

Board of Elementary and Secondary Education



8(g) Annual Report 2012-2013



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The BESE 8(g) Grant Program

1986–2013

Program Overview

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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 50 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 level.

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.

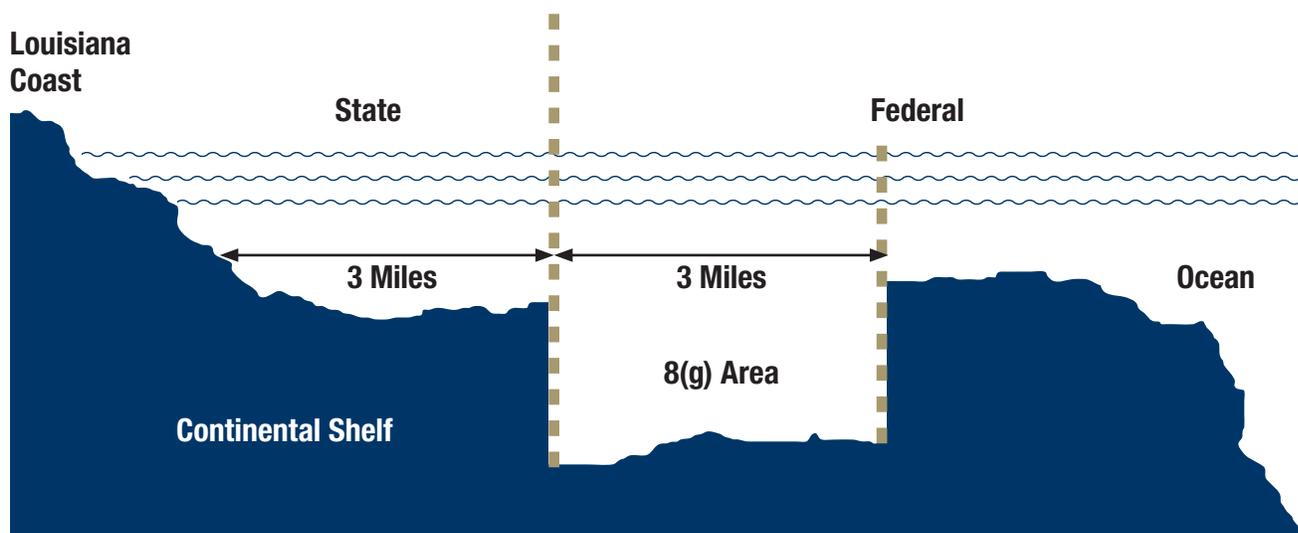
As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their 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) 1986-2013 Funding Overview

More than 7,300 projects since 1986

More than \$833 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 six 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 annual payments of \$5-15 million 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 5 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 percent 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 the spring 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.

*The competitive grant program was last funded in 2009-2010. This language describes the program at that time.



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 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, 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 \$186 million in pre-kindergarten programs.



Since inception, BESE 8(g) has funded:

More than \$50 million for the certification of teachers;

More than \$38 million for state-required testing;

More than \$36 million for superior textbooks; and

More than \$41.5 million for virtual/statewide distance learning.



The Annual 8(g) Report of Results

FY 2012–2013

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 2012–2013 Allocation: \$24,500,000

140 Student Enhancement Block

13 Statewide

153 Total Grants

Block projects receiving a final evaluation score of below 100 for two 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 13 Statewide Grant Programs were evaluated in 2012-2013. 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 2012-2013 8(g) Annual Program & Budget

by Grant Program and Constitutional Category

REVISED AND APPROVED AUGUST 15, 2012

II. Block Allocation (48.1%)		\$11,777,500
<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"> Pre-kindergarten programs for at-risk 4-year-olds - Kindergarten Readiness Assessments Proven instructional strategies in English language arts, math, science, social studies, and/or technology 		
III. Statewide Allocation (48.1%)		\$11,777,500
<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"> Louisiana Virtual School (LDE)..... \$2,516,300 Expanding High School Choice (LDE)\$1,816,300 Comprehensive Performance Management System (LDE) \$1,000,000 Louisiana Literacy Plan - Birth to Grade 12 (LDE) \$894,900 TAP™: The System for Teacher and Student Advancement (LDE)..... \$500,000 		
<p>B. Constitutional Category: Research or pilot programs designed to improve elementary or secondary student academic achievement</p> <ol style="list-style-type: none"> LEAP for the 21st Century (LDE).....\$2,565,000 New Schools Incubation (LDE) \$2,000,000 		
<p>C. Constitutional Category: Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials</p> <ol style="list-style-type: none"> Academic/Vocational Enhancement of BESE Special Schools (LSD, LSVI, SEC) \$90,000 Enhancement of the LA Instructional Material Center \$75,000 for the Blind and Visually Impaired (LSVI) 		
<p>D. Constitutional Category: The teaching of foreign languages in elementary and secondary schools</p> <ol style="list-style-type: none"> World Language Model Program (LDE) \$170,000 Louisiana Renaissance Language Immersion Program (LDE) \$150,000 		
IV. Management & Oversight (3.8%)		\$945,000
Total		\$24,500,000



Student Enhancement Block Grant Programs

FY 2012–2013

BESE Allocation: \$11,777,500

Percent of Total Allocation: 48.1%

Programs Funded: 140

Students Served: 21,903

Formula Basis:

\$60,000 base for public LEAs

\$9.30 per student for all agencies

Pre-Kindergarten

68 Projects

Public school districts offered programs in this category that were developmentally appropriate to improve the readiness of at-risk 4-year olds and/or intervention strategies for children.

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 2012-2013

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Acadia							
	001-131	\$150,100	Central Rayne Kindergarten Iota Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project provided developmentally appropriate practices to at-risk 4-year-olds for a successful transition to kindergarten.				
	<i>Results:</i>		<p>97.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>99.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>75% of parents of preschoolers served were involved in at least one parent conference and one classroom activity.</p> <p>100% of teachers attended professional development activities designed for early childhood teachers.</p>				
Allen							
	002-131	\$100,162	Kinder Elementary Oakdale Elementary Oberlin Elementary	Pre-Kindergarten	PreK	36	N/A
	<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>		<p>88% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>96% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>92% of parents participated in two or more parent activities during the year.</p> <p>100% of teachers participated in 12 hours of professional development.</p>				

*The Picard Center will conduct the evaluation for 100% of the Block-PreK projects. Independent evaluators will evaluate over 65% of the Block Strategies and 100% of the statewide projects.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Ascension							
	003-131	\$250,618	G.W. Carver Primary Donaldsonville Primary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project was designed to improve the kindergarten readiness skills of at-risk 4-year-olds.				
	<i>Results:</i>		94.8 % of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 94.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 96% of parents participated in two program related activities. Teacher A attended 100% of the professional development trainings and teacher B attended 75% of the professional development trainings.				
Assumption							
	004-131	\$95,912	Labadieville Primary School Pierre Part Primary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		The purpose of this project was to offer a world-class equitable program with developmentally appropriate activities that would augment the natural development of kindergarten readiness skills.				
	<i>Results:</i>		88.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 96.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least five parent activities associated with the project. 100% of teachers attended at least 42 hours of professional development.				
Avoyelles							
	005-131	\$115,137	Marksville Elementary	Pre-Kindergarten	PreK	25	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a language rich environment for at-risk pre-kindergarten students in order to prepare them for kindergarten.				
	<i>Results:</i>		98.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least two parent activities associated with the project. 100% of teachers attended at least 18 hours of professional development.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Beauregard							
	006-131	\$116,207	East Beauregard Elementary School K.R. Hanchey Elementary School	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of participating 4-year-olds and ensure a successful educational experience in school.				
	<i>Results:</i>		98.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 98% of parents attended at least two activities associated with the project. 100% of teachers attended at least six hours of district-level professional development in research-based strategies to prepare students for kindergarten success.				
Bienville							
	007-131	\$81,560	Castor High School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of the project was to provide developmentally appropriate practices to identified at-risk 4-year-olds for a successful transition to kindergarten.				
	<i>Results:</i>		94.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 77.6% of parents involved in at least one parent orientation and at least one parent conference. Results for the staff development objective was not provided.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Bossier							
	008-131	\$265,115	Bossier Elementary Central Park Elementary Waller Elementary T.L. Rhodes Elementary Plantation Park Elementary Elm Grove Elementary Meadowview Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project provided at-risk 4-year-olds with developmentally appropriate experiences for the maximum development of physical, social, cognitive, and emotional skills.				
	<i>Results:</i>		87.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 89.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 84% of parents attended three of the four parent meetings which were conducted during the school year. 100% of the teachers attended in-service sessions on training in LETRS for early childhood development during the Fall semester.				

Bossier							
	008-132	\$41,115	Rusheon Middle School Haughton Middle School LA New Tech in Plain Dealing Benton Middle School Elm Grove Middle School Cope Middle School Greenacres Middle School	Strategies	7-8	200	135
	<i>Project Description:</i>		The project provided effective strategies for teachers to reinforce and strengthen students' skills in literacy, math, science, social studies, and technology to ensure mastery of content standards.				
	<i>Results:</i>		35% of the participating 7th grade students scored Basic or above on the ELA portion of the iLEAP. 65% of 7th grade students increased more than one grade level in reading. 69% of 8th grade students increased more than one grade level in reading. 39% of the 7th grade students scored Basic or above on the Spring 2013 ELA portion of the iLEAP. 59% of 7th grade students scored a Basic/Approaching Basic combination on the Spring 2013 LEAP test.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Caddo							
	009-131	\$447,552	Arthur Circle Elementary Blanchard Elementary Forest Hill Elementary Shreve Island Elementary Summer Grove Elementary	Pre-Kindergarten	PreK	90	N/A
			<i>Project Description:</i>	The purpose of this project was to offer full-day, developmentally appropriate educational opportunities for pre-kindergarten children to develop foundation skills necessary for success in kindergarten.			
			<i>Results:</i>	96.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95.6% of 4-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 the parent orientation meeting and in at least one other parental involvement activity. 100% of teachers participated in at least 19 hours of professional development.			
Calcasieu							
	010-131	\$447,552	J.D. Clifton Elementary Cypress Cove Elementary Henry Heights Elementary Western Heights Elementary	Pre-Kindergarten	PreK	120	N/A
			<i>Project Description:</i>	The purpose of the project was to provide high-quality early childhood education in order to prepare students for kindergarten.			
			<i>Results:</i>	98.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 75% of parents attended two parent workshops, conferences, and/or activities. 100% of teachers participated in at least 18 hours of professional development trainings.			

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Caldwell							
	011-131	\$75,161	Caldwell Parish pre-kindergarten Center	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		This project utilized a research-based curriculum aligned with Louisiana's pre-kindergarten standards that addressed the individual needs of students focusing on the skills needed to be prepared to enter kindergarten.				
	<i>Results:</i>		<p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>75% of parents attended at least half of the planned conferences and activities with school personnel and students throughout the year.</p> <p>100% of teachers attended staff development activities planned to improve literacy and math instruction.</p>				
Cameron							
	012-131	\$72,212	Grand Lake High School	Pre-Kindergarten	PreK	17	N/A
	<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>		<p>90% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>68% of parents participated in parent conferences and/or parent activities.</p> <p>95% of teachers participated in professional development activities.</p>				
Cameron							
	012-132	\$8,665	Hackberry High School Johnson Bayou High School South Cameron High School	Strategies	2-5	375	146
	<i>Project Description:</i>		This project allowed participation of Cameron Parish students in grades 2-5 in the tiered intervention process specific to documented student needs.				
	<i>Results:</i>		The total number of 2nd, 3rd, 4th and 5th grade students scoring at the intensive level on DIBELS Next decreased by 5%.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Catahoula							
	013-131	\$74,463	Sicily Island High School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to provide high-quality early childhood experiences for economically disadvantaged students.				
	<i>Results:</i>		<p>80% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>90% of parents attended Fall 2012 Parent Teacher Conference Day.</p> <p>100% of teachers attended August 2012 professional development days.</p>				
Claiborne							
	014-131	\$79,040	Summerfield High School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to improve pre-kindergarten student skills necessary to be successful in kindergarten such as physical, cognitive, emotional, and social skills.				
	<i>Results:</i>		<p>76.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>80% of parents of preschoolers served were involved in at least five parent activities associated with the project.</p> <p>100% of teachers attended professional development trainings as indicated on professional development plan with job embedded activities in place.</p>				
Concordia							
	015-131	\$95,661	Vidalia Lower Elementary	Pre-Kindergarten	PreK	18	N/A
	<i>Project Description:</i>		This project provided 4-year-olds with learning opportunities which will complement both the home and the child.				
	<i>Results:</i>		<p>84.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>89.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents attended at least two parent activities associated with the project.</p> <p>100% of teachers attended professional development trainings.</p>				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Desoto							
	016-131	\$106,878	North DeSoto Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		This project allowed pre-kindergarten students to become ready for kindergarten by providing a rich learning environment to meet their developmental needs.				
	<i>Results:</i>		<p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents participated in at least two parent activities.</p> <p>90% of teachers participated in cluster meetings and LETRS training.</p>				
East Baton Rouge							
	017-131	\$440,630	Audubon Elementary Melrose Elementary Shenandoah Elementary White Hills Elementary	Pre-Kindergarten	PreK	80	N/A
	<i>Project Description:</i>		The project enhanced kindergarten students' learning and enrich quality of education in at-risk 4-year-olds.				
	<i>Results:</i>		<p>96.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>96.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents participated in parent teacher conferences, workshops, and other activities, and/or working at home with their children.</p> <p>100% of teachers participated in the Write From The Beginning training and follow up classroom implementation.</p>				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
East Baton Rouge							
	017-132	\$18,288	Capitol Middle Glasgow Middle Mayfair Middle Park Forrest Middle Southeast Middle Staring Education Center Westdale Middle	Strategies	6-8	400	N/A
	<i>Project Description:</i>		The project addressed adolescent literacy by incorporating proven instructional strategies for students who are struggling readers and writers.				
	<i>Results:</i>		36% of the 8th grade students in the Core Knowledge Acceleration Program scored Approaching Basic or above on the LEAP test in ELA. 46% of the 6th grade students in the Core Knowledge Acceleration Program scored at or above Approaching Basic in the area of ELA on iLEAP. 56% of the 7th grade students in the Core Knowledge Acceleration Program scored Approaching Basic or above in the area of ELA on iLEAP.				
East Carroll							
	018-131	\$71,199	Southside Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to improve at-risk 4-year-olds academic readiness, thus preparing them for entry into kindergarten.				
	<i>Results:</i>		94.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of the families participated in the orientation meeting. 75% of parents participated in at least two meetings, activities, or conferences. 100% of the teachers and paraprofessionals attended training on Portfolio Assessments and Strategies for Program Implementation.				
East Feliciana							
	019-131	\$79,179	Clinton Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to prepare 20 at-risk 4-year-olds with the skills needed to be successful in kindergarten.				
	<i>Results:</i>		68.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 89.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 75% of parents attended three or more parental involvement activities. 100% of teachers and paraprofessionals attended three or more professional development activities.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Evangeline							
	020-131	\$116,133	Chataignier Elementary Pine Prairie High School WW Stewart Elementary Vidrine Elementary	Pre-Kindergarten	PreK	44	N/A
	<i>Project Description:</i>		The purpose of this project was to provide a developmentally appropriate program which addresses the cognitive, social-emotional, creative, physical, and language skills necessary for success in kindergarten and 1st grade.				
	<i>Results:</i>		95.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing skills Checklist post-test. 75% of parents attended one parent conference and two parent meetings. 100% of teachers/paraprofessionals attended both Professional Development days.				
Franklin							
	021-131	\$89,615	Winnsboro Elementary	Pre-Kindergarten	PreK	20	N/A
	<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 pre-kindergarten. This program prepared students for entrance into kindergarten.				
	<i>Results:</i>		57.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 57.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 80% of parents participated in parenting skills workshops, PTO open house, and family math and reading sessions. 100% of teachers attended professional development trainings as indicated and approximately 20 continuing learning units were received.				
Grant							
	022-131	\$90,815	Verda Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to provide a developmentally appropriate environment to prepare at-risk 4-year-olds for successful completion of kindergarten and to establish a solid foundation for their academic career.				
	<i>Results:</i>		90% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 97% of parents volunteered at least 4 hours during the school year. The 8(g) teacher attended 5 out of 6 scheduled professional development meetings during the year.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Iberia							
	023-131	\$187,463	Coteau Elementary Jefferson Island Road Elementary Loreauville Elementary	Pre-Kindergarten	Prek	40	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a developmentally appropriate learning environment for at-risk 4-year-olds in Iberia Parish.				
	<i>Results:</i>		96.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 96.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended the parent-teacher conference held during April and May of 2013. 100% of teachers participated in the 18 hours of planned professional development.				
Iberville							
	024-131	\$102,497	East Iberville Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a developmentally appropriate environment that allows children to grow cognitively, socially, physically, and emotionally.				
	<i>Results:</i>		60% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 70% of 4-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 two or more school and parent activities. The 8(g) teacher attended 86% of the weekly cluster meetings and 100% of the district in-services.				
Jackson							
	025-131	\$81,067	Quitman High School Weston High School	Pre-Kindergarten	Prek	40	N/A
	<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>		94.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents were involved in at least two parent involvement activities. 100% of teachers and aides participated in staff development activities.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Jefferson							
	026-131	\$485,101	Mildred Harris Elementary George Cox Elementary Washington Montessori	Pre-Kindergarten	PreK	100	N/A
	<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>		87.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 69.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. Results were not provided for parental involvement or staff development objectives.				
Jefferson Davis							
	027-131	\$114,151	Lacassine High School Lake Arthur Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of the 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>		90.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 90% of parents participated in at least two parent activities. 100% of teachers participated in over 18 hours of professional development.				
Jefferson Davis							
	027-132	\$22,830	Jennings High School	Strategies	7-9	180	141
	<i>Project Description:</i>		This project provided flexible interventions in English language arts and math to students in grades 7-9 who needed additional assistance to keep up with peers and/or achieve proficiency on state assessments.				
	<i>Results:</i>		60.9% of 7th graders who received interventions scored basic or above on iLEAP. 68.2% of the 8th graders who received interventions scored basic or above on LEAP. 28.1% of 9th graders who received interventions scored basic or above on EXPLORE.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Lafayette							
	028-131	\$200,825	Truman Montessori	Pre-Kindergarten	PreK	43	147
	<i>Project Description:</i>		This project provided a high-quality, research-based pre-kindergarten education which will result in improved school readiness for at-risk students.				
	<i>Results:</i>		<p>90% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>97.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>96.6% of parents participated in at least three parental involvement activities.</p> <p>Results were not provided for the staff development objective.</p>				
Lafayette							
	028-132	\$142,405	Acadian Middle Alice Boucher Elementary Carencro Heights Elementary Carencro Middle Duson Elementary Ernest Gallet Elementary J. W. Faulk Elementary L. Leo Judice Elementary	Strategies	K-8	3275	N/A
	<i>Project Description:</i>		This project provided early identification and interventions for students unable to keep up with their peers because they are reading below grade level.				
	<i>Results:</i>		<p>86% of the kindergarten students were reading on or above grade level.</p> <p>The average growth in the percentage of students reading on or above grade level in first grade increased 9%.</p> <p>The average growth in the percentage of students reading on or above grade level in second grade was 17%.</p> <p>65.8% of the targeted 3rd and 4th grade students scored proficient on the ELA component of iLEAP or LEAP.</p> <p>55% of the targeted 3rd-8th graders scored proficient on the ELA post-test.</p> <p>51.9% of the targeted 8th graders scored proficient on the ELA component of LEAP.</p>				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Lafourche							
	029-131	\$193,528	Bayou Blue Elementary Bayou Boeuf Elementary W. S. Lafargue Elementary Larose Lower Elementary Lockport Lower Elementary	Pre-Kindergarten	PreK	43	N/A
			<i>Project Description:</i>	This project assisted in providing at-risk 4-year-olds with developmentally appropriate literacy and numeracy skills, including social experiences which would enhance their readiness for kindergarten and beyond.			
			<i>Results:</i>	100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended the pre-kindergarten parent/child orientation. 100% of teachers attended over 18 hours of professional trainings.			
LaSalle							
	030-131	\$84,639	Fellowship Elementary Nebo Elementary Jena Elementary Olla Elementary	Pre-Kindergarten	PreK	21	N/A
			<i>Project Description:</i>	This project provided a quality pre-kindergarten program to “developmentally-unprepared” 4-year-olds.			
			<i>Results:</i>	95.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 90.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 83% of parents participated in at least two parent activities associated with the project. 100% of teachers attended professional development trainings.			

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Lincoln							
	031-131	\$115,333	Lincoln Parish Early Childhood Center	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to help students develop intellectually, emotionally, and physically through hands-on activities that would better prepare them for entrance into kindergarten.				
	<i>Results:</i>		76.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 81% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 95% of parents attended Open House. Results were not provided for the staff development objective.				
Livingston							
	032-131	\$290,418	Albany Lower Elementary Springfield Elementary Levi Milton Elementary Maurepas Elementary South Walker Elementary	Pre-Kindergarten	PreK	120	N/A
	<i>Project Description:</i>		This project allowed 120 at-risk 4-year-olds to attend high-quality pre-kindergarten classes which prepared them to begin kindergarten ready to learn.				
	<i>Results:</i>		91.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 98% of parents participated in program activities for a minimum of four hours. Results were not provided for the staff development objective.				
Madison							
	033-131	\$78,026	Wright Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a developmentally appropriate environment that allowed children to grow cognitively, socially, physically, and emotionally.				
	<i>Results:</i>		83.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 94.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 78% of parents participated in at least four classroom activities. 100% of teachers participated in at least 18 hours of professional development.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Morehouse							
	034-131	\$100,916	Beekman Elementary Pine Grove Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project provided an effective, developmentally appropriate early childhood program which improved kindergarten readiness for at-risk students in Morehouse Parish.				
	<i>Results:</i>		91.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 97% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 96% of parents attended both parent/teacher conference days. 100% of teachers engaged in more than 12 hours of professional development.				
Natchitoches							
	035-131	\$123,267	M.R. Weaver Elementary Provencal Elementary	Pre-Kindergarten	PreK	40	
	<i>Project Description:</i>		This project provided pre-kindergarten opportunities for at-risk 4-year-olds that are developmentally appropriate and designed to improve the kindergarten readiness skills of participants.				
	<i>Results:</i>		96.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 92.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least one parent teacher conference, open house, or other parent activity. 100% of teachers attended a minimum of 12 hours of professional development meetings.				
Orleans							
	036-131	\$161,206	Franklin Elementary	Pre-Kindergarten	PreK	33	N/A
	<i>Project Description:</i>		The purpose of this project was to improve kindergarten readiness and enhance academic achievement for 4-year-olds.				
	<i>Results:</i>		100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 50% of parents participated in the education process by partaking in the Education City Software Homework Connection Program. 100% of teachers attended professional development trainings as indicated on professional development plan with job embedded activities in place.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Ouachita							
	037-131	\$243,401	Pinecrest Elementary Calhoun Elementary	Pre-Kindergarten	PreK	50	N/A
	<i>Project Description:</i>		The purpose of this project was to provide high-quality preschool classes serving at-risk 4-year-olds.				
	<i>Results:</i>		95.9% of the 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 91.8% of the 4-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 one school-related activity. 100% of teachers attended professional development activities outlined in the Ouachita Parish Staff Development Plan.				
Plaquemines							
	038-131	\$96,079	Belle Chasse Primary	Pre-Kindergarten	PreK	40	141
	<i>Project Description:</i>		This project provided 4-year-olds with developmentally appropriate practices utilizing language and literacy experiences.				
	<i>Results:</i>		92.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 97.4% of 4-year olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. Results were not provided for parental involvement or staff development objectives.				
Pointe Coupee							
	039-131	\$86,825	Valverda Elementary Rougon Elementary	Pre-Kindergarten	PreK	25	N/A
	<i>Project Description:</i>		The overall goal of this project was to improve the readiness skills of 4-year-olds through a developmentally appropriate curriculum paired with early intervention strategies involving their families.				
	<i>Results:</i>		90% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 98% of parents participated in at least three parental involvement activities. 100% of teachers participated in at least three professional development activities.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Rapides							
	040-131	\$283,796	J. I. Barron Elementary Buckeye Elementary Cherokee Elementary J. B. Nachman Elementary Phoenix Magnet Elementary	Pre-Kindergarten	PreK	120	N/A
	<i>Project Description:</i>		The purpose of this project was to provide developmentally appropriate pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that creates a community of learners.				
	<i>Results:</i>		96.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 98.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 95.35% of parents attended at least two workshops or parent conferences. 100% of teachers attended professional development trainings.				
Red River							
	041-131	\$73,924	Red River Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		This project provided a developmentally appropriate preschool program designed to improve readiness for and success in school.				
	<i>Results:</i>		85% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 90% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended all monthly parent meetings. 100% of teachers attended professional development trainings.				
Richland							
	042-131	\$91,884	Start Elementary Mangham Elementary	Pre-Kindergarten	PreK	10	N/A
	<i>Project Description:</i>		The project improved readiness skills of pre-kindergarten 4-year-olds through a developmentally appropriate program.				
	<i>Results:</i>		80% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 75% of families participating attended 50% of the activities. 100% of teachers completed 18 hours of professional development trainings.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Sabine							
	043-131	\$99,725	Florien High School Negreet High School	Pre-Kindergarten	Prek	24	N/A
	<i>Project Description:</i>		The project provided students with a high-quality, comprehensive educational program to help build a strong foundation for learning and later school success.				
	<i>Results:</i>		96.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 82.48% of parents attended parent teacher conferences three times per year. 100% of teachers attended professional development trainings with a portion of the training emphasis on portfolio assessment.				
St. Bernard							
	044-131	\$118,458	Joseph Davies Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		This project provided a developmentally appropriate program that will improve the readiness skills of children eligible to enter kindergarten the following year.				
	<i>Results:</i>		100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least one parent involvement activity. 100% of teachers participated in over 42 hours of professional development trainings.				
St. Charles							
	045-131	\$150,621	St. Rose Elementary A.A. Songy Kindergarten Center	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project provided developmentally appropriate preschool experiences for at-risk 4-year-olds and involved their parents in activities to increase their knowledge of child development.				
	<i>Results:</i>		97.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 90% of parents were involved in at least nine parent activities associated with the project. 100% of teachers participated in professional development trainings.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
St. Helena							
	046-131	\$67,469	St. Helena Central Elementary School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to provide developmentally appropriate instructional activities for at-risk 4-year-olds.				
	<i>Results:</i>		88.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 87.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. Results were not provided for parental involvement or staff development objectives.				
St. James							
	047-131	\$95,372	Lutcher Elementary School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to improve the readiness skills of preschool aged children who are eligible to enter the kindergarten program the following year and who are at-risk of being insufficiently ready for the regular program.				
	<i>Results:</i>		63.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 84.2% of 4-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 meetings, conferences, workshops, interviews, or telephone communications. 100% of teachers participated in at least 85% of staff development activities.				
St. John the Baptist							
	048-131	\$119,741	East St. John Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to provide a high-quality preschool program to children, and to make sure that they are equipped for kindergarten.				
	<i>Results:</i>		100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-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 the parent's orientation and two other activities. 100% of teachers attended professional development activities and job-embedded follow-up.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
St. Landry							
	049-131	\$198,792	Cankton Elementary Highland Elementary Palmetto Elementary	Pre-Kindergarten	PreK	55	N/A
	<i>Project Description:</i>		This project provided a full-time preschool program for 20 at-risk 4-year-old students in three elementary schools.				
	<i>Results:</i>		94.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 94.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least three parent activities associated with the project. 100% of teachers participated in at least 18 hours of professional development.				
St. Martin							
	050-131	\$138,251	Cecilia Primary School	Pre-Kindergarten	PreK	30	N/A
	<i>Project Description:</i>		The purpose of this project was to implement a developmentally appropriate pre-kindergarten program for eligible 4-year-olds.				
	<i>Results:</i>		93.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 96.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 90% of parents attended the first parent teacher conference and 80% of the parents attended the second parent teacher conference. 100% of teachers completed eighteen hours of professional development and incorporated strategies into the classroom.				
St. Mary							
	051-131	\$147,794	Wyandotte Elementary Bayou Vista Elementary Berwick Elementary	Pre-Kindergarten	PreK	50	N/A
	<i>Project Description:</i>		The purpose of this project was to improve the kindergarten readiness of at-risk preschool-aged children.				
	<i>Results:</i>		93.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 93.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 95% of parents participated in two school-initiated activities. 100% of teachers attended professional development trainings as indicated on professional development plan with job embedded activities in place.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
St. Tammany							
	052-131	\$404,683	Covington Elementary Sixth Ward Elementary Whispering Forest Elementary	Pre-Kindergarten	PreK	60	N/A
	<i>Project Description:</i>		This project provided high-quality, developmentally appropriate pre-kindergarten classes for at-risk children in order to develop and strengthen social and pre-academic skills that will help children develop readiness for kindergarten.				
	<i>Results:</i>		93% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 96.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended more than one parental involvement activity. 92.5% of teachers and paraprofessionals attended curriculum and program-based trainings.				
Tangipahoa							
	053-131	\$241,475	Chesbrough Elementary Independence Elementary O. W. Dillon Elementary Midway Elementary Woodland Park Elementary	Pre-Kindergarten	PreK	100	N/A
	<i>Project Description:</i>		The purpose of this project was to implement a developmentally appropriate pre-kindergarten program for 4-year-olds that will prepare them for kindergarten.				
	<i>Results:</i>		87.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 89.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 71% of parents participated in at least four family involvement activities. 90% of the Pre-K personnel attended a minimum of 18 hours of professional development.				
Tensas							
	054-131	\$66,576	Tensas High School Newellton Elementary School Tensas Elementary School	Strategies	4, 8	135	N/A
	<i>Project Description:</i>		The purpose of the is project was to work toward enhancing and improving reading comprehension in literature.				
	<i>Results:</i>		63% of the 4th grade students scored Basic or above on the ELA component of LEAP. 33% of the 8th grade students scored Basic or above on the ELA component of LEAP.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Terrebonne							
	055-131	\$232,900	Bourg Elementary Broadmoor Elementary Lisa Park Elementary Mulberry Elementary	Pre-Kindergarten	PreK	155	N/A
	<i>Project Description:</i>		The purpose of the project was to increase students' kindergarten readiness skills.				
	<i>Results:</i>		95.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 95.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 90.2% of parents completed 75% of the planned parental involvement activities. 100% of the teachers received 18 hours of staff development specific to Early Childhood Education.				
Union							
	056-131	\$83,569	Farmerville Elementary School	Pre-Kindergarten	PreK	30	N/A
	<i>Project Description:</i>		This project improved kindergarten readiness skills for 4-year-old pre-kindergarten students who are at-risk of educational failure by providing high-quality instruction in language and math.				
	<i>Results:</i>		76.1% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 81% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents were involved in at least one activity by participation or attendance at open house, group meetings, student programs, field trips, parent-teacher conferences, and volunteer services. 100% of teachers received 32 or more hours of professional development.				
Vermilion							
	057-131	\$145,813	Dozier Elementary LeBlanc Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		This project provided a developmentally appropriate program for at-risk 4-year-olds to improve their kindergarten readiness skills.				
	<i>Results:</i>		100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Vernon							
	058-131	\$154,305	North Polk Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		The purpose of this project was to help children overcome environmental deprivation and develop essential kindergarten skills				
	<i>Results:</i>		<p>84.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>84.3% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents attended at least one parent activity.</p> <p>100% of teachers and paraprofessionals received at least 18 hours of professional development.</p>				
Washington							
	059-131	\$110,812	Enon Elementary Franklinton Elementary	Pre-Kindergarten	PreK	22	N/A
	<i>Project Description:</i>		This grant provided a developmentally appropriate pre-kindergarten program that enhances language, literacy, and math development through active involvement and hands-on activities.				
	<i>Results:</i>		<p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents attended a minimum of two parental involvement activities.</p> <p>100% of teachers and paraprofessionals attended a minimum of three staff development activities.</p>				
Webster							
	060-131	\$122,457	Central Elementary Doyline High School North Webster Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to improve the readiness of preschool children who are eligible to attend kindergarten the following year and who are at-risk of being insufficiently ready for the regular school program.				
	<i>Results:</i>		<p>95% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>95% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>98% of parents attended 3 or more preschool parent meetings, conferences, or other parental involvement activities held during the school year.</p> <p>100% of the teachers attended a minimum of 18 hours of professional development trainings.</p>				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
West Baton Rouge							
	061-131	\$96,433	Brusly Elementary Chamberlin Elementary Port Allen Elementary	Pre-Kindergarten	PreK	21	N/A
	<i>Project Description:</i>		The project enhanced the developmental readiness of the 4-year-old students in the program and provided an opportunity for greater success in kindergarten.				
	<i>Results:</i>		100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 99.9% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended a minimum of seven parent activities that were integrated into the project with a focus on extending the learning into the home. 100% of the teachers participated in a minimum of 18 hours of professional development trainings.				
West Carroll							
	062-131	\$80,267	Kilbourne High School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of the project was to provide a developmentally appropriate pre-kindergarten experience for at-risk 4-year-olds that is rich in language, math, and literacy activities so that they will enter kindergarten ready to learn.				
	<i>Results:</i>		89.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 89.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 89% of parents attended at least two parent activities. 80% of teachers attended LETRS training.				
West Feliciana							
	063-131	\$80,118	Bains Lower Elementary	Pre-Kindergarten	PreK	24	N/A
	<i>Project Description:</i>		This project improved the academic performance of 24 at-risk pre-kindergarten students in reading and math.				
	<i>Results:</i>		95.6% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 100% of parents attended at least four activities. 100% of teachers attended professional development trainings.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Winn Parish							
	064-131	\$83,606	Winnfield Kindergarten School	Pre-Kindergarten	PreK	22	N/A
	<i>Project Description:</i>		This project prepared at-risk 4-year-olds for kindergarten through language and math development, age appropriate activities, and hands-on learning.				
	<i>Results:</i>		90.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 90.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 70% of parents attended three parent trainings/activities/workshops. 100% of teachers attended a minimum of 18 hours of staff development.				
City of Monroe							
	065-131	\$141,869	Clara Hall Elementary Cypress Point University Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		The project was designed to offer a developmentally appropriate program designed to improve the kindergarten readiness skills of at-risk 4-year-olds.				
	<i>Results:</i>		87.5% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 91% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist posttest. 100% of parents participated in at least one activity. 100% of teachers attended professional development trainings.				
City of Bogalusa							
	066-131	\$80,063	Denhamtown Elementary	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		This project provided a developmentally appropriate class that addressed both age appropriate and individual needs of 4-year-olds who scored low on the Brigance Screening Instrument.				
	<i>Results:</i>		95.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills checklist post-test. 100% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the Language component of the Developing skills Checklist posttest. 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.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Zachary Community Schools							
	067-131	\$108,692	Zachary Early Learning Center	Pre-Kindergarten	PreK	18	N/A
	<i>Project Description:</i>		This project provided supplemental funds necessary to implement the pre-kindergarten program in the Zachary Community School District.				
	<i>Results:</i>		<p>77.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>77.8% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>100% of parents participated in at least three activities associated with the project.</p> <p>100% of teachers were involved in 22 hours of staff development (professional learning communities-PLCs).</p>				
City of Baker							
	068-131	\$76,640	Bakerfield Elementary School	Pre-Kindergarten	PreK	20	N/A
	<i>Project Description:</i>		The purpose of this project was to improve the readiness skills of at-risk 4-year-old students by providing them with high-quality, developmentally appropriate, research-based instruction.				
	<i>Results:</i>		<p>73.7% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test.</p> <p>47.4% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test.</p> <p>75% of parents participated in parental involvement activities including open house, field trips, classroom visits and conferences.</p> <p>100% of teachers received 18 or more hours of professional development.</p>				

*The Picard Center will conduct the evaluation for 100% of the Block-PreK projects. Independent evaluators will evaluate over 65% of the Block Strategies and 100% of the statewide projects.

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Central Community Schools							
	069-131	\$97,837	Bellingrath Hills Elementary Tanglewood Elementary Central Middle Central High Central Intermediate	Strategies	K-12	39	147
	<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 that is aligned with Common Core State Standards.				
	<i>Results:</i>		80% of students in identified as struggling learners in grades K-8 increased writing performance by 20%. 61% of students identified as students in the academic middle in grades K-8 increased writing performance by 20%. 81% of students identified as struggling learners in grades 9-11 increased writing performance by 20%. 40% of students identified as students in the academic middle in grades 9-12 increased writing performance by 20%.				
Recovery School District							
	070-131	\$126,076	Banneker Elementary Coghill Elementary Craig Elementary Habans Elementary Henderson Elementary Johnson Elementary Schaumburg Elementary Morris Jeff Elementary	Pre-Kindergarten	PreK	40	N/A
	<i>Project Description:</i>		The purpose of the project was to strengthen literacy and numeracy skills in pre-kindergarten classrooms.				
	<i>Results:</i>		83.2% of 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 87.9% of 4-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 parental involvement events. 90% of the staff completed professional development trainings.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Belle Chasse Academy							
	075-131	\$8,762	Belle Chasse Academy	Strategies	K-5	90	N/A
	<i>Project Description:</i>		The purpose of this project was to incorporate proven methods of reading instruction and intensive literacy interventions for students that are academically below grade level.				
	<i>Results:</i>		<p>94% of the kindergarten students scored in the 3rd quartile or higher on the Spring 2013 ITBS reading battery.</p> <p>56% of the first grade students scored in the 3rd quartile or higher on the Spring 2013 ITBS reading battery.</p> <p>31% of the second grade students scored in the 3rd quartile or higher on the Spring 2013 ITBS reading battery.</p> <p>50% of the third grade students scored BASIC or above on the CRT portion of the Spring 2013 iLEAP English language arts portion of the test.</p> <p>100% of the fourth grade students scored BASIC or above on the Spring 2013 LEAP English language arts portion of the test.</p> <p>94% of the fifth grade students scored BASIC or above on the CRT portion of the Spring 2013 iLEAP English language arts portion of the test.</p>				
Avoyelles Public Charter School							
	075-132	\$6,483	Avoyelles Public Charter School	Strategies	1-8	480	N/A
	<i>Project Description:</i>		The purpose of this project was to improve student academic performance in math through instructional enrichment and intervention, interventions for students who are academically below grade level, and enrichment opportunities for students who are in the academic middle.				
	<i>Results:</i>		Results were not provided.				
Louisiana School for the Visually Impaired							
	075-133	\$557	Louisiana School for the Visually Impaired	Strategies	K-12	45	N/A
	<i>Project Description:</i>		The purpose of this project was to provide students the opportunity to have automatic feedback and enrichment from a planned and quick response literacy intervention.				
	<i>Results:</i>		Results were not provided.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
RENEW-Reinventing Education, Inc.							
	075-134	\$20,370	Batiste Cultural Arts Academy	Strategies	K-2	22	111
	<i>Project Description:</i>		This project provided increased reading and math interventions to students in grades K-2.				
	<i>Results:</i>		86% of the students increased their literacy levels by one year growth. 100% of the students increased their math levels by one year growth.				
Special School District							
	075-135	\$4,679	Renaissance Home for Youth Brentwood Hospital Southeast Hospital	Strategies	K-12	350	150
	<i>Project Description:</i>		SSD's Accelerated Reader project purpose was to utilize high-interest books, individualized learning goals, and progress monitoring to increase student reading levels.				
	<i>Results:</i>		59% of the students showed growth in scale score each month on the STAR test.				
Advocacy for the Arts and Technology-Crocker							
	075-136	\$2,251	Crocker Arts and Technology	Strategies	K-2	130	N/A
	<i>Project Description:</i>		The purpose of the project was to take math from concrete to pictorial to abstract with Singapore Math.				
	<i>Results:</i>		70% of kindergarten students mastered number names and counting in sequence. 72% of the kindergarten students mastered counting to tell numbers of objects with 75% accuracy. 65% of 1st graders mastered using place value to add and subtract with 75% accuracy. 68% of 1st graders mastered solving addition and subtraction problems with 75% accuracy. 70% of 2nd graders mastered basic facts for addition and subtraction to solve real-life problems with 75% accuracy. 74% of 2nd graders mastered adding one and two digit numbers with 75% accuracy.				
Louisiana School for the Deaf							
	075-137	\$1,303	Louisiana School for the Deaf	Strategies	K-12	150	N/A
	<i>Project Description:</i>		This project provided students with current, quality reading materials to increase literacy and language deficiencies.				
	<i>Results:</i>		82% of the students received passing scores on 10 out of 20 Accelerated Reader quizzes.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Algiers Charter School Association-William J. Fischer							
	075-138	\$6,561	William J. Fischer School	Strategies	4-8	80	86
	<i>Project Description:</i>		The project strengthened test-taking skills and provided interventions and proven instructional strategies in English language arts and math.				
	<i>Results:</i>		100% students in the 4th and 8th grades demonstrated an annual learning gain of 10% on the ELA state standardized test. Students in the 4th and 8th grades demonstrated an annual learning gain of 10% on the mathematics state standardized test.				
Algiers Charter School Association-Behrman							
	075-139	\$7,097	Behrman School	Strategies	4-8	150	N/A
	<i>Project Description:</i>		The purpose of this project was to improve student achievement in English language arts by integrating research-based strategies into the 4th and 8th grade reading curriculum.				
	<i>Results:</i>		Results were not provided.				
Southern University Laboratory School							
	075-140	\$2,818	Southern University Laboratory School	Strategies	4,8	65	136
	<i>Project Description:</i>		The purpose of the project was to help students who have been identified as needing additional assistance in English language arts, and enhance their ability to master the 4th and 8th grade LEAP in addition to the ACT for 11th graders.				
	<i>Results:</i>		85% of the targeted students scored Basic or above on the ELA portion of the LEAP. 55% of the targeted students scored at or above 18 on the English portion of the ACT.				
Success Preparatory Academy							
	075-141	\$3,534	Success Preparatory	Strategies	5-6	35	117
	<i>Project Description:</i>		The purpose of this project was to provide reading instruction in small group settings for underperforming students.				
	<i>Results:</i>		85% of students grew one grade level in reading as measured by Fountas & Pinnell reading level assessments. 40% of students involved with the program scored at least one achievement level above their previous year's LEAP/iLEAP score.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
ACSA-McDonogh 32							
	075-142	\$4,552	McDonogh 32 School	Strategies	3-8	100	90
	<i>Project Description:</i>		The purpose of this project was to provide additional support and time-on-task utilizing proven instructional strategies for literacy interventions and enrichment.				
	<i>Results:</i>		55% of 3rd grade students participating in the Eagle Intervention Program scored proficient or above on iLEAP. 61% of 4th grade students participating in the Eagle Intervention Program scored proficient or above on LEAP. 65% of 8th grade students participating in the Eagle Intervention Program scored proficient or above on LEAP.				
Algiers Charter School Association-Eisenhower							
	075-143	\$6,130	Eisenhower School	Strategies	4-8	60	N/A
	<i>Project Description:</i>		The purpose of this project was to incorporate proven instructional strategies to strengthen test-taking strategies and promote student-centered learning using proven instructional strategies in English language arts.				
	<i>Results:</i>		Results were not provided.				
ACSA-Walker							
	075-144	\$9,767	O. Perry Walker High School	Strategies	9-12	75	N/A
	<i>Project Description:</i>		The purpose of this project was to provide funding for an after-school program supporting students who are below grade level and unsuccessful on high-stakes testing using proven instructional strategies in English language arts.				
	<i>Results:</i>		Results were not provided.				
Firstline-Dibert							
	075-145	\$3,747	John Dibert School	Strategies	4-8	260	132
	<i>Project Description:</i>		This purpose of this project was to improve student achievement by providing small-group targeted interventions into the math curriculum.				
	<i>Results:</i>		56% of participating students increased one level or more on math component of LEAP/ iLEAP.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Firstline-Ashe							
	075-146	\$3,857	Arthur Ashe School	Strategies	4-8	300	N/A
	<i>Project Description:</i>		This purpose of this project was to improve student achievement by providing small-group targeted interventions into the math curriculum.				
	<i>Results:</i>		63% of participating students increased one level or more on math component of LEAP/ iLEAP.				
Firstline-Hughes							
	075-147	\$5,093	Langston Hughes Academy	Strategies	4-8	364	N/A
	<i>Project Description:</i>		This purpose of this project was to improve student achievement by providing small-group targeted interventions into the math curriculum.				
	<i>Results:</i>		44% of participating students increased one level or more on math component of LEAP/ iLEAP.				
Firstline-Green							
	075-148	\$4,054	Samuel Green School	Strategies	4-8	290	126
	<i>Project Description:</i>		This purpose of this project was to improve student achievement by providing small-group targeted interventions into the math curriculum.				
	<i>Results:</i>		22% of participating students increased one level or more on math component of LEAP/ iLEAP.				
Diocese of Alexandria							
	080AX-131	\$21,086	St. Mary's Catholic School	Strategies	12	35	132
	<i>Project Description:</i>		The purpose of the project was to provide instructional iPad technology that will promote literacy and improve reading and language achievement.				
	<i>Results:</i>		19% of seniors increased their national stanine score in language by one point. 29% of seniors increased their national stanine score in reading by one point.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Diocese of Baton Rouge							
	080BR-131	\$131,509	Ascension Catholic Diocesan Regional Elementary School Ascension Catholic Diocesan Regional High School Catholic Elementary School of Pointe Coupee Catholic High School of Pointe Coupee Holy Family School Holy Ghost School Mater Dolorosa	Strategies	K-12	7318	N/A
	<i>Project Description:</i>		The purpose of the project was to enrich English language arts, math, social studies, and science by using technology programs that provide intervention for those who are below grade level and for those in the academic middle.				
	<i>Results:</i>		51% of the selected students increased their Total Reading National Percentile scores on TerraNova. 53% of the selected students increased their Total Math National Percentile scores on the TerraNova. 99% of the selected students became proficient in 70% of the science skills needed for promotion as of the 4th quarter report card grades. 575 of the students in grades 4-12 showed a proficiency in the writing skills needed for promotion when comparing the pre-test and post-test for writing. 99% of the selected students became proficient in 70% of the reading skills needed for promotion. 99% of the selected students became proficient in 70% of the math skills needed for promotion.				
Diocese of Houma-Thibodaux							
	080HT-131	\$48,617	Maria Immacolata Elementary St. Bernadette Elementary St. Francis Elementary Holy Cross Elementary	Strategies	K-7	158	136
	<i>Project Description:</i>		This purpose of this project was to improve reading skills of identified students to enable them to become better readers and build on their ability to comprehend, process, and apply the information read.				
	<i>Results:</i>		60% of the targeted students in grades K-7 did not exhibit at least 1.2 grade level growth in their reading level. 75% of the targeted students in grades 2-7 did not exhibit at least 12 scaled score points of growth in the total reading scaled score on Stanford Achievement Test.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Diocese of Lake Charles							
	080LC-131	\$22,753	Our Lady's School	Strategies	K-8	55	134
	<i>Project Description:</i>		The purpose of this project was to improve reading test scores through the use of proven instructional strategies.				
	<i>Results:</i>		Results were not provided.				
Diocese of Lafayette							
	080LF-131	\$22,723	Sacred Heart Ville Platte	Strategies	7-8	142	143
	<i>Project Description:</i>		This purpose of this project was to provide proven instructional strategies for science literacy interventions and enrichment by increasing total science scaled score.				
	<i>Results:</i>		34.43% of the 7th graders will score a 14 point increase in total science scaled score as measured by the Stanford 10 test. 1.62% of 8th graders increased their total science scaled score by 1 point as measured by the Stanford Achievement test.				
Archdiocese of New Orleans							
	080NO-131	\$313,022	Our Lady of Prompt Succor Chalmette St. Peter Covington Our Lady of the Lake Queen of Peace Sacred Heart of Jesus Our Lady of Grace St. Peter Reserve Ascension of Our Lord	Strategies	K-1	960	124
	<i>Project Description:</i>		Kindergarten and 1st grade students used interactive technology to attain the knowledge and skills necessary for optimum literacy development.				
	<i>Results:</i>		84.9% of kindergarten students in the targeted population gained at least 10 points from the pre-test administered in September/October 2012 to the post-test administered in May 2013. 92.5% of 1st grade students in the targeted population gained at least 10 points from the pre-test administered in September/October 2012 to the post-test administered in May 2013.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Diocese of Shreveport							
	080SH-131	\$15,096	St. Joseph Catholic School	Strategies	5	50	150
	<i>Project Description:</i>		This purpose of this project was to improve the literacy and reading comprehension skills of 50 students in the 5th grade class by using new and integrative technology.				
	<i>Results:</i>		The entire 5th grade class improved their Terra Nova test scores in reading by 19%. The entire 5th grade class improved their Terra Nova test scores in language by				
Riverside Academy							
	090AS-131	\$6,595	Riverside Academy	Strategies	9	80	147
	<i>Project Description:</i>		This purpose of this project was to improve 9th grade Algebra I students' mathematics skills through differentiated instruction provided by an interactive Common Core math iPad application.				
	<i>Results:</i>		Results were not provided.				
Trafton Academy							
	090AS-132	\$1,860	Trafton Academy	Strategies	5-7	48	N/A
	<i>Project Description:</i>		This purpose of this project was to improve scientific knowledge of students by focusing on science proficiency and guiding the students toward a scientifically based and coherent view of the sciences.				
	<i>Results:</i>		Results were not provided.				
Cedar Creek School							
	090AS-133	\$5,339	Cedar Creek School	Strategies	4-5	85	N/A
	<i>Project Description:</i>		This purpose of this project was to improve student achievement in reading comprehension using 21st century media literacy skills.				
	<i>Results:</i>		Although reading comprehension results showed growth, percentile scores for fourth grade students didn't increase by one to two percentage points and one-two stanine levels as indicated on the Stanford 10 Achievement test.				
Kehoe-France Southshore							
	090AS-134	\$4,037	Kehoe-France Southshore	Strategies	1	10	N/A
	<i>Project Description:</i>		This project provided instructional reading strategies for the 1st grade students.				
	<i>Results:</i>		80% of students are reading at grade level.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Baton Rouge International							
	090AS-135	\$1,879	Baton Rouge International	Strategies	6-12	11	146
	<i>Project Description:</i>		This purpose of this project was to improve students' reading comprehension and vocabulary through the application of skills-based testing and on-going monitoring of progress toward the acquisition of these skills.				
	<i>Results:</i>		81% of the student participants showed gains in English reading comprehension skills of at least four months in their grade equivalent scores. 90% of the student participants showed gains in English vocabulary skills of at least four months in their grade equivalent scores.				
Alexandria Country Day							
	090AS-136	\$4,213	Alexandria Country Day School	Strategies	1-2	90	150
	<i>Project Description:</i>		This grant improved student achievement by providing teacher and parent training as well as the student materials used in the Singapore Math program.				
	<i>Results:</i>		100% of the students scoring in the lower 20% of students in first grade on the Grade Level Equivalency section of the STAR math test improved by one half grade level on the end of year STAR math test. 88% of the students scoring in the lower 20% of students in first grade on the Grade Level Equivalency section of the STAR math test improved by one half grade level on the end of year STAR math test.				
Oak Forest Academy							
	090AS-137	\$5,413	Oak Forest Academy	Strategies	2-3	40	N/A
	<i>Project Description:</i>		The purpose of this project was to provide technological and conventional instruction to 2nd and 3rd grade students who were achieving below class norms or had specific reading problems.				
	<i>Results:</i>		40% of 2nd grade students improved by one grade level in reading. 70% of 3rd grade students improved by one or more grade levels.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Silliman Institute							
	090AS-138	\$3,767	Silliman Institute	Strategies	11-12	35	133
	<i>Project Description:</i>		The project provided an English writing lab to assist students taking dual credit English composition.				
	<i>Results:</i>		95% of the seniors enrolled in the dual credit English Class made a "C" (70%) or better. 85% of seniors achieve ACT college readiness (an ACT English subscore of 19 or better). 52% of juniors achieved ACT college readiness for English (an ACT English subscore of 19 or better).				
Tensas Academy							
	090AS-139	\$1,879	Tensas Academy	Strategies	1-5	100	N/A
	<i>Project Description:</i>		This purpose of this project was to enhance and improve reading comprehension in literature.				
	<i>Results:</i>		45% of the students in 1st-5th grades passed 80% of the Accelerated Reader tests taken with a grade of 85% or better. 78% of the students in 1st-5th grade increased reading comprehension scores from pre-test to post-test. 70% of the students in 1st-5th grade earned more points than assigned by the teacher by the end of the year.				
Runnels School							
	090AS-140	\$7,106	Runnels School	Strategies	5-8	130	N/A
	<i>Project Description:</i>		The purpose of the project was to integrate interactive whiteboard technology into the math and social studies curriculum.				
	<i>Results:</i>		At least 50% of the 8th grade students scored a minimum of 5% higher on four assessments of lessons taught with the interactive whiteboard compared to the same assessments taken by 8th grade students in the previous year on same lessons taught without the interactive white board. 75% of 8th grade students demonstrated an increased engagement in social studies as determined by a student survey given at end of school year. The 5th grade group scored in the 66.8 percentile Stanford 10 Achievement Test in the total math scores.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Cedarwood School							
	090AS-141	\$1,497	Cedarwood School	Strategies	2-7	117	N/A
	<i>Project Description:</i>		The purpose of this project was to provide students with interactive and motivating keyboarding instruction to develop effective and proficient skills that will enhance student performance in spelling, writing, and reading comprehension.				
	<i>Results:</i>		56% of the students achieved 10% higher keyboard proficiency as measured by words per minute.				
Louise S. McGehee School							
	090AS-142	\$4,520	Louise S. McGehee School	Strategies	5-7	106	N/A
	<i>Project Description:</i>		The purpose of this project was to expand upon the existing math curriculum by developing a more in-depth STEM based course for girls.				
	<i>Results:</i>		50% of students increased ERB math scores by 6.25%.				
Montessori Educational Center							
	090AS-143	\$716	Montessori Education Center	Strategies	1-3	33	N/A
	<i>Project Description:</i>		This project increased student literacy among 1st through 3rd grade students by utilizing NEO2 writing tools in the classroom.				
	<i>Results:</i>		75% of students identified did not increase their reading comprehension test scores on the Accelerated Reader tests and the Terra Nova test by 10%. 100% of the students increased the number of books read from the previous year by over 200%.				
The Brighton School							
	090AS-144	\$1,404	The Brighton School	Strategies	2	6	150
	<i>Project Description:</i>		The purpose of this project was to provide students with increased writing proficiency through explicit, hands-on, research-validated strategies.				
	<i>Results:</i>		100% of students showed improvement in producing and writing sentences using the Step-Up-To-Writing rubric. 75% of students increased scores on the Step-Up-To-Writing rubric for information paragraphs. 50% of students increased scores on the Step-Up-To-Writing rubric for narrative paragraphs.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Tallulah Academy Delta Christian							
	090AS-145	\$2,344	Tallulah Academy Delta Christian	Strategies	K-6	145	143
	<i>Project Description:</i> The purpose of this project was to increase reading skills through the use of research-based strategies for children in kindergarten through 6th grade.						
	<i>Results:</i> Results were not provided.						
Quest School							
	090AS-146	\$409	Quest School	Strategies	2-6	22	143
	<i>Project Description:</i> This purpose of this project was to improve math skills for the weakest math students in grades 2-6.						
	<i>Results:</i> Results were not provided.						
Metairie Park Country Day							
	090AS-147	\$6,306	Metairie Park Country Day	Strategies	6	60	N/A
	<i>Project Description:</i> This project provided students with comprehensive, individualized, multi-sensory instruction in phonics, linguistics, reading comprehension, and writing.						
	<i>Results:</i> 85% of 6th grade students improved reading comprehension at least 77 lexile points using the Achieve 3000 assessment.						
Bowling Green School							
	090AS-148	\$3,060	Bowling Green School	Strategies	10-11	74	N/A
	<i>Project Description:</i> This grant provided innovative SMART projectors as an educational resource to afford students the necessary technology tool to increase motivation and learning, thereby boosting academic achievement in the areas of math and social studies.						
	<i>Results:</i> 86% of third grade students met and/or exceeded National Percentile Rank of Average determined by the IOWA assessments. 81.25% of all 10th and 11th grade students met or exceeded Approaching Basic standards as measured by End of Course testing.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Bishop Noland Episcopal Day School							
	090PS-131	\$2,400	Bishop Noland Episcopal Day School	Strategies	K	38	141
	<i>Project Description:</i>		This project was designed to provide learning experiences that incorporate technology into the kindergarten reading classes.				
	<i>Results:</i>		92% of the students in kindergarten showed a 5% or more improvement in reading skills when comparing scores on the November pre-test and the May post-test.				
St. Mark's Cathedral School							
	090PS-132	\$2,372	St. Mark's Cathedral School	Strategies	K-1	60	N/A
	<i>Project Description:</i>		This project aimed to stimulate and excite kindergarten and 1st grade students to develop and strengthen their literacy skills of fluency, vocabulary, and comprehension.				
	<i>Results:</i>		92% of the Kindergarten and 1st grade students improved in the literacy skills of phonics, word recognition, and vocabulary by 10% or more from the criterion-referenced McGraw-Hill pre-test to post-test. 95% of the Kindergarten and 1st grade students improved in reading comprehension by 10% or more from the criterion-referenced McGraw-Hill pre-test to post-test. 95% of the Kindergarten and 1st grade students improved by their reading level by 10% on the STAR test.				
Ben's Ford Christian School							
	090PS-133	\$3,888	Ben's Ford Christian School	Strategies	4	20	N/A
	<i>Project Description:</i>		The purpose of this project was to promote literacy and numeracy skills in 4th grade students through the use of proven technology supplements.				
	<i>Results:</i>		Results were not provided.				
Claiborne Christian School							
	090PS-134	\$1,879	Claiborne Christian School	Strategies	4-5	30	141
	<i>Project Description:</i>		The purpose of this project was to provide foundation skills for students who do not meet minimum requirements for English language arts and to increase scores of those that are proficient.				
	<i>Results:</i>		92% of targeted students scored Basic or above on ELA component of LEAP and IOWA.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Baton Rouge Lutheran School							
	090PS-135	\$1,414	Baton Rouge Lutheran School	Strategies	K-1	25	150
	<i>Project Description:</i>		This project introduced kindergarten and 1st grade students to a technology tool that, used regularly, increased their visual and auditory learning.				
	<i>Results:</i>		100% of targeted kindergarten and 1st grade students demonstrated an average 65% improvement when post-test scores and pre-test attitudinal survey scores are compared. Over 90% of targeted kindergarten and 1st students utilized an Interest Center at an average of 32.89 times during project implementation.				
St. Luke Episcopal School							
	090PS-136	\$2,976	St. Luke Episcopal School	Strategies	K	45	N/A
	<i>Project Description:</i>		This project provided kindergarten students literacy and math strategies to enhance beginning learning skills by integrating iPad technology into the literacy and math center focused groups.				
	<i>Results:</i>		82% of the kindergarten students were on or above level with end of the year kindergarten skills and benchmarks in reading readiness as designated through the St. Luke's School curriculum. 87% of the Kindergarten students were on or above level with end of the year Kindergarten skills and benchmarks in math readiness as designated through the St. Luke's School curriculum.				
Trinity Episcopal							
	090PS-137	\$3,125	Trinity Episcopal	Strategies	5-8	39	74
	<i>Project Description:</i>		This project allowed struggling readers an opportunity to gain support through proven instructional strategies.				
	<i>Results:</i>		83% of students scored at the 4th stanine or above on the ERB Achievement Tests. 93% of students scored at or above current grade level in reading on the Gates-MacGinitie Reading Test. 91% of students will earn a C or above as a final grade in English.				
St. Martin Episcopal							
	090PS-138	\$4,613	St. Martin Episcopal	Strategies	2-3	50	N/A
	<i>Project Description:</i>		The purpose of this project was to help students improve in the area of mathematical reasoning and problem solving.				
	<i>Results:</i>		60% of the students increased their Mathematical Reasoning and Constructed Response subtest scores by five percentile points.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Episcopal High School							
	090PS-139	\$8,501	Episcopal High School	Strategies	1-5	242	N/A
	<i>Project Description:</i> The project advanced reading skills by using Fountas and Pinnell guided reading strategies with iPad applications and science skills by using project-based learning with robotics.						
	<i>Results:</i> 88% of students in 1st, 2nd, and 5th grade experienced an increase their Fountas and Pinnell reading levels by at least the normal expectation between pre and post-project Fountas and Pinnell Reading Assessments (introductory to mastery level). 87% of students in grades 3rd, 4th, and 5th experienced an increase their science skill (observe, predict, hypothesize, design, test, evaluate, and explain scientific findings and to think critically) scores by at least 30% between pre- and post-project teacher-made assessments (introductory to mastery level).						
The Dunham School							
	090PS-140	\$7,041	The Dunham School	Strategies	K-12	20	N/A
	<i>Project Description:</i> This project provided literacy intervention strategies for comprehension.						
	<i>Results:</i> 89% of students scored a "pass" on the grade level assessments.						
St. Paul's Episcopal School							
	090PS-141	\$1,572	St. Paul's Episcopal School	Strategies	3	17	144
	<i>Project Description:</i> This project provided student-learning experiences that incorporate laptop use along with Self Monitoring Analysis and Reporting System Technology in English, math, science, and social studies subjects that improved academic achievement for 3rd grade students.						
	<i>Results:</i> 88.2% of the 3rd grade students scored above 75% on an end-of-the-year English assessment. 82.3% of the 3rd grade students scored above 75% on an end-of-the-year math assessment. 94.1% of the 3rd grade students scored above 75% on an end-of-the-year science assessment. 82.3% of the 3rd grade students scored above 75% on an end-of-the-year social studies assessment. 100% of the 3rd grade teachers scored above a scale of three.						

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Lafayette Christian Academy							
	090PS-142	\$1,944	Lafayette Christian Academy	Strategies	8	60	138
	<i>Project Description:</i>		The purpose of this project was to improve 8th grade science and math standardized test scores by incorporating technology of interactive white boards.				
	<i>Results:</i>		100% of the students didn't increase their math and science standardized test scores by at least 5%.				
Episcopal School of Acadiana							
	090PS-143	\$4,530	Episcopal School of Acadiana	Strategies	3-12	300	144
	<i>Project Description:</i>		This project allowed ESA to implement software that optimized students' comprehension and speaking abilities in French and Spanish.				
	<i>Results:</i>		<p>90% of students in grades 3rd-5th successfully completed at least 73.7% of one level of Rosetta Stone.</p> <p>90% of middle school students (grades 6th-8th) successfully completed at least 79.6% of Level I.</p> <p>90% of high school students enrolled in French I or Spanish I successfully completed 82.2% of Level I.</p> <p>90% of high school students enrolled in French II or Spanish II successfully completed 69.1% of Level II.</p> <p>90% of high school students enrolled in French III or Spanish III successfully completed 43.9% of Level III.</p> <p>100% of students took the national standardized test in their foreign language. Collective results were not available to support achievement.</p>				
Boutte Christian Academy							
	090PS-144	\$1,172	Boutte Christian Academy	Strategies	5-8	28	N/A
	<i>Project Description:</i>		This project provided students in grades 5th, 6th, 7th, and 8th additional writing opportunities.				
	<i>Results:</i>		<p>70% of the targeted 5th grade students increased 5 percent or more on their 2013 report card in writing.</p> <p>80% of the targeted 6th grade students increased 5 percent or more on their 2013 report card in writing.</p> <p>50% of the targeted 7th grade students increased 5 percent or more on their 2013 report card in writing.</p>				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
St. Matthew's Episcopal							
	090PS-145	\$1,674	St. Matthew's Episcopal	Strategies	2-3	50	146
	<i>Project Description:</i>		This purpose of this project was to improve math computation skills using individualized, multi-sensory instruction.				
	<i>Results:</i>		50% of the 2nd and 3rd students showed a 10% improvement in the math "number skills operations".				
Parkview Baptist							
	090PS-146	\$12,771	Parkview Baptist	Strategies	1-4	335	N/A
	<i>Project Description:</i>		This project created an interactive learning environment to improve student engagement while increasing their academic achievement in reading and math.				
	<i>Results:</i>		91% of the students in grades 1-3 showed a 5% or more improvement in reading when comparing the scores on the August pre-test and May post-test. 92% of the students in grades 1-3 showed a 5% or more improvement in math when comparing the scores on the August pre-test and May post-test.				
Bethany Christian School							
	090PS-147	\$1,665	Bethany Christian School	Strategies	2-5	17	N/A
	<i>Project Description:</i>		The purpose of this grant was to continue to enhance reading instruction while providing students and teachers with tools to monitor the progression of the students' reading performance.				
	<i>Results:</i>		59% of students in the program increased their national average on the reading section of the Terra Nova Achievement Test by 9 percentage points.				
Hosanna Christian Academy							
	090PS-148	\$2,549	Hosanna Christian Academy	Strategies	3-5	30	N/A
	<i>Project Description:</i>		This purpose of this project was to enhance students' learning experience and increased motivation in core subjects, primarily language arts and math.				
	<i>Results:</i>		Results were not provided.				
Grace Episcopal School							
	090PS-149	\$1,823	Grace Episcopal School	Strategies	3-5	71	N/A
	<i>Project Description:</i>		The purpose of this project was to improve classroom literacy instruction, enhance teachers' professional development, and increase student participation and literacy skills through the use of an ELMO document camera.				
	<i>Results:</i>		Results were not provided.				

Agency	Log #	Award Amount	Schools	Focus Area	Grade Level	# Pupils	*Eval Score
Houma Christian Academy							
	090PS-150	\$3,348	Houma Christian Academy	Strategies	10-12	70	142
	<i>Project Description:</i>		The purpose of this project was to establish a rigorous set of standards aligned with the Common Core and ACT standards in 10th and 11th grades in the areas of math and English.				
	<i>Results:</i>		93% of students scored at or above the college readiness benchmark score of 18 on the English portion of the ACT.				
Northlake Christian							
	090PS-151	\$3,395	Northlake Christian School	Strategies	7	150	N/A
	<i>Project Description:</i>		This purpose of this project was to pilot iPads in junior high content-heavy classes to increase literacy across the curriculum.				
	<i>Results:</i>		The objective was not achieved as anticipated due to the implementation of a different standardized test.				

*The Picard Center will conduct the evaluation for 100% of the Block-PreK projects. Independent evaluators will evaluate over 65% of the Block Strategies and 100% of the statewide projects.



Statewide Grant Programs

FY 2012–2013

BESE Allocation: \$11,777,500

Percent of Total Allocation: 48.1%

Programs Funded: 13

Constitutional Category: Exemplary Programs

Louisiana Virtual School (LDE)

TAP: Teacher Advancement Program (LDE)

Comprehensive Performance Management System (LDE)

Expanding High School Choice (LDE)

The Early Childhood and Birth - 12 Literacy Program (LDE)

Constitutional Category: Research or Pilot Programs

LEAP for the 21st Century (LDE)

New Schools Incubation (LDE)

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 Language Model Program (LDE)

Louisiana Renaissance Language Immersion Program (LDE)

8(g) PROGRAMMATIC PROFILE

Statewide Programs

Fiscal Year 2012-2013

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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World Language Model Program

S003	\$170,000.00	27	The teaching of foreign languages in elementary and secondary schools	150
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Objectives:

Recruit approximately 70 new foreign associate teachers of French and Spanish (based on February 2013 preliminary requests from schools and districts) for the 2013-2014 school year.

Provide training required by the U.S. Department of Education on July 30-August 2, 2012, during a before-school orientation session for at least 100 foreign associate teachers of French and Spanish (in their first through third years of J-1 exchange visa participation). During the training, instruction will be provided to teachers on Common Core and Compass.

Renegotiate accord agreements with the French and Belgian (Federation of Wallonie-Brussels) Ministries of Education/Foreign Affairs to be signed in October 2012.

Seventy percent of students who take Level 1 French or Spanish proficiency exams will pass and receive Carnegie credit.

Eighty percent of students taking a level 1 Carnegie Level Course (Bulletin 741, section 2321, "Carnegie Credit for Middle School") with a high school certified teacher will pass and receive Carnegie credit.

Results:

A total of 92 new foreign associate teachers of French and Spanish were recruited from France, Belgium, Canada, Mexico, Peru and Spain, exceeding the goal of 70 new recruits.

A total of 121 foreign associate teachers participated in the pre-school orientation session, exceeding the goal of at least 100 teachers.

Accord agreements were successfully signed with the French and Belgian Ministries permitting the continuation of support for the associate teacher program.

Eighty-four percent of students who took a Level 1 French proficiency exam passed and received Carnegie credit and 89 percent of students who took a Level 1 Spanish proficiency exam passed and received Carnegie credit, exceeding the goal of a 70 percent passage rate.

Ninety-six percent of students taking a Level 1 Carnegie Level French or Spanish Course with a high school certified teacher passed and received Carnegie credit, exceeding the goal of an 80 percent passage rate.

Overall, the World Language Model Program was implemented and successfully carried out as planned.

Observations:

Most school-level personnel indicated that the program was successful, but that teacher turnover was often a problem. School-level personnel said they most often worked directly with the World Language personnel at the LDE and received good support from personnel there.

Most teachers reported that their school-level administrators were very supportive of them. Most indicated they felt comfortable with the Compass evaluation system, but not so much with the requirements of Common Core. Teachers desired more professional development on

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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Louisiana Educational Assessment Program (LEAP) for 21st Century

S005	\$2,565,000.00	27	Research or pilot programs designed to improve elementary or secondary student academic achievement	150
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Objectives:

Through surveying, 100 percent of the testing administrators/coordinators completing End-of-Course (EOC) testing, the LDE and the testing contractor will utilize the comments to evaluate the EOC manuals and determine changes needed for future test administrations.

Prior to each test administration, the LDE Division of Assessments and Accountability and the testing contractors will produce the testing materials including EOC and Louisiana Educational Assessment Program (LEAP) tests and manuals for 100 percent of students.

By the conclusion of spring testing, 95 percent of students in grades 4 and 8 will take LEAP and 95 percent of students enrolled in Algebra I, English II, Geometry, Biology, English III, and U.S. History will take the EOC tests for those courses.

Results:

During the December 2012 EOC testing window, and the May 2013 EOC testing window, test administrators and school test coordinators completed electronic comments. All comments by the test administrators and test coordinators were distributed to the testing contractor and assessment staff for review in planning for the 2013-2014 school year.

End-of-Course testing manuals and LEAP testing manuals were produced on time and posted several weeks prior to testing. EOC tests were uploaded and ready for testing for the December 4-13, 2012; April 24-May 17, 2013; and June 24-27, 2013 testing windows.

By the conclusion of spring testing, 95 percent of students in grades 4 and 8 took LEAP and 95 percent of students enrolled in Algebra I, English II, Geometry, Biology, English III, and U.S. History took EOC tests for those courses.

For LEAP (grades 4 and 8), 55,127 (97%) of 56,954 students in grade 4 were tested and 49,521 (94%) of 52,429 students in grade 8 were tested. For grades 4 and 8, 104,648 (96%) of 109,383 students were tested.

258,282 (97%) of 267,107 students enrolled in EOC classes were tested.
In total for LEAP and EOC assessments, 362,930 (96%) of 376,490 students were tested.

47,674 (96%) of 49,677 students enrolled in Algebra I were tested.
42,191 (97%) of 43,413 students enrolled in Geometry were tested.
43,329 (97%) of 44,774 students enrolled in English II were tested.
40,731 (97%) of 42,009 students enrolled in English III were tested.
42,811 (97%) of 44,123 students enrolled in Biology were tested.
41,546 (96%) of 43,111 students enrolled in U.S. History were tested.

Observations:

The scope of participants in the LEAP programs continues to expand to include more organizational levels (K-12), districts (RSD), schools (charter and virtual), and diversity among students.

The program benefits enormously from a highly competent, professional cadre of state and local level assessment personnel. Continuing attention needs to be given to maintaining and expanding that core leadership and nurturing new administrative leadership especially staff with expertise in emerging assessment technology.

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
<p>The program provided excellent professional development programs for district and school personnel. Testimony and direction observation confirmed that information and directions given at these programs were actually used to administer LEAP and EOC tests.</p> <p>Administration and implementation of the program continues to be consistent with the letter and spirit of the constitutional category under which the program is funded.</p> <p>The objectives forecasted for the program were consistently evident in site visits to districts and schools. District and school staff confirmed that they were able to provide feedback and constructive comments to the LDE staff, that they received test materials in a timely manner and they were placed in a positive position to administer successfully the applicable tests to their students.</p> <p>The general observation was that the LEAP and EOC testing programs were consistent with the program design, timelines and objectives in the approved program application.</p> <p><i>Recommendations:</i> Continue to consider the implications of the LEAP program to the emerging number of charter, scholarship, virtual, and special schools.</p> <p>Design or refine a strategy or program to develop more assessment technologists who can design and/or help local districts with the migration away from “paper-and-pencil” testing to technology-based assessment systems.</p> <p>The program should continue and intensify its efforts with regard to providing professional development activities designed for staff in special, charter, virtual and scholarship schools. As the LEAP program continues to mature, continuing attention must be given to maintaining the integrity of the program. Provide more professional development to districts and schools on how to migrate to a technology-based assessment system. Given the increasing pressures from accountability, continue to express, maintain and demand high-levels of honesty and integrity in the assessment program.</p> <p>As noted above, the program should continue to align design and implementation with the letter and spirit of the constitutional category under which the program is funded.</p> <p>Consideration should continue to be given to emerging assessment technology and the implication for the design and administration of all the components within Louisiana’s assessment system. A common comment from district and school level personnel was concern over the availability of seats in computer labs for testing, state-of-the-art computers, sufficiency of bandwidth, and managing testing schedules for both traditional and block scheduling systems. Continue to design and include objectives that will generate information about the effectiveness of present and emerging policy initiatives.</p> <p>Consider ways in which LEAP remains correlated to the curriculum and instructional systems and generates high-quality data that assesses whether curricular and instructional goals are being addressed and achieved. Continue to refine data analysis, evaluation procedures and feedback systems to provide various stakeholders with valid, reliable and insightful information for professional and public policy decisions.</p>					

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Louisiana Instructional Materials Center (LIMC) Louisiana School for the Visually Impaired (LSVI)					
	S016A	\$75,000.00	9	Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials	149
<i>Objectives:</i>	<p>The Louisiana Instructional Materials Center (LIMC) Blind and Visually Impaired Satisfaction Survey will be completed by at least one professional directly serving students who are blind or partially sighted at Louisiana School for the Blind and Visually Impaired (LSVI) and in five of the state regions measured by the satisfaction survey.</p> <p>The results of the satisfaction survey will equal to an 85% satisfaction rate or an average of 4/5 on a 5-point Likert scale as measured by a list of agencies returning the survey, the number of surveys returned by each agency, the number of education regions of the state returning at least one survey, a summary of both quantitative and qualitative data as it relates to each question on the survey.</p>				
<i>Results:</i>	<p>Seven of the eight state regions and LSVI responded to the End-of-Year survey, exceeding the goal of five region responses and LSVI.</p> <p>On the Likert satisfaction scale, LSVI's rate was 5/5 and the 24 responding school systems rate was 4.85/ 5 for an average satisfaction rate of 4.93 for the LIMC. This exceeded the goal of an 85 percent satisfaction rate.</p> <p>Based on the survey responses and site visit comments, the LIMC materials were instrumental in providing an appropriate education to visually impaired students and helped to improve academic success and test scores of participating students.</p>				
<i>Observations:</i>	<p>Participants, students and teachers, were appreciative of the instructional materials and indicated that the materials were a "necessity" in helping visually impaired students obtain an appropriate education.</p> <p>Personnel indicated that the materials were important to their total instructional programs for the visually impaired. Personnel worked closely with the LIMC to get appropriate materials in a timely manner.</p> <p>Schools, teachers and students received the requested materials in a timely manner. They worked with the LIMC staff to plan ahead for needed materials. The materials provided by LIMC were said to help improve academic success and test scores.</p> <p>Activities seen met the requirements of the constitutional category.</p> <p>Teachers were aware of the objectives of the program and participated in the evaluation.</p> <p>Materials on loan from LIMC were a very important part of the total educational program of the visually impaired students.</p>				
<i>Recommendations:</i>	<p>Results met the requirements of the grant. Due to the constantly rising costs of materials, expanding the availability of funding should be considered to ensure that visually impaired students are provided the appropriate and required educational programs.</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Louisiana Virtual School (LVS)					
	S019	\$2,516,300.00	23	Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill	145
<i>Objectives:</i>	<p>During the 2012-2013 school year, 70 percent of students completing a Louisiana Virtual School (LVS) web-based course will pass with a grade of A, B, or C.</p>				
	<p>During the 2012-2013 school year, the Louisiana Virtual School will offer a total of 100 credit recovery seats during the fall, spring, and summer sessions.</p>				
<i>Results:</i>	<p>During the 2012-2013 school year, 85 percent of the Louisiana Virtual School professional development and training session participants will rate the activity as satisfactory or above.</p>				
	<p>As of June 1, 2013, 73.2 percent of students who took an LVS course passed with a grade of A, B, or C. The goal of 70 percent was exceeded.</p>				
	<p>All LVS professional development/training session participants rated activities “satisfactory” or above for all trainings conducted from July 1, 2012, to May 30, 2013, exceeding the goal of 85 percent.</p>				
	<p>Overall, LVS was a highly successful program that offered students opportunities to take classes that they may not otherwise have had. LVS was noted for its especially strong teaching professionals, it's rigorous professional development, and its well-organized and effective management system.</p>				
<i>Observations:</i>	<p>Student participants interviewed liked their LVS classes and reported that both teachers and facilitators were helpful in supporting their efforts to complete the classes successfully. Some students indicated that they would like to have more on-line networking opportunities with other students enrolled in the classes.</p>				
	<p>School level personnel, administrators, counselors, and facilitators were pleased with the LVS program. Most personnel interviewed had extensive experience with the LVS program.</p>				
	<p>Activities were appropriate for the needs of the participants and personnel involved in LVS. Personnel had received extensive training to carry out their responsibilities.</p>				
<i>Recommendations:</i>	<p>The objectives of the program were appropriate and were seen being implemented at the classroom level. Evaluation of the program was an ongoing process by the LVS teachers, facilitators, and school and state personnel.</p>				
	<p>Additional opportunities should be created to increase accessibility to online course offerings while maintaining high-quality instruction.</p> <p>To better understand program effectiveness, more emphasis should be put on data verification.</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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**Academic/Vocational Enhancement
Louisiana School for the Deaf (LSD)**

S036A	\$30,000.00	21	Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials	150
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Objectives:

Eighty percent of the pre-k through 3rd grade students participating in the project will increase their total score by 20 percent on the STAR Early Literacy assessment, which will be administered as a pre-test at the start of the project and a post-test at the end of the project.

By May 2013, 80 percent of students in grades 4 through 12 will have passing scores on 10 out of 20 books, on Accelerated Reader Quizzes, which will be administered at the completion of each library book read.

Results:

Evaluation evidence including site visits, data, and documentation was collected concerning the implementation of the program and achievement of its forecasted objectives.

By May 2013, 80 percent of students in grades 4 through 12 had passing scores on 10 out of 20 books, on Accelerated Reader Quizzes, which were administered at the completion of each library book read. A total of 122 students participated in this grant. Of this number, 23 percent read the required 20 books; 72 students (59%) exceeded the objective by reading as few as 21 books and as many as 166 books.

Twenty-two students (18%) did not read the required 20 books as stipulated in the grant; these students read between 0 – 19 books.

Observations:

Students served by the program have especially acute and demanding educational needs. Program personnel were very aware of these needs and used program resources to acquire resources that fit the needs of their students.

In addition to their administrative and professional credentials, program staff members exhibited an exceptionally deep and genuine sense of purpose in serving the students in their school and in the program. Program activities implemented were carefully designed to blend with the school's unique mission, values, and goals.

The program generated positive learning results that enhanced student knowledge and improved their skills.

Recommendations:

Continue to critically analyze the unique needs of the students served by the school and identify high-quality curricular materials that serve their specific, individual needs.

Design and implement staff professional development activities that complement present and emerging educational initiatives.

Continue to monitor the special education community for trends and professional practices that generate strong evidence of effectiveness in serving students with special learning needs.

In subsequent proposals, continue to present objectives in SMART terms and align those objectives with assessment procedures that generate high-quality, valid, reliable data that desired student learning results were achieved.

Continue to analyze the use of materials acquired under this program to ensure that good value results are generated and justify continuing funding support.

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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Academic/Vocational Enhancement

Louisiana School for the Visually Impaired (LSVI)

S036B	\$30,000.00	21	Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials	150
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Objectives:

Eighty percent of the students in the academic component of the program for vocational/academic 8(g) grants will show progress as evidenced by increased state test scores by the end of the 2013 school year as measured by end of year assessments.

Eighty percent of the students in the vocational component of the vocational/academic 8(g) grants will be able to demonstrate vocational skills as evidenced by participation documented by teacher observation grades at the end of the 2013 school year.

Eighty percent of the participating visually impaired students at the Louisiana School for the Visually Impaired (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 (age-related score when younger than age 6, and criterion-referenced checklist when older than age 6) by the end of the 2013 school year.

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 by the end of the 2013 school year.

Sixty percent of the students in the vocational component of the academic/vocational 8(g) grant will be able to demonstrate significant growth in musical skills, as demonstrated by their results on the Checklist for Musical Skills by the end of the 2013 school year.

Results:

Eighty percent of the students in the academic component of the program for vocational/academic 8(g) grants demonstrated progress as evidenced by increased state test scores by the end of the 2013 school year as measured by LAA1, LAA2, iLEAP, and End-of-Course tests. Results revealed that nine students graduated in May 2013. 100 percent of the End-of-Course applicants passed needed coursework in order to graduate.

Eighty percent of the students in the vocational component of the vocational/academic 8(g) grants demonstrated vocational skills as evidenced by participation documented by teacher observation grades at the end of the 2013 school year. 92 percent of the Braille students received S for Satisfactory in Braille. The ratio between Braille and large print students changed from a 60:40 ratio large print to Braille instruction to 50:50, as more students progressed to Braille instruction as vision deterioration demanded a need for Braille.

Eighty percent of the participating visually impaired students at LSVI demonstrated 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 by the end of the 2013 school year. The End-of-Year Report and supplementary information from LSVI staff confirmed that because of LSVI's unique student enrollment only one student was served by the curriculum and the student met the Oregon Project for the Visually Impaired Skills List performance criteria by the end of the 2013 school year.

Eighty percent of the participating visually impaired students at LSVI demonstrated progress in

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
				<p>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 by the end of the 2013 school year.</p> <p>One hundred percent achieved at least 80 percent performance standard as measured by the Texas Independent Living Checklist by the end of the 2013 school year.</p>	
	<i>Observations:</i>			<p>Students served by the program have especially acute and demanding educational needs. The program personnel were very aware of these needs and used program resources to acquire resources that fit the needs of their students.</p> <p>In addition their administrative and professional credentials, the program staff exhibited an exceptionally deep and genuine sense of purpose in serving the students in their school and in the program. The program activities were carefully designed to blend with the school's unique mission, values, and goals.</p> <p>The program's design, purpose and objectives were consistent with the criteria of this constitutional category.</p> <p>The program objectives were appropriate (SMART) and aligned with the needs of the students served by the program. The program included closely aligned data collection systems that generated valid, reliable data on student achievement attributable to the materials acquired and used by the program.</p> <p>The program generated positive learning results that enhanced student knowledge and improved their skills.</p>	
	<i>Recommendations:</i>			<p>Continue to critically analyze the unique needs of the students served by the school and identify high-quality curricular materials that serve their specific, individual needs.</p> <p>Design and implement staff professional development activities that complement present and emerging educational initiatives.</p> <p>Continue to monitor the special education community for trends and professional practices that generate strong evidence of effectiveness in serving students with special learning needs.</p> <p>Continue to be sensitive to the particular funding requirements of this constitutional category and the importance of generating strong evidence of program effectiveness in generating valued student learning results.</p> <p>In subsequent proposals, continue to present objectives in SMART terms and align those objectives with assessment procedures that generate high-quality, valid, reliable data that desired student-learning results were achieved.</p> <p>Continue to analyze the use of materials acquired under this program to ensure that good value results are generated and justify continuing funding support.</p>	

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Academic/Vocational Enhancement Special Education Center (SEC)					
	S036C	\$30,000.00	21	Insure an adequate supply of superior textbooks, library books, equipment, and other instructional materials	150
<i>Objectives:</i>	<p>Twenty-five percent of the participating students will demonstrate growth in literacy skills using the Unique Learning System - Level 1 (maximum support), Level 2 (Potential to learn and apply skills), and Level 3 (independent level), as evidenced by pre-assessment and post-assessment scores via the online Unique Learning System assessment tool during the grant cycle.</p> <p>Twenty-five percent of the participating students will demonstrate growth in the following communication skills:</p> <p>(I) Pre-Intentional Behavior, (II) Intentional Behavior, (III) Unconventional Communication, (IV) Conventional Communication, (V) Concrete Symbols, (VI) Abstract Symbols, and (VII) Language, as evidenced by pre-assessment and post-assessment scores via the online Communication Matrix assessment during the grant cycle.</p>				
<i>Results:</i>	<p>Program data and documentation confirmed that of the 23 participating students, 12 students demonstrated growth greater than 10 points. Eleven students demonstrated growth up to 10 points. One-hundred percent of the students made progress and demonstrated growth in active participation through literacy across instructional areas. Each student progressed in at least one or more of the unit checkpoints as well as within the pre-test and post-test components.</p> <p>Program data and documentation confirmed that of the 23 participating students, 100 percent made significant progress and demonstrated growth in active participation through communication across instructional areas including literacy. Each student progressed in at least one or more of the Four Reasons to Communicate as well as within or across at least one or more of the Seven Levels of Communication measured using the Communication Matrix Assessment Tool.</p>				
<i>Observations:</i>	<p>Evaluation evidence, including site visits, data, and documentation, was collected concerning the implementation of the program and achievement of its forecasted objectives. The evaluation concluded that the program was conducted consistent with the design, objectives, and budget presented in the approved application.</p> <p>Students served by the program have especially acute and demanding educational needs. The program personnel were very aware of these needs and used program resources to acquire resources that fit the needs of their students.</p> <p>In addition to their administrative and professional credentials, the program staff exhibited an exceptionally deep and genuine sense of purpose in serving the students in their school and in the program.</p> <p>The program activities were carefully designed to blend with the school's unique mission, values, and goals.</p> <p>The program's design, purpose and objectives were consistent with the criteria of this constitutional category.</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
				<p>The program objectives were appropriate (SMART) and aligned with the needs of the students service by the program. The program included closely aligned data collection systems that generated valid, reliable data on student achievement attributable to the materials acquired and used by the program.</p> <p>The program generated positive learning results that enhanced student knowledge and improved their skills.</p> <p><i>Recommendations:</i> Continue to critically analyze the unique needs of the students served by the school and identify high-quality curricular materials that serve their specific, individual needs.</p> <p>Design and implement staff professional development activities that complement present and emerging educational initiatives.</p> <p>Continue to monitor the special education community for trends and professional practices that generate strong evidence of effectiveness in serving students with special learning needs.</p> <p>Continue to be sensitive to the particular funding requirements of this constitutional category and the importance of generating strong evidence of program effectiveness in generating valued student learning results.</p> <p>In subsequent proposals, continue to present objectives in SMART terms and align those objectives with assessment procedures that generate high-quality, valid, reliable data that desired student-learning results were achieved.</p> <p>Continue to analyze the use of materials acquired under this program to ensure that good value results are generated and justify continuing funding support.</p>	

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Teacher Advancement Program (TAP)					
	S060	\$500,000.00	5	Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill	147
<i>Objectives:</i>	<p>From fall 2012 to fall 2013, 70 percent or more of TAP schools will receive a value-added growth score of "3" or more.</p> <p>NOTE: The Teacher Advancement Program (TAP) currently uses the Bill Sanders model of value-added growth calculations to determine value-added gains of students. Value-added growth measures are based on students' statewide assessments. A value-added gain score of "3" indicates that students grew an expected full year of growth. A score of "4" indicates growth at one standard deviation above an expected full year of growth, and a score of "5" represents growth at two standard deviations above an expected full year of growth. Scores of "2" and "1" represent growth of one or two standard deviations below an expected full year of growth.</p> <p>Within the 2012-2013 school year, teachers in TAP Schools will demonstrate skillfulness in effective classroom instruction as demonstrated by 80 percent of the teachers scoring at or above "proficient" on the research-based TAP Instructional Rubric at the end of the school year.</p>				
<i>Results:</i>	<p>Eighty TAP schools received value-added growth scores. It was determined that 56 of the 80 schools, or 70 percent, received value-added growth scores of 3 or more. Objective #1 was met.</p> <p>Seventy-seven percent, of the teachers received a SKR score at or above proficiency on the TAP Instructional Rubric. This fell slightly below the objective of 80 percent. It is noted that approximately one third of the schools served were in their first year of TAP implementation.</p>				
<i>Observations:</i>	<p>Overall, the TAP Program was rated a success by the participants. It was felt that the program enhanced the professional skills and growth of the teachers and the academic success of the students.</p> <p>Participants were enthusiastic about the TAP program and felt that the professional development activities improved their teaching skills and the achievement of their students. New teachers were especially enthusiastic about the support given by the TAP program.</p> <p>Most personnel were well-trained in the TAP program requirements and many had several years of TAP experience. All teachers and school administrators gave the executive master teachers high praise and thought that their assistance was a key to their individual school success.</p> <p>Activities were well organized, documented and collaborative. Teachers reported that the strategies for classroom instruction and the activities for use of data were especially helpful.</p> <p>Teachers and administrators were aware of the objectives and evaluation of the TAP program.</p> <p>Overall, the implementation of TAP was successful. Teachers and administrators, especially those with more than a year of experience in the program, were pleased with the program and the support it provided teachers and students.</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
<p><i>Recommendations:</i></p> <p>Due to high turnover in some schools, principals, master teachers, and mentor teachers need close monitoring and support.</p> <p>All mentor teacher responsibilities should be carefully studied. Some seemed to be having difficulty carrying a full teaching load and meeting the obligations of the cluster meetings and the teacher evaluations.</p> <p>Teachers, overall, were eager for additional professional development opportunities. First year schools, especially, would like more opportunities to visit successful TAP schools.</p> <p>Teachers wanted best-practice strategies geared to the Common Core and suggestions for instructional materials.</p> <p>Throughout the site visits, there were many questions about the value-added component of the final evaluation. Teachers need to have all program information at the beginning of the school year. Continue to work with teachers on their skills, knowledge, and responsibilities (SKR scores).</p> <p>Overall, the TAP program is very successful and teachers/schools participating in the program like the collaborative professional development activities. Many suggested that all schools would benefit from the organized and scheduled professional development offered and the presence of master teachers to assist all teachers.</p>					

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Compass	S067	\$1,000,000.00	3	Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill	95
<i>Objectives:</i>	<p>By October 1, 2012, 90 percent of school principals will participate in Compass training on the observation process and the student growth measure component.</p> <p>By November 1, 2012, 80 percent of teachers and leaders using the Human Capital Information System (HCIS) will have a minimum of two student learning targets (SLTs) approved by their evaluators and documented in the system.</p> <p>By January 1, 2013, 80 percent of teachers and leaders using HCIS will have had one observation or site visit, for which least ratings and comments are documented in the system.</p> <p>By May 15, 2013, 80 percent of teachers and leaders using HCIS will have had at least two observations or site visits, for which ratings and comments are documented in the system.</p> <p>By June 1, 2013, 80 percent of teachers and leaders using HCIS will have final ratings on student learning targets entered into the system.</p>				
<i>Results:</i>	<p>All evaluators in the Compass Information System completed Compass evaluator training.</p> <p>According to the Compass End-of-Year Report: 95.32 percent of teachers had two completed SLTs in HCIS 99.46 percent of leaders had two completed SLTs in HCIS</p> <p>According to the Compass End-of-Year Report: 99.95 percent of teachers had two completed observations in HCIS 98.47 percent of leaders had two completed observations in HCIS</p> <p>According to the Compass End-of-Year Report: 99.95 percent of teachers had two completed observations in HCIS 98.47 percent of leaders had two completed observations in HCIS</p>				
<i>Observations:</i>	<p>Teachers and leaders were fairly comfortable but shared concerns about implementation.</p> <p>Personnel voiced concerns about their inability to provide adequate answers in a timely manner regarding the final evaluations, especially in regard to value-added measures. State and local leaders were trying to meet the requirements.</p> <p>Activities listed in the application were implemented. Compass was used statewide by all teachers and school leaders, there was a data-collecting system, training was held for all participants, learning targets were developed by all participants, and progress was monitored. Teachers that utilized the online video and webinar activities indicated these activities could use improvement.</p> <p>The constitutional category requirements were met.</p> <p>The objectives and evaluation of the totalCompass program—establishment of clear expectations for educator performance with specific feedback on performance—was implemented. Generally, the “specific feedback” was rated as inadequate and/or lacking in specificity.</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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The Early Childhood & Birth - 12 Literacy Program

S069	\$894,000.00	2	Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill	142
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Objectives:

Resulting from the Early Childhood Care and Education Network, 80 percent of the pre-kindergarten students enrolled in LA 4 pre-k program and the Nonpublic School Early Childhood Development Program (NSECD) will show an increase of 25 percent from their pre-test to post-test on the Developing Skills Checklist (DSC).

Resulting from the implementation of Compass and Common Core, the 2013 LEAP and iLEAP scores will improve statewide by a minimum of 3 percentage points from 2012 in ELA (3rd grade iLEAP, 4th grade LEAP, 8th grade LEAP).

Resulting from the implementation of Compass and Common Core, the 2013 LEAP and iLEAP scores will improve statewide by a minimum of 3 percentage points from 2012 in Math (3rd grade iLEAP, 4th grade LEAP, 8th grade LEAP).

Results:

In the LA 4 Pre-K program, 87.2 percent of students showed an increase of 25 percent or more in the number of correct responses on the language portion of the development skills checklist (DSC). Ninety percent showed an increase of 25 percent in the number of correct responses on the math portion of the DSC.

In the NSECD schools, the results indicate that 82.7 percent (832 of 1,006) of students with a pre-test and post-test score showed an increase of 25 percent or more in the number of correct responses on the language portion of the DSC. This percentage does not include eight NSECD students who scored 29 out of 29 correct responses on the language portion of the DSC. The results also indicate that 92.5 percent (929 of 1,004) of students with a pre-test and post-test score showed an increase of 25 percent or more in the number of correct responses on the math portion of the DSC. Both measures exceed the 80 percent standard set by legislation.

In 2013, iLEAP 3rd grade ELA scores improved by 3 percent, meeting the goal. Fourth and 8th grade scores each improved by 2 percent statewide, not quite meeting the goal, but showing significant statewide improvement.

Eighth grade LEAP Math scores improved by 2 percent and 3rd grade iLEAP scores improved statewide by 1 percent, both showing statewide improvement, but falling short of the goal. Fourth grade math scores declined by 2 percent. The goal of 3 percent improvement was lofty and the lack of improvement in math could be a reflection of the focus in this grant on the integration of literacy across the curriculum.

Observations:

Teachers and school leaders of the Early Childhood and Birth-Grade 12 Literacy Program were trying very hard to meet the requirements of the program. Participants with extensive educational backgrounds seemed to have a better grasp of how to make the needed changes to their programs.

The local personnel were trained in the changes required to implement the Compass Evaluation program and the Common Core State Standards. Local personnel thought that the Network Team members were helpful, that they had impressive educational credibility, and were available when needed. But they also thought that more direct attention was needed, especially in the smaller districts with fewer instructional support personnel.

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
				<p>Activities seen during site visits were directed toward implementation of the program. Direct presentations were most helpful. Very few teachers indicated that they had used the online support activities. Those who did use the activities individually or in professional development settings at schools indicated their preference for direct contact professional development.</p> <p>At the time of site visits, most teachers had had at least one documented observation using Compass. Most teachers indicated that more “feedback” help was needed from evaluators.</p> <p>Activities seen during site visits showed compliance with the constitutional category. The objectives of the program were clearly stated and the evaluation measures appropriate for the program. Activities observed during site visits corresponded to the overall objectives of the program.</p> <p>The three focus areas of the program were seen in numerous schools. Interviews with school and district personnel showed that the programs were being implemented and that additional clarity and assistance were needed at all levels of implementation.</p>	
				<p><i>Recommendations:</i> The Compass evaluation system needs to look carefully at requirements for teachers of early childhood and special education students.</p> <p>More direct professional development contact by the network team members is needed, especially in smaller districts and schools. The network team members need to look closely at “who” they work with in each district so that those district personnel most responsible for implementation of programs are included in discussions and meetings.</p> <p>Activities to enhance curriculum development, instructional strategies, and materials for Common Core are needed. Activities should be based on the needs of the individual schools/districts. On-line support needs to be supplemented with more direct contact. Feedback skills and strategies for evaluators of the Compass program need to be enhanced. Clarity is needed concerning the perceived disparity between student achievement and the teacher/leader evaluations. More opportunities are needed to work with district teams to build capacity. A better flow of information and personnel accessibility from the LDE is needed. Network teams need to offer more collaborative opportunities between districts. Human capital at the district level needs to be considered for all activities. LDE needs to continue to work with districts/schools to ensure technology capacity.</p> <p>The three focus areas – Common Core State Standards, Compass evaluation, and the Early Childhood Care and Education Network—would benefit from separate grants and evaluations (Compass does have a separate grant).</p> <p>Overall, a good start was made in all three areas, but depth, enhancement and stability are needed for each.</p>	

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Louisiana Renaissance					
	S072	\$150,000.00	3	The teaching of foreign languages in elementary and secondary schools	144
<i>Objectives:</i>	<p>During the 2012-13 school year, the number of students learning in immersion settings will remain the same or increase over the number of students having access during 2011-12.</p> <p>Seventy-five percent of the total number of middle school science students in Calcasieu's French immersion settings will exhibit student growth in French language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.</p> <p>Seventy-five percent of the total number of all students at Audubon Charter School who have access to the interventionist provided by this subgrant will exhibit student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.</p> <p>Seventy-five percent of the total number of students at Lycee Francais de la Nouvelle Orleans who have access to the two pre-K assistants provided by this subgrant will exhibit student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.</p>				
<i>Results:</i>	<p>During the 2012-13 school year, enrollment in immersion learning increased by 11 percent over the 2011-12 school year.</p> <p>Seventy-five percent of the total number of middle school science students in Calcasieu's French immersion settings exhibited student growth in French language proficiency during the academic year, as measured by the Louisiana Grade Level Immersion Language Checklists.</p> <p>Calcasieu percentage of participants showing growth; 6th grade-94 percent 7th grade-96 percent 8th grade-59 percent*</p> <p>*The low percentage of growth in the 8th grade may be due to a high percentage of students who scored exceptionally well on the checklists at the beginning of the year (allowing for much less growth to measure on the end of year checklists).</p> <p>One-hundred percent of the total number of all students at Audubon Charter School who had access to the interventionist provided by this subgrant exhibited student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.</p> <p>Ninety-four percent of the total number of students at Lycée Français de la Nouvelle Orléans who had access to the two assistants provided by this subgrant exhibited student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.</p> <p>Lycée Français percentage of participants showing growth; 1st-97 percent 2nd-91 percent</p>				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
<i>Observations:</i>				<p>In addition to their administrative and professional credentials, program staff members exhibited an exceptionally deep and genuine sense of purpose in serving the students in French immersion programs.</p> <p>The program activities were carefully designed to provide excellent French immersion charter schools and other traditional organizational settings.</p> <p>The program’s design, purpose, and objectives were consistent with the criteria of this constitutional category. The program objectives were appropriate (SMART) and aligned with the needs of the students serviced by the program. The program included closely aligned data collection systems intended to provide valid, reliable data on student achievement.</p> <p>The program generated positive observational and other encouraging evidence that students did acquire French language knowledge and skills.</p>	
<i>Recommendations:</i>				<p>Continue to critically analyze the unique nature of successful World Language immersion programs and use adaptable strategies and techniques to encourage enrollment in French and other world language immersion programs.</p> <p>Design and implement staff professional development activities that complement present and emerging educational initiatives.</p> <p>Continue to monitor the World Language community for trends and professional practices that generate strong evidence of effectiveness in enrolling and serving students in these programs.</p> <p>Continue to analyze the instructional techniques for Foreign language associates to identify and replicated positive, success methodologies that generate high-value results that justify continuing funding support.</p>	

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
Expanding High School Choice					
	S073	\$1,816,300.00	1	Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill	114
<i>Objectives:</i>	The 2013 American College Test (ACT) Cohort data will show an increase of 2 percent from the 2012 ACT Cohort Data.				
	During 2012-2013 school year, student Advanced Placement course enrollments and student completion of an AP exam in the corresponding course area for those enrollments in schools that currently have no participation will increase by at least 2,200 students.				
<i>Results:</i>	During the 2012-2013 school year, students who participate in dual enrollment or AP courses will have a higher percentage meeting the Board of Regents requirement (18 ELA and 19 Math) for entry into a four-year college or university.				
	During 2013, 45,305 students took the ACT. The number of students that took the ACT increased by 23 percent.				
	During the 2012-13 academic year, the number of students who enrolled and completed exams in Advanced Placement increased by 860 students.				
	During the 2012-13 academic year, 68 percent of students enrolled in an AP course earned an 18+ (ELA) and a 19+ (math) on the ACT versus 24.5 percent of those not enrolled in AP earning an 18+ (ELA) and a 19+ (math).				
<i>Observations:</i>	Local district administrators, principals, teachers, guidance staff and teachers in public, non-public and charter schools are generally aware of the ACT, AP and dual enrollment programs.				
	The program's design, purpose and objectives were consistent with the criteria of this constitutional category.				
	The program's original objectives were appropriate (SMART) and aligned with the needs of the students served by the program.				
<i>Recommendations:</i>	There must be a linear relationship among approved objectives, activities to address those objectives and the collection and presentation of formative and summative assessment data that confirm achievement of program goals and associated objectives.				
	The data concerning ACT, AP, and dual enrollment results generated by this program are important and have significant strategic policy and professional value for a variety of important audiences. Increased attention to conceptual and practical alignment between objectives forecasted and results generated will help prove that intended objectives were achieved and attributable to the program's effectiveness.				

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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New Schools Incubation

S074	\$2,000,000.00	1	Research or pilot programs designed to improve elementary or secondary student academic achievement	87
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Objectives:

By August 15, 2012, the LDE will receive at least eight applications for new charter schools across the high-priority areas identified in the Call for Quality Schools.

By January 15, 2013, the LDE will approve incubation grants for at least six new schools slated to open in the upcoming academic year (2013-14).

By March 15, 2013, each of the approved grantees will have begun incubation and the process of preparing the school for opening, including the full-time employment of one or more members of their school leadership team.

By June 15, 2013, each of the approved grantees will be prepared for the successful launch of their school in the upcoming academic year (2013-14), meaning the school will be ready to educate students beyond simply fulfilling the standard technical pre-opening requirements administered by the LDE.

Results:

The LDE received 19 applications for new charter schools across the high-priority areas identified in the Call for Quality Schools.

- Baton Rouge – six proposals
- Northwest Louisiana – four proposals
- Jefferson Parish – six proposals
- New Orleans – one proposal
- North Louisiana – two proposals

The LDE approved incubation grants for 14 new schools slated to open in the upcoming academic year, of which 2 were funded with 8(g) funds.

Each school began the incubation and preparation process on time and was on track to open for the 2013-14 school year.

Each school was on track for a successful launch by completing its required pre-opening documents and beginning the student recruitment process for the 2013-14 school year. The Type 2 charter school had an executed contract ahead of the school opening.

Observations:

Evaluation evidence including site visits, data, and documentation was collected concerning the implementation of the program and efforts to address its forecasted objectives. The evaluation concluded that the program was generally consistent with its approved application and contributed to the successful incubation of new charter schools. However, there were some challenges with staff continuity, confirmation of exactly what charter schools were incubated with the 8(g) funds, and program activities not being completed within defined timeframes.

Recommendations:

Continue to analyze and critically evaluate the emerging literature, standards, professional practices, and technique of incubation processes with particular attention toward how high-priority student learning needs can more effectively be addressed by charter school incubation.

Strategic, operational, and tactical leadership are fundamental to program success.

State-level leadership is responsible for appropriately monitoring any sub-grant activities to

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
<p>ensure that the tactical and operational aspects of the program are actually being conducted as expected and progress is being made toward expected results.</p> <p>Particular attention and critical reflection should be given to the evolution of the charter school incubation process. Build timelines and activities into the program’s processes that are appropriately paced and conducted to ensure highly successful start-ups. Note and address the need to monitor both programmatic and fiscal dimensions of the incubation process. Particular attention should be given to how 8(g) funds are being used in coordination with other private and public funding streams.</p> <p>In subsequent programs, continue to present objectives in SMART (specific, measurable, ambitious, relevant and attainable) terms with particular attention to the program’s annual timeframe and how locally determined incubation processes fit that timeframe. Give more attention to how the program generates formative student achievement information, data, and evidence that the incubation process contributes to improved student achievement.</p> <p>Even after the incubation process is completed in target charter schools, continue to monitor operations for evidence that the process resulted in expected, valued student learning achievement. The incubation process needs to prove that program funding investments resulted in superior levels of valued student learning achievement.</p>					

Agency	Log #	Award Amount	Yrs Funded	Constitutional Category	Eval Score
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8g Annual Report 2012-2013



Board of Elementary and Secondary Education

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