest School

	090AS-133	\$346.00	Quest School	Literacy	5-7	22	144
	<i>Project Description:</i> This project incorporated a sequential spelling, vocabulary and writing program into the language curriculum to strengthen vocabulary and spelling skills						
	<i>Results:</i> 64% of targeted students in grades 5-7 showed at least 6 months growth in their reading vocabulary level on the 2012 Stanford Achievement Test compared to 2011 test results. 63% of targeted students in grades 5-7 showed at least 6 months growth in their spelling level on the 2012 Stanford Achievement Test compared to 2011 test results. 95% of targeted students in grades 5-7 showed an 80% average or above in their weekly spelling tests. 90% of the 21 targeted students in grades 5-7 showed an 80% average or above in their 6-week spelling scores. 90% of targeted students in grades 5-7 showed at least an 80% average in their weekly vocabulary tests, and 95% of the students showed at least an 80% average on the six week vocabulary test scores.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Ridgewood Preparatory School							
	090AS-134	\$1,783.00	Ridgewood Prep	Literacy	5-8	90	106
	<i>Project Description:</i> This grant was used to support independent reading in order to improve reading proficiency.						
	<i>Results:</i> 85% of middle school students read 10 books independently in the course of the year. 85% of students are at or above the national percentile average on the Stanford Achievement Test.						
Cedarwood School							
	090AS-135	\$1,309.00	Cedarwood School	Literacy	K-3	104	144
	<i>Project Description:</i> The Readers' Theatre project provided early learners with enrichment reading to strengthen the students' fluency and comprehension through a fun, interactive, and high interest method.						
	<i>Results:</i> 98.45% of students in grades K-3 improved their fluency rate by 5% on rubrics and oral reading charts. 77.22% of students in grades K-3 improved their comprehension by 5% on informal reading inventories.						
Bowling Green School							
	090AS-136	\$2,633.00	Bowling Green	Literacy	7-12	177	119
	<i>Project Description:</i> The purpose of Star Bucs was to increase student achievement in Language Arts through the reading of classic literature.						
	<i>Results:</i> 53% of students in grades 7-12 passed ELA class with 85% or higher. 85% of the 8th grade students scored Basic or above on the LEAP. 63% of students passed the End of Course test in English II and III.						
Evangel Christian Academy							
	090AS-138	\$5,649.00	Evangel Christian Academy	Literacy	8	65	
	<i>Project Description:</i> This project was not implemented.						
	<i>Results:</i> This project was not implemented.						
St. Martin's Episcopal School							
	090PS-101	\$3,716.00					
	<i>Project Description:</i> This project was not implemented.						
	<i>Results:</i> This project was not implemented.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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First Baptist Christian School

090PS-102 \$1,632.00 First Baptist Christian School Literacy 5-6 37

Project Description: The purpose of the project was to facilitate learning through multimedia lessons in order to provide enrichment activities.

Results: Data was not provided.

Northeast Baptist School

090PS-103 \$888.00

Project Description: This project was not implemented.

Results: This project was not implemented.

Central School Corporation

090PS-104 \$1,091.00

Project Description: This project was not implemented.

Results: This project was not implemented.

Ben's Ford Christian School

090PS-122 \$2,979.00 Ben's Ford Christian Literacy 2 23 147

Project Description: The purpose of this grant was to promote emergent literacy skills in second grade students through the use of proven technology supplements.

Results: 44% of students increased 10% in literacy skills.

St. Paul's Episcopal

090PS-123 \$1,279.00 St. Paul's Episcopal Literacy 2 15

Project Description: This grant provided student-learning experiences that incorporate laptop use along with SMART Board technology in the core language arts subject that will improved academic achievement in literacy in 2nd grade students.

Results: 80% of the second grade students scored above 75% on a post-unit literacy test.
80% of the second grade teachers scored above a scale of three.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
St. Mark's Cathedral School							
	090PS-125	\$1,888.00	St. Mark's Cathedral School	Literacy	K	27	150
	<i>Project Description:</i> Project TSL stimulated and excited Kindergarten students to develop and strengthen their literacy skills of fluency, vocabulary, comprehension, listening, speaking, and writing through the use of highly motivating material and on-line interactive programs.						
	<i>Results:</i> 92% of the Kindergarten students increased their literacy scores by at least 5% when comparing the pre-literacy assessment and the post-literacy assessment. 85% of the Kindergarten students increased their comprehension scores by at least 10% when comparing the pre-comprehension assessment and the post-comprehension assessment.						
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	090PS-125	\$2,414.00	Trinity Episcopal	Literacy	1-8	90	144
	<i>Project Description:</i> This project provided assistance to those students in grades 1-8 who continue to struggle with reading and writing and achieve in the bottom third of their class.						
	<i>Results:</i> 87 % of targeted students scored at or above grade level in reading on the Gates-MacGinitie. 86 % of 1st grade students scored at grade level or above on the CPAA-ERB. 85 % of targeted 2nd through 8th graders scored in the fourth stanine or above in literacy on the yearly achievement tests (ERB- Educational Research Bureau CTP4). 78% of targeted students in grades 4-8 earned a grade of C or above in reading.						
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Lutheran High School							
	090PS-126	\$564.00	Lutheran High School	Literacy	9-12	50	
	<i>Project Description:</i> This project improved student knowledge of basic research skills in English, using the most recent MLA documentation requirements.						
	<i>Results:</i> 100% of students who turned in a research paper used some form of MLA. 77% of the students scored a passing grade on their final research paper. 82% of English I students earned a "C" or better on the final unit test on their novel. 71% of English II students earned a "C" or better on the final unit test on their novel.						
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Claiborne Christian School							
	090PS-127	\$1,376.00	Claiborne Christian School	Literacy	6-12	39	
	<i>Project Description:</i> The purpose of this grant was to provide foundation skills for students who do not meet minimum requirements for English and Language Arts and to increase scores of those students who do						
	<i>Results:</i> 100% of the targeted students scored Basic or above in ELA.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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Boutte Christian Academy

090PS-128	\$1,000.00	Boutte Christian	Literacy	5-8	25	132
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Project Description: The purpose of this grant was to improve Language Writing-Usage, Expression scores on standardized testing and report card grades in writing in grades 5th-8th.

Results: 50% of targeted 5th graders demonstrated 10% improvement in Language-Writing-Usage/Expression on the 2012 ITBS. 62% of the targeted 5th graders showed a 10% or above improvement in Language- Writing, Usage/Expression on the 2012 ITBS. 75% of the targeted 5th graders scored a 75 or above in Writing on the 2012 report card. 50% of the targeted 6th graders showed a 10% improvement in Language-Writing-Usage/Expression on the 2012 ITBS. 100% of the targeted sixth graders showed a 10% or above improvement in Language-Writing-Usage/Expression on the 2012 ITBS. 50% targeted 7th graders showed a 10% improvement in Language-Writing-Usage/Expression on the 2012 ITBS. 10% or above improvement in Language-Writing Usage/Expression on the 2012 ITBS. 100% of the targeted seventh graders scored a 75 or above on the 2012 report card. 100% of the targeted eight graders showed a 10% or above improvement in Language-Writing-Usage/Expression on the 2012 ITBS.

Family Community Christian School

090PS-129	\$2,678.00	Family Community Christian School	Literacy	6-8	109	
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Project Description: This project provided students in 6-8 grade with technology for learning in ELA.

Results: Data was not provided.

The Dunham School

090PS-130	\$5,867.00	The Dunham School	Literacy	2-4	200	142
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Project Description: This grant improved literacy by increasing the amount of pleasure reading our students do by making reading relevant to their individual learning styles and culture.

Results: 90.8% of students in 2nd - 4th grade read a minimum of 10 books each. 89% of students met the goal of raising their IRL by one grade level or having an IRL at or above the national norm at the end of the year.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Episcopal High School							
	090PS-132	\$6,942.00	Episcopal High School	Literacy	6-12	283	142
	<i>Project Description:</i>	This project improved literacy skills of our middle and upper school students through the use of document cameras to allow for collaborative and interactive guided reading, annotated sharing, and metacognitive analysis of note-taking strategies					
	<i>Results:</i>	The targeted students did not score an 80% average score or increase by at least 40% as anticipated, however significant growth was achieved. The targeted students increased their reading time, but did not double their time spent reading as anticipated. 100% of the targeted students showed an increased excitement and enjoyment toward reading.					
Shiloh Baptist Early Learning Academy							
	090PS-133	\$75.00	Shiloh Baptist Early Learning Academy	Literacy	K-1	20	
	<i>Project Description:</i>	This project was not implemented.					
	<i>Results:</i>	This project was not implemented.					
Hosanna Christian Academy							
	090PS-134	\$2,422.00	Hosanna Christian School	Literacy	1-5	27	
	<i>Project Description:</i>	This project provided enrichment literacy on the 1st-5th levels of the school with the help of technology.					
	<i>Results:</i>	60% of students increase their standardized test score from 2011 to 2012. 64% of students scored a C or better from beginning of program to end of program on their report card.					
Baton Rouge Lutheran							
	090PS-135	\$1,030.00	Baton Rouge Lutheran School	Literacy	2,3,4	60	
	<i>Project Description:</i>	The purpose of this project was to cultivate and nurture student abilities to learn as they are trained to comprehend and analyze the things they see, hear, and read aloud.					
	<i>Results:</i>	35% of the targeted students demonstrated increased ranking improvement by 10% and 90% or higher in attitudes when post-test scores are compared to pre-test scores. 100% of students used the Interest Centers over 25 times during the course of the project.					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
Bethel Christian School							
	090PS-137	\$910.00	Bethel Christian School	Literacy	6-8	21	
	<i>Project Description:</i>	The purpose of this project was to improve student performance on standardized tests through the use of SMART Board interactive lessons and activities.					
	<i>Results:</i>	This project was not implemented.					
Ascension Episcopal School							
	090PS-139	\$4,874.00	Ascension Episcopal School	Literacy	1-2	103	144
	<i>Project Description:</i>	This grant ensured that all children increase their understanding of literature including plot structure, written language, and reading comprehension and further use this knowledge to solve real life mathematical problems.					
	<i>Results:</i>	87% of the 1st grade scored at the 80th percentile on three reading comprehension assessments. 95% of the 2nd grade scored at the 80th percentile on three reading assessments.					
St. Luke's Episcopal Day School							
	090PS-140	\$2,347.00	St. Luke's Episcopal Day School	Literacy	1	32	
	<i>Project Description:</i>	This project allowed 1st grade students, academically below grade level or in the middle, access to the literacy center reading enrichment program and increase these students' skills to meet school improvement goals.					
	<i>Results:</i>	91% of 1st grade participants assessed were on or above first grade skill sets and benchmarks as designated through the St. Luke's School curriculum. The resource time available to the students for interaction with the literacy enrichment program increased 25% from last year's usage.					
Parkview Baptist School							
	090PS-141	\$10,597.00	Parkview Baptist	Literacy	4	92	144
	<i>Project Description:</i>	The purpose of the grant was to enhance and increase student achievement in 4th grade English/Language Arts through the integration of technology and immediate formative assessment.					
	<i>Results:</i>	80% of the students in grade 4 showed a 10% or more improvement on the ERB Writing Assessment Program post-test as compared to their pre-test.					
Bethany Christian School							
	090PS-142	\$1,745.00	Bethany Christian	Literacy	3-5	12	134
	<i>Project Description:</i>	The purpose of this grant was to enhance reading instruction while providing students and teachers with a tool to monitor the progression of the students' reading performance.					
	<i>Results:</i>	67% of students in the program increased their national average on the reading section of the Terra Nova Test by at least 3 percentage points.					

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	Eval Score
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St. George's Episcopal School

090PS-143	\$2,068.00	St. George's Episcopal School	Literacy	1-3	40
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Project Description: The purpose of this project was to assist students in improving their reading fluency and comprehension.

Results: 12.5% of the targeted students improved from needing intensive support to strategic support by the end of the year.

Grace Episcopal School

090PS-145	\$1,685.00	Grace Episcopal	Literacy	K-2	40
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Project Description: The purpose of this grant was to improve classroom literacy instruction, enhance teacher's professional development, and increase student participation and literacy skills through the use of an Elmo document camera

Results: 97.3% of all lower elementary school students improved their language scores by 2 percentile points.
100% of all lower elementary school teachers improved their attitudes towards the teaching of Language Arts methods.



Statewide Grant Programs

FY 2011–2012

BESE Allocation: \$10,988,600

Percent of Total Allocation: 50.0%

Programs Funded: 16

Constitutional Category: Exemplary Programs

Louisiana Virtual School (LDE)

Everybody Graduates! (LDE)

TAP: Teacher Advancement Program (LDE)

Comprehensive Performance Management System (LDE)

High Poverty/High Performing Schools Initiative (LDE)

STEM Initiative (LDE)

Louisiana Literacy Plan - Birth to Grade 12 (LDE)

Constitutional Category: Research or Pilot Programs

LEAP for the 21st Century (LDE)

Louisiana School Turnaround Specialist Program (LDE)

Louisiana Statewide Staffing Initiative

Constitutional Category: Purchase of Superior Textbooks

Academic/Vocational Enhancement of BESE Special Schools (LSD)

Academic/Vocational Enhancement of BESE Special Schools (LSVI)

Academic/Vocational Enhancement of BESE Special Schools (SEC)

Enhancement of the LA Instructional Center for the Blind and Visually Impaired (LSVI)

Constitutional Category: Teaching of Foreign Languages

World Languages Model Program (LDE)

Louisiana Renaissance Language Immersion Program (LDE)

World Languages Model Program (WLMP)

Log #: S003 | Administered by: LDE | Award Amount: \$170,000

Results: One hundred thirty-five exchange visiting teachers participated in the orientation session. Sixty-nine new foreign teachers were recruited in March/April 2012 for the 2012-2013 school year. Seventy-two percent of students who took a Level I French proficiency exam passed and received Carnegie credit. Eighty-five percent of students who took a Level 1 Spanish proficiency exam passed and received Carnegie credit. Ninety-one percent of students taking a Level 1 Carnegie Level French Course with a high school certified teacher passed and received Carnegie credit. Eight-eight percent of students taking a Level 1 Carnegie Level Spanish Course with a high school certified teacher passed and received Carnegie credit.

Observations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives.
- *Personnel:* Key administrative personnel had sufficient background to provide leadership or service to the program. The designated program administrator filed all required reports in a timely manner. Personnel responsible for local implementation of program services were qualified to perform those services. Local program personnel had adequate training to perform their assigned duties. Both state and local program personnel were sufficiently committed to the program to generate enthusiasm.
- *Activities:* The activities of the program were consistent with program objectives and were appropriate for the needs of the participants. Ample time was allotted for completion of program activities at each level of implementation. State and local program activities were monitored by the program administrator. All program activities began and were maintained according to schedule.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for each objective through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Recommendations:

- *Participants:* The range of foreign language options is expanding with the introduction of Mandarin Chinese into some schools and within the charter school program. The number of Spanish language programs is also expanding consistent with increasing numbers of Hispanic students enrolling in Louisiana schools.
- *Personnel:* LDE and LEA personnel have created very positive, favorable working relationships with various countries and their world language education representatives. These relationships are productive in helping to find and identify high-quality foreign associates to staff the WLMP.

- *Activities:* The program should give careful attention to current and emerging priority education policy initiatives and trends in professional practices to ensure that the program is coordinated with these policies and initiatives. In particular, the program should consider its alignment to such priority initiatives and trends as the School and District Accountability System, implementation of the Common Core State Standards and PARCC assessments, the charter school movement, the utilization of various instructional technologies and expansion of virtual learning. Special consideration should be given to assisting associates and local staff with understanding their respective roles and responsibilities with regard to the emerging COMPASS value-added teacher evaluation system.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category. Attention should also be given to any issues that might emerge related to funding reductions and associated support for the CODFIL program.
- *Objectives and Evaluations:* Consideration should be given to program objectives that have a stronger alignment among student enrollments in foreign language classes, the number actually taking proficiency exams and their successes with the examination system.

LEAP for the 21st Century

Log #: S005 | Administered by: LDE | Award Amount: \$2,565,000

Results: In collaboration with the testing contractor, produced both a December 2011 and a May 2012 test for Algebra I, English II, Geometry, Biology, and English III End-of-Course assessments. At the end of year five's operational testing, 2011–2012, both a December and a May test for Algebra I, English II, Geometry, Biology, and English III, End-of-Course assessments were used by students completing those high school courses.

Observations:

- *Participants:* Most participants met were experienced and very knowledgeable about the accountability system/program and its requirements. They were very receptive to the information presented at the training sessions and eager for their students/schools to do well on the tests.
- *Personnel:* State personnel were very experienced and knowledgeable about the total program. They were complemented frequently on their timely responses to questions and concerns. District and school-level coordinators were well-trained. Teachers met felt confident in their ability to administer the tests properly and confident that all questions and concerns would be addressed by their school or district coordinators and/or state personnel in a timely manner.
- *Activities:* Activities were appropriate. Technology systems for reporting to and from the LDE and schools/districts were especially helpful. Training sessions were informative, well organized and met the needs of the participants.
- *Constitutional Category:* Activities met the constitutional category under which the grant was funded.
- *Objectives and Evaluations:* All objectives were met. Participants were aware of the objectives of the accountability program and the importance of the final evaluation results.

Recommendations:

- *Participants:* None.
- *Personnel:* None.
- *Activities:* Continue to encourage districts/schools to improve and enhance their technology systems. Many schools and systems need technicians at the district and school level to keep equipment operating properly. Many schools need additional equipment to meet the demands of the total accountability system.
- *Constitutional Category:* None.
- *Objectives and Evaluations:* None.

Enhancement of the Louisiana Instructional Material Center for the Blind and Visually Impaired (LSVI)

Log #: S016A | Administered by: BESE | Award Amount: \$75,000

Results: By the end of the first quarter of the 2011-2012 school year, after receiving written request forms for books and materials in Braille and/or Large Print, LIMC will fill and process orders for previous book editions within 6 weeks and new editions within 12 weeks at an 85% rate as measured by logs, copies of completed request forms, mail receipts, and computer print outs. Results showed that over a 99% success rate was accomplished in filling orders. One Physical Science textbook in Braille could not be located by the publisher and was not the fault of LIMC.

By the end of the 2011-12 school year, the LIMC for the Blind and Visually Impaired Satisfaction Survey will be completed by at least one professional directly serving students who are blind or partially sighted in five of the state regions and 50% of the staff at LSVI. The result will equal to an 85% satisfaction rate or an average of 4/5 on a 5-point Likert scale.

Results revealed that at least one professional in 7 of the 8 BESE districts responded to the Satisfaction Survey. LSVI was totally represented by staff in response. Only District 8 had no responses to the survey although the LIMC reports good rapport with the staffs of the district. 27 surveys were returned to the state with extremely positive ratings. BESE Dist. 1 had four surveys returned from St. Tammany Parish. BESE Dist. 2 had 1 from St. Charles Parish. BESE Dist. 3 had 2 surveys answered from Terrebonne, 1 from Iberia, 1 from Jefferson, 1 from Lafourche, and 1 from Plaquemines. BESE Dist. 4 had 1 from Webster and 2 surveys from Caddo. BESE Dist. 5 had 2 from Rapides, 1 from Morehouse, 1 from Tensas, and 1 from Richland. BESE Dist. 6 had 2 from East Baton Rouge and 1 from Livingston. BESE Dist. 7 had 1 from Lafayette, 2 from Calcasieu, and 1 from Vermilion.

Quantitative data revealed the following:

- “Was your order filled in its entirety?” A raw score of 122 divided by 26 surveys revealed a Likert score of 4.7 out of a possible 5.
- “Did the materials arrive in a timely manner?” A raw score of 109 divided by 24 surveys in answer to that questions revealed 4.54 out of a possible 5.
- A yes-no question to “Did your order include educational aids?” revealed 19 responses were “yes”, 4 “no,” and 2 did not respond to the question.
- A yes-no question, “Did your order include Braille texts?” Answers were: 16 said “yes”, 8 “no,” and 2 did not respond. “Did your order include large print texts?” 24 answered “yes to large print texts” and 2 did not answer. The yes-no question “Did your learners benefit from the use of these materials?” 24 responses answered “yes” and 2 did not respond. “Did you consult with the IMC staff at any time this school year?” 21 responded “yes”, 2 said “no” and 3 did not respond.
- In answer to the question, “Did the IMC staff address your questions or concerns in a timely manner?” A Likert Scale answer was a 5 out of 5 “excellents” as 22 respondents all answered a perfect rating to the question. Four did not answer as they did not try to contact the LIMC for consultation.
- “Did the IMC staff offer the appropriate help to resolve your questions or concerns?” $109/22= 4.95$ out of a possible 5 excellence. 4 did not answer.
- “Were you satisfied with the quality of the educational aids you received?” 4.86 out of 5 responded “excellent”. 4 did not respond. “Were you satisfied with the quality of the large print books you received?” 4.64 out of 5 “excellent” and 1 did not respond. “Were you satisfied with the quality of the Braille books you received?” 4.94 out of 5 on the Likert Scale revealed “excellent.” 10 did not respond as they did not order Braille texts.

Qualitative Data was revealed in the BESE section on strengths. There were no areas of concern. The only area needing improvement was from one parish needing more math workbooks. One reason for this is that workbooks are disposable and can only be used once. Most of the books at the LIMC are returned to

Louisiana Virtual School (LVS)

Log #: S019 | Administered by: LDE | Award Amount: \$2,72,600

Results: During the 2011-2012 school year, 70% of the students completing a Louisiana Virtual School web-based course passed with a grade of A, B, or C. The Louisiana Virtual School offered a total of 300 credit recovery seats during the fall, spring, and summer sessions. 85% of the Louisiana Virtual School professional development and training session participants will rate the activity “satisfactory” or “above”.

Observations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives.
- *Personnel:* Key administrative personnel had sufficient background to provide leadership or service to the program. The designated program administrator filed all required reports in a timely manner. Personnel responsible for local implementation of program services were qualified to perform those services. Local program personnel had adequate training to perform their assigned duties. Both state and local program personnel were sufficiently committed to the program to generate enthusiasm.
- *Activities:* The activities of the program were consistent with program objectives and were appropriate for the needs of the participants. Ample time was allotted for completion of program activities at each level of implementation. State and local program activities were monitored by the program administrator. All program activities began and were maintained according to schedule.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for each objective through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Recommendations:

- *Participants:* The LVS program leadership should continue to monitor the Louisiana education community for opportunities to offer and provide appropriate services to teachers and students. The LVS student and teacher surveys generated excellent quality data and information for improving the scope and depth of educational services. Surveys, focus groups, questionnaires and other techniques should be used to assess “customer satisfaction” and inform “marketing” decisions.
- *Personnel:* Because of the emergent nature of virtual learning, there are excellent opportunities to design a professional development model tailored to the unique character of virtual education. Program staff at all levels can make contributions to that tailored professional development model. The model needs to continue to recognize the importance of a substantive command of academic content and develop appropriate virtual teaching skills particularly in blended learning models. Generally, the LVS staff should continue to serve as the primary leader in virtual learning within the Louisiana education community.

- *Activities:* The program should continue to monitor research literature on all the various forms and models for virtual and e-learning. This information should be used to identify and advocate for programs and services that best meet the needs of diverse student learners and generate substantive empirical data about the achievement of valued student learning results flowing from virtual learning. The program should continue to give careful attention to current and emerging priority education policy initiatives and trends in professional practices to ensure that the program is coordinated with these policies and initiatives. In particular, the program should consider its alignment with such priority initiatives and trends as the School and District Accountability System, implementation of the Common Core State Standards and PARCC assessments, the COMPASS value-added personnel evaluation system, and the charter school movement.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Future program objectives should continue to recognize the emergent availability of public and private course and program providers. As appropriate for addressing the spectrum of needs in Louisiana, these sources should be used to expand and improve the universe of services available to Louisiana schools, teachers and students.

Academic/Vocational Enhancement of BESE Special Schools (LSD)

Log #: S036A | Administered by: BESE | Award Amount: \$30,000

Results: This science grant was multi-faceted. While its ultimate goals were aimed at improving students reading, understanding of science concepts and science test scores on statewide testing, the goal was also to help improve teachers' instruction of science concepts using an English and ASL bi-lingual approach to teaching. By using the English/ASL bi-lingual methods teachers taught to the students' first and second languages (ASL and English) to increase students' opportunity for understanding concepts and retaining information learned.

Several activities took place throughout the school year to help students improve in science. New science books were ordered for all students in grades K to 12. This ensured that students had the most up to date science information for classroom instruction. Additionally, teachers received supplemental materials to accompany those books. These materials were in the form of workbooks, instructional CDs and internet activities along with the teachers' manuals. Teachers were constantly reminded to relate information presented within the pages of the textbooks to real life situations where appropriate. To further enhance classroom instruction, the ASL/Bi-lingual instructor observed each science teacher during science instruction. Written and verbal/signed feedback were provided to teachers giving them confirmation of good instructional practices and also offering suggestions of things to better help get science concepts across to their students. Professional Learning Communities (PLC) were established which allowed teachers to meet to discuss science lessons being taught, concerns regarding students' progress or lack of progress, instruction techniques, review students' reading test results, classroom work, discuss progress monitoring, to analyze the new science books and materials and to be of professional support for each other with regards to best teaching practices. The PLCs consisted of the science teachers across grade levels (due to the small instructional staff), English/ASL Bi-lingual teacher and the Academic Improvement Specialist (Reading) when possible. Staff met weekly over the course of 4 – 5 months. Also noted was that the English ASL Bi-lingual instructor provided workshops to staff pertaining to ASL instruction, various English/ASL Bi-lingual teaching methods that can be used with students and information pertaining to what things need to be present and observed during science observations. Emphasis was placed on continued use of English/ASL Bi-lingual instructional approaches during classroom instruction so that teachers could "fine tune" those skills, thereby maximizing effectiveness of teaching instruction and student learning.

One hundred (100) students were administered the STAR Reading test. For the purpose of this grant, 70% of the students tested did not make the four month gain. It was noted that fifty-three (53%) students made some type of post-test increase in their reading scores.

Although when dissecting the science scores of students, there was clear documentation that improvements in some areas of the science subtests occurred; however, these improvements were not significant enough to decrease the percentage of unsatisfactory scores the school received.

During the 2011-2012 school year, the Louisiana School f/t Deaf made some aggressive changes to its approach to teaching science to its students. Initially, the school re-evaluated its science text books and supporting materials. Finding that many of the grades science materials were lacking, the school decided to:

- Investigate which science books were approved by the LDE.
- Obtain copies of the companies' science materials.

- Decide which company's science books and supporting materials best met the needs of LSD's students.
- Order science books, workbooks, CD ROMs and obtaining instructional website materials that the company provides to support its science materials.

The assistance of the Academic Improvement Specialist (AIS) – reading was obtained to ensure that students were pre and post tested using the STAR Reading Program. Results from this assessment was made available to all science teachers to help them with determining their students' instructional reading levels and how they may modify the presentation of reading assignments

Assistance was also provided by the school's English/ASL Bi-lingual teacher who provided faculty workshops pertaining to English/ASL instructional strategies, observed each classroom during science instruction and provided feedback to staff and also emphasized vocabulary development and its application.

Staff was provided results of students' statewide assessment science tests which show students' strengths and areas needing remediation. Staff was also given access to the LDE's LEAPdata Query System where they could access each students' test information and gain access to suggested activities to help remediate deficit areas and staff had access to the Enhanced Assessment Grade Level Expectations (EAGLE) site where they could develop science test or use premade science tests to determine which GLEs students knew and/or must be re-taught.

PLCs were established. The teacher, AIS, Bi-lingual teacher and administration meet weekly to review student information, review data, received and/or gave information regarding best instructional or testing practices and to provide a strong support system for each other.

These combined efforts were apparent when comparing conducting a two year comparison (2010-2011 and 2011-2012 school years) of students' progress in science. Students in grades 1, 3 -5, 9, and 11 showed marked improvement in science grades during the 2011-2012 school year when compared to the previous school year.

Academic/Vocational Enhancement of BESE Special Schools (LSVI)

Log #: S036B | Administered by: BESE | Award Amount: \$30,000

Results: Eighty percent of the participating visually impaired students at LSVI, will demonstrate progress in one of the extended core curriculum areas of communication modes and literacy or daily living and social interaction, as demonstrated by their results on the Oregon Project for the Visually Impaired Skills List as measured by LAA1, LAA2, iLEAP, EOC, and other appropriate assessments by the end of the 2012 school year. Results revealed that a programmatic change in February, as approved by the 8g office, switched the thrust to alternate track. Only vocational grades for older students of A's and B's were assigned.

Eighty percent of the participating visually impaired students at LSVI will demonstrate progress in one of the extended core curriculum areas of communication modes and literacy or daily living and social interaction, as demonstrated by their results on the Oregon Project for the Visually Impaired Skills List. Results revealed an 80% success rate on the Oregon for younger students.

Eighty percent of the participating visually impaired students at LSVI will demonstrate progress in one of the extended core curriculum areas of visual efficiency and low vision or career education and transition, as demonstrated by their results on the Texas Independent Living Checklist. Results revealed a programmatic change and LSDVI that the grant did not provide purchases in the living skills department. The Texas is a Living Skills Checklist and the grant was not using for Living Skills in the revision.

Sixty percent of the students in the vocational component of the academic/vocational 8g grant will be able to demonstrate significant growth in musical skills, as demonstrated by their results on the Checklist for Musical Skills as measured by the Durham-revised National Musical Skills checklist for blind and visually impaired students. Results revealed a programmatic change in February involving communication between the state 8g office and LSDVI that did not involve purchases in the 8g grant for the music department.

Eighty percent of the students in the vocational component of the vocational/academic 8g grant will be able to demonstrate vocational skills as evidenced by participation as measured by grades.

Results revealed greater than 80% of the vocational component demonstrated vocational skills as measured by grades as students performed in the marketing community in private stores stocking shelves. The activity was performed by alternate track high school students. Older alternate track students receive all A's and B's in vocational programs.

Academic/Vocational Enhancement of BESE Special Schools (SEC)

Log #: S036C | Administered by: BESE | Award Amount: \$30,000

Results: Objective 1: 70% of participating students will increase overall awareness and engagement through improvement of language and literacy skills documented and evidenced from pre-test to post-test scores and teacher observations.

Of the 25 participating students 70% increased, 30 % maintained, and 0% decreased in overall awareness and engagement through improvement of language and literacy skills documented and evidenced by pre-test to post-test scores and teacher/administrator observations located in the individual literacy folders of each classroom.

An Action Plan was maintained on each student summarizing individual objectives, a plan of action, and equipment/supplies utilized when implementing the Plan. The administrator also provided an assessment tool binder for each teacher.

The Pre-Post Assessments and individual literacy folders are on file at LSEC to review if needed.

Objective 2: 25% of the remaining school age students will increase overall awareness and engagement through improvement of language and literacy skills documented and evidenced from pre-test to post-test scores and teacher observations.

25 students participated in the grant

- 1 student deceased (May)

Of the 12 remaining school aged students, 25% increased, 75 % maintained, and 0% decreased in overall awareness and engagement through improvement of language and literacy skills documented and evidenced by pre-test to post-test scores and teacher/administrator observations located in the individual literacy folders of each classroom.

An Action Plan was maintained on each student summarizing individual objectives, a plan of action, and equipment/supplies utilized when implementing the Plan. The administrator also provided an assessment tool binder for each teacher.

The Pre-Post Assessments and individual literacy folders are on file at LSEC to review if needed.

Louisiana School Turnaround Specialist Program

Log #: S057 | Administered by: LDE | Award Amount: \$2,565,000

Results: Objective 1 - 92% of eligible Cohort III participants will successfully complete Module 6 activities of the LSTS Program by December 2011. 83 % of eligible Cohort III participants successfully completed Module activities by December 2011.

Objective 2 - 75% of the LSTS Program Cohort III candidates will meet two or more of the four Performance Criteria based on the previous year's Accountability Data for the school in which they served. 44% of LSTS Program Cohort III candidates met two or more of the four Performance Criteria based on the previous year's Accountability Data.

Objective 3 - In FY 11-12, the LSTS Program will create a turnaround leader pipeline - made up of 90% of candidates in the LSTS Leader Program who meet the Turnaround Specialist Criteria at year end - that will enable the state to have a cadre of turnaround leaders eligible to be placed in Watch List Schools in subsequent years. There is no data for this objective as the program wouldn't be funded and the work wouldn't continue.

Observations:

- *Participants:* Most LSTS participants were chosen by their district superintendents or personnel. Some of these participants were near retirement age and some were moved into positions other than principals at HP schools. There was a big drop-out rate and turn-over rate among participants.
- *Personnel:* Local, regional provider and state personnel had many changes during the course of the year. District personnel, including superintendents or designees and appointed District Shepherds, did not seem to be very involved with the program. Originally there were five university regional providers, but the year ended with only two being allocated funds: Xavier University and LSU/Shreveport. Mentors were never hired.
- *Activities:* The program was restructured and implementation began in January of 2012. This changed many of the activities of the program and created a loss of clarity and direction for some participants. Participants reported that the universities did work with them to meet their needs, but that activities were not always relevant or timely. Activities widely mentioned as being most beneficial were networking opportunities among participants, some of the books and materials and the case studies provided by some universities.
- *Constitutional Category:* The constitutional category requirements were met.
- *Objectives and Evaluations:* The objectives were not met and the evaluation of the total program was not adequate to meet the guidelines. Based on interviews, the objectives were worthwhile to the participants.

Recommendations:

- *Participants:* Participants of any new initiative should be carefully screened. Perhaps the state could develop guidelines or a rubric that local districts could use. Future aspirations of each participant should be taken into consideration.
- *Personnel:* All personnel involved in any future initiative need specific job descriptions and defined responsibilities. Monitoring of all personnel is a must.
- *Activities:* Activities of any future initiative need to be based on participant and site identified needs. Activities need to be relevant and timely, and not redundant.
- *Constitutional Category:* None.

The System for Teacher and Student Advancement (TAP)

Log #: S060 | Administered by: LDE | Award Amount: \$500,000

Results: During the 2011-2012 school year, teachers in TAP Schools demonstrated skillfulness in effective classroom instruction, as demonstrated by 80% of the teachers scoring at or above proficient on the research-based TAP Instructional Rubric at the end of the school year. A total of 2626 teachers received an SKR score. Of this number, 2022 teachers (77%) received an SKR score rated at or above proficiency on the TAP Instructional Rubric. While slightly below the target of 80%, it is important to note that 40% of the schools served were in their first year of TAP implementation. This represents a significant increase in the percent of new schools being served over the past few years. However, based upon the data for continuing TAP schools (Year 2 and beyond), the percent of teachers scoring at or above proficiency on the TAP Instructional Rubrics is 80%.

Observations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives.
- *Personnel:* Key administrative personnel had sufficient background to provide leadership or service to the program. The designated program administrator filed all required reports in a timely manner. Personnel responsible for local implementation of program services were qualified to perform those services. Local program personnel had adequate training to perform their assigned duties. Both state and local program personnel were sufficiently committed to the program to generate enthusiasm.
- *Activities:* The activities of the program were consistent with program objectives and were appropriate for the needs of the participants. Ample time was allotted for completion of program activities at each level of implementation. State and local program activities were monitored by the program administrator. All program activities began and were maintained according to schedule.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for each objective through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Recommendations:

- *Participants:* Site visits to TAP schools consistently generated highly favorable comments concerning their commitment to and satisfaction with the TAP program. Local staff were deeply and enthusiastically committed to TAP and that commitment was clearly observable during the site visits.
- *Personnel:* A frequent comment during site visits was the excellent, supportive, quality of LDE program leadership. Key LDE program administrative personnel had excellent academic and professional backgrounds to provide leadership for their program. The designated program administrator was

The administrator was diligent in filing required, responsive reports in a timely manner. Personnel responsible for local implementation of program services were also well-qualified to perform services and conduct activities required by the program. Local program personnel had adequate training and professional development to perform their assigned duties and responsibilities. LDE and LEA program personnel were genuinely sincere in their commitment to the program and conducted the program with enthusiasm. However, during several site visits

- *Activities:* The program should continue to give careful attention to current and emerging priority education policy initiatives and trends in professional practices to ensure that the program is articulated and coordinated with these policies and initiatives. In particular, the program should consider its alignment with such priority initiatives and trends as the evolving School and District Accountability System, implementation of the COMPASS evaluation system, the charter school movement, transition to the Common Core State Standards and PARCC assessments, utilization of various instructional technologies and expansion of virtual learning programs.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in ambitious, measurable terms. Data were collected for each objective through an established feedback system to determine program success. Value-added school data collection on were valid and reliable for their intended use. However, there is a one-year “lag” time before the time the data is generated and it is reported for BESE 8(g) purposes. When the data is gathered, it is appropriately analyzed and submitted in accordance with final reporting guidelines.

Everybody Graduates!

Log #: S063 | Administered by: LDE | Award Amount: \$1,760,000

Results: Compared to the 2008-9 baseline data for participating schools: promotion rate increased from 89.0% to 92.8% (+3.8%pts./4.3%); dropout rate decreased from 4.7% to 1.1% (-3.6%pts./76.6%); absentee rate decreased from 6.9% to 6.3% (-.6%pts./8.7%); ELA Course Failures decreased from 10.5% to 8.1% (-2.4%pts./22.9%); Math Course Failures decreased from 15.0% to 9.2% (-5.8%pts./38.7%). Compared to the 2008-9 baseline data for participating schools: suspensions decreased from 6,105 to 3,887 (-36.3%); expulsions decreased from 571 to 155 (-72.9%).

Observations:

- *Participants:* Participants met and interviewed at schools and at workshops were enthusiastic and knowledgeable about the goals of the program. Participants represented a variety of grade levels, subject areas, years of experience and positions within their respective schools.
- *Personnel:* Personnel involved with the program were experienced and knowledgeable. The Regional Coordinators, especially, were attentive to the needs of their assigned schools and were especially helpful to the school leaders in seeing that activities matched the identified needs of the participants and students. They kept the participants focused on the objectives, helped them to analyze progress and helped to plan additional strategies if needed. School leaders were aware of the status of data being collected and used the objectives and best-practice strategies for whole-school PD.
- *Activities:* Activities were varied among schools and regions, but by sharing best practices and taking advantage of the networking opportunities among schools, many commonalities were seen. All activities related in many ways to improving the overall School Performance Score for each school as well as increasing the promotion and graduation rates. The objectives were easy to understand and measure and there seemed to be high buy-in from all faculties.
- *Constitutional Category:* The constitutional category requirements were met.
- *Objectives and Evaluations:* The objectives and the final evaluation were appropriate for the program. All objectives were focused on ways to ensure that all students achieve on-time graduation from high school and/or grade-level promotion. By using best practice strategies and interventions to improve attendance, grade promotions and test scores and for reducing suspensions, expulsions and drop-outs, schools were more likely to have higher graduation/promotion rates. Students were more likely to be academically successful.

Recommendations:

- *Participants:* All middle and high schools should have the opportunity to implement the many best practice and intervention strategies afforded the participants. Many of these could be easily shared via on-line courses or workshops as well as at regional or local meetings and workshops.
- *Personnel:* None.
- *Activities:* There could be more coordination with other LDE programs that promote students' academic success and completion of high school.
- *Constitutional Category:* None.

Comprehensive Performance Management System (CPMS)

Log #: S067 | Administered by: LDE | Award Amount: \$1,000,000

Results: 362 teacher evaluators completed evaluator certification training; 192 leader evaluators completed evaluator certification training. This represents nearly 100% of participating evaluators. While 100% of districts completed training requirements and the required observations and conferences; 0% provided all evaluation documentation upon request via the HCIS data system. The LDE has finalized the Teacher and Leader Performance Standards; manuals and guides for Teachers and Evaluators; and the evaluation procedures. Webinars have been produced and posted to the LDE website to provide training on the different components of the system.

Observations:

- *Participants:* The pilot sites (9 LEAs; 1 charter school) represented a cross section of the population that would be subjected to the CPMS/COMPASS system.
- *Personnel:* Personnel responsible for the design, development and administration of the CPMS/COMPASS program at the state, district and school levels were highly competent, energetic and committed to the program. Program personnel had excellent academic and professional credentials, skills, and talents. LDE program personnel were complemented by excellent quality national and state consultants. Pilot site staff were consistently complimentary of the LDE staff's efforts particularly their careful, genuine efforts to listen to and respond to constructively critical comments and observations.
- *Activities:* All program activities were conducted consistent with the forecasts in the application. However, pilot participants testified that the observational rubric and subjective judgment processes were very complex and sophisticated and critical dimensions of the program were still too immature for successful implementation for such a high-stakes program. They consistently expressed concerns that the CPMS/COMPASS rubrics and competencies were still evolving.
- *Constitutional Category:* There was ample evidence of compliance with requirements of the constitutional category under which this program was funded.
- *Objectives and Evaluations:* The process, activity and product objectives were stated in measurable terms. However, some of the qualitative dimensions of those objectives were more challenging than anticipated. The evaluation process centered on a highly complex, sophisticated observation rubric that attempts to provide objective criteria for highly subjective observational decisions with high-stakes consequences.

Recommendations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives. In the continuing formation of the CPMS/COMPASS model, more attention should be given to broadening the scope of participants in the program. The expansion of participants should give particular attention to non-tested area teachers and their unique status within the CPMS/COMPASS model.
- *Personnel:* The End-of-Year Report included an excellent, candid analysis of the pilot and noted appropriate modifications to program tools and processes based on analysis and pilot participant

feedback on the operational process for completing the CPMS pilot, which the LDE has and/or will address. Program staff should continue their diligent, admirable efforts to improve their command over the substantive content of the model and the most effective professional development strategies and techniques for presenting that information to LEA staff, administrators and teachers. Continuing attention should be given to the refinement of the LDE's electronic communications systems particularly its exemplary BlackBoard service and webinar programs.

- *Activities:* The scope of activities in the program was consistent with those forecasted. However, the implementation activities clearly need to be expanded to LEA's beyond those in the pilot sites. Staff in pilot sites consistently expressed their appreciation for the excellent LDE support, but lamented the position that non-pilot LEAs would be in when they attempted to implement the program without any prior pilot experience.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category. Funding under this category is minimally appropriate for the purposes of a pilot program.
- *Objectives and Evaluations:* Future program objectives should continue to give attention to quality control issues, problems and challenges with program tools and processes. Objectives should include formative evaluation processes that address the quality and effectiveness of the implementation of the "final" CPMS/COMPASS observation rubric especially the validity and reliability of subjective observation judgments across a greatly expanded population of teachers and administrators. The program should continue to give careful attention to current and emerging priority education policy initiatives and trends in professional practices to ensure that the program is articulated to and coordinated with these policies and initiatives. In particular, the program should consider its alignment with such priority initiatives and trends as the School and District Accountability System, the charter school movement, implementation of the Common Core State Standards and PARCC assessments, the utilization of various instructional technologies and the expansion of virtual learning.

High Performing/ High Poverty Schools Initiative

Log #: S068 | Administered by: LDE | Award Amount: \$

Results: Objective 1- At least 80% of High Priority Schools will show a statistically significant improvement in attendance and discipline after one full fiscal year in the program. 23% (4/17) of the HPHP schools increased their attendance rate from 2010 to 2011. 41% (7/17) of the HPHP schools decreased their discipline rate from 2010 to 2011.

Objective 2 - At least 80% of High Priority Schools will show a statistically significant improvement in LEAP and iLEAP scores in ELA and math after one full fiscal year in the program. 0% of the High Priority Schools showed a statistically significant improvement in LEAP and iLEAP scores in ELA and math.

- 42% improved in grade 3 iLEAP ELA
- 50% improved in grade 3 iLEAP Math
- 60% improved in grade 4 LEAP ELA
- 71% improved in grade 4 LEAP Math
- 35% improved in Grade 5 iLEAP ELA
- 50% improved in Grade 5 iLEAP Math
- 20% improved in Grade 6 iLEAP ELA
- 0% improved in Grade 6 iLEAP Math
- 0% improved in Grade 7 iLEAP ELA
- 0% improved in Grade 7 iLEAP Math
- 0% improved in Grade 8 LEAP ELA
- 0% improved in Grade 8 LEAP Math

Observations:

- *Participants:* Participants/principals were selected by their districts based on their school being on the Watch List, a list of elementary and middle schools identified with high poverty and low performance. The participants were given the assistance of coaches and consultants to improve their rankings and scores. 17 principals of high poverty and low performing schools, High Priority Schools, in 9 districts participated.
- *Personnel:* There was a change in the Project Administrator after the start of the grant year. State Field Strategists, consultants from the Urban Learning and Leadership Center, district leadership team members and selected principals of High Poverty/High Performing schools mentored and coached the 17 principals of the HP/LP schools. The ULLC coaches and the Field Strategists, especially, were very knowledgeable and very helpful to the principals and their school leadership teams.
- *Activities:* Activities centered on identifying specific needs of the school and developing school turnaround plans based on best practices to address the needs. Data were collected, analyzed and used to make informed decisions about turning around the low –performing schools.
- *Constitutional Category:* Constitutional category requirements were met.
- *Objectives and Evaluations:* The objectives for the initiative were high and were not attained by the low-performing schools. All schools did, however, report that the meetings and mentoring were helpful in bringing focus to specific needs and in building best practice solutions.

Recommendations:

- *Participants:* Participants should be better matched with mentoring principals.
- *Personnel:* None.
- *Activities:* It would be helpful to have a “bank” of strategies available for specific identified needs so that all low-performing schools could benefit from the work of the participants.
- *Constitutional Category:* None.
- *Objectives and Evaluations:* Percentages for measurable objectives should be carefully considered and realistic.

Louisiana Literacy Plan - Birth to Grade 12 (LLP)

Log #: S069 | Administered by: LDE | Award Amount: \$1,000,000

Results: The percent of 3rd grade students in participating ELFA schools scoring basic and above on iLEAP ELA was 63% in 2011 and 63% in 2012. The goal of a 2% increase was not reached. The percent of 4th grade students at participating ELFA schools scoring basic or above on the ELA portion of the LEAP was 69% in 2011 and 69% in 2012. The goal of a 2% increase was not reached. The percent of 6th grade students at participating ALPP initiative schools scoring basic or above on the ELA portion of the iLEAP was 65% in 2011 and 66% in 2012. There was a slight increase, but the goal of a 2% increase was not reached. The percent of 7th grade students at participating ALPP initiative schools scoring basic or above on the ELA portion of the iLEAP was 65% in 2011 and 65% in 2012. The goal of a 2% increase was not reached. The percent of 8th grade students at participating ALPP initiative schools scoring basic or above on the ELA portion of the LEAP was 64% in 2011 and 63% in 2012. The goal of a 2% increase was not reached.

Observations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives.
- *Personnel:* Key administrative personnel had sufficient background to provide leadership or service to the program. The designated program administrator filed all required reports in a timely manner. Personnel responsible for local implementation of program services were qualified to perform those services. Local program personnel had adequate training to perform their assigned duties. Both state and local program personnel were sufficiently committed to the program to generate enthusiasm.
- *Activities:* The activities of the program were consistent with program objectives and were appropriate for the needs of the participants. Ample time was allotted for completion of program activities at each level of implementation. State and local program activities were monitored by the program administrator. All program activities began and were maintained according to schedule.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for each objective through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Recommendations:

- *Participants:* Emerging results from the School and District Accountability System and the COMPASS value-added program may generate data that can be used to improve and refine other major LDE initiatives or future literacy initiatives.
- *Personnel:* The emerging COMPASS system may illuminate and/or confirm particularly effective teachers and schools and their literacy strategies, tactics and practices. These could help future programs to build

- *Activities:* The program should give careful attention to current and emerging priority education policy initiatives and trends in professional practices for opportunities to integrate successful aspects of the program into other initiatives that will continue next year. The program should consider possible integration of effective features in such continuing initiatives as the School and District Accountability System, implementation of the Common Core State Standards and PARCC assessments, the charter school movement, the utilization of various instructional technologies and expansion of virtual learning.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for each objective through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

STEM Initiative

Log #: S070 | Administered by: LDE | Award Amount: \$400,000

Results: For all ENFA-MSM, HSRP, MSP-D, and ENFA-D schools participating in the 8th grade STEM 8(g) funded projects, 72% of the students were labeled free or reduced lunch status. Of the ENFA-MSM schools, 58.3% were labeled D or F schools and only 8.4% were labeled A or B. Of all schools (ENFA-MSM, HSRP, MSP-D, and ENFA-D) with 8th grade students directly impacted by these four projects during the 2011-12 AY, their LEAP scores increased an average of 1.71% from 2011 to 2012 testing period, meeting and exceeding the predicted 1.5% for these low-performing schools served by STEM 8(g) funds.

Observations:

- *Participants:* Participants met in the STEM Initiatives were selected through their school leadership teams or district personnel. They were enthusiastic teachers and eager to learn and implement any strategies that would improve students' academic success. Participants in the Middle School Model, especially, were pleased with this model that brought more teacher collaboration and cooperation and more coordinated academic focus to their instructional programs.
- *Personnel:* Local, district and state personnel met were knowledgeable about their programs and expressed satisfaction with the implementation procedures and the training received.
- *Activities:* Participants expressed satisfaction with the consultants, workshops activities, monitoring and support visits, and the regional arrangements for activities. The participants did express a desire for more STEM "courses" and workshops on-line, especially in the areas of knowledge and strategies for math. District personnel and school leadership personnel appreciated the PD that enhanced capacity in re-delivering lessons. They would like to see more state-wide initiatives and information supporting the Middle School Model offered to all districts and schools.
- *Constitutional Category:* The constitutional category requirements were met.
- *Objectives and Evaluations:*

Recommendations:

- *Participants:* None.
- *Personnel:* None.
- *Activities:* If possible, on-line "courses" for math knowledge and instructional strategies for all teachers in the state should be considered. Many teachers expressed a desire for more content PD that they could access to build their skills.
- *Constitutional Category:* None.
- *Objectives and Evaluations:* None.

Statewide Staffing Initiative (SSI)

Log #: S071 | Administered by: LDE | Award Amount: \$500,000

Results: Terrebonne Parish -- Of 76 identified vacancies, 100% were hired through mutual consent. 100 percent of vacancies which were identified at least one week prior to the first day of school with students will be filled on the first day of school. DeSoto Parish -- Of 51 vacancies identified one week prior to the first day of school, 49 were filled on the first day (96%). East Baton Rouge Parish -- Of 334 vacancies identified one week prior to the first day of school, 296 were filled on the first day (89%). Monroe City Schools -- Of 21 vacancies identified one week prior to the first day of school, 21 were filled on the first day (100%). St. Landry Parish -- Of 75 vacancies identified one week prior to the first day of school, 75 were filled on the first day (100%). St. James Parish -- Of 31 vacancies identified one week prior to the first day of school, 31 were filled on the first day (100%). 90% of new hires will receive a satisfactory assessment during fall walkthroughs.

Observations:

- *Participants:* Given the number, grade and experience level of the participants, the objectives of the program were appropriate. The number of participants served and their selection criteria were appropriate and consistent with stated objectives.
- *Personnel:* Key administrative personnel had sufficient background to provide leadership or service to the program. The designated program administrator in collaboration with the external consultants and LEA personnel filed all required reports as quickly as it became available. Personnel responsible for local implementation of program services were qualified to perform those services. Local program personnel had adequate training to perform their assigned duties. Both state and local program personnel were sufficiently and enthusiastically committed to the program.
- *Activities:* The activities of the program were consistent with program objectives and were appropriate for the needs of the participants. Ample time was allotted for completion of program activities at each level of implementation. State and local program activities were monitored by the program administrator. All program activities began and were maintained according to schedule.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it is funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for four of five objectives through an established feedback system to determine program success. Data collected from participants were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Recommendations:

- *Participants:* The program expanded from its core set of four sites to the six sites forecasted in the program application. The expansion provided access to a greater scope of human resource challenges..
- *Personnel:* Key LDE program administrative personnel had excellent academic and professional backgrounds and experiences for leadership of the program. Although the program leadership migrated from Andrew Vaughn to Barbara Burke, the transition was smooth and effective. LEA staff were very

experience and understanding of the scope and depth of their local human resource responsibilities. LEA staff were also complimentary of the two program consultants, Mary Jones and Gabbie Misfeld. They provided skillful, tactful and diplomatic assistance to LEA staff in a collaborative effort to meet staffing goals and program objectives.

- *Activities:* The program should continue to give careful attention to current and emerging priority education policy initiatives and trends in professional practices to ensure that the program is coordinated with these policies and initiatives. In particular, the program should consider its alignment with priority initiatives and trends such as the School and District Accountability System, implementation of the Common Core State Standards and PARCC assessments, the charter school movement and the utilization of various instructional technologies and expansion of virtual learning. Particular attention should also be given to not only placing high-quality candidates into teaching positions, but to assisting LEA human resource staff with emergent situations where teaching and administrative staff may be displaced because of poor performance on the emerging COMPASS evaluation system.
- *Constitutional Category:* The program conformed to the stated constitutional category under which it was funded. Program personnel had a clear understanding of the intent of the program and provided sufficient data to document compliance with the constitutional category.
- *Objectives and Evaluations:* Proposed program objectives were stated in measurable terms. Data were collected for all but one objective through an established feedback system to determine program success. However, as the program evolves, attention should be given to the alignment of objectives with forecasted timelines especially fall walk-through evaluation results that are collected after the end of the program year. Data collected from participants generally were valid and reliable for their intended use and were appropriately analyzed and submitted in accordance with final reporting guidelines.

Louisiana Renaissance Language Immersion Program

Log #: S072 | Administered by: LDE | Award Amount: \$150,000

Results: The LA Renaissance Grant Program sought to strengthen language immersion instruction, especially French, in LA by offering additional or improved access to programs and resources. Three schools were awarded sub-grants to implement such improvements: S.J. Welsh Middle School in Calcasieu Parish and Audubon Charter School and Lycée Francais de la Nouvell in New Orleans. Immersion classes were added at Welsh Middle, an Immersion Interventionist at Audubon Charter and two teacher assistants at Lycée Francais de la Nouvell. Sub-grants objectives also called for additional professional development activities. The state hired three Immersion Consultants to monitor, support and evaluate the sub-grants. Accurate success of the overall program could not be determined based on the evaluation data submitted for the written objectives. Improvement of language proficiency was reported at the 1-3 and 6-8 grade levels and the sub-grants did provide additional resources and support to the participants. A 4% growth in the number of students in immersion programs was reported from 2010-2011 to 2011-2012. This percentage reflected a slower immersion participation growth rate than reported for the past three years.

Observations:

- *Participants:* Participants were selected from applications submitted for sub-grants. A selection process was used. Three schools were selected: Lycée Francais de la Nouvell-Orléans and Audubon Charter School in New Orleans and S.J. Welsh Middle School in Calcasieu Parish. The Lycee Francais de la Nouvell was a first year school.
- *Personnel:* All school personnel met were experienced educators. The first-year school in New Orleans seemed to be overwhelmed by the demands of opening a new school, including dealing with enrollment, staffing, instructional programs, facilities and organization requirements. Personnel met at both schools visited were very knowledgeable about the overall immersion program. The immersion consultants hired were very strong advocates of the program and educational leaders.
- *Activities:* Activities of the individual sub-grants could not be verified in all cases. Documentations for activities were not available. Documentations of the activities of the immersion consultants were comprehensive. Consultants understood their roles and were very supportive of their assigned schools.
- *Constitutional Category:* Constitutional category requirements were met.
- *Objectives and Evaluations:* Participants understood the overall objective of the immersion program. Individual sub-grant and state-level objectives and the evaluation procedures for objectives were not always clear to the participants.

Recommendations:

- *Participants:* Participants should be screened for their overall readiness to implement sub-grants.
- *Activities:* More clarity needs to be given to sub-grant activities. Activities should be specific and measurable. Documentation requirements should be clear.
- *Constitutional Category:* None.
- *Objectives and Evaluations:* Objectives and evaluation procedures need to match and need to be specific.

STATEWIDE PROGRAMS QUICK-REFERENCE

8(g) Statewide Program	Log #	Evaluation Final Score	Award Amount
World Languages Model Program (LDE)	S003	150	\$170,000.00
LEAP for the 21st Century (LDE)	S005	150	\$2,565,000.00
Enhancement of the Louisiana Instructional Material Center for the Blind and Visually Impaired (LSVI)	S016A	N/A	\$75,000.00
Louisiana Virtual School (LDE)	S019	150	\$2,272,600.00
Academic/Vocational Enhancement of BESE Special Schools (LSD)	S036A	N/A	\$30,000.00
Academic/Vocational Enhancement of BESE Special Schools (LSVI)	S036B	N/A	\$30,000.00
Academic/Vocational Enhancement of BESE Special Schools (SEC)	S036C	N/A	\$30,000.00
Louisiana School Turnaround Specialist Program (LDE)	S057	81	\$350,000.00
TAP™: The System for Teacher and Student Advancement (LDE)	S060	147	\$500,000.00
Everybody Graduates! (LDE)	S063	150	\$1,760,000.00
Comprehensive Performance Management System (LDE)	S067	133	\$1,000,000.00
High Performing/High Poverty Schools Initiative (LDE)	S068	132	\$150,000.00
Louisiana Literacy Plan - Birth to Grade 12 (LDE)	S069	138	\$1,000,000.00
STEM Initiative (LDE)	S070	146	\$400,000.00
Louisiana Statewide Staffing Initiative	S071	139	\$500,000.00
Louisiana Renaissance Language Immersion Program (LDE)	S072	123	\$150,000.00



Board of Elementary and Secondary Education

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