

Kevin P. Reilly, Sr.

Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



2013-14 8(g) Annual Report

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The BESE 8(g) Grant Program

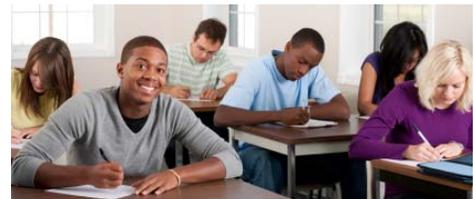
1986 – 2014

Program Overview

History

Constitutional Regulations

Funding Methods



PROGRAM OVERVIEW

In 1986, the Louisiana voters approved a constitutional amendment dedicating the Outer Continental Shelf Lands Act money to improve the quality of education by establishing the Louisiana Education Quality Trust Fund, more commonly known as 8(g). From this permanent fund 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.

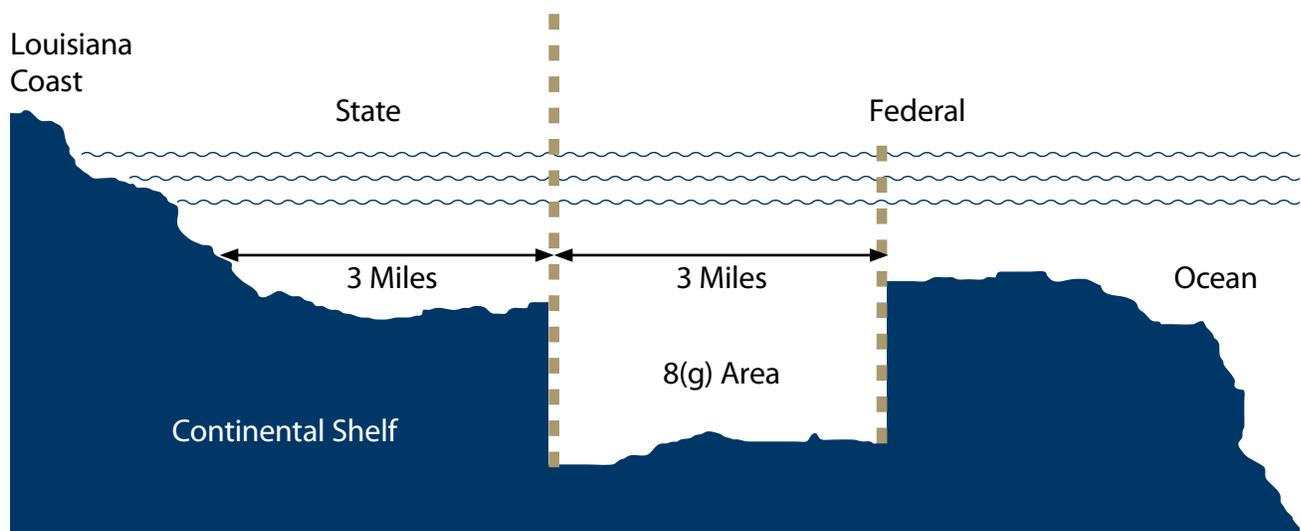
As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their 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) 1986-2014 Funding Overview

More than 7,400 projects since 1986

More than \$856 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

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 \$194 million in pre-kindergarten programs.





The Annual 8(g) Report of Results

FY 2013–2014

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 2013–2014 Allocation: \$23,343,000	
135	Student Enhancement Block
11	Statewide
146	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 eleven Statewide Grant Programs were evaluated in 2013-2014. 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 2013-2014 8(g) Annual Program & Budget

by Grant Program and Constitutional Category

REVISED AND APPROVED MARCH 7, 2014

II. Block Allocation (43.7%)

\$10,221,500

A. Constitutional Categories:

- School remediation programs and preschool programs
- Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill

Focus Areas:

1. Pre-kindergarten programs for at-risk 4-year-olds
2. Proven instructional strategies in English language arts, math, science, social studies, and/or technology

III. Statewide Allocation (52.3%)

\$12,221,500

A. Constitutional Category:

Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill

1. Comprehensive Performance Management System (LDE) \$532,074
2. The Early Childhood Literacy Program (LDE).....\$817,926

B. Constitutional Category:

Research or pilot programs designed to improve elementary or secondary student academic achievement

1. LEAP for the 21st Century (LDE)..... \$3,861,500
2. New Schools Incubation (LDE).....\$2,250,000
3. Expanding High School Choice (LDE)..... \$4,275,000

C. Constitutional Category:

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

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

D. Constitutional Category:

The teaching of foreign languages in elementary and secondary schools

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

IV. Management & Oversight (3.8%)

\$900,000

Total

\$23,343,000



Student Enhancement Block Grant Programs

FY 2013–2014

BESE Allocation: \$10,221,500

Percent of Total Allocation: 43.7%

Programs Funded: 135

Students Served: 21,237

Formula Basis:

\$52,857 base for public LEAs

\$7.78 per student for all agencies

Pre-Kindergarten Programs for At-Risk 4-Year Olds 66 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.

Proven Instructional Strategies in ELA, Math, Science, Social Studies, and/or Technology 69 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.

Acadia | 001-141

Award amount: \$130,113.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
Schools: Central Rayne, Iota Elementary

Project description

This grant provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and to ensure a successful experience in school.

Results

Of participating 4-year-olds, 91.8 percent scored in the third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.5 percent scored in the third or fourth quartile in the language component of the DSC. All parents participated in at least one parent conference/activity throughout the year. All teachers attended state, parish and school level professional development activities throughout the year.

Allen | 002-141

Award amount: \$86,815.00 | Focus area: Pre-kindergarten | Pupils: 36 | Evaluation score: 150
Schools: Kinder Elementary, Oakdale Elementary, Oberlin Elementary

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured future academic and life skills.

Results

Of participating 4-year-olds, 97 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test. All participating 4-year-olds scored in the second, third, or fourth quartile on the language component of the DSC post-test. Ninety-one percent of the parents/guardians participated in two or more parent activities during the 2013-14 school year. All teachers participated in 18 hours of professional development related to the pre-kindergarten program.

Ascension | 003-141

Award amount: \$215,701.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
Schools: G.W. Carver Primary, Donaldsonville Primary

Project Description

This project provided a developmentally appropriate 4-year-old program designed to improve the kindergarten readiness skills of at-risk children.

Results

All participating 4-year-old students performed in the 4-year-old band or higher for literacy according to Teaching Strategies Gold, while 97 percent of participating 4-year-old students performed in the 4-year-old band or higher for mathematics. Ninety-three percent of parents participated in two or more program related activities. All teachers participated in two days of staff development opportunities focused on using student data to improve academic achievement.

Assumption | 004-141

Award amount: \$82,406.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
Schools: Labadieville Primary, Pierre Part Primary

Project Description

This project offered a world class equitable program with developmentally appropriate activities that will augment the natural development of young children toward enhanced kindergarten readiness skills.

Results

Of the participating 4-year-olds, 97 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 90 percent scored in the second, third, or fourth quartile on the language component of the DSC. All parents of preschoolers served were involved in at least five parent activities associated with the project. All teachers participated in 50 hours of professional development to foster implementation of research based strategies designed to increase students' proficiency with job embedded activities in place.

Avoyelles | 005-141

Award amount: \$99,367.00 | Focus area: Pre-kindergarten | Pupils: 25 | Evaluation score: N/A
School: Marksville Elementary

Project Description

This project provided a developmentally appropriate program intentionally designed to improve kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test. All students scored in the second, third, or fourth quartile on the language component of the DSC post-test. All teachers and paraprofessionals attended at least 18 hours of professional development during the 2013-2014 school year.

Beauregard | 006-141

Award amount: \$100,160.00 | Focus area: Pre-kindergarten | Pupils: 39 | Evaluation score: 150
Schools: East Beauregard Elementary, K.R. Hanchey Elementary

Project Description

This project provided a developmentally appropriate project intentionally designed to improve kindergarten readiness skills for 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 98.3 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test. All participating 4-year-olds scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents were involved in at least two activities. All teachers and paraprofessionals participated in site-based, teacher-led professional development in using assessment data to increase students' kindergarten preparedness.

Bienville | 007-141

Award amount: \$70,970.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: 150
School: Castor High

Project Description

This project provided developmentally appropriate practices to identified at-risk 4-year-olds for a successful transition to kindergarten.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist post-test. All participating 4-year-olds scored in the second, third, or fourth quartile on the language component of the DSC post-test. Eighty-two percent of parents attended at least one parent meeting or conference during the school year. All teachers attended at least one professional development training in the fall and one training in the spring on district pre-K initiatives.

Bossier | 008-141

Award amount: \$184,835.00 | Focus area: Pre-kindergarten | Pupils: 49 | Evaluation score: 150
Schools: Bossier Elementary, Central Park Elementary, Elm Grove Elementary, Plantation Park Elementary, Rhodes Elementary, Waller Elementary

Project Description

This project provided at-risk 4-year-old children with developmentally appropriate experiences for maximum development of physical, social, cognitive, and emotional skills.

Results

Of the participating 4-year-olds, 81 percent scored in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist (DSC), and 71.4 percent scored in the second, third, or fourth quartile in math on the post administration of the DSC. Eighty-six percent of the parents attended three of the four parent meetings. All staff completed 18 hours of in-service related to early childhood education.

Bossier | 008-142

Award amount: \$35,207.00 | Focus area: Strategies | Pupils: 400 | Evaluation score: 148
Schools: Cope Middle School, Greenacres Middle School,

Project Description

This 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.

Results

Of the participating seventh grade students, 46 percent scored "Basic" or above on the 2014 iLEAP ELA test, and 42 percent of participating seventh and eighth grade students increased more than one grade level in reading using the STAR Reading assessment. Thirty-nine percent of seventh grade students scored "Basic" or above on the 2014 iLEAP Mathematics test. Forty-seven percent of eighth grade students scored at or above the "Basic/Approaching Basic" combination on the ELA/Mathematics portion of the test.

Caddo | 009-141

Award amount: \$373,690.00 | Focus area: Pre-kindergarten | Pupils: 70 | Evaluation score: N/A
Schools: Arthur Circle Elementary, Blanchard Elementary, A.C. Steere Elementary, University Elementary, Keithville Elementary

Project Description

This project offered full-day, developmentally appropriate educational opportunities to prekindergarten children to develop foundation skills necessary for success in kindergarten.

Results

Of the participating students, 91 percent scored in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist (DSC), and 98.72 percent scored in the second, third, or fourth quartile in language on the post administration of the DSC. All parents participated in the parent orientation meeting and at least one other parental involvement activity during the 2013-14 school year. All teachers participated in at least 64 hours of in-service related to early childhood, and all paraprofessionals participated in 18 hours of in-service related to early childhood.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects | Fiscal Year 2013-2014

Calcasieu | 010-141

Award amount: \$303,825.00 | Focus area: Pre-kindergarten | Pupils: 80 | Evaluation score: 132

Schools: J.D. Clifton Elementary, Cypress Cove Elementary, Henry Heights Elementary, Western Heights Elementary

Project Description

This project provided a developmentally appropriate project intentionally designed to improve kindergarten readiness skills for 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 85.75 percent scored in the second, third, or fourth quartile on math component of the Developing Skills Checklist (DSC) post-test, and 91.65 percent scored in the second, third, or fourth quartile in language on the post administration of the DSC. Seventy-five percent of the parents attended at least two parent involvement workshops/activities. All staff participated in at least 18 hours of professional development on early childhood topics

Caldwell | 011-141

Award amount: \$65,594.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A

School: Caldwell Parish Pre-K Center

Project Description

This project was designed to utilize a research-based curriculum aligned with Louisiana's pre-K standards to address the individual needs of students focusing on the skills needed to be prepared to enter kindergarten.

Results

Of the participating students, 70 percent scored in the second, third, or fourth quartile in math on the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile in language on the DSC. All parents attended at least half of the planned conferences, activities, and meetings planned with school personnel and students throughout the year. The teacher attended all staff development activities planned to improve literacy and math instruction.

Cameron | 012-141

Award amount: \$62,801.00 | Focus area: Pre-kindergarten | Pupils: 8 | Evaluation score: 126

School: Grand Lake High School Pre-K

Project Description

This project provided a developmentally appropriate program that engages 4-year-olds in multi-sensory, differentiated activities driven by ongoing observational data to ensure they are kindergarten-ready.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 78.60 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. 90.22 percent of the parents participated in nine family engagement activities. Ninety-four percent of teachers participated in professional development to foster implementation of developmentally appropriate research-based strategies, engagement activities and ongoing observational assessments to ensure students are kindergarten ready.

Catahoula | 013-141

Award amount: \$64,629.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Sicily Island High School

Project Description

This project provided high-quality early childhood experiences to 4-year-old children in an effort to facilitate kindergarten readiness.

Results

All students scored in the second, third, and fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 92 percent scored in the second, third, and fourth quartile on the language component of the DSC post-test. Ninety percent of the parents attended the parent/teacher conference day. All teachers attended the professional development day.

Claiborne | 014-141

Award amount: \$67,866.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Summerfield High

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 90 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 80 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents of participants participated in at least two activities before May 24, 2014. All teachers and paraprofessionals participated in professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

Concordia | 015-141

Award amount: \$82,523.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Vidalia Lower

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful productive educational experience.

Results

All participating 4-year-olds scored in the fourth quartile on the math and language components of the Developing Skills Checklist post-test. Seventy-five percent of the parents participated in at least two activities. All teachers and paraprofessionals participated in professional development to foster implementation of research based strategies designed to increase students' proficiency in kindergarten.

DeSoto | 016-141

Award amount: \$93,221.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: 144
School: North DeSoto pre-K

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 95 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents participated in at least two activities. All teachers and paraprofessionals participated in professional development to foster implementation of research-based strategies designed to increase student proficiency in kindergarten.

East Baton Rouge | 017-141

Award amount: \$382,209.00 | Focus area: Pre-kindergarten | Pupils: 80 | Evaluation score: N/A
Schools: Audubon Elementary, Melrose Elementary, Shenandoah Elementary, White Hills Elementary

Project Description

This project prepared at-risk 4-year-olds for success in kindergarten and throughout their lives.

Results

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 97 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. Ninety-seven percent of parents participated attended parent teacher conferences, workshops, and other activities and/or working at home with their children. All teachers and paraprofessionals participated in pre-K Common Core Standards' professional development to foster implementation of research-based strategies/activities designed to increase students' proficiency in kindergarten.

East Carroll | 018-141

Award amount: \$61,797.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Southside Elementary

Project Description

This project met the needs of at-risk pre-kindergarten children and to better prepare them for kindergarten readiness skills and enhanced interaction with other 4-year-old students.

Results

Of the participating 4-year-olds, 82.40 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all participants scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist. All parents participated in at least two parent activities during the school year. All teachers and paraprofessionals participated in professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten readiness.

East Feliciana | 019-141

Award amount: \$68,410.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Clinton Elementary

Project Description

This project met the needs of at-risk pre-kindergarten children and to better prepare them for kindergarten readiness skills and to enhance interaction with other 4-year-old students.

Results

Of the participating 4-year-olds, 71.4 percent scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all participants scored in the second, third or fourth quartile on the language component of the DSC. All parents attended three parent involvement activities. All teachers/paraprofessionals attended 18 hours of professional development during the 2013-14 school year.

Evangeline | 020-141

Award amount: \$100,293.00 | Focus area: Pre-kindergarten | Pupils: 44 | Evaluation score: N/A
Schools: W.W. Stewart Elementary, Vidrine Elementary, Pine Prairie Elementary, Chataignier Elementary

Project Description

This project provided a developmentally appropriate program designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 93.2 percent scored in the second, third or fourth quartile on the post-math Developing Skills Checklist (DSC), and 90.9 percent scored in the second, third or fourth quartile on the post-language DSC. Eighty-two percent of parents participated in at least two activities. All teachers and paraprofessionals participated in professional development to foster implementation of research based strategies to increase students' proficiency in kindergarten.

Franklin | 021-141

Award amount: \$77,707.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: 141
School: Winnsboro Elementary

Project Description

This project provided a high-quality early learning experience and developmentally appropriate program for 4-year-old participants in the year before they are eligible to enter kindergarten, allowing them to enter kindergarten ready to succeed.

Results

Of the participating 4-year-olds, 72.2 percent scored in the second, third, or fourth quartile in mathematics on the post administration of the Developing Skills Checklist (DSC), and 72.2 percent scored in the second, third, or fourth quartile in language on the post administration of the DSC. Eighty percent of parents participated in parenting skills workshops, PTO open houses, and family math and reading sessions during the 2013-2014 school year. The teacher and paraprofessional engaged in professional development to improve instructional practices in math and reading, receiving approximately 20 CLUs.

Grant | 022-141

Award amount: \$78,431.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: 150
School: Verda Elementary

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the 4-year-old participants, all scored in the second, third or fourth quartile in math and language on the post administration of the Developing Skills Checklist (DSC). All parents volunteered at least four hours during the school year. The 8(g) pre-K teacher attended all of the pre-K professional development meetings during the year.

Iberia | 023-141

Award amount: \$160,782.00 | Focus area: Pre-kindergarten | Pupils: 60 | Evaluation score: N/A
Schools: Jefferson Island Rd. Elementary, Loreauville Elementary

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the second, third, or fourth quartiles on the language component of the DSC. Seventy-five percent of parents with students participating in the project attended at least two parental involvement activities during the 2013-2014 school year. Ninety percent of teachers and assistants engaged in professional development designed to enhance the implementation of a research-based curriculum, as well as to effectively incorporate strategies.

Iberville | 024-141

Award amount: \$88,522.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: East Iberville Elementary

Project Description

This project provided a developmentally appropriate environment that allows children to grow cognitively, socially, physically, and emotionally.

Results

All parents have participated in two or more school and parent activities during the 2013-14 school year. All teachers attended weekly cluster meetings and district inservices. All participating 4-year-olds made progress from the pre-test to post-test on TSGold. Educators and the program improved as measured by CLASS, with improved teacher/student interactions due to training.

Jackson | 025-141

Award amount: \$70,526.00 | Focus area: Pre-kindergarten | Pupils: 39 | Evaluation score: 140
Schools: Quitman High School, Southside Elementary, Weston High School

Project Description

This project provided educational activities including parental involvement that will enable at-risk children to succeed in early educational pursuits.

Results

Eighty percent of the students scored in the age appropriate color band in both TS Gold math and language. Ninety percent of parents participated in at least two of the planned parent involvement activities. All teachers participated in 30 hours of professional development during the school year.

Jefferson | 026-141

Award amount: \$408,093.00 | Focus area: Pre-kindergarten | Pupils: 100 | Evaluation score: 144
Schools: Mildred Harris Elementary, Washington Montessori

Project Description

This grant provided an initial formal school experience that will improve kindergarten readiness skills of students who will enter kindergarten the following year.

Results

Of the participating students, 80 percent scored in the second, third, and fourth quartiles for math on the Developing Skills Checklist (DSC), and 69.4 percent scored in the second, third, and fourth quartiles for language on the DSC. All classes provided a parent orientation meeting in August and all parents were invited to participate in several activities throughout the school year. All teachers participated in professional development activities at the district and school level pertaining to student learning targets and curriculum.

Jefferson Davis | 027-141

Award amount: \$78,797.00 | Focus area: Pre-kindergarten | Pupils: 21 | Evaluation score: 144
Schools: Lacassine High, Lake Arthur Elementary

Project Description

This project provided a comprehensive, research-based program of cognitive, social-emotional, creative, and physical development for at-risk pre-kindergarten children that will best prepare them for the kindergarten classroom.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math and language components of the Developing Skills Checklist post-test. Ninety-seven percent of parents/family members participated in two or more parent activities during the school year. All teachers participated in 24 hours of professional development for the 2013-14 school year.

Jefferson Davis | 027-142

Award amount: \$19,699.00 | Focus area: Strategies | Pupils: 180 | Evaluation score: 144
School: Jennings High School

Project Description

This project provided flexible interventions in English language arts and math to students in grades 7-9 needing additional assistance to keep up with peers and/or achieve proficiency on state assessments.

Results

Of the seventh graders who received interventions, 49 percent scored basic or above on the English language arts (ELA) portion of the iLEAP test, and 71 percent scored basic or above on the math portion of the iLEAP test. Fifty-one percent of eighth graders who received interventions in the Literacy and Numeracy Support program scored basic or above in ELA, and 49 percent scored basic or above in math.

Lafayette | 028-141

Award amount: \$290,809.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: 147
School: Truman Elementary

Project Description

This project provided a high-quality, research-based pre-kindergarten education which will result in improved school readiness for students who are at risk for failure.

Results

Seventy-two percent of kindergarten students will read on or above grade level on the Developmental Reading Assessment. The average growth in percentage of students reading on or above grade level in first grade at the identified schools was 27 percent, which exceeded the target of 2 percentage points. The average growth in percentage of students reading on or above grade level in second grade at the identified schools was 10 percent, which exceeded the target of 2 percentage points. 67.7 percent of third and fourth graders scored proficient (basic, mastery, or advanced) on the state tests in ELA. 56 percent of third through eighth graders will score proficient (Band 3 or above) on Data Director post-test in ELA. 55.6 percent of eighth graders scored proficient (basic, mastery, or advanced) on the LEAP test in ELA.

Lafourche | 029-141

Award amount: \$166,322.00 | Focus area: Pre-kindergarten | Pupils: 45 | Evaluation score: N/A
Schools: Bayou Blue Elementary, Bayou Boeuf Elementary, Larose Lower Elementary, Lockport Lower Elementary, W.S. Lafargue Elementary

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

All participating 4-year-olds scored in the second, third, and fourth quartile on the math component of the Developing Skills Checklist (DSC), and 98.3 percent scored in the second, third, and fourth quartile on the language component of the DSC. Eighty-two percent of parents participated in at least two parental involvement activities. All teachers/paraprofessionals participated in 18 hours of professional development.

LaSalle | 030-141

Award amount: \$73,389.00 | Focus area: Pre-kindergarten | Pupils: 23 | Evaluation score: N/A
Schools: Fellowship Elementary, Jena Elementary, Nebo Elementary, Olla-Standard Elementary

Project Description

This project provided a quality, developmentally appropriate pre-kindergarten program to academically at risk 4-year-olds intentionally designed to improve their kindergarten readiness skills.

Results

Of the participating 4-year-olds, 74 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 74 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. All pre-K parents attended two parental involvement meetings. All pre-K teachers/paraprofessionals attended at least 18 hours of professional development.

Lincoln | 031-141

Award amount: \$99,056.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Early Childhood Center

Project Description

This project helped students develop intellectually, emotionally, and physically through hands-on activities that will better prepare them for entrance into kindergarten.

Results

Of the participating 4-year-olds, 95 percent scored within the pre-K colorband for math 20b on the TS Gold, and 93.75 percent scored within the pre-K colorband for overall math objective. All participating 4-year-olds scored within the pre-K colorband 16b letter sounds for literacy, and 84 percent scored within the pre-K colorband for overall literacy objective. Ninety percent of parents attended parent orientation/open house. All teachers participated in at least 18 hours of professional development throughout the school year.

Livingston | 032-141

Award amount: \$249,630.00 | Focus areas: Pre-kindergarten | Pupils: 120 | Evaluation score: N/A

Schools: Albany Lower, Levi Milton Elementary, Maurepas School, South Walker Elementary, Springfield Elementary

Project Description

This project allowed 4-year-old children to attend high-quality pre-kindergarten classes which will prepare them to begin kindergarten ready to learn.

Results

Of the participating students, 80 percent scored above the first quartile on the language component of the Developing Skills Checklist (DSC) post-test, and 80 percent scored above the first quartile on the math component of the DSC post-test. Eighty percent of parents participated in program activities a minimum of four hours per school year. All teachers used differentiated instruction strategies in classrooms as they taught students in small groups and individually.

Madison | 033-141

Award amount: \$67,500.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Wright Elementary

Project Description

This project provided at-risk 4-year-old students with a developmentally appropriate program to prepare them to be kindergarten ready.

Results

Of the participating 4-year-olds, 70 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 78 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. Ninety-two percent of parents participated in at least four class related activities during the school year. All teachers participated in 18 hours of professional development during the school year.

Morehouse | 034-141

Award amount: \$86,709.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
School: Pine Grove Elementary

Project Description

This project provided an effective, developmentally appropriate early childhood program which will improve kindergarten readiness for at-risk students.

Results

All participating 4-year-olds scored in the third and fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 94.1 percent scored in the third and fourth quartile on the language component of the DSC post-test. Ninety-seven percent of the parents attended two parent/teacher conferences held during the 2013-2014 school year. All teachers participated in 26 hours of professional development during the 2013-2014 school year.

Natchitoches | 035-141

Award amount: \$105,357.00 | Focus area: Pre-kindergarten | Pupils: 30 | Evaluation score: N/A
School: M.R. Weaver Elementary

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 93 percent scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and all scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents attended at least one parent teacher conference, open house or other parent activity. All teachers and paraprofessionals attended 18 hours of professional development.

Orleans | 036-141

Award amount: \$140,508.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: 148
School: Franklin Elementary

Project Description

This project enhanced academic achievement for 4-year-old at-risk children.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math and language components of the Developing Skills Checklist post-test. Sixty percent of the parents participated in the "Read to My Child" program. All teachers were trained in Teaching Strategies GOLD to facilitate the New Orleans Early Education Network Pilot.

Ouachita | 037-141

Award amount: \$208,404.00 | Focus area: Pre-kindergarten | Pupils: 50 | Evaluation score: 144
Schools: Calhoun Elementary, Pinecrest Elementary, Woodlawn Elementary

Project Description

This project provided high-quality preschool classes serving at-risk 4-year-olds.

Results

Of the participating 4-year-olds, 81 percent performed at 51-75 percent or better on the mathematical concepts subtest of the Developing Skills Checklist (DSC) post-test, and 76 percent performed at 51-75 percent or better on items 5-22 memory subtest of the DSC post-test. All parents participated in at least one school related activity. All pre-K teachers participated in professional development outlined by the Act 3 Pilot Grant Program related to GOLD student assessment, CLASS evaluations, and standards for 4-year-olds.

Plaquemines | 038-141

Award amount: \$83,153.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
School: Belle Chasse Primary

Project Description

This project provided 4-year-olds with developmentally appropriate practices utilizing language and literacy experiences.

Results

Of the participating 4-year-olds, 97 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and all participants scored in the second, third, or fourth quartile on the language component of the DSC post-test. Eighty percent of the 8(g) parents were involved in partnerships with their child's school by attending/participating in at least one of the following: parent nights, literacy activities, parent orientation, parent conferences, exit conferences, or volunteering. All teachers participated in professional development provided in order to increase students' proficiency in literacy.

Pointe Coupee | 039-141

Award amount: \$75,381.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Rougon Elementary, Valverde Elementary

Project Description

This project improved the kindergarten readiness skills of 4-year-old participants by providing developmentally appropriate instruction using a research based curriculum paired with early intervention strategies.

Results

All participating 4-year-olds scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 90 percent scored in the second, third or fourth quartile on the language component of the DSC post-test. All parents participated in at least two parental involvement activities. All pre-K teachers participated in at least three early childhood professional development activities.

Rapides | 040-141

Award amount: \$239,446.00 | Focus area: Pre-kindergarten | Pupils: 120 | Evaluation score: 150
Schools: J.I. Barron Elementary, Buckeye Elementary, Cherokee Elementary, J.B. Nachman Elementary, Phoenix Magnet Elementary

Project Description

This project provided developmentally appropriate pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that creates a community of learners.

Results

Of the participating students, 95 percent scored mastery on at least 8 out of 12 objectives/dimensions in literacy in the blue pre-K progression band after the third checkpoint on Teaching Strategies GOLD. Eighty-eight percent of the students scored mastery on at least 5 out of 7 objectives/dimensions in math in the blue pre-K progression band after the third checkpoint in May 2014. Ninety-three percent of the parents participated in at least two workshops and/or two parent conferences provided to assist them in their children's educational experience at home. All teachers received rigorous job-embedded professional development and implementation/documentation procedures on Louisiana's Early Learning and Development Standards (ELDS), Teaching Strategies GOLD, Classroom Assessment Scoring System, and the pre-K instructional calendar.

Red River | 041-141

Award amount: \$64,388.00 | Focus area: Strategies | Pupils: 66 | Evaluation score: 141
School: Red River Elementary

Project Description

This project improved language arts/literacy of students in grades K-1 by providing them with ELA intervention and enrichment in literacy skills such as comprehension, phonemic awareness, and fluency.

Results

Of the participating kindergarten students, 22 percent moved out of the intensive range on DIBELS, and 16 percent of the first grade students moved out of intensive range on DIBELS.

Richland | 042-141

Award amount: \$79,722.00 | Focus area: Pre-kindergarten | Pupils: 10 | Evaluation score: 150
School: Start Elementary

Project Description

This project improved the readiness skills of pre-kindergarten 4-year-old children.

Results

Of the participating 4-year-olds, 77.8 percent scored in the second, third, and fourth percentile on the math component of the post Developing Skills Checklist (DSC), and 88.9 percent scored in the second, third, and fourth percentile on the language component of the post DSC. Fifty percent of the families attended 10 of the 20 events. All teachers attended and provided documentation of the 18 hours of professional development required.

Sabine | 043-141

Award amount: \$86,647.00 | Focus area: Pre-kindergarten | Pupils: 36 | Evaluation score: 144
Schools: Converse, Florien, Many Elementary, Negreet, Zwolle

Project Description

This project provided students with a high-quality, comprehensive educational experience to help build a strong foundation for kindergarten readiness and later school success.

Results

Of the participating 4-year-olds, 87 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 92 percent scored in the second, third, or fourth quartile on the math component of the DSC post-test. Eighty-eight percent of the parents of students in 8g classrooms attended parent teacher conferences twice per year. All teachers attended a minimum of 18 hours of staff development with a portion of the training emphasis on building math concepts in preschool.

St. Bernard | 044-141

Award amount: \$104,992.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A

Schools: Arabi Elementary, Chalmette Elementary, Lacoste Elementary, Joseph Davies Elementary, J.F. Gautier Elementary

Project Description

This project improved readiness skills of children eligible to enter kindergarten the following year in a developmentally appropriate preschool program for 4-year-olds.

Results

Of the participating students, 90.9 percent scored in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist (DSC), and 95.45 percent scored in the second, third, or fourth quartile in language on the post administration of the DSC. All parents attended at least one parent involvement activity. All teachers participated in over 42 hours of professional development over the course of the year.

St. Charles | 045-141

Award amount: \$128,378.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A

Schools: A.A. Songy Kindergarten, St. Rose Elementary

Project Description

This project provided a developmentally appropriate child-centered program designed to improve the kindergarten readiness skills of 4-year-old participants which include the development of cognitive, social, emotional, language, and motor skills.

Results

All participating students scored in the second, third, or fourth quartile on the language portion of the Developing Skills Checklist (DSC) post-test, and 97.5 percent of the participating students scored in the second, third, or fourth quartile on the math portion of the DSC post-test. All parents participated in at least nine parent activities associated with this project. All teachers/paraeducators participated in professional development designed to improve student readiness skills.

St. Helena | 046-141

Award amount: \$59,012.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A

School: St. Helena Central Elementary

Project Description

This project provided instruction to at-risk 4-year-old students.

Results

Eighty-nine percent of participating four-year-olds scored in the second, third, and fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test. All participants scored in the second, third, and fourth quartile on the language component of the DSC post-test.

St. James | 047-141

Award amount: \$82,064.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Lutcher Elementary

Project Description

This project improved the readiness skills of 4-year-old preschool participants who are eligible to enter kindergarten the following year and who are at-risk of being insufficiently ready for the regular program.

Results

Of the participating 4-year-olds, 61.1 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 83.4 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents participated in at least two activities. All teachers/paraprofessionals participated in professional development designed to increase students' proficiency in kindergarten.

St. John the Baptist | 048-141

Award amount: \$99,826.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: East St. John Elementary

Project Description

This project provided a high-quality preschool program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants.

Results

Of the participating 4-year-olds, 75 percent scored in the second, third, or fourth quartile on the math component of the Development Skills Checklist (DSC) post-test, and 80 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. Eighty percent of parents/caregivers attended parent orientation and at least two other activities during the school year. All staff attended and participated in all professional development and job-embedded follow-ups.

St. Landry | 049-141

Award amount: \$168,049.00 | Focus area: Pre-kindergarten | Pupils: 60 | Evaluation score: N/A
Schools: Cankton Elementary, Highland Elementary, Palmetto Elementary

Project Description

This project provided a full time preschool program for at-risk 4-year-old students.

Results

Of the participating 4-year-olds, 75 percent scored in the second, third, or fourth quartile in math and language on the post administration of the Developing Skills Checklist (DSC). Seventy-five percent of the parents participated in the educational process of their children by attending at least three school related activities during the 2013-2014 school year. All teachers participated in 18 hours of professional development during the 2013-2014 school year.

St. Martin | 050-141

Award amount: \$117,790.00 | Focus area: Pre-kindergarten | Pupils: 30 | Evaluation score: N/A
Schools: Cecilia Primary, Parks Primary

Project Description

This project provided a developmentally appropriate program intentionally designed to improve kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math and language components of the Developing Skills Checklist post-test. 82.5 percent of parents attended the parent/teacher conferences two times per year. All teachers and paraprofessionals attended professional development opportunities and received 18 hours of training.

St. Mary | 051-141

Award amount: \$126,052.00 | Focus area: Pre-kindergarten | Pupils: 30 | Evaluation score: N/A
School: Wyandotte

Project Description

This project provided high-quality, developmentally appropriate program and/or activities which will support the academic, social, and emotional growth for 4-year-olds.

Results

All participating 4-year-olds scored in the second, third and fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.8 percent scored in the second, third and fourth quartile on the language component of the Developing Skills Checklist. Seventy-five percent of parents participated in at least two activities by May, 2014. All teachers and paraprofessionals participated in professional development.

St. Tammany | 052-141

Award amount: \$344,344.00 | Focus area: Pre-kindergarten | Pupils: 60 | Evaluation score: N/A
Schools: Covington Elementary, Sixth Ward Elementary, Whispering Forest Elementary

Project Description

This project provided high-quality, developmentally appropriate pre-Kindergarten setting for at-risk 4-year-olds.

Results

Of the participating 4-year-olds, 99 percent met the “widely held expectations” range in literacy on Teaching Strategies GOLD, and 88 percent of the students met the “widely held expectations” range in mathematics. All parents participated in their child’s education through more than one activity during the 2013-14 school year. Eighty-six percent of teachers and paraprofessionals participated in curriculum and program-based professional development during the 2013-14 school year.

Tangipahoa | 053-141

Award amount: \$206,770.00 | Focus area: Pre-kindergarten | Pupils: 50 | Evaluation score: N/A
Schools: Chesbrough Elementary, Independence Elementary, Midway Elementary, O.W. Dillion Elementary

Project Description

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 71 percent scored in the third or fourth quartile on the mathematics component of the Developing Skills Checklist (DSC) post-test, and 57 percent scored in the third or fourth quartile on the language component of the DSC post-test. Ninety-five percent of the parents of participated in at least two parent involvement activities during the 2013-2014 school year. All teachers attended a minimum of 18 hours of early childhood professional development during the 2013-2014 school year.

Tensas | 054-141

Award amount: \$58,141.00 | Focus area: Strategies | Pupils: 85 | Evaluation score: 132
Schools: Tensas High School, Newellton Elementary School, Tensas Elementary School

Project Description

This project provided additional support/strategies in reading and math for students in grades 4 and 8 and to provide RTI for students who need intervention.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects | Fiscal Year 2013-2014

Results

Forty-nine percent of the students in grade 4 scored basic or above in ELA on the LEAP. Twenty-three percent of the students in grade 8 will score basic or above in ELA on the LEAP.

Terrebonne | 055-141

Award amount: \$197,706.00 | Focus area: Pre-kindergarten | Pupils: 170 | Evaluation score: N/A
Schools: Bourg Elementary, Broadmoor Elementary, Lisa Park Elementary, Mulberry Elementary

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 90.8 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC) post-test, and 93.4 percent scored in the second, third, or fourth quartile on the math component of the DSC post-test. 89.26 percent of the parents completed at least 10 of the planned parental involvement activities. All teachers received 18 hours of staff development specific to early childhood.

Union | 056-141

Award amount: \$71,172.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
School: Farmerville Elementary

Project Description

This project assisted in improving the kindergarten readiness skills for 4-year-old pre-K students who are at-risk of educational failure by providing high-quality instruction in language and math.

Results

Of the participating 4-year-olds, 79 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 52.7 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. All parents were involved in at least one activity by participation or attendance at open house, group meetings, students' programs, field trips, volunteer parent services, and/or parent-teacher conferences. All teachers/paraprofessionals were involved in 32 hours of professional development.

Vermilion | 057-141

Award amount: \$139,211 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
Schools: Dozier Elementary, Leblanc Elementary

Project Description

This project helped provide a developmentally appropriate program designed to improve the kindergarten readiness skills for at-risk 4-year-old children in the district.

Results

Results were not provided.

Vernon | 058-141

Award amount: \$129,320.00 | Focus area: Pre-kindergarten | Pupils: 40 | Evaluation score: N/A
School: North Polk Elementary

Project Description

This project helped children overcome environmental deprivation and develop essential kindergarten skills.

Results

Of the participating students, 92.3 percent scored in the second, third, or fourth quartile in math on the post-test of the Developing Skills Checklist (DSC), and 97.4 percent scored in the second, third, or fourth quartile in language on the post test of the DSC. All parents participated in at least one parent activity. All teachers/paraprofessionals will receive 18 hours of professional development to improve pre-K instruction.

Washington | 059-141

Award amount: \$95,065.00 | Focus area: Pre-kindergarten | Pupils: 24 | Evaluation score: N/A
Schools: Enon Elementary, Franklinton Elementary

Project Description

This project provided a developmentally appropriate pre-kindergarten program that enhances language, literacy, and math development and improves kindergarten readiness skills of 4-year-old participants through active involvement and hands-on activities.

Results

All participating 4-year-olds scored in the second, third, or fourth quartile on the math and language components of the Developing Skills Checklist post-test. All parents attended at least two parental involvement activities. All teachers and paraprofessionals attended a minimum of two professional development activities designed to increase knowledge of research based strategies shown to increase kindergarten readiness.

Webster | 060-141

Award amount: \$104,673.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
Schools: Doyline Elementary, North Webster Lower Elementary

Project Description

This project provided high-quality and developmentally appropriate preschool practices for 4-year-old students to improve kindergarten readiness scores as defined by the Developing Skills Checklist and to provide a positive, successful beginning school experience for young children.

Results

Of the participating 4-year-olds, 93.9 percent scored in the second, third, or fourth quartile in math on the Developing Skills Checklist (DSC) post-test, and all students scored in the second, third, or fourth quartile in language on the DSC post-test. Ninety-four percent of parents will attend at least two activities. All teachers and paraprofessionals participated in professional development activities.

West Baton Rouge | 061-141

Award amount: \$83,161.00 | Focus area: Pre-kindergarten | Pupils: 21 | Evaluation score: N/A
Schools: Brusly Elementary, Chamberlin Elementary, Port Allen Elementary

Project Description

This project enhanced the development readiness of the 4-year-old students in the program and provided an opportunity for greater success in kindergarten.

Results

Of the participating 4-year-olds, 95 percent scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist post-test, and all participants scored in the second, third or fourth quartile on the language component of the DSC post-test. Ninety-five percent of the parents participated in at least five activities. All teachers and paraprofessionals participated in at least 18 hours of professional development to foster implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten.

West Carroll | 062-141

Award amount: \$69,927.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Kilbourne High School

Project Description

This project provided 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 next year.

Results

Of the participating 4-year-olds, 84.3 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and all students scored in the second, third, or fourth quartiles on the language component of the DSC post-test. Eighty-four percent of the parents attended at least two activities during the year. Eighty percent of teachers and paraprofessionals participated in professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

West Feliciana | 063-141

Award amount: \$69,476.00 | Focus area: Pre-kindergarten | Pupils: 24 | Evaluation score: N/A
School: Bain Lower Elementary

Project Description

This project provided 4-year-old prekindergarten students with a developmentally appropriate program that focuses on kindergarten readiness skills in the areas of math and reading.

Results

Of the participating students, 87.6 percent scored in the second, third and fourth quartile in math on the post-test results of the Developing Skills Checklist (DSC), and 95.8 percent scored in the second, third and fourth quartile in language on the post-test results of the DSC. All parents attended at least four activities during the school year. All teachers attended a workshop on utilizing student data to make informed decisions about teaching and learning.

Winn | 064-141

Award amount: \$72,355.00 | Focus area: Pre-kindergarten | Pupils: 32 | Evaluation score: 141
Schools: Calvin High School, Winnfield Kindergarten School

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

Of the participating 4-year-olds, 95.8 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 95.8 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. Seventy percent of the parents participated in three parent workshops/in-services. All preschool teachers and paraprofessionals attended at least 18 hours of staff development during the school year.

Monroe City Schools | 065-141

Award amount: \$119,704.00 | Focus area: pre-kindergarten | Pupils: 40 | Evaluation score: N/A
Schools: Clara Hall, Cypress Point

Project Description

This project provided developmentally appropriate experiences and instructions designed to improve readiness skills of children who are eligible to enter kindergarten the following year and who are at-risk of not having the fundamental skills for the regular school program.

Results

Of the participating students, 71 percent increased their literacy levels by one year on the STEP assessment, and 71 percent of participants increased their math levels by one year as evidenced by the students' math RIT scores on the MAP assessment.

Bogalusa City Schools | 066-141

Award amount: \$69,250.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Denhamtown Elementary

Project Description

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

Results

All participating 4-year-old students scored in the second, third, or fourth quartile on the math and language components of the Developing Skills Checklist post-test. All parents participated in at least one parental workshop or activity during the 2013-2014 school year. All teachers and paraprofessionals attended at least 18 hours of professional development activities.

Zachary Community School District | 067-141

Award amount: \$94,357.00 | Focus area: Pre-kindergarten | Pupils: 18 | Evaluation score: N/A
School: Zachary Early Learning Center

Project Description

This project provided developmentally appropriate early childhood education experiences and to improve the kindergarten readiness skills of at-risk 4-year-olds.

Results

Of the participating 4-year-olds, 46.2 percent scored in the second, third, or fourth quartile on the math component on the post-test administration of the Developing Skills Checklist (DSC), and 53.3 percent of the students scored in the second, third, or fourth quartile on the language component on the post-test administration of the DSC. All parents were involved in at least three activities associated with the project. All pre-kindergarten teachers attended 18 hours of staff development.

City of Baker | 068-141

Award amount: \$66,489.00 | Focus area: Pre-kindergarten | Pupils: 20 | Evaluation score: N/A
School: Bakerfield Elementary School

Project Description

This project improved the readiness skills of at-risk 4-year-old students, by providing them with high-quality, developmentally appropriate, research based instruction.

Results

Of the participating 4-year-olds, 55.6 percent scored in the second third, or fourth quartile on the math component of the Developing Skills Checklist (DSC) post-test, and 84.3 percent scored in the second, third, or fourth quartile on the language component of the DSC post-test. Sixty-five percent of all parents of students assigned to the 8(g) class participated in three or more structured activities designed for parent involvement such as orientation, open house, field trips or parent workshops, as measured by sign-in sheets and parent logs. All prekindergarten teachers and paraprofessionals attended 18 hours of staff development.

Central Community Schools | 069-141

Award amount: \$86,421.00 | Focus area: Strategies | Pupils: 4,000 | Evaluation score: N/A
Schools: Bellingrath Elementary School, Tanglewood Elementary School, Central Middle School, Central High School

Project Description

This project increased 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 and national college and career readiness standards.

Results

Of grade K-8 students identified as struggling writers, 82.7 percent increased their writing performance by 20 percent. Seventy-four percent of grade K-8 students identified as in the academic middle increased writing performance by 20 percent, and 50 percent of grade 9-12 grade students identified as students in the academic middle increased writing performance by 20 percent.

Recovery School District | 070-141

Award amount: \$103,420.00 | Focus area: Strategies | Pupils: 1,124 | Evaluation score: N/A
Schools: Walter L. Cohen High School, Sarah Towles Reed Senior High School, G.W. Carver High School, Capitol High School, Istrouma Senior High School, Pointe Coupee Central

Project Description

This project ensured that students are on course for success in class and on standardized tests such as the ACT, facilitating their path to college and/or career readiness.

Results

Results were not provided.

Avoyelles Public Charter School | 075-141

Award amount: \$5,408.00 | Focus area: Strategies | Pupils: 120 | Evaluation score: 150

Project Description

This project increased the targeted students understanding and academic achievement in mathematics.

Results

79.62 percent of second graders had a grade equivalence score of 2.8 or better on the IOWA test. 64.28 percent of third graders had a grade equivalence score of 3.8 or better on the IOWA test.

Louisiana School for the Visually Impaired | 075-142

Award amount: \$476.00 | Focus area: Strategies | Pupils: 70 | Evaluation score: N/A

Project Description

This grant provided students the opportunity to have automatic feedback and enrichment from a planned and quick-response literacy intervention.

Results

Seventy-eight percent of the participating students advanced in reading comprehension, and fluency in words per minute as measured by the Basic Reading Inventory by Jerry Johns. Seventy-three percent of the students advanced to the next reading level as measured by the Accelerated Reader tracking system.

McDonogh City Park Academy | 075-143

Award amount: \$3,276.00 | Focus area: Strategies | Pupils: 40 | Evaluation score: 122

Project Description

This project improved eighth grade students' math scores on the LEAP through small group and one-on-one instruction in the LEAP After School Intervention Program.

Results

The percentage of eighth grade students scoring basic or above increased by 2 percent on the math component of LEAP. The percentage of eighth grade students scoring basic did not increase by 10 percent on the math component of the LEAP as anticipated. The percentage of eighth grade students scoring below basic did not decrease by 19 percent as anticipated.

C.L.A.S.S. Fannie C. Williams Charter School | 075-144

Award amount: \$4,272.00 | Focus area: Strategies | Pupils: 75 | Evaluation score: 138

Project Description

This project improved student achievement by integrating iPads into the reading intervention program.

Results

Of the targeted fourth grade students, 62 percent scored basic or above on Scholastic Reading Inventory (SRI). Forty percent of the targeted fifth grade students scored basic or above on SRI. Forty-five percent of the targeted sixth grade students scored basic or above on SRI. Fifty-five percent of the targeted seventh grade students scored basic or above on SRI. All targeted eighth grade students scored basic or above on SRI.

Southern University Lab School | 075-145

Award amount: \$3,121.00 | Focus area: Strategies | Pupils: 30 | Evaluation score: 127

Project Description

This project assisted students that scored below proficiency levels on the iLEAP and better prepared them to be successful on the LEAP in fourth and eighth grade. Eighty percent of the targeted fourth grade students will score proficient or above on the English language arts portion of the Spring 2014 LEAP.

Results

Eighty percent of the targeted fourth grade students scored proficient or above on the English language arts portion of the LEAP.

Arthur Ashe Elementary School (Firstline) | 075-146

Award amount: \$4,243.00 | Focus area: Strategies | Pupils: 50 | Evaluation score: N/A

Project Description

This project improved student achievement by providing small-group targeted interventions in math.

Results

Twenty percent of fourth through eighth grade students participating in the Math Mastery Initiative increased their LEAP/iLEAP math score by one achievement level.

Samuel J. Green Charter School (Firstline) | 075-147

Award amount: \$5,191.00 | Focus area: Strategies | Pupils: 290 | Evaluation score: 126

Project Description

This project improved student achievement by providing small-group targeted interventions in math.

Results

Twenty-six percent of fourth through eighth grade students participating in the Math Mastery Initiative increased their LEAP/iLEAP math score by one achievement level.

John Dibert Community School (Firstline) | 075-148

Award amount: \$4,284.00 | Focus area: Strategies | Pupils: 50 | Evaluation score: 143

Project Description

This project improved student achievement by providing small-group targeted interventions in math.

Results

Thirty-three percent of fourth through eighth grade students participating in the Math Mastery Initiative increased their LEAP/iLEAP math score by one achievement level.

Langston Hughes Academy (Firstline) | 075-149

Award amount: \$6,188.00 | Focus area: Strategies | Pupils: 50 | Evaluation score: N/A

Project Description

This project improved student achievement by providing small-group targeted interventions in math.

Results

Fifteen percent of fourth through eighth grade students participating in the Math Mastery Initiative increased their LEAP/iLEAP math score by one achievement level.

Belle Chasse Academy | 075-150

Award amount: \$7,548.00 | Focus area: Strategies | Pupils: 90 | Evaluation score: 146

Project Description

This project incorporated proven methods of reading instruction and intensive literacy interventions that target students that are academically below grade level.

Results

Eighty percent of the kindergarten students scored in the third quartile or higher on the ITBS reading battery. Thirty-two percent of the first grade students scored in the third quartile or higher on the Spring 2014 ITBS reading battery. Twenty-two percent of the second grade students scored in the third quartile or higher on the Spring 2014 ITBS reading battery. Sixty-two percent of the third grade students scored basic or above on the language portion of the iLEAP.

Friends of King (King and Craig) | 075-151

Award amount: \$8,817.00 | Focus area: Strategies | Pupils: 80 | Evaluation score: 150
Schools: Dr. Martin Luther King Jr. Charter School, Joseph A. Craig Charter School

Project Description

This project provided research-based literacy intervention programs to 3rd grade students targeting the development of literacy.

Results

78.4 percent of the targeted third grade students scoring below benchmark showed at least a 10 percent improvement in reading performance on the end of the year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

Grambling Middle Laboratory School | 075-152

Award amount: \$2,200.00 | Focus area: Strategies | Pupils: 33 | Evaluation score: 150
Schools: Alma J. Brown Elementary, Grambling Middle School

Project Description

This project offered a Saturday math academy for 4th and 8th grade students to provide additional focused instruction to promote success on the LEAP.

Results

Seventy-three percent of fourth grade students participating in the Saturday Math Academy scored basic or above in math on the LEAP assessment. Sixty-four percent of fourth grade students participating in the Saturday Math Academy scored basic or above in math on the LEAP assessment.

Success Preparatory Academy | 075-153

Award amount: \$3,183.00 | Focus area: Strategies | Pupils: 40 | Evaluation score: 132

Project Description

This project provided reading instruction in small group settings for underperforming students.

Results

Among targeted students, 50 percent increased one grade level in reading on the Fountas & Pinnell reading level assessments, and 33 percent performed at least one achievement level above their previous year's LEAP/iLEAP score.

Louisiana School for the Deaf | 075-154

Award amount: \$1,534.00 | Focus area: Strategies | Pupils: 105 | Evaluation score: N/A

Project Description

This project provided students with current, quality reading materials to increase literacy and decrease language deficiencies.

Results

Of the students reading between 0.1 and 1.9 on the STAR Reading Assessment, 86 percent read 20 Accelerated Reader books in their Zone of Proximal Development range and passed at least 15 Accelerated Reader quizzes on those books. Ninety-one percent of the students reading between 2.0 and 4.9 on the STAR Reading Assessment read 12 Accelerated Reader books in their Zone of Proximal Development range and passed at least six Accelerated Reader quizzes on those books. Eighty-three percent of the students reading between 5.0 and 12.0 on the STAR Reading Assessment read eight Accelerated Reader books in their Zone of Proximal Development range and passed at least four Accelerated Reader quizzes on those books.

Schaumburg Elementary (ReNEW) | 075-155

Award amount: \$5,050.00 | Focus area: Strategies | Pupils: 25 | Evaluation score: N/A

Project Description

This project increased interventions to first and second grade students at ReNEW Schaumburg Elementary, participants demonstrated at least one year of reading and math growth in 2013-2014.

Results

86.2 percent of participants increased reading level by one year or more on the STEP literacy assessment, and 82.8 percent increased in math by one year or more.

ReNEW-Reinventing Education | 075-156

Award amount: \$18,879.00 | Focus area: Strategies | Pupils: 20 | Evaluation score: 149
School: ReNEW Elementary

Project Description

This project increased interventions to kindergarten students in reading and math.

Results

Of participating kindergarten students, 71 percent increased their literacy level by one year on the STEP assessment, and 71 percent increased their math level by one year as evidenced by the student's math RIT scores on the MAP assessment.

Lagniappe Academies of New Orleans | 075-157

Award amount: \$1,012.00 | Focus area: Strategies | Pupils: 38 | evaluation score: N/A

Project Description

This project targeted 3rd grade students who scored less than 50 percent on the ITBS scale in English language arts.

Results

Results were not provided.

Special School District | 075-158

Award amount: \$4,031.00 | Focus area: Strategies | Pupils: 350 | Evaluation score: 150
Schools: Renaissance Home for Youth, Northlake Behavioral Health Systems

Project Description

This project utilized STAR reading and Accelerated Reader project for high-interest books, individualized learning goals, and progress monitoring to increase student reading levels.

Results

88.5 percent of the students passed the Accelerated Reader quizzes that were taken. 56.5 percent of the students showed improvement on the STAR reading assessment.

Northshore Charter School | 075-159

Award amount: \$4,814.00 | Focus area: Strategies | Pupils: 150 | Evaluation score: 139

Project Description

This project improved student achievement through the integration of content-rich literature and hands-on Foss Science Kits.

Results

Results were not provided.

Kenilworth (Pelican Educational Foundation) | 075-160

Award amount: \$4,047.00 | Focus area: Strategies | Pupils: 80 | Evaluation score: 129
School: Kenilworth Science & Technology School

Project Description

This project provided quality, individualized reading instruction to the lowest readers, so that these readers can better access all aspects of the curriculum, read for pleasure and enjoyment, score higher on standardized tests, and get on track for being highly literate members of society.

Results

55.3 percent of students scored basic or above on ELA test in iLEAP/LEAP. Fifty-one percent of Tier 2 and 3 students met academic benchmarks on the Gates test and moved back into regular academic classes at the end of the year.

Tallulah Charter School | 075-161

Award amount: \$5,097.00 | Focus area: Strategies | Pupils: 150 | Evaluation score: 150

Project Description

This project improved school readiness of low-income, ethnically and language-diverse children.

Results

Of the targeted third grade students, 67 percent scored benchmark on end-of-year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Of the targeted fifth grade students, 44 percent scored basic or above on the iLEAP assessment.

Diocese of Alexandria | 080AX-141

Award amount: \$19,682.00 | Focus area: Strategies | Pupils: 35 | Evaluation score: N/A
School: St. Mary's Catholic School

Project Description

The purpose of this project was to provide instruction through technology that promoted literacy and improved reading and language achievement.

Results

Results were not provided.

Diocese of Baton Rouge | 080BR-141

Award amount: \$117,993.00 | Focus area: Strategies | Pupils: 7,000 | Evaluation score: 146
Schools: Ascension Catholic Diocesan Elementary, Catholic Elementary of Pointe Coupee, Holy Family School, Holy Ghost School, Redemptorist Elementary School, Sacred Heart of Jesus School, St. George School, St. Jean Vianney School

Project Description

This grant enriched English language arts, math, science, and social studies by using technology programs that provide intervention for those who are below grade level and for those in the academic middle.

Results

Of the students in grades 2-8, 66.2 percent increased their total reading scores by 2 percentage points on the TerraNova scores, and 65.63 percent increased their total math scores by 2 percentage points on the TerraNova scores. Of students in grades K-12, 96.35 percent achieved 70 percent grade-level proficiency in reading skills, and 94.24 percent 70 percent grade-level proficiency in math skills as indicated by final report card grades.

Diocese of Houma-Thibodaux | 080HT-141

Award amount: \$42,721.00 | Focus area: Strategies | Pupils: 80 | Evaluation score: 146
Schools: Maria Immacolata Elementary, St. Bernadette Elementary, St. Francis de Sales Elementary, Holy Cross Elementary

Project Description

This project improved the 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.

Results

50.8 percent of the participating students in grades K-5 achieved one grade level of growth.

Diocese of Lake Charles | 080LC-141

Award amount: \$19,762.00 | Focus area: Strategies | Pupils: 207 | Evaluation score: N/A
School: St. Margaret Catholic Church

Project Description

This project improved reading test scores.

Results

68.8 percent of the students achieved growth of 5 points or more.

Diocese of Lafayette | 080LF-141

Award amount: \$114,110.00 | Focus area: Strategies | Pupils: 500 | Evaluation score: 145
School: St. Ignatius School

Project Description

This project implemented 21st Century Reading/language arts through the Frayer Model/Four Square Writing Method is to provide proven instructional strategies for Literacy Interventions and/or Enrichment by increasing total language scaled score.

Results

Of eighth grade students, 56 percent scored a one point increase in total language mean scaled score on the Stanford 10 achievement test. Of seventh graders, 61 percent scored a one point increase in total language mean scaled score on the Stanford 10 achievement test. Of sixth graders, 47 percent scored a one point increase in total language mean scaled score on the Stanford 10 achievement test.

Archdiocese of New Orleans | 080NO-141

Award amount: \$291,323.00 | Focus area: Strategies | Pupils: 500 | Evaluation score: 147
Schools: Holy Name of Jesus, Our Lady of Perpetual Help, St. Agnes, St. Louis King of France, St. Anthony of Gretna, St. Edward, Annunciation, Ascension of Our Lord

Project Description

This project allowed first-grade students to use interactive white board technology to participate in a language and literature rich environment to attain the skills necessary for optimum literacy development.

Results

Eighty-five percent of students in the targeted first grade population had a total post-test score gain of 10 points or more on the Archdiocese First Grade Assessment Instrument than the pre-test

Diocese of Shreveport | 080SH-141

Award amount: \$7,632.00 | Focus area: Strategies | Pupils: 100 | Evaluation score: 147
School: St. Joseph Catholic School

Project Description

This project boosted science, technology, engineering, and mathematics skills of students by utilizing new and integrative technology.

Results

The overall first grade composite math score using the Terra Nova exam was improved by more than three percent and increased overall to 84 percent. The overall second grade composite math score using the Terra Nova exam was improved by more than three percent and increased overall to 94 percent. The overall third grade composite math score using the Terra Nova exam was improved by less than three percent and decreased overall to 82 percent. The overall fourth grade composite math score using the Terra Nova exam was improved by more than three percent and increased overall to 73 percent.

Diocese of Shreveport | 080SH-142

Award amount: \$7,633.00 | Focus area: Strategies | Pupils: 200 | Evaluation score: 140
School: St. John Berchmans Catholic School

Project Description

This project enhanced the STEM (Science Technology Engineering, Mathematics) EDA (Explore, Discover, Apply) curriculum sponsored by the National Integrated Cyber Education Research Center.

Results

The overall sixth grade composite language arts score was improved by less than three percent, but improved to 72 percent overall. The overall seventh grade composite language arts score was improved by more than three percent and increased to 73 percent overall.

Alexandria Country Day | 090AS-141

Award amount: \$3,860.00 | Focus area: Strategies | Pupils: 278 | Evaluation score: 144

Project Description

This project improved student achievement by providing teacher and parent training as well as the student materials used in the Singapore math program.

Results

All students scoring in the lower 20 percent of students in the first grade on the Grade Level Equivalency section of the beginning of the year STAR Math improved by 0.5 (one half) grade level on the end of the year Star Math test. Eighty-nine percent of students scoring in the lower 20 percent of students in the second grade on the Grade Level Equivalency section of the beginning of the year STAR Math improved by 0.5 (one half) grade level on the end of the year Star Math test. All students scoring in the lower 20 percent of students in the third grade on the Grade Level Equivalency section of the beginning of the year STAR Math improved by 0.5 (one half) grade level on the end of the year Star Math test. Ninety percent of students scoring in the lower 20 percent of students in the fourth grade on the Grade Level Equivalency section of the beginning of the year STAR Math improved by 0.5 (one half) grade level on the end of the year Star Math test. All students scoring in the lower 20 percent of students in Kindergarten on the Singapore Math pre-test improved by 15 percent on the Singapore Math post-test. Eighty-two percent of students scoring in the lower 20 percent of students in 5th Grade on the Singapore Math pre-test improved by 15 percent on the Singapore Math post-test.

Riverside Academy | 090AS-142

Award amount: \$5,112.00 | Focus area: Strategies | Pupils: 63 | Evaluation score: 149

Project Description

This project improved ninth grade Algebra I students' mathematics skills through differentiated instruction provided by an interactive common core Math iPad application.

Results

The number of third grade students who scored below the 50th national percentile on the language subtest on the SAT was reduced by 57 percent. The number of fourth grade students who scored below the 50th national percentile on language subtest on the SAT Tenth Edition was reduced by 36 percent. The third grade mean score of 3.65 for the end of the year improved by .55, which can be rounded to one rubric point as compared to the mean of 3.1 at the

beginning of the year on the Writing Roadmap Online Holistic Writing Rubric. The fourth grade mean score of 3.53 for the end of the year improved by .7, which can be rounded to one rubric point as compared to the mean of 2.83 at the beginning of the year on the Writing Roadmap Online Holistic Writing Rubric.

Oak Forest Academy | 090AS-143

Award amount: \$4,957.00 | Focus area: Strategies | Pupils: 60 | Evaluation score: 67

Project Description

This project used technology and special instruction to empower fourth, fifth, and sixth grade students to achieve English and reading skills according to their abilities.

Results

Seventy-five percent of fourth, fifth, and sixth grade students increased his/her reading skills by one grade level on Accelerated Reader Progress Report.

The Dunham School | 090AS-144

Award amount: \$6,171.00 | Focus area: Strategies | Pupils: 230 | Evaluation score: 147

Project Description

This project provided literacy intervention strategies for vocabulary development and reading comprehension.

Results

Ninety percent of seventh grade students improved by 12.3 percent. Ninety percent of eighth grade students improved by 9.6 percent.

Runnels School | 090AS-145

Award amount: \$5,704.00 | Focus area: Strategies | Pupils: 130 | Evaluation score: 147

Project Description

This project improved student achievement by integrating interactive white board technology into the fifth grade math curriculum and the eighth grade social studies curriculum.

Results

Fourth grade social studies students scored 17 percent and 14 percent higher on two assessments of lessons taught with the interactive whiteboard compared to the previous year taught without the whiteboard. Fifth grade social studies students scored 9 percent and 6 percent higher on two assessments of lessons taught with the interactive

whiteboard compared to the previous year taught without the whiteboard. Sixth grade science students scored 6 percent and 4 percent higher on two assessments of lessons taught with the interactive whiteboard compared to the previous year taught without the whiteboard. Seventh grade science students scored 62 percent and 2 percent higher on two assessments of lessons taught with the interactive whiteboard compared to the previous year taught without the whiteboard. All fourth and fifth grade social studies students demonstrated an increased engagement in social studies class as determined by a student survey. All sixth grade grade science students and 91 percent of seventh grade science students demonstrated an increased engagement in science class as determined by a student survey.

Kehoe-France Southshore School | 090AS-146

Award amount: \$3,899.00 | Focus area: Strategies | Pupils: 10 | Evaluation score: N/A

Project Description

This project provided reading remediation for the first grade students unable to keep up with their peers.

Results

Sixty percent of students showed a 9 percent or better improvement in reading when comparing the scores on the September pre-test and March post-test.

Cedar Creek School | 090AS-147

Award amount: \$4,941.00 | Focus area: Strategies | Pupils: 85 | Evaluation score: 144

Project Description

This project increased the use of 21st century literacy skills and reading comprehension in middle school English language arts.

Results

The 2014 Stanford 10 Achievement Test class average Reading Comprehension percentile score for seventh grade students increased by five percentage points. The 2014 Stanford 10 Achievement Test class average Reading Comprehension percentile score for eighth grade students increased by two percentage points.

Kehoe-France Northshore School | 090AS-148

Award amount: \$1,775.00 | Focus area: Strategies | Pupils: 24 | Evaluation score: 52

Project Description

This project enhanced student learning in reading and mathematics by supplying students with the necessary tools to complete skills and work directly with the curriculum resources already available through the purchased reading and mathematics program.

Results

Eighty percent of the middle school students scored above 75 percent on an end-of-year reading test. All reading teachers scored above a scale of three on the school produced six point proficiency rubric by Spring 2014. Eighty percent of the middle school students scored above 75 percent on an end-of-year math test. All math teachers scored above a scale of three on the school produced six point proficiency rubric by Spring 2014.

Metairie Park Country Day School | 090AS-149

Award amount: \$5,517.00 | Focus area: Strategies | Pupils: 60 | Evaluation score: N/A

Project Description

This project implemented the use of iPads in the fifth grade classroom and furthered the skills of problem solving, collaboration with peers, and improve the students' ability to organize, collect, and analyze information.

Results

All fifth grade students improved reading comprehension by at least 77 Lexile points using the Achieve 3000 assessment.

E.M. Pearson K-12 Learning Center | 090AS-150

Award amount: \$304.00 | Focus area: Strategies | Pupils: 30 | Evaluation score: N/A

Project Description

This project implemented the blended learning concept which will offer complete and detailed student diagnostic profiles.

Results

Forty-one percent of identified students in grades 9-12 increased their reading skills by one grade level by spring 2014 using the I-Ready assessment. Forty-three percent of identified students in grades 9-12 increased their math skills by one grade level by spring 2014 using the I-Ready assessment.

False River Academy | 090AS-151

Award amount: \$3,977.00 | Focus area: Strategies | Pupils: 45 | Evaluation score: 126

Project Description

This project increased geography skills through the use of technology and interactive apps.

Results

Fifty-two percent of the students improved by 10 percentage points on a geography post assessment. All students scored 80 percent or higher on teacher-created rubrics for collaborative assignments. Ninety-two percent of students indicated an increase in technology interaction on the questionnaire.

Arden Cahill Academy | 090AS-152

Award amount: \$3,339.00 | Focus area: Strategies | Pupils: 70 | Evaluation score: 132

Project Description

This project involved and stimulated students to use more technology in the science classroom through the use of computers, software, and the internet.

Results

67.8 percent of the students in grades 7-8 showed a 10 percent or greater improvement on the Terra Nova Standardized Test.

Hope Academy | 090AS-153

Award amount: \$888.00 | Focus area: Strategies | Pupils: 140 | Evaluation score: 146

Project Description

This project added technology to the school's computer lab to allowing students individual computer time to enhance writing skills while working on research projects, reports.

Results

All students demonstrated improvement of varying levels in spelling as measured by pre- and post-tests scores and scores obtained on the Terra Nova standardized test. Eighty percent of students demonstrated progress in creating word documents, writing complete sentences and using correct punctuation and grammar.

Tensas Academy | 090AS-154

Award amount: \$1,814.00 | Focus area: Strategies | Pupils: 85 | Evaluation score: N/A

Project Description

This project continued enhancing and improving reading comprehension in literature.

Results

Thirty-four percent of the students in grades 1- 5 passed 80 percent of the Accelerated Reader tests, and 76 percent of the students in grades 1-5 increased reading comprehension scores by 5 percent.

Bowling Green School | 090AS-155

Award amount: \$2,786.00 | Focus area: Strategies | Pupils: 332 | Evaluation score: N/A

Project Description

This project provided funding to afford students the necessary technologies to increase student motivation and learning, therefore boosting academic achievement across the curriculum.

Results

Sixty percent of students met or exceeded Approaching Basic measured by the LEAP test.

Cedarwood School | 090AS-156

Award amount: \$1,930.00 | Focus area: Strategies | Pupils: 24 | Evaluation score: N/A

Project Description

This project developed and enhanced kindergarten students literacy skills in the areas of phonics and fluency.

Results

Results were not provided.

Baton Rouge Lutheran School | 090PS-141

Award amount: \$1,254.00 | Focus area: Strategies | Pupils: 30 | Evaluation score: 147

Project Description

This project introduced kindergarten and first grade students to technology tools that, when used regularly, will increase their visual and auditory learning.

Results

Thirty-three percent of K-1 students improved their skills checklist scores over 20 percent. All grade K-1 students utilized an Interest Center more than 20 times.

Bishop Noland Episcopal Day School | 090PS-142

Award amount: \$2,732.00 | Focus area: Strategies | Pupils: 38 | Evaluation score: 150

Project Description

This project provided a learning experience that incorporates technology into first grade reading classes.

Results

All first grade students showed at least a 5 percent improvement in reading skills.

St. Mark's Cathedral School | 090PS-143

Award amount: \$2,631.00 | Focus area: Strategies | Pupils: 25 | Evaluation score: N/A

Project Description

This project used innovative, research-based activities and strategies stressing critical thinking, collaboration, communication, and creativity to increase student achievement.

Results

Ninety-six percent of the fifth grade students improved 10 percent or more on the science test published by Curriculum Associates Publishers. Ninety-two percent of the fifth grade students improved 10 percent or more on the social studies test published by Curriculum Associates Publishers. All fifth grade students scored a scaled score of 612 or higher on the science subtest of the Stanford Achievement Test. All fifth grade students scored a scaled score of 603 or higher on the social studies subtest of the Stanford Achievement Test. Ninety-two percent of the fifth grade students made 10 percent or more improvement when comparing scores on the beginning-of-the-year rubric to the scored on the end-of-the-year rubric.

Ben's Ford Christian School | 090PS-144

Award amount: \$3,245.00 | Focus area: Strategies | Pupils: 17 | Evaluation score: 147

Project Description

This project used SMART technology so that kindergarten students will become more engaged in literacy instruction and, in turn, excel in their literacy scores.

Results

64.7 percent of the students scored at 55 percent or above on the ITED in language. Forty-seven percent of the students earned 55 percent or above on NPR in math.

St. Martin's Episcopal School | 090PS-145

Award amount: \$4,062.00 | Focus area: Strategies | Pupils: 200 | Evaluation score: N/A

Project Description

This project provided collaborative, hands-on, problem-solving skills to prepare students for entry into the 21st century workforce.

Results

Eighty-three percent of the students in grades 9-12 increased their proficiency by 10 percent in the area of critical thinking and problem-solving as measured by the Idea Lab pre- and post-self-evaluation assessment. Eighty-four percent of the students in grades 9-12 increased their proficiency by 10 percent in the area of collaboration and communication as measured by the Idea Lab pre- and post-self-evaluation assessment. Ninety-eight percent of the students in grades 9-12 increased their proficiency by 10 percent in the area of creativity and innovation as measured by the Idea Lab pre- and post- self-evaluation assessment.

St. Paul's Episcopal School | 090PS-146

Award amount: \$1,394.00 | Focus area: Strategies | Pupils: 18 | Evaluation score: 143

Project Description

This project provided student-learning experiences that incorporate iPad use along with SMART Board technology in math that improved academic achievement for 8th grade students in algebra.

Results

Eighty-three percent of eighth grade students scored above 75 percent on the end-of-year algebra test. All algebra teachers scored above a scale of three on the school produced six-point proficiency rubric.

Claiborne Christian Academy | 090PS-147

Award amount: \$3,082.00 | Focus area: Strategies | Pupils: 10 | Evaluation score: 141

Project Description

This project provided foundation skills for students who do not meet minimum requirements for English and language arts and to increase scores of those students who do.

Results

Seventy percent of our targeted students scored basic or above on language portion of IOWA test. 70 percent of third grade students scored basic or above on language portion of iLEAP.

Episcopal High School Baton Rouge | 090PS-148

Award amount: \$7,283.00 | Focus area: Strategies | Pupils: 58 | Evaluation score: N/A

Project Description

This project advanced students' science understanding in physics and environmental science using Physics Modeling, Inquiry, and Problem-Based Learning approaches. Through the use of collaborative presentation skills with iPad applications, the students improved their ability to share, develop, express, and understand scientific concepts.

Results

Eighty percent of students increased their understanding of the scientific content by 30 percent via the use of cooperative learning using digital media with the iPads. Eighty percent of students in this project increased their skills at communicating and presenting scientific understanding and results by 30 percent as determined by the teacher designed survey and by comparing lab reports and presentation pre- and post-plan.

Hosanna Christian Academy | 090PS-149

Award amount: \$4,405.00 | Focus area: Strategies | Pupils: 100 | Evaluation score: 140

Project Description

This grant increased student performance in core content areas of kindergarten through the use of integrative technology, MimioTeach Interactive Whiteboard.

Results

Ninety-six percent of the students in the kindergarten class demonstrated a 5 percent improvement in math and reading as measured by the HCA Kindergarten Readiness Assessment program.

St. Matthew's Episcopal School | 090PS-150

Award amount: \$1,394.00 | Focus area: Strategies | Pupils: 125 | Evaluation score: N/A

Project Description

This project increased math score through assessment and Renaissance Learning online.

Results

Students in grades 1-7 improved their math scores by at least 5 percent on the Stanford Achievement test.

Southland Christian Academy | 090PS-151

Award amount: \$897.00 | Focus area: Strategies | Pupils: 50 | Evaluation score: 118

Project Description

This project continued to improve the classroom educational experience by providing student and teacher access to technology.

Results

Seventy-five percent of students in grades 7-12 increased language arts test scores by 3 percent evidenced by SAT scores.

Boutte Christian Academy | 090PS-152

Award amount: \$1,930.00 | Focus area: Strategies | Pupils: 48 | Evaluation score: 146

Project Description

This project afforded students in the fifth, sixth, seventh, and eighth grade additional opportunities to write in language arts.

Results

Eighty-four percent of targeted 3rd graders increased by 5 percent or more on the "Problem solving/Data Interpretation" on the ITBS. Sixty percent of targeted fourth graders increased by 5 percent or more on the "Problem solving/Data Interpretation" on the 2014 ITBS. Sixty-seven percent of targeted fifth graders increased by 5 percent or more on the "Problem solving/Data Interpretation" on the 2014 ITBS. The targeted students in sixth grade did not increase by 5 percent as anticipated. All targeted seventh graders increased by 5 percent or more on the "Problem solving/Data Interpretation" on the 2014 ITBS. 76 percent of targeted eighth graders increased by 5 percent or more on the "Problem solving/Data Interpretation" on the 2014 ITBS.

Parkview Baptist School | 090PS-153

Award amount: \$10,582.00 | Focus area: Strategies | Pupils: 84 | Evaluation score: 139

Project Description

This project engaged students in active learning. Teachers used this program to differentiate students' learning in the classroom by adapting lessons to meet individual learning styles and customize lessons that meet individual student's needs.

Results

Seventy-four percent of the math students showed a 4 percent increase or better on their seventh grade mid-term exam, and 76 percent of the seventh grade students scored 80 percent or higher on the math final exam.

St. Luke's Episcopal Day School | 090PS-154

Award amount: \$2,872.00 | Focus area: Strategies | Pupils: 21 | Evaluation score: N/A

Project Description

This project provided kindergarten students more availability to literacy and math strategies to enhance beginning learning skills by integrating additional iPad technology into the literacy and math center focused groups.

Results

Eighty-eight percent of the targeted kindergarten students will be on or above level with end-of-year kindergarten skill sets and benchmarks as designated through the St. Luke's curriculum.

Grace Episcopal School | 090PS-155

Award amount: \$2,016.00 | Focus area: Strategies | Pupils: 72 | Evaluation score: 143

Project Description

This project incorporated clickers, or student response systems, in Middle School Writing classrooms to promote active learning.

Results

Eighty-five percent of middle school students increased perception regarding mastery of writing content using the attitude and perception survey. Eighty-nine percent of middle school students felt that participation with clickers for class discussion improved their grade in the course. Eighty-six percent felt that participation with clickers improved their understanding of the subject content. All middle school students enjoyed using clickers in the classroom. Ninety-two percent would recommend using them again in the classroom. Identified middle school students increased ITBS percentile Rank of Private Normed Language scores by 2 percent by Spring 2014 (spelling, capitalization, punctuation, usage, and expression).

St. George's Episcopal School | 090PS-156

Award amount: \$2,467.00 | Focus area: Strategies | Pupils: 40 | Evaluation score: N/A

Project Description

This project increased our leveled book collection of high-quality reading materials for our kindergarten and first grade students to improve overall reading achievement.

Results

All kindergarten students achieved reading scores in the Strategic and Core categories on the April 2014 DIBELS assessment. Seventy-six percent of first grade students achieved reading scores in the Strategic and Core categories on the April 2014 DIBELS assessment.

Family Community Christian | 090PS-158

Award amount: \$3,868.00 | Focus area: Strategies | Pupils: 70 | Evaluation score: 141

Project Description

This grant improved student achievement by integrating technology with math and literacy strategies and business applications.

Results

Ninth graders improved their languages scores by .63 on Explore test. Tenth graders improved their language scores by 1.29 on Plan test. Ninth graders improved their math scores by .79 on Explore test. Tenth graders improved their math scores by .11 on Explore test.

Trinity Episcopal School | 090PS-159

Award amount: \$2,950.00 | Focus area: Strategies | Pupils: 28 | Evaluation score: 112

Project Description

This project provided literacy and language support for students' struggling in Reading/Writing in English across the curriculum.

Results

Ninety-one percent of students earned a C or above in English and math. Sixty-five percent of students scored at the fourth stanine or above on Educational Research Bureau Achievement Tests in reading, writing, and math. Ninety-two percent of students scored at or above grade level in reading on the Gates-MacGinitie Reading Test.



Statewide Grant Programs

FY 2013–2014

BESE Allocation: \$12,221,500

Percent of Total Allocation: 52.3%

Programs Funded: 11

Constitutional Category:

To fund exemplary programs

Comprehensive Performance Management System (LDE)

The Early Childhood Literacy Program (LDE)

Constitutional Category:

Research or Pilot Programs

LEAP for the 21st Century (LDE)

New Schools Incubation (LDE)

Expanding High School Choice (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 Louisiana Instructional Materials 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)

Comprehensive Performance Management System (LDE) | S067

Award amount: \$532,074.00 | Constitutional category: Exemplary Programs | Evaluation score: 144

Objectives

By October 1, 90 percent of new evaluators will participate in Comprehensive Performance Management System (Compass) training on the observation process and the student growth measure component.

By November 1, 80 percent of teachers using the CIS data system will have a minimum of two student learning targets approved by their evaluators and documented in the system.

By January 1, 80 percent of teachers and leaders using the CIS will have had one observation or site visit, for which ratings and comments are documented in the system.

By May, 80 percent of teachers and leaders using the CIS will have had at least two observations or site visits, for which ratings and comments are documented in the system.

By July 1, 80 percent of teachers and leaders using the CIS will have final ratings on student learning targets entered into the system.

Results

All educators that participated in Compass training from July 1, 2013 to December 15, 2013 were certified to become Compass evaluators, for a total of 566 new evaluators.

Sixty-five percent of teachers using CIS had a minimum of two SLTs entered into the system.

Sixty-nine percent of teachers using CIS and 64 percent of leaders using CIS had at least one observation entered into the system by their evaluator.

69.25 percent of the teachers using CIS had two or more observations completed in CIS, and 36.49 percent of the leaders had two or more observations completed.

80.39 percent of teachers using CIS had a final rating on student learning targets that were entered in the system.

Seven educator preparation pilots were identified and five received funding in 2013-2014

Observations

The participants served by the project were consistent with the role and number of participants presented in the approved program application. Participants included public and independent (charter and virtual) special, elementary, middle, and high school teachers and principals and local education agency staff.

The program personnel contacted, interviewed and observed were consistent with those identified in the approved project application. These included LDE state-level administrators, Compass professional development staff, special school administrators, district personnel, assistant principals, principals, instructional coaches and teachers.

The scope of activities observed on site visits was consistent with the kinds of activities identified in the approved project application. The activities included evaluator training, in-service activities, professional development programs, observations of school staff conducting teacher observations, and administrators entering data into the

Compass Information System. Participants seemed confident, comfortable, and effective in conducting the Compass observation process, entering data and providing complementary coaching and professional development.

The project's goals, objectives, and results were consistent with the assigned constitutional category.

During site visits testimony was received, observations were made and documentation was reviewed that indicated the program was being conducted consistent with the approved program application. This evidence indicated that project activities were conducted to address stated project objectives. The end of year report and associated documentation provided quantitative and other forms of evidence concerning the achievement of forecasted project objectives.

Initial Evaluation Form Responses, site visits and the end of year report with associated documentation indicated that the project did achieve significant progress toward and achievement of results forecasted in the project's approved application. However, mitigating conditions emerged after the program application was submitted that prudently required reasonable adjustments to some timelines and performance standards. These factors affected achievement of the forecasted performance standards within the program's objectives. Additionally, the end-of-year report stated that the Compass Information System (CIS) provided multiple opportunities for school, district, and LDE leaders to review Compass evaluation data and information throughout the year. As a result of these data reviews, significant changes were made to guidance that leads educators to engage in best practices in goal setting, observation and feedback. Further study is underway to capture opportunities for improvement specifically related to teacher instructional practice and assessment systems to monitor progress toward goals set for students.

Recommendations

Continue to build the program's core Compass leadership cadre while inducting and developing new professional staff for the program. The End-of-Year Compass Implementation Report's charts indicated high levels of participation, but growth opportunities remain. The challenge will be to refine the quality and effectiveness of the program while also closing gaps in program participation.

Continue to solidify state and local district capacity and skill in the implementation of the program. Ensure LDE staff leadership and organizational continuity with the Compass program is sustained and advanced. Build and refine the administrative and tactical aspects of the program as it advances into the next, higher level of implementation.

Continue to provide broad, deep and intense, needs-based professional development activities among the LDE, local education agency and school staff. Those activities should provide a spectrum of activities that address basic needs of new participants and more advanced, sophisticated growth opportunities for emerging veterans of the program. Also, carefully analyze emerging data and anecdotal information about unique situations, issues, and problems that are challenges to 100 percent participation and maximum achievement of program goals and associated objectives.

Continue to design program objectives that are both SMART and reconciled to the exceptional challenges associated with the implementation of a large-scale public policy initiative that prudently responds to dynamic implementation conditions. These conditions include policy and administrative changes, formative information, timelines, and appropriate accommodations for program administrators at the district and school levels. Particular attention must be given to the challenges associated with interfacing state and local data management technologies.

Continue to use a mixed method evaluation strategy that combines data analysis, participant subjective judgments and external program evaluation that guide the program toward maximum implementation effectiveness. The Harris

report on the Louisiana System of Accountability provides credible, valid ideas and perspectives on the current system. That report and other external perspectives should be considered when designing the tactical and operational dimensions of future 8(g) funded Compass programs.

The program forecasted five SMART objectives with performance standards that were ambitious, but reasonable. However, given unexpected field conditions, some accommodations were made to participants that were fair and prudent, but affected results.

The Early Childhood Literacy Program (LDE) | S069

Award amount: \$817,926.00 | Constitutional category: Exemplary Programs | Evaluation score: 150

Objectives

Resulting from the Early Childhood Care and Education Network, 80 percent of the 4 year old children involved in pre-kindergarten programs in Community Network Pilots will show an increase from their pre-test to post-test on the child assessment.

Resulting from the Early Childhood Care and Education Network, 90 percent of the programs will be evaluated by a new program assessment tool (CLASS Assessment) to assist with program evaluation.

Resulting from the Early Childhood Care and Education Network, 90 percent of the early childhood programs involved in the Community Network Pilots that serve 4- year-olds will participate in a common application process in the Spring of 2014.

Results

Eighty-eight percent of 4-year-olds involved in pre-kindergarten programs in Community Network Pilots achieved growth from the pre-test to post-test on Teaching Strategies GOLD.

Ninety percent of programs had at least one CLASS observation completed.

All programs participated in a common application process.

Observations

The participants served by the project were twice the number forecasted in the approved project application. (10,000 forecasted; 20,535 served.) The first year of the early childhood community network pilot effort resulted in increased collaboration by local leaders, improved access to information and supports for families, and allowed for teachers to be better equipped to have high-quality interactions with children. With the launch of cohort 2 pilots in April 2014, the number of communities involved in the pilot more than doubled (from 15 parishes to 31), an additional 1,600 teachers received training and support, and more than half of the state's at-risk children are now enrolled in pilot programs. Generally, project participants provided pilot sites with an appropriate cohort group to conduct the pilot and to set a reasonable foundation for the pilot to transition into the next year of the pilot schedule.

Program personnel contacted, interviewed and observed were consistent with those identified in the approved project application. Local administrators were very cooperative and eager to share testimony, information and data about their respective pilot site programs. It was particularly impressive to note the generally good to excellent cooperation and coordination between local public school program staff and private providers.

The scope of activities observed on site visits was consistent with the kinds of activities identified in the approved project application. Another major success of the program is the expansion of the pilot effort within communities. Each of the cohort 1 pilots is now working to add childcare centers in 2014-15. For those childcare centers, that means their teachers will receive the training and supports related to the Early Learning and Development Standards, CLASS, and Teaching Strategies GOLD. The children in those centers will therefore have teachers who are actively working to improve their practice and deliver higher-quality lessons.

The projects goals, objectives, and results were consistent with the assigned constitutional category.

During site visits testimony was received, observations were made and documentation was reviewed that indicated the program was being conducted consistent with the approved program application and its stated program objectives. Site visits, telephone interviews and the end of year report provided quantitative and other forms of evidence concerning the successful achievement of forecasted project objectives. Evaluation information was also used to refine and improve the next year's pilot program.

Initial Evaluation Form Responses, site visits and the end of year report with associated documentation indicated that the project did achieve the results forecasted in the project's approved application. The successes from the first year are resulting in more communities wanting to create a pilot network. Communities who are not currently in cohort 1 or 2 are expressing their intent to join cohort 3, which is expected to launch in spring 2015. All of this work by communities is leading to improved environments that foster learning and development and teachers who are better equipped to work with children to achieve kindergarten readiness.

Recommendations

The gain in the number of children forecasted for participation (10,000) and those actually served (20,535) was exceptionally impressive. Continue to provide state and local support for effective program communications and recruitment strategies and techniques especially among rural communities and small local school districts. Efforts should continue with the identification of children with special or exceptional learning needs and providing for required or appropriate auxiliary services.

A consistent pattern in site visits was the excellent quality of local program leadership. They were genuinely invested in and enthusiastic about the program and achieving program objectives. Local interviews frequently generated complementary remarks about the openness of state administrative staff to both positive and constructively critical comments about the pilot program. As the program continues progress toward full statewide implementation, continue to seek and/or develop both state and local leadership capacity. As the program expands, it may be more challenging to find, engage and retain the quality local leadership common in this year's initial pilot efforts.

Continue the evolution of the program from its present pilot foundation toward full state implementation. In that evolution continue to refine the associated curriculum and associated early childhood education pedagogy informed by current and emerging professional research and standards for early childhood education and the insights gleaned from this and subsequent pilot programs. Administrative, policy and fiscal attention should also be given to the development of strategies that continue to align public and private pre-school programs and services such as transportation, professional development and the articulation of pre-school programs with kindergarten programs. Although the current "braided" funding technique appears to be functional, continuing attention must be given to a pre-school fiscal structure that properly and uniformly funds quality early childhood education programs.

The project's goals, objectives, and results were consistent with its assigned constitutional category. The BESE and LDoE staff should continue to advocate for this program which appears to enjoy very positive support in pilot sites, generates valued educational results, and continues to emerge as a major national trend in education.

Continue to use and investigate mixed method evaluation strategies and techniques that provide quantitative data and anecdotal information that informs further refinements to the program. Give particular attention to whether the program's strategic goals are being realized through progressive achievement of the each year's pilot programs objectives.

Continue to refine 8(g) program objectives so that they are both SMART yet general enough to inform the design and implementation of the Early Childhood Care and Education Networks four key strategies.

Louisiana Educational Assessment Program (LEAP) for the 21st Century (LDE) | S005

Award amount: \$3,861,500.00 | Constitutional category: Research or Pilot Programs | Evaluation score: 132

Objectives

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

Prior to each test administration, the LDE Office of Assessments and Accountability and the testing contractor will produce the testing materials including EOC and LEAP tests and manual for 100 percent of the children.

The Office of Assessments and Accountability, in collaboration with the testing contractor, will produce a December test and a May test for Algebra I, English II, Geometry, Biology, English II, and the U.S. History End-of-Course assessments for 2013-2014 operational testing which is year seven of the EOC testing program. The Office of Assessments and Accountability, in collaboration with the testing contractor, will produce spring tests for LEAP (grades 4 and 8) and iLEAP (grades 3,5,6, and 7) which will test English Language Arts and mathematics Common Core items for the first time in 2013-2014.

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

The Office of Assessments used comments from test administrators and test coordinators to guide improvements in the End-of-Course (EOC) test coordinators and test administration manuals for future test administrations. During the December 2013 EOC testing window and the May 2014 EOC testing window, test administrators and test coordinators were asked to complete 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 2014-15 school year.

The LDE Office of Assessments and Accountability and the testing contractor produced the testing materials including EOC and LEAP tests and manuals for 100 percent of the children.

The Office of Assessments, in collaboration with the testing contractor, produced EOC Test Administration Manuals for the December and May test administrations; the online field test manual for May 2014, and the LEAP/iLEAP/LAA 2 Test Coordinators Manual, LEAP Test Administration Manual, and the iLEAP Test Administration Manual for spring 2014.

The Office of Assessments, in collaboration with the testing contractor, produced Algebra 1, English II, English III, Geometry, Biology, and US History EOC tests for the December 2013 and May 2014 test administrations.

Student Participation Data:

Algebra I:	46,957
Geometry:	42,956
English II:	45,058
English III:	39,804
Biology:	45,527
U.S. History:	40,389

Observations

Students were very aware of the testing program.

There was a commitment to improved student achievement expressed by all teachers and school administrators.

Counselors, in particular, were overwhelmed by the number of tests given, the scheduling of so many tests and the requirements for special populations.

Not all schools were adequately equipped to have on-line testing due to a lack of broadband connectivity and/or number of available computers.

Constitutional category requirements were observed.

The objectives were met. Teachers/test coordinators did receive test materials and manuals according to schedule.

The testing program almost seemed overwhelming at some schools due to the number of tests, the scheduling challenges, the lack of proper equipment and the lack of support from the district(s) and state. But, all were working hard to meet these challenges.

Recommendations

Students need a clear understanding of the materials that are to be tested and should have the appropriate equipment to complete all testing requirements.

Personnel at the state and local level need timely and direct information. School personnel need informative training on tested content/materials and on the testing procedures for all populations.

The number of scheduled tests, the requirements for special population testing and the timing of tests should be studied closely by the LDE.

Teacher preparation should be a priority. All schools should be adequately equipped to administer the required tests.

Despite many challenges for the testing program, the participants were tested as planned and the objectives of the grant were met.

New Schools Incubation (LDE) | S074

Award amount: \$2,250,000.00 | Constitutional category: Research or Pilot Programs | Evaluation score: 134

Objectives

By July 31, 2013, the Louisiana Department of Education (LDE) will receive 25 successful applications.

By June 30, 2014, LDE will authorize 25 charter schools from Believe and Succeed applicants.

By June 30, 2013, 100 percent of the Recovery School District transformation schools will be staffed for school opening.

Results

The Department received 72 total applications for funds – 39 in Round 1 and 33 in Round 2.

The Department and local districts received 4 applications from grant recipients:

Boy's Life Prep – East Baton Rouge Parish

GEO Foundation – East Baton Rouge Parish

Kingdom Collegiate Academy of Excellence – Lafayette Parish

Outlearn Charter School – Orleans Parish

Four new school development grant recipients are on track to become the leaders of autonomous schools by the fall of 2015.

Six additional new school development grant recipients are on track to become the leaders of autonomous schools by the fall of 2016.

All RSD schools were completely staffed for the 2013-2014 school year.

Observations

The participants and organizations served by the project were consistent with the role and number of participants presented in the approved project application. They were a very diverse, eclectic set of people and organizations, but all were consistently enthusiastic and positive about the opportunity to incubate new, quality education options for children and provide quality leadership for those new school options. Also consistent was the creative challenge of understanding and applying strategies and techniques that would actually yield new schools and excellent quality leadership for those schools.

The project personnel contacted, interviewed and observed was consistent with those identified in the approved project application. Among personnel contacted, interviewed and observed were LDE staff, local district superintendents, assistant superintendents instructional supervisor, charter school administrators, teachers, and grant award recipients. This year's new LDE New School Incubation staff were significantly more engaged in the strategic, tactical and

operation oversight of the program at both the state and local level. Many positive comments were offered about the state level support and guidance. Direct and telephone interviews were conducted with most of the teachers awarded grants for participants in the Teachers' College Summer Principals Academy. They were very appreciative of the support and commented very favorably on the quality of the preparation program and their firm commitment to provide leadership to new, emerging schools.

The scope of activities observed on site visits was consistent with the kinds of activities identified in the approved project application. These activities included efforts to identify, nurture and productively engage individuals and organizations in incubating new school options and associated leadership for those schools.

The projects goals, objectives, and results were consistent with the assigned constitutional category.

During site visits testimony was received, observations were made and documentation was reviewed that indicated the program was being conducted consistent with the approved program application. This evidence indicated that project activities were being conducted to address stated project objectives. The end of year report provided quantitative and other forms of evidence concerning the achievement of forecasted project objectives.

Initial Evaluation Form Responses, site visits and the end of year report with associated documentation indicated that the project was attempting to achieve the results forecasted in the project's approved application.

Recommendations

Conduct a critical analysis and evaluation of the participants in this year's program. In the analysis and evaluation focus specifically on which people, systems, charter school providers and organizations emerged as particularly effective advocates for charter and new schools and were best positioned to actually start highly effective, quality school options. Review the Columbia University program for insights into how many charter leaders completed the program and why they were placed into existing or emerging charter school leadership positions.

Use the information to refine the program's ability to address participants' professional, practical and fiscal needs. Use that information to inform future grant award selection processes.

Continue to scan the professional environment both in and out of Louisiana for high-potential leadership talent capable of generating strong, successful proposals for new, high-quality schools or assuming major leadership in new schools. Give particular attention to identifying people who not only have the ability to conceptualize how to create new, quality schools, but also have the practical skills set to bring those ideas to realization.

Conduct a critical cost-benefit analysis to determine which facets of the program are actually yielding the most desirable and valued results for the precious funds available for incubation efforts.

Continue to monitor the charter school landscape for successful or highly promising activities in other states and among charter school advocacy organizations for the most effective practices.

The project's goals, objectives, and results were consistent with its assigned constitutional category. However, continue to generate hard evidence of how 8(g) funds contributed explicitly to creating new schools and placing quality leadership into those new schools.

In future applications exercise care in defining program objectives that are SMART. Give special attention to ambitious, but reasonable performance standards and that achievement of those objectives are set within BESE's annual 8(g) timeframes.

The nature of the quality school incubation process requires a delicate balance between creative, innovative, nurturing strategies and tactics and the actual delivery of the expected results: new or transformed schools with exceptional professional leadership that deliver valued educational results. Continue to refine the incubation process to ensure that there is the highest correlation between efforts and results.

Expanding High School Choice (LDE) | S073

Award amount: \$4,275,000.00 | Constitutional category: Research or Pilot Programs | Evaluation score: 132

Objectives

Provide increased access to diverse course opportunities aligned to student pathways. Course Choice will increase from 0 students enrolled in 2012-2013 to a minimum of 4,500 students enrolled for the 2013-2014 school year.

Increase the percentage of students experiencing a “successful” Advanced Placement®/IB experience and attainment of 3 or above on the exam from approximately 6.3 percent in 2012-2013 to 11 percent in 2013-2014.

The Louisiana Department of Education will successfully implement the ACT assessment series statewide, including EXPLORE in eighth and ninth grade, PLAN in tenth grade, and ACT in eleventh grade. Data from these exams will be used to identify and make available to students AP/IB courses. Utilizing this data the number of schools offering AP courses to students will increase from 51 percent in 2012-2013 to 75 percent in 2013-2014.

Results

During the 2013-14 academic year, 2,196 students were enrolled in courses.

Thirty percent of students taking an AP exam experienced success of scoring a 3 or above.

74.2 percent of public high schools statewide offered AP coursework during the 2013-2014 academic year.

Observations

Most students interviewed during site visits were enthusiastic about the classes they were taking, especially those offered in the technical area such as welding, cosmetology and culinary skills. They expected to complete the courses and gain the certifications needed for gainful employment.

Some students enrolled in academic classes expressed frustration with the lack of communication with their “virtual teachers” and support for the classes.

School personnel expressed some frustrations with the overall program. Most indicated that they lacked a clear understanding of the overall program and a lack of training to implement the program. In most cases, school counselors were responsible for this program.

Program met constitutional requirements.

The program’s objective was clear, but the implementation was difficult for many participant schools. The CAC Counselors are commended for working closely with the school counselors to meet the challenges.

Recommendations

All enrollments need to be initiated by the schools with careful consideration given to screening students for chosen classes before enrollment.

All personnel involved in the program need extensive training on the requirements and guidelines for the School Choice program. School counselors want training beyond the webinars. Vendors need to be carefully screened for educational knowledge, background and experience. Vendors with poor records should be eliminated, especially those with high failure and non-completion rates.

Activity problems should be addressed. There should be consistent guidelines that are followed by all vendors and schools. Communication should be greatly improved between all involved in the program.

All vendors should be evaluated by the participant students and schools and those evaluation results made available to schools/students/parents for use in choosing future courses and participation.

The merit of offering classes to meet the needs of all students is commendable, but classes and providers need to be of the highest quality.

Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Deaf (LSD) | S036A

Award amount: \$30,000.00 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score: 150

Objectives

Eighty percent of the targeted students will read 10 Accelerated Reader books in their Zone of Proximal Development range and pass at least 15 Accelerated Reader quizzes on those books by the end of the year.

Eighty percent of the targeted students will read 12 Accelerated Reader books in their Zone of Proximal Development range and pass at least six Accelerated Reader quizzes on those books by the end of the year.

Eighty percent of the targeted students will read eight Accelerated Reader books in their Zone of Proximal Development range and pass at least four Accelerated Reader quizzes on those books by the end of the year.

Results

Eighty-six percent of the targeted students will read 20 Accelerated Reader books in their Zone of Proximal Development range and pass at least 15 Accelerated Reader quizzes on those books by the end of the year.

Ninety-one percent of the targeted students will read 12 Accelerated Reader books in their Zone of Proximal Development range and pass at least six Accelerated Reader quizzes on those books by the end of the year.

Eighty-three percent of the targeted students will read eight Accelerated Reader books in their Zone of Proximal Development range and pass at least four Accelerated Reader quizzes on those books by the end of the year.

Observations

Students were enthusiastic about the AR Program. All students in grades 2-12 were able to participate in the program.

The librarian and teachers worked together to implement the AR Program.

Activities to promote the Accelerated Reading Program were creative and interesting to the students. The librarian initiated contests and rewards for student participants.

Constitutional category requirements were met.

There was on-going evaluation of the program through the AR Program reports.

This was a very successful program. Students were eager participants and the librarian very creative in promoting reading achievement for all students.

Comprehensive records were kept at all levels of the program.

Recommendations

This program met a clearly identified need of students attending the LSD and funding should continue.

Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Visually Impaired | S036B

Award amount: \$30,000 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score: 135

Objectives

Eighty percent of the participating visually impaired students at LSVI, will show progress as evidenced by increased state test scores.

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

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.

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

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.

Results

Eighty percent of the students in the academic component of the program for vocational/academic 8(g) grants showed progress as evidenced by increased state test scores by the end of the 2014 school year as measured by LAA1, LAA2, iLEAP, End of Course tests.

Eighty-four percent of the students in the vocational component of the vocational/academic 8(g) grant demonstrated satisfactory vocational skills.

All participating visually impaired students at LSVI demonstrated progress by performing at the independent level in one of the extended core curriculum areas of communication modes and literacy or daily living and social interactions, as demonstrated by the results on the Oregon Project for the Visually Impaired Skills List.

Eighty percent of the participating visually impaired students at LSVI demonstrated 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.

Eighty-four 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 the results on the Checklist for Musical Skills.

Observations

The participants served by the project appeared to be consistent with the number of participants, grade levels and subject areas presented in the approved project application. According to the approved program application, 69 students were forecasted for services. The end of year report indicated that some students left the LSVI and others were enrolled. However, the net number of students who were expected to benefit from the program remained at approximately 69.

The project personnel contacted, interviewed and observed was consistent with those identified in the approved project application.

The scope of activities observed on site visits was consistent with the kinds of activities identified in the approved project application.

The project's goals, objectives, and results were consistent with the assigned constitutional category.

During site visits testimony was received, observations were made and documentation was reviewed that indicated the program was being conducted consistent with the approved program application. This evidence indicated that project activities were being conducted to address stated project objectives.

Formative evaluation information such as the Initial Evaluation Form Responses and site visits indicated that the project was progressing toward achievement of results forecasted in the project's approved application.

Recommendations

The site visit provided excellent observational evidence that the program's administrative and professional staffs were deeply and enthusiastically invested in the program and were utilizing the 8(g) fund resources to address LSVI's mission, goals and priority objectives.

The program's curricular, instructional, technology and professional development activities appeared to be consistent with current international and national educational standards for blind or visually impaired students.

The narrative information and inferences from other data and information sources about the project provide substantive evidence that LSVI students received important, positive, useful benefits as a result of the program.

Future program applications and associated evaluative reports need to have more explicit, linear relationships between the program objectives, performance standards and quantifiable evaluation data especially key quantitative references such as base numbers and percentages of students forecasted for services, those benefiting from the respective activities and the forecasted performance standards.

Academic/Vocational Enhancement of BESE Special Schools – Special Education Center (SEC) | S036C

Award amount: \$30,000.00 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score: 150

Objectives

Fifty percent of the participating students will demonstrate growth in ELA (English language arts) skills within their current (student differentiated level) for at least one monthly check point during the school year. There are 3 student differentiated levels (Level 1, Level 2, and Level 3.) Monthly Checkpoints are designed specifically for the grade level band and for the content that is presented in the unit materials. This growth will be measured by comparison of pre and post test scores (within the monthly checkpoint).

Twenty-five percent of the participating students will demonstrate growth in Numeracy (math) skills within their current (student differentiated level) for at least one monthly checkpoint during the school year. There are 3 student differentiated levels (Level 1, Level 2, and Level 3.) Monthly Checkpoints are designed specifically for the grade level band and for the content that is presented in the unit materials. This growth will be measured by comparison of pre and post test scores (within the monthly checkpoint).

Results

Fifty percent of the participating students demonstrated growth in ELA skills within their current (student differentiated level) for at least one monthly checkpoint during the school year.

Twenty-five percent of the participating students demonstrated growth in Numeracy (Math) skills within their current (student differentiated level) for at least one monthly checkpoint during the school year.

Observations

Students were engaged in a variety of technology enhanced activities. Students were enjoying the learning activities. Most of the students seen had multiple physical and mental handicaps, yet were fully engaged in academic activities.

The personnel of the SEC were knowledgeable about the program, enthusiastic about teaching with technology and extremely patient with all students. All were exceptionally well-trained for the program.

Activities incorporated technology equipment that met the special needs of the students. Literacy and numeracy activities were geared toward the curriculum requirements for the students. Technology facilitated access to the curriculum at their identified levels. Many of the pieces of equipment were adapted to meet the special needs of students.

Constitutional category requirements were met.

The objectives were clearly written and the evaluation process was aligned to the objectives. Progress was measured by pre and post tests using the online Unique Learning System Assessment for Literacy and Numeracy.

The program was very successful. Teachers were very well trained in the use of assistive technology and accessible instructional materials. The use of adaptive equipment, special software and apps allowed these students to meet the academic achievement objectives of the curriculum.

Recommendations

Funding should continue, and increase if possible, as there are many new materials and adaptive equipment available to meet the needs of these special needs students.

Enhancement of the Louisiana Instructional Materials Center for the Blind and Visually Impaired | S016A

Award amount: \$75,000.00 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score 150

Objectives

The Louisiana Instructional Materials Center (LIMC) for the Blind and Visually Impaired Satisfaction Survey will be completed by at least one professional directly serving students who are blind or partially sighted at the Louisiana School for the Visually Impaired (LSVI) and in five of the state regions.

The results will equal to an 85 percent satisfaction rate or an average of 4/5 on a 5 point Likert scale.

Results

Seven of the eight state regions and LSVI responded to the end-of-year survey, exceeding the goal of five region responses and LSVI.

The satisfaction rate of 97.8 percent, or an average of 4.89/5 on a five-point Likert scale, was measured by a list of agencies returning the survey.

Observations

Participants expressed great satisfaction with the LIMC library. These instructional materials insured that participants were able to meet their identified needs.

Personnel were very satisfied with the LIMC library. They noted, in particular, the quick turn-around in orders and the support given by the LIMC personnel.

Activities were achieved in a timely manner with the support of the LIMC personnel.

Constitutional requirements were met.

Objectives were clearly understood and an evaluation process was in place.

This is a very efficiently run lending library and a strong support system for visually impaired students and their teachers.

Recommendations

This is a much needed resource for visually impaired students around the state.

Due to the continually rising costs of large print and Braille books and materials, funding should be increased.

World Language Model Program (LDE) | S003

Award amount: \$170,000.00 | Constitutional category: Teaching of Foreign Languages | Evaluation score 150

Objectives

The Louisiana Department of Education will provide training, required by the U.S. Department of State, July 29-August 1, 2013, for approximately 100 foreign associate teachers of French and Spanish (in their first through third years of J-1 exchange visa participation).

The Louisiana Department of Education will recruit and place 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.

Seventy percent of students take level 1 French or Spanish proficiency exams or who submit portfolios, (Bulletin 751, section 2314) will pass and receive Carnegie credit.

Results

Sixty-nine new foreign associate teachers of French and Spanish were recruited (based on February 2013 preliminary requests from schools and districts) for the 2013-2014 school year.

155 foreign associate teachers participated in the orientation session and the program included attention to the Common Core State Standards and Compass.

Eighty-six percent of students who took a Level I French proficiency exam passed and received Carnegie credit. Eighty-eight percent of students who took a Level 1 Spanish proficiency exam passed and received Carnegie credit.

Observations

The participants served by the project were consistent with the role and number of participants presented in the approved project application. During the 2013-14 school year, five immersion schools earned State-certified Immersion School status. Also, Students who graduate from high school with proficiency in a world language will now be eligible to graduate high school with a Seal of Biliteracy affixed to their diploma (Act 99, 2014 Louisiana Legislature).

The state and local project personnel contacted, interviewed and observed were consistent with those identified in the approved project application. The French Government provides a full-time employee housed at the LDE to assist in supporting the 8(g) Model Foreign Language Program.

The scope of activities observed on site visits was consistent with the kinds of activities identified in the approved project application. Year-long plans, unit plans, and resources for immersion aligned to the Common Core State Standards are in the process of being added to the LDE website, attributable to this grant and the Louisiana Renaissance Language Immersion 8(g) grant.

The projects goals, objectives, and results were consistent with the assigned constitutional category.

During site visits testimony was received, observations were made and documentation was reviewed that indicated the program was being conducted consistent with the approved program application.

This evidence indicated that project activities were being conducted to address stated project objectives. The end of year report provided quantitative and other forms of evidence concerning the achievement of forecasted project objectives.

Meetings with state and local level program administrative personnel, the Initial Evaluation Form Responses, site visits and the end of year report with associated documentation provided formative and summative evaluation information and data that the program was progressing toward and did achieve the results forecasted in the project's approved application. LDE staff noted that Louisiana immersion students, as a general rule, continue to outperform non-immersion students of the same socio-economic status on LEAP and iLEAP as reported by district / school supervisors.

Approximately 200 Louisiana French immersion students earned internationally recognized diplomas in French language proficiency during the 2013-14 school year.

Recommendations

Continue to analyze critically the unique nature of successful World Language immersion programs and use adaptable strategies and techniques to encourage enrollment in French, Spanish and other emerging World Language immersion programs that serve Louisiana's increasingly diverse student populations. Perhaps such decisions could be served by access to Home Language Survey data and information.

Review emerging data from the Compass and District and School Accountability programs for data trends that might identify particularly effective foreign associates and illuminate their exceptionally effective instructional practices. Use that information to inform associate selection decisions, system and school placements and professional development activities.

Continue to refine intervention techniques for those occasional associates who encounter especially difficult transitional issues into schools or with their instructional practices.

Continue to refine staff professional development activities that complement present and emerging educational initiatives.

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. Also, seek and identify pedagogical techniques used by associates that can be shared with other subject matter teachers. Some of the classroom observations of associates revealed some exceptionally good, effective questioning and group discussion techniques, which are critical instructional areas with Compass.

Continue to be sensitive to the particular funding requirements of this constitutional category and the importance of generating strong evidence of program effectiveness that justify sustaining and increasing funding for the program.

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. Give specific attention to resolving data collection issues that negatively impact the evaluation process or forecasts about the number of foreign associates needed for the program.

Using the Compass system's value added data, identify instructional techniques for foreign language associates to identify and replicate positive, successful methodologies that generate high-value results that justify continuing program funding support.

Louisiana Renaissance Language Immersion Program (LDE) | S072

Award amount: \$150,000.00 | Constitutional category: Teaching of Foreign Languages | Evaluation score 150

Objectives

Seventy-five percent of the total number of middle school (6th-8th) science students in Calcasieu's French immersion settings will exhibit growth in French language proficiency during the academic year as measured by their score on the Louisiana Grade Level Immersion Language Checklists.

Seventy-five percent of the total number of all students in Audubon Charter School who have access to the interventionist provided with this sub grant will exhibit growth in language proficiency during the academic year as measured by their score on the Louisiana Grade Level Immersion Language Checklists.

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 with this sub grant will exhibit growth in language proficiency during the academic year as measured by their score on the Louisiana Grade Level Immersion Language Checklists.

Results

Seventy-nine percent of students at Lycée Français who had access to the two assistants provided by this sub grant exhibited student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

Lycee Francais percentage of participants showing growth:

Developing language skills	(78 percent)
Recognizing basic vocabulary	(78 percent)
Writing skills	(78 percent)
Naming relative terms	(82 percent)

All students in Calcasieu Parish's French immersion middle school science settings exhibited student growth in oral communication, reading, writing, and grammar.

92.4 percent of the total number of all students at Audubon Charter School who have access to the interventionist provided by this sub grant will exhibit student growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

Audubon Charter School percentage of participants showing growth:

K	88.2 percent
1st	94.2 percent
2nd	100 percent
3rd	87.5 percent

Observations

Students seen during site visits were eager and enthusiastic learners.

Personnel seen during site visits were on task and enthusiastically interacting with their students. The personnel, teachers, aides and administrators, were appreciative of the support given by this grant. The assistance of the consultants was especially helpful to all participants.

Activities were on task, interesting and focused toward improved student achievement.

The program met the requirements of the constitutional category.

Objectives were understood. The administrators, in particular, were aware of the objectives and evaluation requirements of the program. The consultants worked closely with each school to meet their individual program objectives.

The program was successful and supported the academic achievement of students in the French immersion programs.

Recommendations

Continue to work on diversity of student participants in the New Orleans schools.

Continue to work with foreign teachers on the teaching skills and techniques needed to be successful in their schools, especially classroom management and curriculum requirements.

Continue to offer strong professional development activities to all instructional personnel, including aides. Activities that use technology were mentioned as a need. Technology equipment was needed, too.

This was a well-organized and successful program.



Louisiana Board of Elementary and Secondary Education

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