

Kevin P. Reilly, Sr.

# Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education

# 2015-16 8(g) Annual Report

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Ms. Julia Hildebrand  
Dr. Sharon Hoffman

### Statewide Programs

Ms. Anna Bernard  
Ms. Virginia Gough



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# The BESE 8(g) Grant Program

1986 – 2016

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.

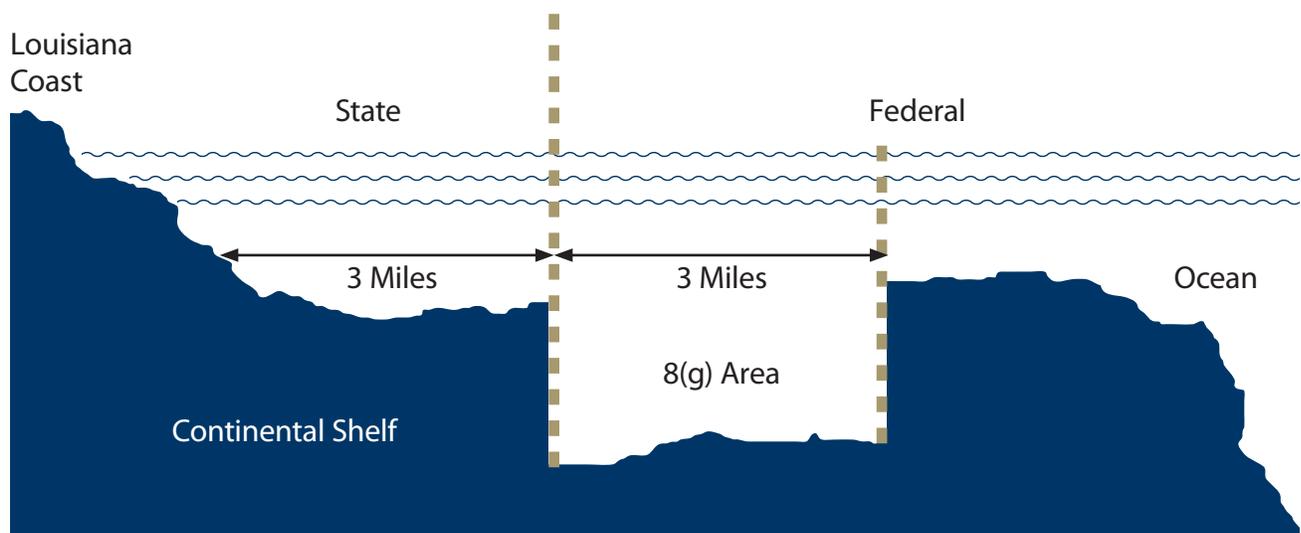
As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their 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) 1986-2016 Funding Overview

More than 7,700 projects since 1986

More than \$904 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.”

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### ► 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).

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### ► 1990

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

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### ► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

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### ► 1995

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

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### ► 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.

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### ► 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.

# FUNDING REQUIREMENTS

## Constitutional Categories

BESE 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.

## BESE 2015-2019 Strategic Plan Goals

- Expand high-quality P-12 college- and career-ready pathways that align to workforce demands;
- Develop a talent system that recruits, prepares, supports, retains and continuously builds the capacity of teachers and leaders to ensure student success;
- Maintain a system of high-quality and accountable educational options for students and families; and
- Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

## BESE 2015-2016 Priority Areas

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation

# FUNDING METHODS

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## 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.

Since 1988, BESE 8(g) has funded more than \$210 million in pre-kindergarten programs.



## 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.

## Competitive Grant Programs

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



# The Annual 8(g) Report of Results

FY 2015–2016

Program Summary  
Program and Budget  
Grants



# PROGRAM SUMMARY

## Student Enhancement Block and Competitive 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.

Block and competitive 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.

Total 2015–2016 Allocation: \$24,500,000	
151	Student Enhancement Block
13	Statewide
164	Total Grants

## Statewide Program Results

All thirteen Statewide Grant Programs were evaluated in 2014-2015. 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

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APPROVED OCTOBER 15, 2014

I. Block Allocation (46.32%)	\$11,349,476
II. Statewide Allocation (50.41%)	\$12,349,476
III. Review, Evaluation, and Assessment of Proposals (0.61%)	\$150,000
IV. Management & Oversight (2.6%)	\$651,047
Total	\$24,500,000



# Student Enhancement Block Grant Programs

FY 2015–2016

BESE Allocation: \$11,349,476

Percent of Total Allocation: 46.32%

Programs Funded: 151

Students Served: 23,760

Formula Basis:

\$55,000 base for public LEAs

\$8.92 per student for all agencies

## Pre-Kindergarten Programs for At-Risk 4-Year Olds 65 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.

## Priority Areas 86 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation

**Acadia Parish School Board**

Award amount: \$144,699.00 | Evaluation score: N/A  
Schools: Central Rayne Kindergarten, Iota Elementary

*Project description*

The project provided opportunities for activities and routines, curriculum, and planning that are research-based and support interrelated development and address the “Louisiana’s Birth to Five Early Learning and Development Standards.”

*Results*

Of the participating 4-year-olds, 100 percent scored at or above the 2nd quartile in math and 100 percent of the students scored at or above the 2nd quartile in language. 75 percent of the parents of participants participated in at least two activities. All teachers participated in at least one professional development activity.

**Alexandria Country Day School**

Award amount: \$4,113.00 | Evaluation score: 150

*Project description*

This project improved student achievement in K-6 mathematics by providing teacher and parent professional development, as well as student materials used in the Singapore Math program.

*Results*

100 percent of the kindergarten students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted Kindergarten population was 62.3 percent. 89 percent of 1st grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 1st grade population was 48.8 percent. The average growth of 1st grade was 49.1 percent. 89 percent of 2nd grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 2nd grade population was 38.1 percent. 100 percent of 3rd grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 3rd grade population was 42.5 percent. 100 percent of 4th grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 4th grade population was 36.3 percent. percent of 5th grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 5th grade population was percent. 77 percent of 6th grade students scoring in the lower 20 percent of the Singapore pre-test improved by a minimum 15 percent on the Singapore Math post-test. The average growth of the targeted 6th grade population was 24.89 percent. The average growth of 6th grade was 27.67 percent.

**Algiers Charter School Association**

Award amount: \$39,616.00 | Evaluation score: 45  
Schools: Algiers Technology Academy, Behrman Charter School Academy, McDonogh 32 Literacy Charter School

*Project description*

The project supported the Expansion of Arts Integration Instructional Model and Personalized Learning.

*Results*

The targeted students at Behrman did not show as high of growth as anticipated, but did show 10 percent growth in 7th grade ELA in the Advanced category. The targeted students at McDonogh #32 didn't show an increase in Basic and Mastery scores on the ELA LEAP data as anticipated. The targeted students at ATA didn't realize 25 percent growth in math or science EOC scores.

**Allen Parish School Board**

Award amount: \$93,787.00 | Evaluation score: N/A

Schools: Kinder Elementary, Oakdale Elementary, Oberlin Elementary

*Project description*

This project provided a developmentally-appropriate instructional program for 4-year-olds.

*Results*

Of the participating 4-year-olds, 100 percent scored accomplished for Kindergarten entry on the TS Gold area of literacy and 100 percent of the pre-kindergarten students scored accomplished for Kindergarten entry on the TS Gold area of math. 86 percent of parents participated in two or more parent activities (orientation, conferences, workshops). 100 percent of pre-kindergarten teachers attended a minimum of 18 hours of professional development related to early childhood.

**Archdiocese of New Orleans**

Award amount: \$321,205.00 | Evaluation score: 112

Schools: Archbishop Shaw, Ascension of Our Lord, Christian Brothers, Good Shepherd, Holy Rosary, Our Lady of Divine Providence, Our Lady of Perpetual Help, Our Lady of Prompt Succor, Resurrection of Our Lord, St. Alphonsus, St. Andrew, St. Angela Merici, St. Ann, St. Anthony, St. Anthony of Padua, St. Benedict the Moor, St. Catherine of Siena, St. Charles Catholic, St. Dominic, St. Edward the Confessor, St. Joan of Arc, St. Leo the Great, St. Margaret Mary, St. Mary Magdalen, St. Mary's Academy, St. Michael, St. Michael Special, St. Peter Claver, St. Peter (Covington), St. Peter (Reserve), St. Philip Neri, St. Pius X, St. Rita, St. Scholastica

*Project description*

This project used online instructional resources as well as traditional print materials aligned with the Common Core to improve the skills necessary for optimum literacy and numeracy development as well as enhance performance standards.

*Results*

TerraNova scaled scores of fifth graders in mathematics were five points higher than the May 2015 Terra Nova scaled scores in mathematics for this same population. In May 2016, TerraNova scaled scores of sixth graders in ELA were 13 points higher than the May 2015 TerraNova scaled scores in ELA for this same population.

**Ascension Parish School Board**

Award amount: \$248,630.00 | Evaluation score: N/A  
Schools: Dutchtown Primary, Oak Grove Primary, Prairieville Primary

*Project description*

This project provided high-quality early childhood education to sixty students of families considered at risk.

*Results*

Of the participating 4-year-olds, 97 percent performed at or above the 4-year-old band for literacy, which measures foundational reading skills, and language, measures the development of expressive and receptive language, according to Teaching Strategies Gold and 98 percent performed at or above the 4-year-old band for mathematics according to Teaching Strategies Gold. 80 percent of parents participated in two or more program-related activities. 100 percent of teachers participated in 18 hours of professional development focused on using students data to improve academic achievement.

**Assembly Christian School**

Award amount: \$2,820.00 | Evaluation score: 125

*Project description*

This project enhanced math skills through the use of technology and tracked 2nd -6th grade students' progress

*Results*

Though there was a slight increase in the Terra Nova scores, the percentage of students in 2nd - 6th grade who met or exceeded the standards on the mathematics portion of the Terra Nova didn't increase by 10 percent as anticipated. The 2nd-6th grade students raised their math grade on academic report by 51 percent. 75 percent of the targeted students did not maintain 80 percent or better success in Dreambox math as anticipated.

**Assumption Parish School Board**

Award amount: \$87,907.00 | Evaluation score: N/A  
Schools: Napoleonville Primary, Pierre Part Elementary

*Project description*

This project offered a rich learning experience which enhanced the development of cognitive, social, emotional, language and literacy, and motor skills in a manner and pace consistent with the needs and capabilities of each individual child.

*Results*

Of the participating 4-year-olds, 97 percent met or exceeded grade level expectancy in the math domain utilizing data from the Teaching Strategies Snapshot Report and 100 percent met or exceeded grade level expectancy in the language domain utilizing data from the Teaching Strategies Snapshot Report. 100 percent of the parents served have been involved with at least five parent activities associated with the project. 100 percent of the teachers attended professional development trainings.

### **Avoyelles Parish School Board**

Award amount: \$107,492.00 | Evaluation score: N/A

Schools: Marksville Elementary School

#### *Project description*

This project was designed to serve at-risk 4-year-olds to learn developmentally appropriate intervention strategies to improve their readiness for Kindergarten.

#### *Results*

Of the participating 4-year-olds, 100 percent met or exceeded expectations in the language and literacy component as measured by the Teaching Strategies GOLD assessment tool and 100 percent met expectations in the mathematics component as measured by the Teaching Strategies GOLD assessment. 100 percent of all parents participated in five out of six planned activities as evidenced by copies of the sign in sheets, agendas, handouts, and evaluations. The 8(g) Pre-K teacher received 67 hours of Professional Development hours. The 8(g) paraprofessional participated in 20 hours of Professional Development.

### **Avoyelles Public Charter School**

Award amount: \$6,433.00 | Evaluation score: 150

#### *Project description*

This project improved student academic performance in ELA through instructional enrichment and intervention.

#### *Results*

69 percent of students in first grade grew one year (0.9 points) on the language portion of the 2016 ITBS as compared to the 2015 test. 70.3 percent of students in second grade will grow one year (0.9 points) on the Language portion of the 2016 ITBS as compared to the 2015 test. 70.9 percent of students in third grade will grow one year (0.9 points) on the Language portion of the 2016 ITBS as compared to the 2015 test. 70.9 percent of students in third grade will grow one year (0.9 points) on the Language portion of the 2016 ITBS as compared to the 2015 test. 72.2 percent of students in fourth grade will grow one year (0.9 points) on the Language portion of the 2016 ITBS as compared to the 2015 test. 73.2 percent of students in fifth grade will grow one year (0.9 points) on the Language portion of the 2016 ITBS as compared to the 2015 test.

### **Baton Rouge Lutheran School**

Award amount: \$1,606.00 147 | Evaluation score: N/A

#### *Project description*

This project increased math and language arts skills through the use of web-hosted software.

#### *Results*

Students in grade 3 demonstrated 16 percent growth when pre- and post-test math scores, from Houghton Mifflin-designed grade level tests, are compared and charted. Students in grade 4 demonstrated 17 percent growth when pre- and post-test math scores, from Houghton Mifflin-designed grade level tests, are compared and charted. Students in grade 3 demonstrated 8 percent growth when pre- and post-test language arts scores, from Houghton Mifflin-designed grade level tests, are compared and charted. Students in grade 4 demonstrated 2 percent growth when pre- and post-test math scores, from Houghton Mifflin-designed grade level tests, are compared and charted.

**Baton Rouge University Prep Inc.**

Award amount: \$785.00 | Evaluation score: N/A

*Project description*

This project introduced a small group literacy program that provided targeted, leveled instruction daily and rapidly closed gaps and accelerated literacy proficiency.

*Results*

90 percent of kindergarten students grew on average at least 3.5 STEP levels in literacy. 90 percent of 1st grade students should grow on average of 3.5 STEP levels in literacy.

**Beauregard Parish School Board**

Award amount: \$108,188.00 | Evaluation score: N/A

Schools: East Beauregard Elementary, K.R. Hanchey Elementary

*Project description*

This project increased educational opportunities for economically disadvantaged 4-year-olds.

*Results*

Of the participating 4-year-olds, 100 percent met or exceeded widely-held expectations for 4-year-olds in the area of Literacy and 93 percent met or exceeded widely-held expectations for 4-year-olds in the area of mathematics. 100 percent of parents participated in at least two activities. 100 percent of teachers and paraprofessionals in the project participated in local site-based collaboration using data to increase students' kindergarten preparedness.

**Belle Chasse Academy**

Award amount: \$8,325.00 | Evaluation score: 150

*Project description*

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

*Results*

80 percent of the students decreased the level of support needed as measured by DIBELS from the fall to spring assessment.

**Ben's Ford Christian School**

Award amount: \$4,015.00 | Evaluation score: N/A

*Project description*

This project was designed to help increase college readiness in eleventh and twelfth grade students through targeted skills instruction and test preparation.

*Results*

81 percent of the targeted juniors raised their ACT score by 2 or more points. Additionally, 81.8 percent of juniors met the TOPS Tech benchmark of 17 or above. 91 percent of the targeted seniors raised their ACT score by 2 or more points. Additionally, 82.6 percent of seniors met the TOPS Tech benchmark of 17 or above. 81.8 percent of juniors met or surpassed the English benchmark of 18. 82.6 percent of seniors met or surpassed the English benchmark of 18. 18.2 percent of juniors met or surpassed the math benchmark of 22. 18.2 percent of juniors met or surpassed the math benchmark of 22.

**Bethel Christian School**

Award amount: \$1,633.00 96 | Evaluation score: N/A

*Project description*

This project improved the technology skills of both students and teachers.

*Results*

At least 30 percent of targeted students improved their math scores by at least 20 percent on Terra Nova Tests as compared to results of spring 2015.

**Bienville School District**

Award amount: \$75,013.00 | Evaluation score: N/A

Schools: Castor High

*Project description*

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

*Results*

Of the participating 4-year-olds, 95 percent reached level 4 or higher on objective 16b - uses letter sounds knowledge from the Teaching Strategies Gold Objectives and 85 percent reached Level 6 objective 20C - connects numerals with their quantities from the Teaching Strategies Gold. 100 percent of parents attended at least one parent meeting or conferences during the school year. The 8(g) Pre-K teacher attended at least two professional development training during the school year.

**Bishop McManus Academy**

Award amount: \$1,178.00 | Evaluation score: 145

*Project description*

This project enhanced student learning through the use of technological equipment.

*Results*

59 percent of the 2nd grade students improved their equivalency scores in math by 8th month growth on the Stanford 10 test from the Fall Pretest to the Spring Post Test. 36 percent of the 2nd grade students improved their equivalency scores in reading by 8th month growth on the Stanford 10 test from the Fall Pretest to the Spring Post Test.

**Bishop Noland Episcopal Day School**

Award amount: \$2,918.00 | Evaluation score: 141

*Project description*

This project allowed middle school students to explore robot construction, programming and problem solving during technology classes.

*Results*

78 percent of 8th grade students, achieved an average of 34 percent growth as measured by a pre and post criterion referenced math test (STAR test). 71 percent of 7th grade students, achieved an average of 25 percent growth as measured by a pre and post criterion referenced math test (STAR test). 80 percent of 6th grade students, achieved an average of 23 percent growth as measured by a pre and post criterion referenced math test (STAR test).

**Bogalusa City Schools**

Award amount: \$70,338.00 | Evaluation score: N/A

Schools: Bogalusa High School

*Project description*

This project improved math scores on state assessments for the targeted 6th-8th graders with the daily use of an Instructional Math Coach.

*Results*

The targeted 6th grade students increased their score by 15.57 percent from their Interactive Achievement Pre-Test to their Interactive Achievement Post Test Results. The targeted 7th grade students increased their score by 24.57 percent from their Interactive Achievement Pre-Test to their Interactive Achievement Post Test Results. The targeted 8th grade students increased their score by 35.77 percent from their Interactive Achievement Pre-Test to their Interactive Achievement Post Test Results.

**Bossier Parish**

Award amount: \$50,251.00 | Evaluation score: N/A

Schools: Cope Middle, Greenacres Middle

*Project description*

This project provided additional assistance to 7th and 8th graders in ELA and math.

*Results*

Of the participating 7th and 8th graders, 50 percent achieved at least one (1) grade level in math as documented on the STAR Math Post-Assessment Results, 50 percent achieved at least one (1) grade level in reading as documented on the Accelerated Reading Post-Assessment Results, 50 percent achieved 80 percent as documented on the Core Concepts math skills Post-Assessment results, and 50 percent achieved 80 percent as documented on the Core Concepts reading skills Post-Assessment results.

**Bossier Parish Schools Pre-K**

Award amount: \$201,002.00 | Evaluation score: N/A  
Schools: Bossier, Central Park, Elm Grove Plantation, Park, Waller

*Project description*

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

*Results*

Of the participating 4-year-olds, 80 percent met widely held expectations for 4-year-olds on the literacy objectives for Development and Learning on the Teaching Strategies GOLD assessment tool and 88 percent met widely held expectations for 4-year-olds on the mathematics objectives for Development and Learning on the Teaching Strategies GOLD assessment tool. At least 88 percent of the parents attended three of the four parent meetings which were conducted during the school year. At least 100 percent of the staff completed 18 hours of in-service related to early childhood education.

**Boutte Christian Academy**

Award amount: \$2,248.00 | Evaluation score: 150

*Project description*

This project provided the targeted students in grades 3-8 with individualized math practice in the computer lab two times a week.

*Results*

76 percent of the targeted students from grade 3-8 improved 5 percent or greater on the math section "Problem Solving-Data Interpretation" on the 2016 ITBS as compared to the 2015 ITBS.

**Bowling Green School**

Award amount: \$3,444.00 | Evaluation score: N/A

*Project description*

This project provided the needed technology to elevate science skills which resulted in higher college readiness.

*Results*

The average of all the targeted students was above the 50 percentile average as it relates to the ACT readiness benchmarks for science on the ACT Aspire.

**The Brighton School**

Award amount: \$1,097.00 | Evaluation score: 140

*Project description*

This project was designed to help dyslexic students to increase retention of information through visualization techniques.

8(g) PROGRAMMATIC PROFILES BY AGENCY  
Student Enhancement Block Grant Projects

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*Results*

Data wasn't available to determine if improvement was made due to the changing of test companies.

**Caddo Parish Public Schools**

Award amount: \$419,432.00 | Evaluation score: N/A

Schools: A.C. Steere, Arthur Circle, Blanchard, Keithville, Riverside, University

*Project description*

This project provided a pre-kindergarten program to at-risk 4-year-old children to improve kindergarten readiness skills.

*Results*

Of the participating 4-year-olds, 100 percent met or exceeded widely held expectations encompassing developmental milestones in math in May 2016 as compared to 18.5 percent in October 2015 and 100 percent met or exceeded widely held expectations encompassing developmental milestones in literacy in May 2016 as compared to 47.7 percent in October 2015. 100 percent of parents participated in the parent orientation meeting and in at least one other parental involvement activity during the 2015-16 school year. 100 percent of pre-k program 8(g) funded classroom teachers and paraprofessionals participated in at least 18 hours of in-service related to early childhood.

**Calcasieu Parish School Board**

Award amount: \$342,728.00 | Evaluation score: N/A

Schools: Henry Heights Elementary, R.W. Vincent, Westwood Elementary

*Project description*

This project provided a developmentally-appropriate preschool program that prepared students to become kindergarten ready.

*Results*

Of the participating 4-year-olds, 100 percent of the students scored within the pre-kindergarten progression color band with at least 8 out of 12 objectives for meet or exceed in literacy and 93 percent within the pre-k progression color band with at least 5 out of 7 objectives met or exceeded in math. 70 percent of the parents participating in the program attended at least two involvement workshops/activities. 100 percent of the staff participated in at least 18 hours of professional development activities.

**Caldwell Parish School Board**

Award amount: \$70,472.00 | Evaluation score: N/A

School: Caldwell Parish Pre-Kindergarten Center

*Project description*

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

*Results*

Of the participating 4-year-olds, 37 percent scored at the meeting expectations level of performance in language and literacy objectives as measured by TS Gold and 100 percent scored at the meeting expectations level of performance in math objectives as measured by TS Gold. 75 percent of parents attended at least half of the planned activities, meeting, and conferences. The teacher attended 100 percent of the staff development activities planned to improve literacy and math instruction and implement these strategies in the Pre-K classroom.

**Cameron Parish School Board**

Award amount: \$66,528.00 | Evaluation score: N/A

School: Grand Lake High

*Project description*

This project provided a developmentally-appropriate instructional program for 4-year-olds.

*Results*

Of the participating 4-year-olds, 76 percent scored in the 2nd, 3rd or 4th quartile on the language component of the Developing Skills Checklist (DSC) post-test and 73 percent scored in the 2nd, 3rd or 4th quartile on the math component of the Developing Skills Checklist (DSC) post-test. 53 percent of the parents were involved in 9 family engagement activities. 100 percent of the 2 participating teachers participated in 55 or more hours of professional development to foster implementation of developmentally appropriate research-based strategies, engagement activities and ongoing observational assessments to ensure students are kindergarten ready.

**Catahoula Parish School District**

Award amount: \$68,036.00 | Evaluation score: N/A

School: Sicily Island High

*Project description*

This project provided a quality developmentally-appropriate pre-kindergarten program for academically “at-risk” 4-year-olds.

*Results*

Of the participating 4-year-olds, 75 percent scored at the end of the Pre-K progression band in Literacy on at least 8 out of 12 objectives/dimensions on the third checkpoint with the Teaching Strategies Gold Portfolio and 75 percent scored at the end of the Pre-K progression band in Math on at least 5 out of 7 objectives/dimensions on the third checkpoint with the Teaching Strategies Gold Portfolio Assessment. All parents of the program participants attended the district sponsored Parent Teacher Conference day in the fall of 2015. One hundred percent of the program staff attended district mandated Professional development in August, 2015.

**Cedar Creek School**

Award amount: \$6,335.00 | Evaluation score: 147

*Project description*

This project required students in grades six and seven to use technology to complete weekly listening activities during their computer class.

*Results*

The percentage of six grade students scoring below average on the listening sub-test on the Stanford 10 Achievement Test didn't decrease as anticipated. The percentage of seventh grade students scoring below average on the listening sub-test on the Stanford 10 Achievement Test decreased from 8 percent in 2015 to 5 percent in 2016. Fifty-nine percent of sixth grade students improved their individual score by 1 percent to 2 percent. Fifty-four percent of seventh grade students improved their individual score by 1 percent to 2 percent.

**Cedarwood School**

Award amount: \$2,427.00 | Evaluation score: N/A

*Project description*

This project taught students ages 9 through 12 about science, technology and collaborative working.

*Results*

The students didn't increase their thinking, reasoning and problem solving subtest scores of the Math clusters reflecting numbers correct as measured on the Stanford 10 Achievement test by 5 percent from the April 2015 scores to the April 2016 scores. The students increased their thinking skills and form and function subtest scores of the Science cluster reflecting numbers correct as measured on the Stanford 10 achievement test by 9.2 percent from the April 2015 scores to the April 2016 scores. 78 percent of students in group 1 reached the exemplary level of the Project First Lego League rubric. 91.6 percent of students in group 2 reached the Exemplary level of the Project First Lego League core values rubric.

**Celerity Schools Louisiana**

Award amount: \$10,547.00 | Evaluation score: 141

School: Celerity Crestworth Elementary

*Project description*

This project was designed to offer classes and opportunities for educators to become locally, state and federally credentialed as highly qualified educators.

*Results*

By December 2015, 50 percent of the returning teachers passed Praxis I exams. By May 2016, 80 percent or more of returning teachers had not passed Praxis II exams and were not enrolled in a credentialing program. By March 2016, 70 percent of the students, grades K-8, in teacher's classes didn't score Basic or above on benchmark 4 as compared with 2014-15 state test scores as anticipated. 70 percent of the students met the 90 percent program completion of ST Math by May 2016. 60 percent of students met the 80 percent program completion of Study Island by May 2016.

**Central Community School System**

Award amount: \$95,651.00 | Evaluation score: N/A

Schools: Bellingrath Hills Elementary, Tanglewood Elementary, Central Intermediate

*Project description*

This project focused on Pre-K -5 students who did not receive RTi reading interventions but exhibited reading skill gaps and needed additional support for learning and applying college and career readiness reading skills.

*Results*

By the end of the 2015-2016 school year, 100 percent of Pre-K ESL students participating in the Cornerstone To Success Project identified 25 percent of capital and small letters. By the end of the 2015-2016 school year, 85 percent of Kindergarten students participating in the Cornerstone To Success Project scored a DRA level 3. Quarterly, 72 percent of grades 1 -5 students who participated in the Cornerstone to Success project demonstrated a .2 Grade Equivalent STAR Reading test improvement on benchmark tests. By the end of the 2015-2016 school year, 83 percent of grades 1-5 students who participated in the Cornerstone to Success project demonstrated a one grade level equivalent gain on the STAR Reading test. By the end of the 2015-2016 school year, 95 percent of grades 1-5 ESL students who participated in the Cornerstone to Success project and scored a 1, 2 or 3 on the Las Links moved one Las language acquisition category.

**City of Baker School System**

Award amount: \$67,982.00 | Evaluation score: N/A

School: Bakerfield Elementary

*Project description*

This project provided a developmentally-appropriate pre-kindergarten program for at-risk 4-year-old students.

*Results*

Of the participating 4-year-olds, 94.7 percent met or exceed widely held expectation in mathematics as documented by Teaching Strategies GOLD Snap Shot Report and 94.7 percent met or exceeded widely held expectation in language arts as documented by Teaching Strategies GOLD Snap Shot Report. 75 percent of all parents of 4-year-old students participated in three structured activities planned for parent participation, such as orientation, Open House, field experiences, and parent workshops. 100 percent of prekindergarten teachers and paraprofessionals attended and participated in 18 hours of professional development.

**Claiborne Parish School District**

Award amount: \$70,079.00 | 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, 93.33 percent scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test and 93.3 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 100 percent of the parents of participants participated in at least two activities. 100 percent of teachers and paraprofessionals participated in 15 hours of professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

**Community Leaders Advocating Student Success**

Award amount: \$5,318.00 | Evaluation score: 139  
School: Fannie C. Williams Charter

*Project description*

This project improved student achievement by integrating technology and Ready Common Core instructional resources into the reading intervention program.

*Results*

84 percent of the students in first grade increased their reading level by 20 points. 63 percent of the students in second grade increased their reading level by 20 points. 62 percent of the students in third grade increased their reading level by 20 points. 44 percent of the students in fourth grade increased their reading level by 20 points. 39 percent of the students in fifth grade increased their reading level by 20 points. 56 percent of the students in sixth grade increased their reading level by 20 points. 44 percent of the students in seventh grade increased their reading level by 20 points. 33 percent of the students in eighth grade increased their reading level by 20 points.

**Concordia Parish School District**

Award amount: \$86,649.00 | Evaluation score: N/A  
School: Vidalia Lower Elementary

*Project description*

This project equipped 4-year-olds with the skills to enter Kindergarten ready academically and socially.

*Results*

Of the participating 4-year-olds, 100 percent scored within the meeting expectations range in math objectives for development and learning as measured by the Teaching Strategies GOLD assessment and 100 percent scored within the meeting expectations range in language and literacy objectives for development and learning as measured by the Teaching Strategies GOLD Assessment. 75 percent of the parents of the participants participated in at least two activities. The teacher and paraprofessional participated in at least 18 hours of professional development activities.

**Crescent City Schools**

Award amount: \$9,056.00 | Evaluation score: 134  
School: Harriet Tubman Charter

*Project description*

This project used personalized learning to support student mastery of standards and achievement of goals.

*Results*

27 percent of students involved in the pilot scored basic or above on the state math exam. 33 percent of those who previously took the LAA-2 exam prior to 2015 moved at least one level on the 2016 math state exam.

### **Darbonne Woods Charter School**

Award amount: \$7,192.00 | Evaluation score: 119

#### *Project description*

This project provided leadership training and professional development to instructional staff (teachers).

#### *Results*

Data wasn't available to determine if kindergarten students increased their DSC test scores from fall to spring by 75 percent. 67 percent of students improved their scores in the Star Reading program. 67 percent of students improved their scores in the Star math program. High school students didn't see an overall improvement in EOC ELA or math scores as anticipated.

### **Delta Charter Group**

Award amount: \$3,408.00 | Evaluation score: 143

#### *Project description*

This project incorporated the use of Smart tables in the kindergarten classroom to help children who are below grade level.

#### *Results*

89 percent of kindergarten students scored in the 2nd or above quartile on the DSC post-test given in May 2016.

### **DeSoto Parish School System**

Award amount: \$100,264.00 | Evaluation score: N/A

School: North DeSoto Lower Elementary

#### *Project description*

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

#### *Results*

Of the participating 4-year-olds, 100 percent scored at the end of the Pre-K progression band in Literacy on at least 8 out of 12 Objectives/Dimensions on the third checkpoint with the Teaching Strategies GOLD Portfolio Assessment and 100 percent scored at the end of the Pre-K progression band in Math on at least 5 out of 7 Objectives/Dimensions on the third checkpoint with the Teaching Strategies GOLD Portfolio Assessment. 100 percent of the parents participated in a minimum of two school-related activities. 100 percent of the teachers and paraprofessionals participated in professional development to foster implementation of strategies designed to increase kindergarten readiness.

### **Diocese of Alexandria**

Award amount: \$22,967.00 | Evaluation score: 150

School: Sacred Heart

8(g) PROGRAMMATIC PROFILES BY AGENCY  
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*Project description*

This project supported technology integration which allowed junior high students to acquire and achieve 21st century college and career readiness skills with higher level digital content.

*Results*

88 percent of the targeted 7th grade students showed an improvement of 15 standard score points or more in 21st century skills such as creativity, communication, informational fluency, critical thinking, problem solving, and digital citizenship skills from pre-test to post-test. 80 percent of the targeted 8th grade students showed an improvement of 15 standard score points or more in 21st century skills such as creativity, communication, informational fluency, critical thinking, problem solving, and digital citizenship skills from pre-test to post-test.

**Diocese of Baton Rouge Catholic Schools Office**

Award amount: \$134,053.00 | Evaluation score: 147

Schools: Ascension Catholic, Catholic Elementary of PC, Catholic High of PC, Catholic High School, Holy Family, Holy Ghost, Mater Dolorosa, Most Blessed Sacrament, Our Lady of Mercy, Redemptorist St. Gerard, Special Education Program, Sacred Heart, St. Aloysius, St. Alphonsus, St. Elizabeth, St. Francis, St. George, St. Jean Vianney, St. John Elementary, St. John High, St. John Primary, St. Joseph Elementary, St. Jude, St. Louis King of France, St. Michael HS, St. Peter Chanel, St. Theresa, St. Thomas Aquinas HS, St. Thomas More

*Project description*

This project increased student achievement through the use of technology to enhance instruction.

*Results*

The targeted students gained 12 percent growth in math on the ACT Aspire assessment. At least 97 percent of targeted K-2 students received passing grades of C or better in reading, math, science, social studies, and language arts. Over 80 percent of the seniors scored a composite score on the ACT equal to or greater than 20. 73 percent of the juniors scored a composite score on the ACT equal to or more than 20. The targeted students gained 3 percent growth in reading on the ACT Aspire assessment. The targeted students gained 7 percent growth in ELA on the ACT Aspire assessment. The targeted students gained 11 percent growth in science on the ACT Aspire assessment.

**Diocese of Houma-Thibodaux**

Award amount: \$44,613.00 | Evaluation score: 145

Schools: Holy Rosary Elementary, Holy Savior Elementary, St. Mary's Nativity, St. Joseph Elementary, St. Genevieve Elementary, St. Francis Elementary, Holy Cross Elementary, St. Bernadette Elementary, Maria Immacolata Elementary, St. Gregory Elementary

*Project description*

This project improved math or reading scores in targeted schools by identifying gaps in student math and reading skills and provided focused instruction to help each student gain the skills needed to be successful in the identified subject area.

*Results*

83 percent of the fourth through eighth grade students showed a six point growth in total math as measured by a comparison of the 2015 and 2016 ACT/ASPIRE. Third grade students didn't show growth as anticipated in total math.

60 percent of fifth grade students showed 8 percent growth in total reading as measured by a comparison of the 2015 and 2016 ACT/ASPIRE. Students in third, fourth, sixth, and seventh grades didn't show growth as anticipated in total reading. 85 percent of kindergarten through second grade reading students exhibited a 15 point growth in reading from fall to spring as measured by the program generated assessment.

**Diocese of Lafayette**

Award amount: \$135,026.00 | Evaluation score: 147

School: Our Mother of Peace Elementary

*Project description*

This project provided proven instructional strategies for math interventions and/or enrichment as a means of increasing scores on a pre/post standardized based test.

*Results*

70 percent of students in grades 3, 4, 5, 6, 7, and 8 scored an increase on a pre/post standardized/core curriculum based test in the fall of 2015 and the spring of 2016.

**Diocese of Lake Charles**

Award amount: \$22,387.00 | Evaluation score: 142

School: Immaculate Conception Cathedral Catholic

*Project description*

This project integrated technology into current collaborative learning classroom efforts through the use of SMART Boards and SMART tables, as well as OSMO devices and printers to that were used with current iPad labs.

*Results*

More than 90 percent of pre-k students were "independent" at the end of year assessment for pre-literacy and other areas of academic readiness. The targeted students decreased time off task by more than 35 percent while increasing social interacting during activities.

**Diocese of Shreveport**

Award amount: \$17,845.00 | Evaluation score: 144

School: St. Frederick High

*Project description*

This project improved the writing skills for students in grade 10 and writing and research skills for students in grade 11 by integrating technology into the classroom.

*Results*

85 percent of the 10th grade students in the cohort increased their growth score by more than 5 percent while utilizing technological tools. 84 percent of the 11th grade students in the cohort increased their growth score by more than 5 percent while utilizing technological tools.

**The Dunham School**

Award amount: \$6,451.00 | Evaluation score: 130

*Project description*

The project empowered students to explore their own interests; learn to use tools and materials, both physical and virtual; and develop critical thinking, creativity, and communication skills.

*Results*

74 percent of students in grades 2-4 involved in the project scored a minimum of 80 percent on project 1 (coding pre/post test) completed through the course of the school year. 92 percent of students in grades 2-4 involved in the project scored a minimum of 80 percent on project 2 (Sphero Project) completed through the course of the school year.

**East Carroll Parish School Board**

Award amount: \$64,761.00 | Evaluation score: N/A

School: Southside Elementary

*Project description*

This project developed kindergarten readiness skills of 4-year-old participants to ensure their readiness for entry into kindergarten would establish a foundation for successful educational experiences in school.

*Results*

Of the participating 4-year-olds, 100 percent progressed and developed to the level of growth obtained in math as demonstrated by the End of the Year Growth Report of TS Gold and 100 percent progressed and developed to the level in literacy as demonstrated by the End of the Year Growth Report of TS Gold. 75 percent of the parents/families of participants engaged in at least two planned parent involvement activities. Teacher attended 100 percent of the planned Professional Development.

**East Feliciana Parish Schools**

Award amount: \$72,827.00 | Evaluation score: N/A

School: Clinton Elementary

*Project description*

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

*Results*

Of the participating students, 98.4 percent scored in the 2nd, 3rd or 4th quartile on the DSC math component and 94.4 percent scored in the 2nd, 3rd or 4th quartile on the DSC language component. During the school year, 94.7 percent of the parents attended two or more parent involvement activities. The teacher participated in 20 professional development activities during the school year.

### **East Baton Rouge Public School System**

Award amount: \$432,018.00 | Evaluation score: N/A

Schools: Audubon Elementary, Melrose Elementary, Shenandoah Elementary, Twin Oaks Elementary, White Hills Elementary

#### *Project description*

This project enhanced prekindergarten students' learning and enriched the quality of education in at-risk 4-year-olds.

#### *Results*

Of the participating 4-year-olds, 92 percent increased their level of performance to meet or exceed expectations in math for development and learning and 100 percent increased their level of performance to meet or exceed expectations in literacy for development and learning. Each teacher successfully completed at least 18 hours of Professional Development in the course of the school year. 100 percent of the parents participated in their children's Pre-K classroom through attending at least one parent /teacher conference and workshops or by actively participating in home/school assignments and book clubs at least once each semester.

### **Educators for Quality Alternatives**

Award amount: \$1,463.00 | Evaluation score: 147

#### *Project description*

This project Improved the use of project-based learning through researching, designing, and training colleagues on best-practices.

#### *Results*

70 percent of students achieved a passing score on the English II & English III EOC exams. 75 percent of the students earned a passing grade in their social studies classes.

### **Evangeline Parish School Board**

Award amount: \$109,606.00 | Evaluation score: 150

Schools Chataninger Elementary, Pine Prairie High, Vidrine Elementary, W.W. Stewart Elementary

#### *Project description*

This project provided kindergarten readiness skills to 4-year-old participating students.

#### *Results*

Of the participating 4-year-olds, 75 percent scored in the 2nd, 3rd, and 4th quartile on the math component of the Developing Skills Checklist post-test and 75 percent scored in the 2nd, 3rd, and 4th quartile on the language component of the Developing Skills Checklist post-test. 75 percent of the parents of participants participated in at least two activities. 100 percent of the 8(g) paraprofessionals participated in professional development to foster implementation of research based strategies to increase students' proficiency in kindergarten.

8(g) PROGRAMMATIC PROFILES BY AGENCY  
Student Enhancement Block Grant Projects

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**False River Academy**

Award amount: \$4,247.00 | Evaluation score: 150

*Project description*

This project increased writing proficiency utilizing the online subscription of the Writing Practice Program.

*Results*

91 percent of the targeted 5th grade students improved the writing score by 3 or more points. 81 percent of the targeted 6th grade students improved the writing score by 3 or more points. 94 percent of the targeted 8th grade students improved the writing score by 3 or more points. 81 percent of the targeted 11th grade students improved the writing score by 3 or more points.

**Family Community Christian School**

Award amount: \$4,907.00 | Evaluation score: N/A

*Project description*

The project provided career readiness through an agricultural program that offers courses in small engine repair and welding.

*Results*

None of the targeted students received certification for small engine or level 1 welding as anticipated.

**First Baptist Christian School**

Award amount: \$2,445.00 | Evaluation score: 102

*Project description*

This project infused technology in grades 1-6 with Osmo activities (digital interactive learning manipulatives) in order to improve student test scores.

*Results*

Since 1st graders didn't take the Iowa test last year, it could not be determined if 70 percent of the 1st grade students improved on the word analysis test. 70 percent of the students in grades 2-6 Iowa Test standardized Word Analysis test scores by 5 percent as compared to last year's scores.

**FirstLine Schools, Inc.**

Award amount: \$27,740.00 | Evaluation score: 144

Schools: Arthur Ashe, Langston Hughes Academy, Samuel Green, Phillis Wheatley

*Project description*

This project improved student achievement by providing small-group targeted interventions into the math curriculum.

*Results*

40 percent of 5th grade students met MAP projected growth goal in math. 62 percent of 6th grade students met MAP projected growth goal in math. 53 percent of 7th grade students met MAP projected growth goal in Math. 50 percent of 8th grade students met MAP projected growth goal in math.

**Franklin Parish School Board**

Award amount: \$82,366.00 | Evaluation score: N/A

School: Winnsboro Elementary

*Project description*

This project provided pre-kindergarten programs for at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 94.4 percent scored in the second, third, or fourth quartile in mathematics on the Developing Skills Checklist and 94.4 percent scored in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist. Approximately 81.2 percent of parents of 8(g) Pre-K students participated in Parenting Skills Workshops, PTO Open House, and Family Math and reading sessions. The teacher and paraprofessional engaged in 20 professional development hours to improve instructional Practices in math and reading.

**Friends of King**

Award amount: \$10,903.00 | Evaluation score: 144

*Project description*

This project assisted in the development of an 8th grade transition course that integrated English/language arts and math using the research-based Career Choices curriculum as the textbooks for the course.

*Results*

After completion of the class, 81.8 percent of the targeted students raised their awareness of career education and expectations as demonstrated by the assessment. 63.6 percent of the targeted eighth grade students increased their math level by 1 or more levels on the EOY iReady post-test assessment. 51.9 percent of the targeted eighth grade students increased their reading level by 1 or more levels on the EOY iReady post-test assessment.

**Glenbrook School**

Award amount: \$3,560.00 | Evaluation score: 143

*Project description*

This project incorporated technology into the mathematics and science classrooms.

*Results*

Seventy-nine percent scored Excellent and Good on the Algebra I EOC. Sixty-seven percent scored Excellent and Good on the Geometry EOC. Fifty-nine percent scored Excellent and Good on the biology EOC.

**Grant Parish School Board**

Award amount: \$83,454.00 | Evaluation score: N/A

School: Verda Elementary

*Project description*

This project met the academic, social and emotional needs of at risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 100 percent scored at the end of the pre-k progression band in literacy on the third TS GOLD checkpoint and 100 percent scored at the end of the pre-k progression band in Math on the third TS GOLD checkpoint. 95 percent of parents attended at least 4 school functions during 2016-2017 school year. Teacher attended all trainings and meetings offered.

**Greater Baton Rouge Hope Academy**

Award amount: \$1,338.00 | Evaluation score: 139

*Project description*

This project created a student learning track that focused on computer assisted design, as well as giving students and teachers access to 3D printed objects for lessons.

*Results*

75 percent of the targeted students demonstrated satisfactory or better on their final design project.

**Hosanna Christian Academy**

Award amount: \$4,033.00 | Evaluation score: 150

*Project description*

This project utilized classroom level computer access to increase Renaissance Learning Accelerated Reader participation and improve 3rd-5th grade student reading levels.

*Results*

Students in 3rd - 5th grade showed an increase of 11 percent in reading comprehension from the Fall pretest to the midpoint as measured by the common core benchmark assessment test. Students in 3rd - 5th grade showed an increase of 14 percent in reading comprehension from the Fall pretest to the Spring test as measured by the common core benchmark assessment test.

**Houma Christian School**

Award amount: \$4,747.00 | Evaluation score: 140

*Project description*

This project used the state standards to ensure an increase in student achievement.

*Results*

Students in grades 4-6 did not gain at least 10 percent proficiency (students scoring ready) specific to mathematics standards mastery when comparing the scores from last year's ACT Aspire test results to this year's ACT Aspire test results as anticipated. 100 percent of the targeted 11th grade students did not exceed their pretest ACT score in the area of mathematics by at least one sub-score point on the post test as anticipated.

**Iberia Parish School Board**

Award amount: \$179,435.00 | Evaluation score: 150

School: Johnston-Hopkins Elementary

*Project description*

This project provided quality early-childhood educational experiences to at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 86.6 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist and 89 percent scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist. An average of 96.5 percent of parents attended at least two parental involvement activities. 100 percent of teachers and assistants obtained the minimum 18 hours of professional development training on ELDS, CLASS, and GOLD.

**Iberville Parish School Board**

Award amount: \$96,999.00 | Evaluation score: 150

Schools: Crescent, Dorseyville, East Iberville, MSA East, Iberville Elementary, North Iberville

*Project description*

This project served children in a quality early childhood setting.

*Results*

100 percent of all parents participated in two or more school and parent activities during the school year. 92 percent of the teachers attended 80 percent of the district professional development sessions. Of the participating 4-year-olds, 95 percent met or exceeded the widely held expectations encompassing milestones in literacy on TS Gold and 95 percent met or exceeded the widely held expectations encompassing milestones in math on TS Gold.

**Jackson Parish School Board**

Award amount: \$75,861.00 | Evaluation score: N/A

Schools: Quitman High, Weston High

*Project description*

This project provided developmentally-appropriate activities for 4-year-old students that prepared them academically, socially, emotionally and physically.

*Results*

Of the participating 4-year-olds, 80 percent scored in the age appropriate color band in TS Gold mathematics and 80 percent scored in the age appropriate color band in TS Gold language. 90 percent of parents participated in at least 4 activities. 100 percent received over 18 hours of professional development.

8(g) PROGRAMMATIC PROFILES BY AGENCY  
Student Enhancement Block Grant Projects

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**Jefferson Davis Parish School Board**

Award amount: \$106,831.00 | Evaluation score: N/A

Schools: Lacassine High, Lake Arthur Elementary

*Project description*

This project provided a developmentally-appropriate program of education to 4-year-olds aligned to ELDS that ensured kindergarten readiness.

*Results*

Students with an 80 percent attendance rate scored 86 percent on the End of Year early childhood District Common Assessment for ELA. Students with an 80 percent attendance rate scored 88 percent or higher on the End of Year Early Childhood District Common Assessment for math. 100 percent of all parents/guardians attended at least two parental involvement activities or conferences designed to support learning. 100 percent of the teachers and paras received a minimum of 18 hours of relevant professional development.

**Jefferson Parish School System**

Award amount: \$481,653.00 | Evaluation score: N/A

School: Mildred Harris Elementary

*Project description*

This project provided an initial formal school experience that improved kindergarten readiness skills (cognitive, physical, social/emotional and language) of students who would enter kindergarten the following year.

*Results*

Of the participating 4-year-olds, 100 percent scored within or exceeded the widely held expectations in Literacy and 97.5 percent met or exceeded the widely held expectations with only 2.5 percent scoring below the widely held expectations in Math. 75 percent of parents attend 2 out of 5 parent involvement activities, events, field trips, and parent/teacher conferences. The five 8(g) teachers each attended more than the 18 hours of professional development.

**Jewish Community Day School**

Award amount: \$259.00 | Evaluation score: N/A

*Project description*

This project supported developmental progress of Early Childhood students.

*Results*

100 percent of 1st grade students achieved at least one year's literacy development as measured by DIBELS assessment.

**John Curtis Christian School**

Award amount: \$7,575.00 | Evaluation score: 144

*Project description*

This project incorporated the use of technology in 11th-12th grade classrooms.

*Results*

Stanford 10 Achievement Test scores in the total battery category increased by 4 percent from the 2014-2015 school year to the 2015-2016 school year for grade 8. However, the total battery scores didn't increase for grade 7 as anticipated.

**Kehoe-France Inc.**

Award amount: \$1,677.00 | Evaluation score: 87

*Project description*

This project provided the necessary tools, iPads, to enhance student learning in language development and mathematics.

*Results*

80 percent of Pre-K and kindergarten students progressed at least one level on the rubric for Objective 15: Demonstrates phonological awareness of the Teaching Strategies Gold Assessment. 80 percent of Pre-K and kindergarten students progressed at least one level on the rubrics for Objective 20: Uses number concepts and operations of the Teaching Strategies Gold Assessment. 100 percent of the Pre-K and kindergarten teachers scored above a scale of three on the school produced six-point proficiency rubric. 80 percent of Pre-K and kindergarten students progressed at least one level on the rubrics for Objective 21: Explores and describes spatial relationships and shapes of the Teaching Strategies Gold Assessment.

**Kehoe-France Southshore School**

Award amount: \$3,855.00 | Evaluation score: 148

*Project description*

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

*Results*

100 percent of qualifying first grade students read at grade level by May 2016 according to the teacher developed post test. 90 percent of qualifying first grade students read at grade level by May 2016, according to DIBELS.

**KIPP New Orleans, Inc.**

Award amount: \$35,887.00 | Evaluation score: 139

*Project description*

This project promoted academic achievement through innovative learning opportunities personalized to the unique needs of each student.

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*Results*

69.7 percent of 8th grades scored Basic or Above on the ELA portion of LEAP. 61.5 percent of 8th graders achieved their individualized MAP goals for ELA.

**Lafayette Christian Academy**

Award amount: \$2,400.00 | Evaluation score: 141

*Project description*

This project increased math scores through the use of technology and proven instructional strategies.

*Results*

86 percent of 8th graders didn't increase math scores on the Terra Nova Common Core Standardized Test by 20 percent from the test in April 2015 to the one in April 2016 as anticipated.

**Lafayette Parish School System**

Award amount: \$115,972.00 | Evaluation score: N/A

Schools: Alice Boucher, Broadmoor, Carencro Heights, Duson, Gallet, Green T. Lindon, Milton Elementary, S.J. Montgomery, J.W. Faulk, L. Leo Judice, Ridge

*Project description*

This project allowed for early identification and intervention for students who were reading below grade level. In addition, it provided data for teachers to use in planning data driven, prescriptive tier 1 instruction.

*Results*

In the targeted schools, 30 percent of the students met or exceeded their growth target as established and measured by the NWEA assessment at each grade level by the end of the school year. 60 percent of kindergarten students were reading on or above grade level at GT Lindon, Ridge, SJ Montgomery, and JW Faulk as measured by the Fountas and Pinnell Benchmark Assessment System. By the end of the school year, there was a minimum increase of 2 percent in the overall average percentage of students reading on or above grade level in first grade at Milton Elementary, GT Lindon, Ridge, SJ Montgomery, and JW Faulk as measured by the Fountas and Pinnell Benchmark Assessment System. By the end of the school year, there was a minimum increase of 2 percent in the overall average percentage of students reading on or above grade level in second grade at Milton Elementary, GT Lindon, Ridge, SJ Montgomery, and JW Faulk as measured by the Fountas and Pinnell Benchmark Assessment System. By the end of the school year, there was a minimum increase of 2 percent in the overall average percentage of students reading on or above grade level in third grade at Milton Elementary, GT Lindon, Ridge, SJ Montgomery, and JW Faulk as measured by the Fountas and Pinnell Benchmark Assessment System. By the end of the school year, there was a minimum increase of 2 percent in the overall average percentage of students reading on or above grade level in fourth grade at Milton Elementary, Ridge, GT Lindon, SJ Montgomery, and JW Faulk as measured by the Fountas and Pinnell Benchmark Assessment System.

### **Lafayette Parish School System**

Award amount: \$206,242.00 | Evaluation score: N/A

School: Truman Early Childhood Education Center

#### *Project description*

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

#### *Results*

Of the participating 4-year-olds, 86 percent scored in the second, third or fourth quartile in math on the Developing Skills Checklist and 97 percent scored in the second, third or fourth quartile in language on the Developing Skills Checklist. 92.5 percent of parents participated in at least three (3) parental involvement activities. 100 percent of teachers and teacher assistants participated in two mandatory in-services and one optional in-service.

### **Lafourche Parish School Board**

Award amount: \$187,019.00 | Evaluation score: 150

Schools: Bayou Boeuf Elementary, W.S. Lafargue Elementary, North Larose Elementary, Bayou Blue Elementary, Lockport Lower Elementary

#### *Project description*

This project provided a high-quality, research-based full day pre-kindergarten program.

#### *Results*

Of the participating 4-year-olds, 100 percent scored on level on all math objectives on the Teaching Strategies GOLD assessment tool, 93.1 percent scored on level on all language and literacy objectives on the Teaching Strategies GOLD assessment tool, and 100 percent scored on and above level on the literacy objectives of the GOLD by Teaching Strategies. 100 percent of 8(g) teachers and paraprofessionals participated in 18 hours of professional development related to curriculum & instruction and best practices aligned to the Louisiana Early Childhood Standards. 89.7 percent of 8(g) parents participated in at least 3 of 4 parental involvement activities.

### **LaSalle Parish School Board**

Award amount: \$78,493.00 | Evaluation score: 150

Schools: Fellowship Elementary, Jena Elementary, Nebo Elementary, Olla Elementary

#### *Project description*

This project provided a quality, developmentally-appropriate prekindergarten program for academically “at risk” 4-year-olds.

#### *Results*

Of the participating 4-year-olds, 100 percent scored at the end of the Pre-K progression band in Literacy on at least 8 out of 12 Objectives/Dimensions on the third checkpoint with Teaching Strategies Gold Assessment and 94.5 percent scored at the end of the Pre-K progression band in Math on at least 5 out of 7 Objectives/Dimensions on the third checkpoint (May 2016) with Teaching Strategies Gold Assessment. 100 percent of 8(g) preschool parents participated in at least two parental involvement activities. All 8(g) teachers and paraprofessionals completed 18 hours or more professional development to foster implementation of research-based strategies to increase students’ readiness for kindergarten.

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**Lincoln Parish**

Award amount: \$113,559.00 | Evaluation score: 144  
School: Lincoln Parish Early Childhood Center

*Project description*

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

*Results*

Of the participating students, 63.5 percent scored within the meeting or exceeding ranges of TS Gold's Widely Held Expectations in literacy and 90 percent scored within the meeting or exceeding ranges of TS Gold's Widely Held Expectations in math. 90 percent of the parents attended the Pre-K parent orientation. The teacher and para participated in at least 18 hours of professional development activities during the school year.

**Linwood Public Charter School/Shreveport Charter School, Inc.**

Award amount: \$4,756.00 | Evaluation score: 146

*Project description*

This project provided technology to students in the second grade which improved academic performance and increased access to technology.

*Results*

47 percent of 2nd grade students were at or above the next grade level on DIBELS by the end of the year.

**Livingston Parish Public Schools**

Award amount: \$284,793.00 | Evaluation score: 136

Schools: Albany Lower Elementary, Levi Milton Elementary, Maurepas School/Springfield Head Start, Springfield Elementary, South Fork Elementary

*Project description*

This project allowed 4-year-old children to attend high quality pre-kindergarten classes which prepared them to be "ready to learn" in kindergarten.

*Results*

Of the participating 4-year-olds, 96 percent met or exceeded widely held expectations encompassing milestones in Math on TS GOLD and 98 percent met or exceeded widely held expectations encompassing milestones in Literacy on TS GOLD. 98 percent of parents participated in pre-k program activities/events a minimum of four hours during the school year. 100 percent of Pre-K Teachers completed 18 hours of professional development.

**Louisiana Achievement Charter Academies**

Award amount: \$7,522.00 | Evaluation score: 141

*Project description*

This project, STEM Club, was an engaging hands-on program that provided 5th and 6th-grade male students of

color with opportunities that improved academic achievement in STEM and built meaningful relationships within the STEM community.

*Results*

100 percent of the participating students scored Basic or higher on the science portion of the LEAP. Almost 90 percent scored Basic or higher and nearly 17 percent achieved Mastery. The targeted students didn't meet 125 percent growth on the NWEA MAP assessment.

**Louisiana School for the Visually Impaired**

Award amount: \$576.00 | Evaluation score: N/A

*Project description*

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

*Results*

70 percent of the students participating in the AR program increased their reading scores by 10 percent, as measured by benchmark assessments. 43 percent of the participating students passed 70 percent of their quizzes in the AR program, as measured by completion of AR Reading Assessments.

**Louisiana Schools for the Deaf**

Award amount: \$1,030.00 | Evaluation score: N/A

*Project description*

This project focused on ensuring that teachers had resources available to plan standards-aligned instruction and activities in the area of math in grades 4-5. Improved math performance on end of year assessments was the ultimate purpose of this project.

*Results*

100 percent of fourth grade students made growth by the end of the 15-16 school year comparable to at least the 99th percentile of the 2015 national norms for MAP in math. 100 percent of fifth grade students to make growth by the end of the 15-16 school year comparable to at least the 99th percentile of the 2015 national norms for MAP in math.

**Madison Parish School System**

Award amount: \$67,643.00 | Evaluation score: 149

School: Tallulah Elementary

*Project description*

This project provided a pre-kindergarten program for at-risk 4 year-olds.

*Results*

Of the participating 4-year-olds, 94 percent of students scored in the 2nd, 3rd, or 4th quartile on the math component of the DSC checklist post-test and 100 percent of students scored in the 2nd, 3rd, or 4th quartile on the language component of the DSC checklist post-test. 100 percent of parents participated in at least 2 classroom related activities during the school year. Teacher participated in 18 hours of professional development during the school year.

**The Maxine Giardina Charter School**

Award amount: \$981.00 | Evaluation score: N/A

*Project description*

This project utilized STAR Assessments to progress monitor student achievement in Math and ELA.

*Results*

Results were not provided.

**McMillian's First Steps CDC/ Academy**

Award amount: \$705.00 | Evaluation score: N/A

*Project description*

This project incorporated technology into classrooms.

*Results*

66 percent of the students showed improvement in mathematics from the pre-test to the end of the school year.

**Metairie Park Country Day School**

Award amount: \$6,514.00 | Evaluation score: N/A

*Project description*

With the purchase of technology, this project strengthened the robotics/engineering program.

*Results*

Using a 100 point scale pre and post assessment tool, students showed an average of 10 points or more improvement with higher level programming skills. Using a 100 point scale pre and post assessment tool, students showed an average of 10 points or more improvement with problem solving skills related to the EV3 robotics and extension activities. Using a 100 point scale pre and post assessment tool, students showed an average 10 points or more improvement with an understanding of the importance of engineering and robotics in the real world.

**Monroe City Schools**

Award amount: \$129,325.00 | Evaluation score: N/A

Schools: Clara Hall Elementary, Cypress Point Elementary

*Project description*

This project supported pre-kindergarten classes that taught Kindergarten readiness skills to children who were 4 years old to the Early Childhood Standards to ensure that were ready for success in Kindergarten.

*Results*

Of the participating 4-year olds, 90 percent scored proficient on the math component of TS Gold and 90 percent scored proficient on the language component of TS Gold.. At least 90 percent of parents attended one or more activities at their respective schools during the school year. 100 percent of Pre-K teachers participated in 30 hours of professional development.

**Montessori School of Baton Rouge**

Award amount: \$402.00 | Evaluation score: N/A

*Project description*

This project integrated science and engineering into the classroom.

*Results*

80 percent of 4 and 5 year olds met 7 of 9 items on the science checklist.

**Morehouse Parish School Board**

Award amount: \$94,135.00 | Evaluation score: 148

School: Cherry Ridge Elementary

*Project description*

This project provided a pre-kindergarten program for at-risk 4 year-olds.

*Results*

Of the participating 4-year-olds, 93.75 percent reached Level 4 of above of Objective 20C: Connects numerals with their quantities from Teaching Strategies Gold and 93.75 percent reached Level 4 of Objective 16B: Uses letter-sound knowledge from Teaching Strategies Gold. 100 percent of the parents attended the two (2) scheduled Parent/Teacher conferences during the 2015-2016 school year. The teacher participated in 28 hours of professional development and the para participated in 13.5 of in-services in order to acquire strategies to increase students' proficiency in pre-kindergarten.

**Natchitoches Parish School Board**

Award amount: \$113,390.00 | Evaluation score: 150

Schools: Marthaville Elementary, Weaver Elementary

*Project description*

This project provided pre-kindergarten programs serving at-risk 4 year-olds students in an effort to prepare them for kindergarten.

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*Results*

Of the participating 4-year-olds, 98 percent met or exceed expectations in language and literacy objectives for Development and Learning as measured by Teaching Strategies and 100 percent met or exceed expectations in math objectives for Development and Learning as measured by Teaching Strategies. 100 percent of 8(g) parents attended at least one parent teacher conference, open house or other parent activity by the end of the school year. 100 percent of teachers and paraprofessionals attended at least 18 hours of professional development (with a minimum of 12 hours focused on Early Childhood).

**New Beginnings Schools Foundation**

Award amount: \$18,800.00 | Evaluation score: 142

Schools: Pierre A. Capdau Charter, Gentilly Terrace Charter, Medard H. Nelson Charter, Lake Area New Tech Early College High

*Project description*

This project leveraged resources to assist school leaders and teachers with data-driven decision-making by providing professional development around data disaggregation.

*Results*

75 percent of all students were below the 25 percentile as measured by the STAR test in reading. 50 percent of all students were below the 25 percentile as measured by the STAR test in mathematics.

**New Orleans Center for Creative Arts**

Award amount: \$2,159.00 | Evaluation score: 144

*Project description*

This project provided a online language program.

*Results*

100 percent of the students demonstrated their knowledge of Chinese by receiving a C or better in both the fall and spring semesters. 80 percent of the students demonstrated their knowledge of German by receiving a C or better in both the fall and spring semesters.

**New Orleans College Prep.**

Award amount: \$11,367.00 | Evaluation score: 137

*Project description*

This project included direct technology instruction for students, as well as professional development support for teachers to more effectively integrate technology into instruction.

*Results*

By the end of year, 93 percent of 12th grade students will demonstrate 70 percent proficiency on 21st Century Skills Assessment. By the end of year, 50 percent of 11th grade students demonstrated 70 percent proficiency on 21st Century Skills Assessment.

**New Orleans Military and Maritime Academy Inc.**

Award amount: \$4,818.00 | Evaluation score: 108

*Project description*

This project allowed students to receive additional instruction and activities focused on post graduation preparedness to graduate with the Cyber Engineering Jump Start Career Pathway Certification.

*Results*

None of the seniors enrolled in the Cyber Engineering Jump Start pathway passed the CompTIA A+ certification test. None of the juniors enrolled in the Cyber Engineering Jump Start Career Pathway scored above 70 percent on the CompTIA A+ practice exam.

**New Vision Learning Academy**

Award amount: \$3,417.00 | Evaluation score: 125

*Project description*

This project, Tech Up, enhanced the classroom technology resources and student learning experiences.

*Results*

25 percent of the targeted 5th grade students increased their reading performance by at least 2 percentile NPR on ITBS. The targeted 3rd and 4th grade students didn't demonstrate improvement as anticipated.

**Northlake Christian Elementary School**

Award amount: \$2,552.00 | Evaluation score: 82

*Project description*

Through the use of newer Pre-Algebra textbooks, this project increased student achievement in the areas of Mathematics.

*Results*

80 percent of the participating students in grade 7 did not score on or above the National Average on the math component of the ACT Aspire summative standardized assessment.

**Oak Forest Academy**

Award amount: \$6,121.00 | Evaluation score: 90

*Project description*

This project provided technology and special instruction that enhanced math skills, which resulted in increased test scores of 10th, 11th, and 12th grade students.

*Results*

95 percent of the targeted students increased their average by 20 percent or more in Algebra II.

**Office of Juvenile Justice School**

Award amount: \$2,534.00 | Evaluation score: 39

*Project description*

This project offered professional development to teachers that aided the current curricula offerings in mathematics instruction.

*Results*

Due to transient population being served, the amount of growth couldn't be determined.

**Orleans Parish School Board**

Award amount: \$173,412.00 | Evaluation score: N/A

Schools: Alice Harte, Audubon, Mary McLeod Bethune, Encore, Einstein, Benjamin Franklin Elementary, Mahalia Jackson, Moton, Homer A. Plessy

*Project description*

The purpose of this project was to enhance academic achievement for 4 year-old children.

*Results*

Of the participating 4-year-olds, 100 percent scored at level 6 in demonstrating uses of number concepts and operations on objective 20c as indicated in the blue band of Teaching Strategies GOLD and 100 percent of the students scored at 4 in demonstrating phonological awareness on objective 15c as indicated on the blue band of Teaching Strategies GOLD. 80 percent of parents participated in at least two parental involvement activities during the school year. 100 percent of the teachers will attended 18 hours of TS GOLD Training.

**Ouachita Christian School**

Award amount: \$7,807.00 | Evaluation score: 128

*Project description*

This project incorporated technology that allowed teachers to show connection between teaching and learning.

*Results*

All 5th grade students improved the accelerated math scores by 50 percent from the fall pre-test to the spring post-test. All 6th grade students improved their accelerated math scores by 50 percent from the fall pre-test to the spring post-test. All 1st grade students improved their math fact fluency scores by 50 percent on the fact assessment from the fall pre-test to the spring post-test.

**Ouachita Parish Schools**

Award amount: \$232,944.00 | Evaluation score: N/A

*Project description*

This project served pre-kindergarten students who were at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds that were assessed by TS GOLD during all checkpoint periods, 100 percent met the growth range of meeting or exceeding in the literacy area of development and 100 percent met the growth range of meeting or exceeding in the mathematics area of development. 100 percent of parents participated in at least one school related activity. 100 percent of the teachers attended a minimum of 4 out of the 5 professional development trainings.

**Parkview Baptist School**

Award amount: \$11,189.00 | Evaluation score: 150

*Project description*

This project provided 5th and 6th grade students with individualized math practice using Moby Max, an online instruction program designed for remediation and differentiation of instruction.

*Results*

70 percent of the fifth grade students achieved 1 year or greater growth based on the MobyMax placement test in August and the placement test given in May. 86 percent of the sixth grade students achieved 1 year or greater growth based on the MobyMax placement test in August and the placement test given in May.

**Plaquemines Parish Schools**

Award amount: \$91,217.00 | Evaluation score: 150

*Project description*

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

*Results*

Of the participating 4-year-olds, 100 percent scored within the meeting or exceeding expectations on the Math final checkpoint and 100 percent scored within the meeting or exceeding expectations on the Language and Literacy portions of the final checkpoint. 100 percent of our parents attend exit conferences and end of the year programs. 93 percent of our parents attended the beginning of the year orientation. 72 percent or more of the parents participated in activities such as open house, grandparents day, pumpkin patch, parades, literacy nights, Thanksgiving feast, and teacher conferences. 100 percent of the teachers and assistants attended 18 hours of professional development in order to increase student's proficiency in literacy.

**Pointe Coupee Parish School System**

Award amount: \$82,401.00 | Evaluation score: N/A

School: Valverde Elementary

*Project description*

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

*Results*

Of the participating 4-year-olds, 100 percent either met or exceeded the widely held expectations encompassing developmental milestone in math during the Spring checkpoint on Teaching Strategies GOLD and 100 percent either met or exceeded the widely held expectations encompassing developmental milestone in literacy during the Spring checkpoint on Teaching Strategies GOLD. 100 percent of the 8(g) staff attended over 18 hours of professional development activities related to early childhood, including program orientation, Creative Curriculum, Pre-K CLASS, Teaching Strategies GOLD. 100 percent of the families attended 2 or more involvement activities.

**Quest School**

Award amount: \$464.00 | Evaluation score: N/A

*Project description*

This project improved math skills for the weakest math students who assessed on grade levels 6-8.

*Results*

100 percent of the targeted students mastered at least 80 percent of the competencies on their math level as assessed by the Saxon Math post test. 64 percent of targeted students showed an increase in their total math scores on 2016 SAT; 24 percent of targeted students showed a decrease in 2016 scores; 8 percent of targeted students had scores that remained the same as 2015 total math scores.

**Rapides Parish School District**

Award amount: \$266,189.00 | Evaluation score: N/A

Schools: J.I. Barron Elementary, Buckeye Elementary, J.B. Nachman Elementary, Phoenix Magnet Elementary, Ruby Wise Elementary

*Project description*

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

*Results*

Of the participating 4-year-olds, 99 percent scored at the end of the blue Pre-K progression band in at least 8 out of 12 objectives in literacy after the third checkpoint and 96 percent scored at the end of the blue Pre-K progression band in at least 5 out of 7 objectives in mathematics after the third checkpoint. 80 percent of the parents participated in at least two workshops and/or two parent conferences (one per semester), provided to assist families in their child's educational experiences at home and school. 100 percent of 8(g) staff received a minimum of 18 hours of rigorous job-embedded professional development training on the Early Learning and Development Standards (ELDS), Teaching Strategies GOLD, Classroom Assessment Scoring System (CLASS), Eureka Math, Rapides Parish Pre-K Instructional Calendar, LDE Pre-K Units, Literacy Continuum, and Conscious Discipline.

**Red River Parish School Board**

Award amount: \$68,227.00 | Evaluation score: 150

School: Red River Elementary

*Project description*

This project allowed for the use of Myon, an online reading program to increase reading comprehension, fluency and informational resource skills.

*Results*

40 percent of students in 3rd grade increased on 30 percent or more proficiency based on a comparison of pre to post test scores from Myon program. 54 percent of the 4th graders increased of 30 percent or more proficiency based on a comparison of pre to post test scores from Myon program. 44.6 percent of the 5th graders increased by 30 percent or more proficiency based on a comparison of pre to post test scores from Myon program.

**ReNEW-Reinventing Education**

Award amount: \$34,289.00 | Evaluation score: 150

School: ReNEW Cultural Arts Academy

*Project description*

This project provided direct reading tutoring for below-level kindergarteners.

*Results*

97.7 percent of students grew by 1 or more years in literacy.

**Richland Parish Schools**

Award amount: \$83,374.00 | Evaluation score: N/A

School: Mangham Elementary

*Project description*

The project was designed to provide a high-quality learning experience for at-risk 4 year-olds in order that they would be prepared to enter Kindergarten and be successful in the next year.

*Results*

Of the participating 4-year-olds, 87 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the DSC post-test and 87 percent scored in the 2nd, 3rd, or 4th quartile on the language component of the DSC post-test. 95 percent of parents attended at least 1/2 of activities at the school. 100 percent of teachers and paraprofessionals participated in more than 19 hours of professional development.

**Riverside Academy**

Award amount: \$5,657.00 | Evaluation score: 150

*Project description*

With the use of an intervention teacher, this project offered individualized mathematics strategies using the ipad and monitored student skill success.

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*Results*

The number of third grade students who scored below the 50th national percentile on the March 2015 mathematics subtest on the SAT Tenth Edition was reduced by 75 percent when the number of students scoring basic or above were compared with the number of students who scored below the 50th percentile on the SAT 10.

**Runnels School**

Award amount: \$5,844.00 | Evaluation score: 143

*Project description*

This project enhanced 6th grade science skills.

*Results*

The targeted student scored a minimum of 5 percent higher on a science assessment incorporating technology.

**Sabine Parish School Board**

Award amount: \$93,992.00 | Evaluation score: N/A  
Schools: Converse, Florien, Many Elementary, Negreet, Zwolle

*Project description*

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

*Results*

Of the participating 4-year-olds, 99 percent met or exceeded on the Teaching Strategies GOLD spring language checkpoint and 94 percent of the students scored met or exceeded on the Teaching Strategies GOLD spring math checkpoint. 96 percent of the parents attended parent-teacher conferences twice per year. All 8(g) teaching staff attended a minimum of 18 hours of staff development with a portion of the training emphasis on utilizing Teaching Strategies GOLD data to plan and guide instruction.

**Silliman Institute**

Award amount: \$4,006.00 | Evaluation score: 103

*Project description*

This project enhanced math skills for the targets students through the use of technology.

*Results*

99 percent of 6th grade students achieved ACT readiness level on the Spring 2015 ASPIRE test improved by at least 1 percent on the Spring 2016 ASPIRE test.

**Sophie B Wright Charter School**

Award amount: \$3,560.00 | Evaluation score: 119

*Project description*

This project, The “Algebra Ready Project,” was designed to remediate math skills and improve middle school students’ readiness for high school algebra by implementing the on Ramp to Algebra program.

*Results*

41 percent of the targeted students scored at the proficient level as measured by the spring, 2016 LEAP mathematics test. 77 percent of the students earned end of year math report card grades of C and above. 69 percent scored at the passing level and above on the math benchmark tests to be administered 6 times during the 2015-16 academic year. 68 percent demonstrate academic growth as measured by the results of the onRamp to Algebra Pre and Post Test, to be administered in Sept. 2015 and May 2016 respectively.

**Special School District**

Award amount: \$3,792.00 | Evaluation score: N/A

Schools: Northlake behavioral Health System, Renaissance Home for Youth

*Project description*

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

*Results*

All students at Northlake Behavioral Health System and Renaissance Home for Youth who were enrolled for two test cycles demonstrated month-to-month growth in grade equivalency on the STAR reading test.

**St. Bernard Parish School Board**

Award amount: \$121,241.00 | Evaluation score: N/A

School: Joseph Davies Elementary

*Project description*

This project provided prekindergarten services to twenty 4 year-old children.

*Results*

Of the participating 4-year-olds, 100 percent of students scored in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist and 96.7 percent of students scored in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist. 100 percent of parents attended at least one parent involvement activity. The 8(g) teacher participated in over 42 hours of professional development over the course of the year.

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**St. Charles Parish Public Schools**

Award amount: \$141,442.00 | Evaluation score: N/A  
Schools: Mimosa Park Elementary, St. Rose Elementary

*Project description*

This project provided developmentally appropriate preschool experiences for at-risk 4 year-old students which involved their parents in activities that increased their knowledge of child development while enhancing student learning.

*Results*

100 percent of the students scored within the meeting to exceeding expectations ranges in language and literacy on the TS Gold Assessment. 100 percent of the students scored within the meeting to exceeding expectations ranges in math on the TS Gold Assessment.

**St. George's Episcopal School**

Award amount: \$2,677.00 | Evaluation score: N/A

*Project description*

This project improved the overall reading achievement of first, second and third grade students using a guided reading approach with high quality leveled readers for Tier 1 and Tier 2 instruction.

*Results*

85 percent of students in the first grade received reading scores of at or above benchmark on DIBELS Next. 75 percent of students in the second grade received reading scores of at or above benchmark on DIBELS Next. 69 percent of students in the third grade received reading scores of at or above benchmark on DIBELS.

**St. Helena Parish School Board**

Award amount: \$65,047.00 | Evaluation score: 62  
School: St. Helena Arts and Technology Academy

*Project description*

This project served at-risk 4 year-olds to as the gained skills and became kindergarten ready.

*Results*

Of the participating 4-year-olds, 100 percent of students scored in their widely held expectation band in the area of mathematics on TS Gold, indicating a growth of 65 percent and 100 percent of students scored in their widely held expectation band in the area of literacy on TS Gold, indicating a growth of 70 percent. 100 percent of teachers received at least 12 hours of professional development. 80 percent of parents attended 2 parent events.

**St. James Parish Schools**

Award amount: \$88,852.00 | Evaluation score: 150  
School: Lutch Elementary

*Project description*

The project assisted in improving the readiness skills of 4 year-old preschool students who are at-risk.

*Results*

Of the participating 4-year-olds, 100 percent scored at the met expectations and or the exceeding expectations range in the Literacy Objectives for Development and Learning as measured by the Teaching Strategies GOLD Assessment and 75 percent scored at the met expectations and/or the exceeding expectations range in the Mathematics Objectives for Development and Learning as measured by the Teaching Strategies GOLD Assessment. 100 percent of the parents of the participating 4-year-olds participated in at least two activities. The teacher participated in 18 hours or more of professional development designed to increase students' proficiency in kindergarten.

**St. John the Baptist Parish School Board**

Award amount: \$107,456.00 | Evaluation score: N/A

School: East St. John Elementary

*Project description*

This project allowed districts to operate Pre-K classrooms for at-risk students in the community in order to strengthen their skills for entry into kindergarten.

*Results*

Of the participating 4-year-olds, 90 percent met or exceeded performance expectations for 4-year-old math objectives for development and learning as measured by Teaching Strategies Gold and 82 percent met or exceeded performance expectations for 4-year-old language and literacy as measured by Teaching Strategies Gold. 80 percent of parents attended parent orientation and at least one parental workshop/activity. 100 percent of the staff participated in 18 hours of professional development.

**St. Landry Parish School Board**

Award amount: \$184,155.00 | Evaluation score: 150

Schools: Cankton Elementary, Grand Prairie Elementary, Highland Elementary

*Project description*

This project provided pre-kindergarten programs for at-risk 4-year-olds.

*Results*

Of the participating 4-year olds, 84 percent scored at least an average of a 2.5 rating on the Language and Literacy Development Standards that are assessed on the post administration of the St. Landry Parish Pre-K Sweet Sixteen Checklist and 86 percent scored at least an average of a 2.5 rating on the Cognitive Development and General Knowledge Mathematics Standards that are assessed on the post administration of the St. Landry Parish Pre-K Sweet Sixteen Checklist. 100 percent of the parents actively participated in the educational process of their children by attending at least three school related activities. 100 percent of the 8(g) pre-kindergarten teachers participated in at least 18 hours of professional development.

**St. Luke's Episcopal School**

Award amount: \$2,846.00 | Evaluation score: 146

*Project description*

This project incorporated technology that allowed students to collect and analyze data in real time.

*Results*

On Explore Standardized Testing in the Spring of 2015.

**St. Martin Parish School Board**

Award amount: \$129,647.00 | Evaluation score: 150

Cecilia Primary, Parks Primary

*Project description*

This project implemented a developmentally appropriate prekindergarten program for eligible 4-year-olds.

*Results*

Of the participating 4-year-olds, 100 percent scored on or above level on the Teaching Strategies Gold Objectives for Development and Learning in the domains of Math, Physical and Cognitive and 100 percent scored on or above level on the Teaching Strategies Gold Objectives for Development and Learning in the domains of Social-Emotional, Language, and Literacy. 80 percent of parents participated in parent/teacher conferences. Teachers completed 24 hours of professional development and paraprofessionals completed 18 hours of professional development.

**St. Martin's Episcopal School**

Award amount: \$4,274.00 | Evaluation score: N/A

*Project description*

The project improved lower school students basic math skills and thereby improved their math standardized test scores.

*Results*

49 percent of the targeted students increased their performance in math by 5 percent on the Math in Focus post test as compared to the Math in Focus pre test assessment. 94 percent of the targeted students were on grade level on the spring 2016 CTP math test.

**St. Mary Parish School Board**

Award amount: \$138,132.00 | Evaluation score: 149

Schools: Berwick Elementary, Wyandotte Elementary

*Project description*

This project provided prekindergarten class for 4 year-olds entering the public school system in order to exhibit kindergarten readiness.

*Results*

Of the participating 4-year-olds, 100 percent scored within the blue or purple levels of widely held expectations for at least 8 of the 12 Literacy Objectives for Development and Learning as measured by TS Gold assessment and 100 percent scored within the blue or purple levels of widely held expectations for at least 5 of the 7 Mathematics Objectives for Development and Learning as measured by TS Gold assessment. 75 percent or more of parents attended at least two school activities. 100 percent of teachers participated in professional development and completed over 30 hours while the paraprofessional completed 13 hours.

**St. Matthew's Episcopal School**

Award amount: \$1,508.00 | Evaluation score: 140

*Project description*

This project optimized and improved students' application of mathematical operations in grades 2nd through 7th.

*Results*

Students that answered fewer than 25/50 questions correctly improved their scores by 30 percent on the spring 2016 Explore Exam. Students that answered between 25-35 questions correctly improved their scores by 20 percent on the Spring 2016 Explore exam. Students that answered more than 35/50 questions correctly will improve their scores by 10 percent on the Spring 2016 Explore Exam.

**St. Paul's Episcopal School**

Award amount: \$2,025.00 | Evaluation score: N/A

*Project description*

This project provided student-learning experiences that incorporate technology in math that improved academic achievement for 8th grade students in algebra.

*Results*

12 out of 15 eighth grade students scored above an average of 75 percent on an end-of-the-year algebra assessment test .

**St. Tammany Parish Public Schools**

Award amount: \$392,641.00 | Evaluation score: 130

Schools: Covington Elementary, Sixth Ward, Whispering Forest

*Project description*

This project serviced at-risk 4 year-olds and provided a high-quality early childhood education in order to prepare children to enter Kindergarten ready to learn using the Early Learning and Development Standards.

*Results*

At least 94 percent of students scored Level 3 or better on the Get Ready to Read Mastery Assessment in ELA. 100 percent of students scored Level 3 or better on the Pre-K District Math Assessment. Using the Classroom Assessment Scoring System (CLASS), 100 percent of teachers in the dimension positive climate were in the high range by the

end of the year. 90 percent of teachers increased CLASS score one point in the dimension language model from fall to spring. Through regularly scheduled program activities such as Parent Teacher Meetings, group activities, workshops, field trips, volunteering in classroom, and conferences, 100 percent of the parents participated in their child's education through 1 or more activities throughout the school year.

### **Success Preparatory Academy**

Award amount: \$4,515.00 | Evaluation score: 120

#### *Project description*

This project is to provide interventions that will allow the targeted second graders to improve reading and math skills.

#### *Results*

85 percent or more of students in the program weren't reading at grade level (STEP 9) by the end of the year based on the STEP assessment. Therefore, this objective wasn't met as anticipated. 80 percent or more of the students didn't score 70 percent or more on the end-of-year math benchmark. Therefore, this objective wasn't met as anticipated. 80 percent or more of students in the program didn't score 70 percent or more on the end-of-year English Language Arts benchmark. Therefore, the objective wasn't met as anticipated.

### **Tallulah Charter School**

Award amount: \$3,239.00 | Evaluation score: 144

#### *Project description*

The project improved school readiness skills for the targeted low-income, language-diverse children.

#### *Results*

55 percent of the third grade students scored benchmark on the end of year DIBELS. 63 percent of the 3rd grade students scored benchmark on the end of year MAP. 75 percent of the 4th grade students scored benchmark on the end of year MAP. 66 percent of the 5th grade students scored benchmark on the end of year MAP. 68 percent of the 3rd, 4th, and 5th grade students scored benchmark on the end of year MAP.

### **Tangipahoa Parish School System**

Award amount: \$232,890.00 | Evaluation score: 109

Schools: Chesbrough Elementary, O.W. Dillon Elementary, Independence Elementary, Midway Elementary, Perrin Early Learning Center

#### *Project description*

This project provided a prekindergarten program serving at-risk 4 year-olds.

#### *Results*

Of the participating 4-year-olds, 100 percent met or exceeded widely-held expectations in literacy on the Teaching Strategies GOLD spring checkpoint and 98 percent of the students met or exceeded widely-held expectations in math on the Teaching Strategies GOLD spring checkpoint. 98 percent of parents/guardians attended at least two parent involvement activities. 28 percent of the teachers attended at least 18 hours of professional development .

### **Tensas Parish School Board**

Award amount: \$60,737.00 | Evaluation score: N/A

Schools: Newellton Elementary, Tensas Elementary

#### *Project description*

The project provided additional support/remediation in reading and math for 4th and 8th grade students and provided RTI for students who needed intervention.

#### *Results*

97 percent of the targeted 4th grade students scored 80 percent or higher on the Storytown ELA assessment. 62 percent of targeted 4th grade students scored 80 percent or higher on the GoMath EOY assessment. 93 percent of targeted 8th grade students scored 80 percent or higher on the EOY EAGLE assessment. 75 percent of targeted 8th grade students scored 80 percent or higher on the EOY EAGLE assessment.

### **Terrebonne Parish School District**

Award amount: \$219,319.00 | Evaluation score: 150

School: mulberry Elementary School

#### *Project description*

This project provided a developmentally appropriate program for at-risk 4-year-old students.

#### *Results*

Of the participating 4-year-olds, 100 percent scored in or beyond the 4-year-old color band for the language and literacy objectives in TS GOLD and 97.3 percent scored in or beyond the 4-year-old color band for the math objectives in TS GOLD. 80 percent of the parents completed/participated in at least 10 of the planned parental involvement activities. 100 percent of participating teachers and paraprofessionals received at least 6 hours of staff development specific to Early Childhood Education.

### **Trafton Academy**

Award amount: \$1,963.00 | Evaluation score: 112

#### *Project description*

This project allowed students to construct basic robots to reinforce scientific concepts of circuits, light, and motors, enhance communication and explore creativity.

#### *Results*

The 8th grade students obtained an increase in IOWA science test scores from the previous class average of 70 in 2015 to a class average of 76 in 2016. 82 percent of students increased their score on an introduction to robotics pre-test to post-test.

**Trinity Episcopal Day School**

Award amount: \$1,669.00 | Evaluation score: 127

*Project description*

This project provided a reading intervention program that improved reading levels in the 2nd grade.

*Results*

100 percent of 2nd grade students increased their reading levels by 43 percent from a pre- fall test to a spring post-test on the ERB standardized test. 75 percent of 2nd grade students were above reading level in oral reading from the beginning of the year to the end of the year as measured by tests in Accelerated Reader.

**Trinity Episcopal School**

Award amount: \$3,426.00 | Evaluation score: N/A

*Project description*

This project increased reading levels for 5th and 6th grade students.

*Results*

100 percent of 2nd grade students increase their reading levels by 43 percent from a pre- fall test to a spring post-test on the ERB standardized test. 100 percent of 2nd grade students met the 90th percentile in oral reading from the beginning of the year to the end of the year as measured by tests in Accelerated Reader.

**Union Parish School Board**

Award amount: \$74,514.00 | Evaluation score: 150

School: Union Parish Elementary School

*Project description*

This project provided a developmentally- appropriate program that provided opportunities and experiences for at-risk 4 year-olds to be kindergarten ready.

*Results*

Of the participating 4-year-olds, 95 percent of pre-k students met or exceeded Level 4 of objective 20c - connects numerals with their quantities from Teaching Strategies Gold Objectives and 100 percent met or exceeded Level 4 of objective 16b - using letter sound knowledge from Teaching Strategies Gold Objectives. 100 percent of parents were involved in at least one activity by participation or attendance at open house, students' programs, field trips, volunteer parent services, parent conferences and/or graduation. 8(g) teacher attended a total of 26 hrs and 15 mins of professional development.

**Vermilion Parish School Board**

Award amount: \$140,068.00 | Evaluation score: 147

Schools: Dozier Elementary, Leblanc Elementary

*Project description*

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

*Results*

Of the participating 4-year-olds, 97.8 percent scored in the blue band on Math objectives for Teaching Strategies Gold and 88.7 percent scored in the blue band on ELA objectives for Teaching Strategies Gold. 100 percent of teachers attended professional development. At least 85 percent of parents attended school activities and two or more parent conferences.

**Vernon Parish School Board**

Award amount: \$138,302.00 | Evaluation score: 150

School: North Polk Elementary

*Project description*

This project provided a prekindergarten program serving at-risk 4year-old children to develop essential kindergarten skills.

*Results*

Of the participating 4-year-olds, 89 percent scored in the second, third, or fourth quartile in math on the post-test and 89 percent of the students scored in the second, third, or fourth quartile in pre-reading (language) on the post-test. 100 percent of parents attended at least one parent activity. The teachers and paraprofessionals earned 18 hours in professional development in order to improve Pre-K instruction.

**Washington Parish School Board**

Award amount: \$102,352.00 | Evaluation score: 112

Schools: Enon Elementary, Franklinton Primary

*Project description*

This project provided a prekindergarten program for at-risk 4year-old participants.

*Results*

Of the participating 4-year olds, 80 percent of children scored Level 3 or better on the Pre-K District Math Assessment and 80 percent of children scored Level 3 or better on the Pearson Get Ready to Read! Revised Screening Tool. 80 percent of the parents attended a minimum of two of the parental involvement activities. 100 percent of the teachers and paraprofessionals attended a minimum of two professional development activities designed to increase knowledge of research based strategies shown to enhance kindergarten readiness.

**Webster Parish School Board**

Award amount: \$112,854.00 | Evaluation score: N/A

Schools: Central Elementary, North Webster Lower Elementary

*Project description*

This project provided prekindergarten classes to ensure that students had kindergarten readiness skills.

*Results*

Of the participating 4-year-olds, 92.9 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the

DSC post-test and 92.86 percent scored in the 2nd, 3rd, or 4th quartile on the language component of the DSC post-test. 100 percent of parents of participants attended at least 3 parental involvement activities by May 17, 2016. 100 percent of teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

**West Baton Rouge Parish School Board**

Award amount: \$90,235.00 | Evaluation score: N/A  
Schools: Brusly Elementary, Chamberlin Elementary, Port Allen Elementary

*Project description*

This project provided high-quality early childhood education to at-risk 4 year-old children to ensure they have greater success in kindergarten.

*Results*

Of the participating 4-year-olds, 100 percent met or exceeded the literacy and math objectives of Teaching Strategies GOLD. 100 percent of the 8(g) parents participated in at least 5 activities this school year. 83 percent of the teachers and paraprofessionals completed at least 18 hours of professional development.

**West Carroll Parish School Board**

Award amount: \$73,711.00 | Evaluation score: N/A  
School: Oak Grove Elementary

*Project description*

The project was designed to provide a high-quality learning experience for at-risk 4 year-olds in order that they would be prepared to enter Kindergarten and have success in the next year.

*Results*

Of the participating 4-year-olds, 100 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the DSC post-test and 100 percent scored in the 2nd, 3rd, or 4th quartile on the math component of the DSC post-test. 100 percent of the parents/grandparents attended at least two events. The 8(g) teacher and paraprofessional attended 100 percent of the professional development opportunities that were offered.

**West Feliciana Parish School Board**

Award amount: \$73,916.00 | Evaluation score: N/A  
School: Bains Lower Elementary

*Project description*

This project improved the academic performance of at-risk prekindergarten students in reading and math skills.

*Results*

Of the participating 4-year-olds, 75 percent achieved a composite score of 23 or above on DSC math section and 79 percent achieved a composite score of 21 or above on the DSC language section. 100 percent of the parents attended at least four activities during the year. All teachers and paraprofessionals attended a workshop/conference on utilizing student data to make informed decisions about teaching and learning.

**Winn Parish School Board**

Award amount: \$77,030.00 | Evaluation score: N/A

Schools: Atlanta High, Calvin High, Winnfield Kindergarten Center

*Project description*

This project prepared at-risk 4 year-old students for kindergarten through language and math development, age appropriate activities and hands-on learning.

*Results*

Of the participating 4-year-olds, 96 percent in the 2nd, 3rd or 4th quartile on the DSC math post-test and 96 percent scored in the 2nd, 3rd or 4th quartile on the DSC language post-test. 70 percent or more of the parents in 3 classes attended three activities-70 percent or more of the parents in 2 classes didn't attended three activities as anticipated. All teachers and paras meet the 18 hours of staff development.

**Zachary Community School Board**

Award amount: \$102,566.00 | Evaluation score: N/A

School: Zachary Early Learning Center

*Project description*

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

*Results*

Of the participating 4-year-olds, 88.3 percent met or exceeded proficiency in the area of math on the TS Gold Assessment System and 94.1 percent met or exceeded proficiency in the area of language on the TS Gold Assessment System. 100 percent of parents were involved in at least 3 activities associated with the project. 100 percent of teachers and paras participated in at least 18 hours of professional development.



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# Statewide Grant Programs

FY 2015–2016

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BESE Allocation: \$12,349,476

Percent of Total Allocation: 50.41%

Programs Funded: 13

Constitutional Category:

## To fund exemplary programs

Principal Coaching and TAP Expansion

The Early Childhood Care and Education Network Expansion

Expanding Advanced Placement and International Baccalaureate Programs

Jump Start Regional Partnership

Constitutional Category:

## Research or Pilot Programs

LEAP for the 21st Century

Educator Preparation Pilot Program

Louisiana Supplemental Course Academy

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

International Choices for Career and Career Education

Louisiana Renaissance Language Immersion Program

### **Principal Coaching and TAP Expansion**

Award Amount: \$1,060,200 | Constitutional Category: Research/Pilot Programs | Evaluation Score: 150

#### ***Objectives***

100 percent of program participants will attend the scheduled activities reflected in their plans (e.g., budget, Principal Fellowship participants, schools and activities).

100 percent of educators participating as fellows will complete the predetermined activities.

90 percent of participants seeking facilitator certification will meet the identified expectations.

#### ***Results***

97 percent of participants completed the grant activities.

100 percent of educators completed the NISL Fellows activities.

100 percent of the 20 facilitator candidates completed the requirements to earn the facilitator certification.

#### ***Observations***

Most all participants spoke with high praise for this program. They felt that the program had given them additional knowledge and skills to help make their districts and schools more effective. Participants were especially appreciative for the networking opportunities with other districts and schools.

Personnel leading the sessions were thought to be excellent by most all of the participants. Program administrators were effective as monitors and support personnel for all participants.

Activities of all parts of the program were very well organized and specific to improving educational leadership in districts and schools. Participants indicated that the activities were very informative and very helpful to them personally in bringing positive academic improvements to their districts and schools. Many did think, however, that the activities of the programs were very time-consuming. Participants related many instances of using the knowledge and skills gained to improve staff collaboration and student achievement in their schools.

Constitutional category requirements were met.

The objectives and evaluation of the program were clear. Objectives were set at a very high level. Continuous monitoring and a good feedback system were in place to keep records of participants' progress and attendance.

Overall, this was a well-organized program and one that was well-received by the participants. Comments heard and submitted attested to the participants' enthusiasm for the knowledge and skills gained.

#### ***Recommendations***

The results were outstanding based on the objectives being met and the comments of the participants. The program would be worthwhile for all school administrators.

### **Early Childhood Care and Education Network Expansion**

Award amount: \$275,000 | Constitutional category: Exemplary programs | Evaluation score: 129

#### **Objectives**

By June of 2016, 90 percent of publicly funded classrooms will have received two CLASS observations.

By June 2016, 70 percent of publicly funded children who are enrolled long enough to receive two child assessment checkpoints will receive two.

By June 2016, 100 percent of Community Networks will have made progress on coordinated enrolment, including a coordinated information campaign and preliminary eligibility and application.

#### **Results**

Summarized results in the End-of-Year Report stated that 98 percent of the classrooms were observed in the fall and spring.

Summarized results stated that data showed 49,131 out of 57,130 children participated TS GOLD third checkpoint. Overall data show that 86 of the children were assessed at the third checkpoint data for the practice performance profile. Only one checkpoint was available for review.

Summarized results for self-assessment stated 97 percent communities working toward improving coordinate enrollment in 2015-2016, which did not meet the required measure for the objective. This collaboration brought together pre-K, childcare and Head Start providers thereby increasing learning opportunities for teachers as well.

#### **Observations**

The on-site visits did show that personnel in the field are working very hard to achieve the best performance for their students. With any new system, time is the one factor that will accomplish the objectives. Those interviewed were knowledgeable and enthusiastic about the program.

#### **Recommendations**

At any point during the project year, when the project administrator observes a need for a change in the program, a request for a Project Revision may be made to the 8(g) office to be approved prior to the end of the grant year.

### **Expanding Advanced Placement® and International Baccalaureate® Programs**

Award amount: \$1,080,000.00 | Constitutional category: Exemplary Programs | Evaluation score: 130

#### **Objectives**

Increase the percentage of students experiencing a “successful” Advanced Placement® experience by participating in the course and attaining a score of 3 or above on the exam. Louisiana will increase the number of students obtaining success from 30 percent in 2014 to 32 percent in 2016.

Increase the percentage of students experiencing a “successful” International Baccalaureate experience by

participating in the course and attaining a score of 4 or above on the exam.

Increase AP course participation by 6 percent from 33,231 students in 2014-2015 to 35,225 students in 2015-2016.

Increase IB course participation from 1,967 students in 2014-2015 to 2,085 students in 2015-2016, resulting in an annual enrollment increase of 6 percent.

### **Results**

Based on the summarized results response, 33.6 percent of Louisiana students experienced success on an AP exam for 2015-2016 compared to 30 percent in 2013-14. This growth was reported to be due, in part, to 5.4 percent increase in Participation from 2014-2015 to 2015-2016.

This objective was written for the original proposal based on the release of the 2015 exam performance data, which was made available in July 2015; however, the 2016 IB exam performance will not be available until November 2016, so a determination of the measure for the objective is not available.

Based on the summarized data presented in the End-of-Year Report, 203 Louisiana schools offered Advanced Placement coursework during 2015-2016, with 208 schools administering one or more AP exams. In addition, AP course enrollment increased from 33,231 in 2014-2015 to 35,362 in 2015-16, an increase of 2, 331 students or 7 percent.

Summarized results reported in the End-of-Year Report stated the enrollment increased from 1,967 students in 2015-2015 to 2,287 enrollments in 2015-2016 resulting in a 16.3 percent increase over a one year period.

### **Observations**

The visits and the meeting showed that personnel are aware of the value of the program in implementing the strategies and knowledge level involved in the curriculums for their higher performing students.

### **Recommendations**

Whenever a problem exists with the data for an objective within sufficient time prior to the deadline for the End-of-Year Report, a Project Revision should be submitted to request approval for change, so that it does not affect the overall score of the project.

## **Jump Start Regional Partnerships**

Award Amount: \$65,000 | Constitutional Category: Research/Pilot Programs | Evaluation Score: 116

### **Objectives**

Increase Jump Start Career Development Fund (CDF) student internship experiences from (2014-15 Baseline) to (20% increase above 2014-15 Baseline (a hard # will be reported) for the 2015-2016 academic school year.

Implement a comprehensive cataloging system to establish and track the number and type of workplace experiences and artifacts created by each Regional Workplace Experience Exchange (RWEE). At the end of the grant period, the catalog will be shared with all Regional Jump Start Teams statewide.

Increase the total number of Teacher Externships in High Wage/High Demand job sectors from 0 to 40 per Regional Team.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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Implement a minimum of two Regional Employer Student Career Fairs/Expos; one in Fall 2015 and one in Spring 2016.

#### **Results**

It was reported that Student Internships Experiences did not grow by the projected 20% over the 2014-2015 baseline.

Ninety-seven artifacts were created by Regional Workplace Experience Exchanges and were catalogued and shared with all Regional Jumpstart Teams.

Four of the five regional teams together completed seventy-three Teacher Externships.

Results were reported for a required minimum of two Regional Employer Student Career Fairs/Expos held by each region.

There were educational improvements made with the Jump Start Program. Improvements were inconsistent around the state.

#### **Observations**

Participant schools/students in Jump Start were varied in their depth of participation, their knowledge of the overall program, and the support they received from the district, region and state levels. Rural schools with minimum funding for classroom supplies, teaching personnel and available participating business and industries were challenged to meet the requirements of Jump Start.

Most personnel in larger schools/districts were able to meet the requirements of Jump Start. Rural districts and small schools struggled with the program. Getting certified teachers was a challenge for all districts. Some school counselors needed more training on the specifics of the Jump Start program, help with scheduling classes and in working with students and parents in choosing an appropriate diploma pathway. Business and industry personnel were greatly involved in some regions and not so much in others.

The Jump Start program activities focused on the Regional Teams with this grant. Some, but not all, of the five Regional Teams showed strong organizational results of cooperative and collaborative planning, support for schools, students and activities and overall enthusiasm for the program.

The constitutional category requirements were met.

Objectives of the program were outlined in a strong web site for the program and in regular meetings. A lack of clarity of the overall program was an issue mentioned frequently.

Results of the Jump Start program were varied around the state. The differences in implementation by the larger vs. smaller districts/schools were apparent. The lack of school level equipment and supplies and credentialed teachers, especially in the smaller and/or rural schools/districts, were noticeable. The lack of available and/or abundant business and industry partners was apparent in some areas.

#### **Recommendations**

Student participants need more assistance with choosing a Career Diploma pathway. Schools, especially small and/or rural, need more assistance in establishing Jump Start, more funding for classroom equipment and supplies, and more support in securing credentialed personnel and business and industry partners.

A noticeable lack of credentialed and/or certified teachers for Jump Start classes is a huge challenge. Rural, small and more isolated schools do not have adequate personnel.

Activities need to address: student scheduling, students changing career pathways, parental involvement, overall knowledge and awareness about the program, Regional Team support for schools, school funding for classroom equipment, supplies and teachers, and business and industry partners and their support of the program. Issues with student internships regarding age, safety, federal/state site practices and requirements, teacher training, and career pathway options need to be addressed. School, district and regional leadership skills in working with the program and in collaborating with business and industry partners need to be addressed.

Objectives should be written in very specific terms with outcomes that are clear and measurable. Documentation must be submitted to clearly show the results of each measurable objective.

This program would benefit from clarity. A total assessment and evaluation of all levels of the program would be helpful.

### **LEAP for the 21st Century**

Award amount: \$7,642,476 | Constitutional category: Research and Pilot Programs | Evaluation score: 148

#### ***Objectives***

The LDOE, in collaboration with the assessment vendors will produce and coordinate administration logistics associated with project related grades 3-8 and high school assessments for the 2015-2016 school year.

The LDOE, in collaboration with the assessment vendors, will produce and deliver Test Coordinators Manuals (TCMs) and Test Administrators Manuals (TAMS) for project related assessments in grades 3-8 and high school during 20151016 school year.

The LDOE will provide training to LEA/district-level personnel to support the successful administration of project related assessments.

#### ***Results***

Results of assessments for LEAP 3-8, End of Course Tests (EOC), and the ACT test were attached as supporting data and are available online for each school district in the State of Louisiana.

Copies of the Computer-based Test Administration Manual and Paper-based Coordinator's Test Manual for English Language Arts and Mathematics for grades 3-5 were produced and distributed to districts and schools across the state.

Sign-in sheets for the quarterly regional collaboratives for September, November, January, and March were attached to the report as supporting data.

#### ***Observations***

Personnel in local systems who were interviewed had positive comments about the distribution of test materials and support provided through the state department.

### **Recommendations**

Be certain to provide supporting data for all objectives.

### **Education Preparation Pilot Program**

Award amount: \$1,000,000 | Constitutional category: Research Pilot Program | Evaluation score: 148

### **Objectives**

By August 1, 2015, each pilot will submit the roles and responsibilities for mentor teachers, school and school system leaders, and preparation program faculty as defined in their signed partnership MOU (if applicable).

By May 30, 2016, 90 percent of the candidates included in the initial candidate roster submitted to the LDOE will complete the program year.

By May 30, 2016, 90 percent of the mentors included in the initial mentors roster submitted to the LDOE, will complete the program year.

By June 30, 2016, each pilot will develop or select a mentor training curriculum and deliver that training to mentor teachers.

By June 2016, 80 percent of candidates who are pursuing certification in 15-16, will be recommended for certification.

### **Results**

100 percent of community of practice pilots submitted signed MOU or list of roles and responsibilities for key stakeholders in their program.

98 percent (258 of 263) of the candidates included in the initial roster completed the program year.

98 percent (246 of 249) mentors included in the initial roster submitted to the LDOE completed the program.

100 percent of the community of practice pilots that identified a mentor teacher priority in their applications developed or selected a mentor-training curriculum and trained all mentor teachers as evidenced by a review of training activity materials.

80 percent (137 of 171) of candidates who were pursuing certification in 15-16 that were recommended for certification by their preparation provider have completed all certification requirements.

### **Observations**

The personnel at the Ascension Parish "Teach Ascension Academy" could not say enough good things about how the program is helping new teachers. One teacher/mentor, who has taught for nine years, stated she really wished she could have been through a program like this one during her first year of teaching.

The evaluator was impressed with the scope of the program design and the guidance being given to first year teachers. All personnel involved in the program, from state to local, were enthusiastic about the direction of teacher training.

### **Recommendations**

No recommendations, but commendations are in order for the team who wrote this project, and has put forth the effort to develop a greater understanding of classroom strategies for the first year teacher.

### **Louisiana Supplemental Course Academy**

Award amount: \$705,742.00 | Constitutional category: Exemplary Program | Evaluation score: 141

### **Objectives**

By the end of 2015-16 Louisiana Supplemental Course Academy will increase the number of students taking academic and career focused by 75 percent.

75 percent of students enrolled in a course with an end-of-course exam will achieve a score of "good"

At least 45 percent of students taking an AP course and an AP exam will attain a score of 3 or higher

### **Results**

32,354 course enrollments for 2015-16 were reported. This was a 24% increase over the 26,068 enrollments for the previous year. However, documentation was not submitted to verify this result. The goal was a 33% increase.

71 percent of students enrolled in a SCA funded end-of-course course earned an A, B or C.

10 percent of students taking an AP course and an AP exam earned a score of 3 or higher.

### **Observations**

Students were guided to SCA courses where appropriate. Students who lacked strong reading skills and/or motivation to work independently seemed to struggle. Some students needed better technical skills.

Counselors and teachers at the school level were mostly very helpful to students taking SCA courses. However, it was noted that some sites did not consistently monitor the students or the teacher facilitators.

Activities were appropriate. It was noted that students showed varying degrees of motivation and self discipline in working on SCA courses. Activities at the school level should include consistent monitoring and student support.

The constitutional category requirements were met.

While the objectives of the overall program were not met, students were engaged in chosen classes and the number of students choosing SCA courses had increased this year.

SCA courses were appropriate for many students. Counselors, parents and students all need more information about course providers and their specific success rate so that better informed decisions can be made.

### **Recommendations**

More site monitoring of facilitators needs to be done by school and district administrators and there should be required classroom facilitators monitoring and supporting students at the classroom level.

Training webinars needs to be looked at closely for relevance, content, ease of use, etc.

Districts requested more input in course offerings. Attention needs to be given to skills/technical course offerings for LA2 students. Credit recovery classes need to be carefully evaluated. Attention is needed to building more cooperative and collaborative relationships between schools and colleges/universities and technical schools that are offering courses.

Some students recommended more courses that appeal to girls.

Data should be submitted for all objectives. Complete data should be collected and submitted in all parts of the end-of-the year report. (Data showing students served and grade levels should be collected.) Course providers should be evaluated to show academic success/results each year by the LDE, schools and students and those results should be shared with the schools and districts. Schools, districts, parents and students need more information about the course providers so that they can make better informed choices.

SCA does provide courses that students need for graduation with a college or career diploma. Providers should be evaluated yearly by the LDE, schools and students. These results should be made public so that more informed decisions in choosing a course provider can be made.

### **Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Deaf (LSD) Supporting Math and Reading Success**

Award amount: \$30,000 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score: 147

#### **Objectives**

70 percent of K-12 students will make growth by the end of the 15-16 school year comparable to at least the 25th percentile of the 2015 national norms for MAP in the area of math.

70 percent of K-12 students will make growth by the end of the 15-16 school year comparable to at least the 25th percentile of the 2015 national norms for MAP in the area of reading.

#### **Results**

79 percent of K-10 grade students made growth comparable to the 25th percentile or better in math. Grades 1, 2, 3, 4, 5, 9 and 10 exceeded the 97th percentile, 8th grade – 84th percentile and K – 57th percentile. Sixth and 7th graders did not show growth comparable to the 25th percentile.

64 percent of K-10th grade students made growth comparable to at least the 25th percentile in the area of reading. Grades 3 and 4 exceeded the 96th percentile, 7th grade performed at the 64th percentile, 10th graders at the 50th percentile, 9th graders at the 37th percentile and 1st grade at the 31st percentile. Grades K, 2, 5, 6, and 8 did not meet the objective, but made progress.

Objectives related to educational improvements were fulfilled. Although both objectives did not reach the proposed outcome, data submitted did show that students were successful in making academic progress in math and reading. Assessment results differed for 11th and 12th graders, but growth was shown on their average RIT scores.

### **Observations**

The project benefited all students in grades K-12 at the LA School for the Deaf.

Forty-one teachers helped to implement this project. All received Professional Development to ensure implementation success of the project.

Activities were directly related to the improvement of the math and reading skills of all students. Assessments were given and analyzed to determine specific student needs and progress. Increased collaboration among the staff in planning for student achievement was noted.

Constitutional mandates were met.

Objectives were written in measurable terms and focused on improving the academic achievement of all students in the areas of math and reading.

The project was successful and data showed that students were making progress in reading and math.

### **Recommendations**

This was a successful project and benefited the majority of students. It is commendable that the math program, in particular, was so successful and that it will be expanded.

## **Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Visually Impaired (LSVI)**

Award Amount: \$30,000 | Constitutional Category: Superior Textbooks/Materials | Evaluation Score: 147

### **Objectives**

50 percent of all LAA1 students will demonstrate a 5 point improvement in the areas of ELA and Math on the Unique Learning Benchmark Assessment.

80 percent of students in grades 1-8 will improve their reading scores by 5 percent on the benchmark assessment.

80 percent of students in grades 1-8 will improve their math scores by 2 questions on the AIMSweb benchmark assessment.

All high school students on a diploma tract will demonstrate at least a 5 percent increase of class averages in the areas on ELA and Mathematics on Eagle, or teacher made assessments.

80 percent of the participating visually impaired students in grades 1-12 will improve by 4 skills as measured by progress on the Independent Living Skills Checklist.

60 percent of the participating visually impaired students in grades 1-12 will improve their overall score by 1 point in music skills, as demonstrated by the results on the Adapted Standards Music Checklist.

### **Results**

86 percent of LAA1 students showed an increase of 5 points or greater in both ELA and math on the Unique Learning Benchmark Assessment.

69 percent of grade 1-8 students improved their ELA score by 5 percent on the benchmark assessment.

80 percent of the grade 1-8 students improved their math score by at least two questions on the benchmark assessment.

Within the high school math classes, 100 percent of students increased their individual scores by 10 percent or more and class averages by 5 percent in Geometry, Integrated Math, Algebra I, Algebra II, and English I-IV. 87 percent of students increased their individual ELA score by 10 percent or more.

98 percent of VI students in grades 1-12 improved by four or more skills on the Independent Living Skills Checklist.

100 percent of students in grades 1-12 increased their overall score by 1 point or greater on the Adapted Standards Music Checklist.

### **Observations**

Participants, students and staff members were enthusiastic about the efforts to improve student achievement. Participants were engaged in many creative activities and projects.

Personnel were experienced and were enthusiastic about working with the VI students.

Activities were designed to improve academic achievement of all students in the school. Activities met the special needs of the registered visually impaired students who attend LSVI.

The grant met the requirements of the constitutional category under which it was funded.

Objectives addressed student achievement. Objectives set reasonable goals and measurements.

The project was successful. The resources purchased with grant funds helped all of the VI students at LSVI to improve their academic performance and their daily living skills.

### **Recommendations**

This was a very successful project. Continue the good work.

## **Academic/Vocational Enhancement of BESE Special Schools (SEC) Math Instructional Effectiveness Support**

Award amount: \$192,000 | Constitutional category: Exemplary Programs | Evaluation score: 115

### **Objectives**

Provide over 1,500 Teacher Leaders access to in-person professional development that builds their content knowledge and prepares the for improved mathematics instruction.

Ninety Percent of teachers will report that the training provided was of high quality, had a strong impact on their preparation to teach, and will help their students master grade-level math content.

### **Results**

Based on the summarized results, "all trainings were successfully held. Over 1,100 educators signed in to the session"

Based on the summarized results, the project administrator stated the average rating across sessions was a 4.4 out of 5.

### **Observations**

Smaller systems commented the cost of the workshops was prohibitive for some areas.

There were many positive comments about the programs as presented. It was stated by some that they would like to have more training. Some also commented that they would like to be notified before school closes about workshops.

### **Recommendations**

When presenting data regarding objectives, give as much information as possible to support the objective. Overall, the data was confusing due to the lack of complete information to support the summarized results. A well-defined measure in the objective and good charting of data will help to correct this in future projects.

## **Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Visually Impaired (LSVI)- Louisiana Instructional Materials Center for the Blind/Visually Impaired**

Award amount: \$75,000 | Constitutional category: Purchase of Superior Textbooks/Materials | Evaluation score: 150

### **Objectives**

By the end of July 2016, at least one professional involved in five out of 8 state BESE districts will complete, and return the LIMC Blind and Visually Impaired Satisfaction Survey.

By the end of July 2016, when all data has been analyzed, the results of the Satisfaction Survey will equal an 85 percent satisfaction rate ,or an average of 4/5 on a 5-point Likert scale as measured by a summary of both quantitative and data as it relates to each question.

### **Results**

Seven of the eight BESE Districts responded to the LIMC Blind and Visually Impaired Satisfaction Survey.

Results of the Satisfaction Survey showed a 99 percent satisfaction rate on the LIMC Satisfaction Survey.

### **Observations**

Students were fully engaged with materials and equipment from LIMC. Students were able to follow a curriculum aligned with state’s standards just as their sighted peers with the use of these specialized materials and equipment.

Personnel were able to secure materials and equipment for their VI students in a timely manner. They reported that the PA of this project was helpful in securing the appropriate materials and equipment and in answering any questions about the use/requirements of the same and/or required VI guidelines.

The materials purchased for VI students with funds of this grant were essential for the successful academic success of the students. VI students from all over the state benefited by the Braille, large-print books and other requested materials purchased with funds from this grant.

The requirements of the constitutional category were met.

The objectives directly addressed students' academic achievement by providing the necessary materials and equipment needed by blind and visually impaired students.

Evaluation of the program was on-going through survey responses and a log of contacts with districts and teachers.

This is an exemplary program that serves the needs of all VI students in the state. It allows most to remain in their own local school and pursue a regular curriculum. The program is well-organized, successfully implemented and much appreciated by the districts, teachers and students served.

***Recommendations***

Attempt to get more teachers or district leaders to respond to the survey.

**International Choices for College and Career Education**

Award amount: \$170,000 | Constitutional category: Foreign Languages | Evaluation score: 148

***Objectives***

The increase in language proficiency of immersion language students will be measured by foreign associate teachers' own Student Learning Target results as evidenced by an average of at least a 2.5 SLT rating among all foreign associate teachers.

The increase in language proficiency of second language students will be measured by foreign associate teachers' own Student Learning Target results as evidenced by an average of at least a 2.5 SLT rating among foreign associate teachers.

***Results***

Summarized results reported the average SLT among 100 foreign associate teachers in immersion classrooms was 3.4.

Summarized results reported the average SLT rating among 39 foreign associate teachers in second language classrooms was 3.7.

***Observations***

Personnel at all sites visited were very enthusiastic about the programs in their schools. They were eager to talk about the programs and progress of their students within the various schools.

***Recommendations***

The evaluator should be notified of changes in the event there are questions during the process of evaluation prior to the submission of the End-of-Year Report.

It would be helpful to have a summary of unique or outstanding activities resulting from the implementation of the program or recognition of activities that were a direct result of the use of the funding source when presenting the End-of-Year Report.

### **Louisiana Renaissance Language Immersion Program**

Award amount: \$130,000 | Constitutional category: Foreign Languages | Evaluation score: 142

#### ***Objectives***

By the end of school year 2016, 75 percent of the total number of all students at Audubon Charter School who have access to the interventionist provided by this subgrant will exhibit at least 70 percent growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Checklists.

By the end of school year 2016, 75 percent of the total number of targeted students in Calcasieu Parish will exhibit at least 70 percent growth in French language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

By the end of the school year 2016, 70 of the total number of students in Lycée Français de la Nouvelle Orléans who have access to the two kindergarten assistants provided by this subgrant will exhibit at least 70% growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

#### ***Results***

100 percent of the kindergarten, second, third grade students who had access to the interventionist provided by the subgrant met the required objective by exhibiting at least 70 percent growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Checklists. 96 percent of the first grade students also met the objective.

80 percent of the targeted 6th grade students in the French immersion middle school science setting met the required objective by exhibiting at least a 70 percent student growth in language proficiency as measured by the Louisiana Grade Level Immersion Language Checklists. 88 percent of the targeted 7th grade students in French immersion middle school science settings met the objective, and 96 percent of the of the 8th grade students in the French immersion middle school settings exhibited at least 70 percent growth in language proficiency.

100 percent of students at Lycée Français de la Nouvelle Orléans who had access to the two assistants provided by the subgrant met the objective by exhibiting at least a 70 percent growth in language proficiency as measured by the Louisiana Grade Level Immersion Language Checklists.

#### ***Observations***

Local personnel were fully invested in the students and staff maintaining integrity of the proposal as stated. Enthusiasm and knowledge was displayed to give guidance to the personnel at the local level.

#### ***Recommendations***

In reviewing the End-of-Year Report, the evaluator would like to have seen more information regarding the specific activities that were considered unique to each site, information about the activities of the two language assistants hired through the program, and a summary of the activities and/or recommendations from the Language Consultant.



## Louisiana Board of Elementary and Secondary Education

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