

Kevin P. Reilly, Sr.

Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



2017-18

8(g) Annual Report

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Table of Contents

Board of Elementary and Secondary Education Inside Front Cover

2017-2018 8(g) Program Evaluators Inside Front Cover

The BESE 8(g) Grant Program: 1986–2018

Program Overview 3

History

Louisiana Education Quality Trust Fund (LEQTF) Origin 4

LEQTF Timeline 5

Funding Regulations 6

Funding Methods

Student Enhancement Block Grant Program 7

Statewide Grant Programs 7

The Annual 8(g) Report of Results: FY 2017–2018

Program Summary 9

Program and Budget 10

Grants

Student Enhancement Block Grant Projects..... 11

Statewide Programs 46

8(g)

The BESE 8(g) Grant Program

1986 – 2018

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.

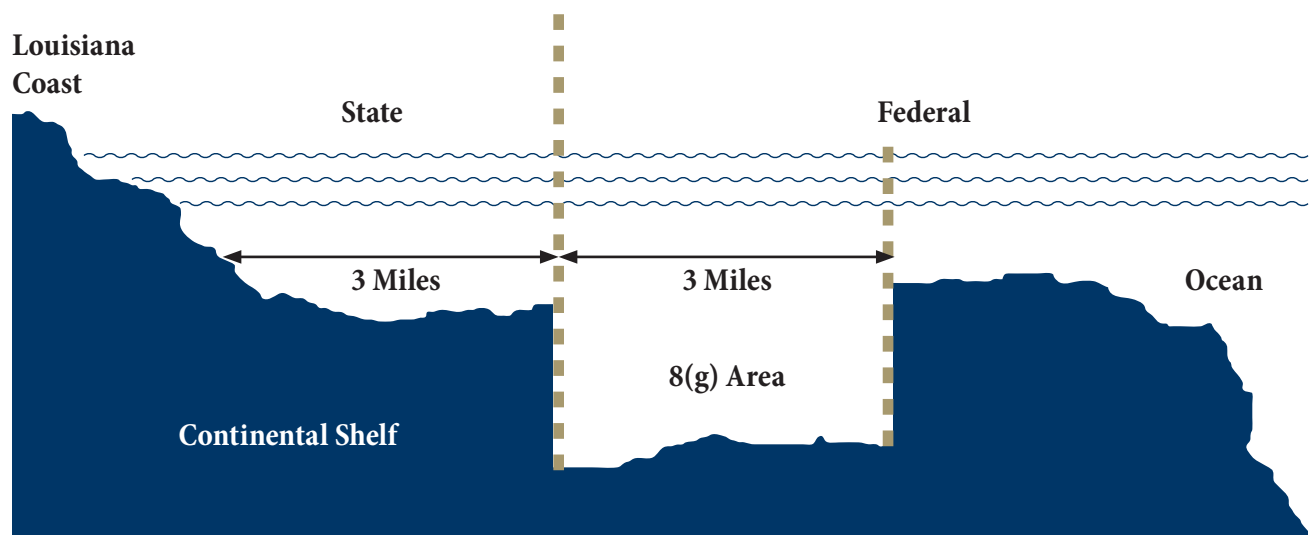
Since 1986...

More than
9,030 projects
approved

More than
\$949 million
allocated

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.



LEQTF Timeline

► 1978

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

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

► 1986

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

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

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

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

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

► 1990

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

► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

► 1995

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

► 2002

Constitutional amendment allows the Commissioner of Administration, as directed by the Governor, to eliminate a deficit by reducing appropriations or allocations from the state general fund and dedicated funds, including any which are constitutionally protected or mandated, by an amount not to exceed 5 percent of the total amount allocated from that fund.

► 2006

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

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 2017-2018 Priority Areas

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

Funding Methods

Student Enhancement Block Grant Program

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

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

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

Since 1988,
BESE 8(g) has funded
over \$228 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.

8(g) The Annual 8(g) Report of Results

FY 2017–2018

Program Summary
Program and Budget
Grants



Program Summary

Total 2017-18 Allocation:
\$23,167,200

134 Student Enhancement Block

10 Statewide

144 Total Grants

Student Enhancement Block and Competitive Project Results

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.

Statewide Program Results

All Statewide Grant Programs were evaluated in 2017-2018. 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.

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



Program and Budget

APPROVED OCTOBER 12, 2016

I. Block Allocation (48.1%)	\$11,143,600
II. Statewide Allocation (48.1%)	\$11,143,600
III. Review, Evaluation, and Assessment of Proposals (0.9%)	\$220,000
IV. Management & Oversight (2.8%)	\$660,000
Total	\$23,167,200



Student Enhancement Block Grant Programs

FY 2017 – 2018

BESE Allocation: \$11,143,600

Percent of Total Allocation: 48.1%

Programs Funded: 134

Students Served: 36,678

Formula Basis:

\$55,000 base for public LEAs

\$9.04 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

69 Projects

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

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Acadia Parish School Board | Evaluation score: N/A | Award amount: \$141,562

Schools: Iota Elementary, Central Rayne

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

All participating 4-year-olds students met or exceeded the Language and Literacy Benchmarks in TS Gold. All participating 4-year-olds students met or exceeded the Math Benchmarks in TS Gold. 87.5 percent of parents of participants participated in at least two activities by May 19, 2018. All teachers participating in the Acadia Parish 8(g) pre-kindergarten program exceeded 18 hours of professional development.

Allen Parish School Board | Evaluation score: N/A | Award amount: \$92,646

Schools: Elizabeth High School, Kinder Elementary School, Oakdale Elementary School

This project provided a developmentally appropriate instructional program for 4-year-olds that expanded kindergarten readiness and future academic and life success.

Results

All Allen Parish 8(g) pre-kindergarten students scored "Accomplished" for kindergarten Entry on the TS GOLD area of Literacy according to the TS GOLD Comparative Report, May, 2018. All Allen Parish 8(g) pre-kindergarten students scored "Accomplished" for kindergarten Entry on the TS GOLD area of Math according to the TS GOLD Comparative Report, May, 2018. 88 percent of Allen Parish 8(g) pre-kindergarten students had parents/family participate in a minimum of two parent activities according to the Parental Involvement Form submitted by each 8(g) teacher, May, 2018. All Allen Parish Pre-K Teachers funded by 8(g) participated in a minimum of 18 hours professional development related to early childhood (Teacher 1 - 22.43 hours; Teacher 2 - 22.07 hours; Teacher 3 - 22.43 hours) as documented by sign-n sheets and Professional Development Form.

Archdiocese of New Orleans | Evaluation score: 97 | Award amount: \$300,568

Students in grades fourth through sixth used technology in academic instruction to enhance their proficiency in ELA and mathematics and performance on LDE (LEAP) assessments.

Results

65 percent of fourth grade students met goal and increased their LEAP 2025 math assessment scores by three points.
65 percent of fourth grade students met goal and increased their LEAP 2025 ELA assessment scores by three points.
65 percent of fifth grade students met goal and increased their LEAP 2025 math assessment scores by three points.
65 percent of fifth grade students met goal and increased their LEAP 2025 ELA assessment scores by three points.
65 percent of sixth grade students met goal and increased their LEAP 2025 math assessment scores by three points.
65 percent of sixth grade students met goal and increased their LEAP 2025 ELA assessment scores by three points.

Ascension Parish Schools | Evaluation score: N/A | Award amount: \$248,974

Schools: Dutchtown Primary, Oak Grove Primary, Prairieville Primary

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

Results

96 percent of participating students scored at or above the 4-year-old band in language, which measured oral language development, by using Teaching Strategies Gold. 96 percent of participating students scored at or above the 4-year-old band in literacy, which measured foundation reading skills, by using Teaching Strategies Gold. 95 percent of

participating students scored at or above the 4-year-old band in numeracy, which measured mathematical reasoning, by using Teaching Strategies Gold. All parents participated in two or more program related activities designed to support continued learning in the home. All ECH teachers participated in 18 hours of professional development activities designed to improve pedagogy and support meeting individual student needs.

Assembly Christian School | Evaluation score: 147 | Award amount: \$2,578

This project incorporated technology that enhanced and tracked student progress in grades 2nd through 6th in order to generate data in which teachers used to drive their instruction.

Results

47 percent of the 2nd through 6th graders met or increased their stanine scores on the 2018 Terra Nova test. There was a 23 percent growth in the overall population of the 2nd through 6th graders in Dreambox (math).

Assumption Parish School Board | Evaluation score: N/A | Award amount: \$86,575
Schools: Labadieville Primary, Pierre Part Primary

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

Results

96 percent of the students met or exceeded grade level expectancy in the math domain. All students met or exceeded grade level expectancy in the language and literacy domain. All parents of preschoolers served were involved in at least five parental activities associated with the project. All teachers and paraprofessionals attended 18 hours of professional development.

Avoyelles Parish School Board | Evaluation score: N/A | Award amount: \$103,687
Schools: Marksville Elementary School

This project was designed to assist at-risk 4-year-old students in learning developmentally appropriate intervention strategies to improve their readiness for kindergarten.

Results

97.5 percent of the participating pre-K students met or exceeded expectations for typically developing 4-year-olds in the Language and all participating pre-K students met or exceeded expectations for typically developing 4-year-olds in the Literacy components as measured by the Teaching Strategies GOLD Assessment Tool. All participating pre-K students met or exceeded expectations for typically developing 4-year-olds in the mathematics component as measured by the Teaching Strategies GOLD Assessment Tool. All parents participated in at least five out of six planned activities by the end of the 2017-2018 school year. The 8(g) pre-K teacher attended 79 hours of professional development, and the 8(g) paraprofessional attended 29.5 hours of professional development by the end of the 2017-2018 school year.

Baton Rouge College Preparatory, Inc. | Evaluation score: 136 | Award amount \$1,469

Students targeted in this project received daily intervention services from the intervention teacher, additional classroom teacher and 4 city-year core-members to further personalize the instruction in math.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

Students averaged 0.5 to 1.0 years of growth in mathematics throughout the year, varying by grade level. Performance varied throughout the year, declining slightly at the last assessment.

Baton Rouge Lutheran School | Evaluation score: N/A | Award amount: \$1,460

Students targeted in this project improved math and language arts skills through the use of web-hosted software.

Results

Third and fourth grade class averages demonstrated a 16 percent improvement when pre- and post-test scores were compared in math and charted. Third and fourth grade class averages demonstrated a 10 percent improvement when pre- and post-test scores were compared in language arts and charted.

Beauregard Parish School Board | Evaluation score: N/A | Award amount: \$107,365
Schools: East Beauregard Elementary, K. R. Hanchey Elementary

This project provided high-quality, developmentally appropriate learning experiences that enhanced the kindergarten readiness of 4-year-olds who were economically disadvantaged or who had developmental delays.

Results

By May 25, 2018, all children scored within the range of widely held expectations for 4-year-olds on Teaching Strategies GOLD in the areas of Literacy and Language as documented by TSG Comparative Report. By May 25, 2018, all children scored within the range of widely held expectations for 4-year-olds on Teaching Strategies GOLD in the area of Mathematics as documented by TSG Comparative Report. By May 25, 2018, all families of children in the project participated in at least two activities as documented by parent participation logs. As documented by sign-in sheets, all teachers and paraprofessionals participated in 18 hours of quarterly site-based collaboration using assessment data to increase students' kindergarten preparedness.

Belle Chasse Academy | Evaluation score: 137 | Award amount: \$8,446

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

Results

In first grade, 3 of the 5 (40 percent) students decreased their level of support needed as measured by DIBELS. Two of the 5 students continued to struggle during the school year even after intensive interventions. These students were referred to the Director of Special Populations to conduct an evaluation. Two of the 4 remaining (50 percent) students decreased their level of support needed as measured by DIBELS. One student that participated withdrew unexpectedly before the end of the of the school year. Two of the remaining students continued to struggle during the school year even after intensive interventions. These students were referred to the Director of Special Populations to conduct an evaluation.

Bens Ford Christian School | Evaluation score: N/A | Award amount: \$3,484

This project improved student achievement by developing critical thinking skills in the high school science classes.

Results

Six percent of ninth grade students attained science readiness according to the ACT Aspire standardized test by April 2018. Nine percent of tenth grade students attained science readiness according to the PreACT standardized test by April 2018.

Bienville Parish School Board | Evaluation score: N/A | Award amount: \$74,901
Schools: Castor High School

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

Results

94 percent of participating 4-year-old met or exceeded math objective in TS Gold by May 2018 . All participating 4-year-olds met or exceeded Language objectives and 100 percent met or exceeded Literacy objectives in TS Gold by May 2018. 95 percent attended Parent Teacher Conference 9/25/17; 80 percent Parent's Day 12/20/17; 72 percent attended Field Day 5/10/18; all attended the End of Year Program 5/14/18. The teacher received 44 hours of professional development locally, and also attended SDE Louisiana Conference for pre-K Teachers in Baton Rouge (two days) and Teacher Leader Summit in New Orleans (three days).

Bishop McManus Academy | Evaluation score: 104 | Award amount: \$1,381

Science students in grades 7 and 8 that were targeted in this project enhanced their scientific inquiry research skills by learning to utilize and explore organisms under the microscopic lens.

Results

65 percent of the 7th and 8th grade students exhibited a 6-month growth as evidenced by Grade Equivalency scores. According to EOY Stanford 10 results for prior school year, 14 of the 16 students were below grade level in science GE scores. At project's end eight of the students achieved grade level.

Bishop Noland Episcopal Day School | Evaluation score: 135 | Award amount: \$2,886

The middle school students targeted in this project continued their instruction in coding by utilizing drones to enhance their problem solving skills and STEM lessons.

Results

72 percent of the participating 8th Grade students showed a minimum of 5 percent improvement in STAR Math test scores according to our end of year exam by May 2018.

Bogalusa City Schools | Evaluation score: N/A | Award amount: \$67,889
Schools: Byrd Avenue Elementary

This project improved reading achievement by utilizing the Instructional Coaching Model.

Results

The percentage of kindergarten students scoring benchmark on Letter Naming Fluency on DIBELS increased from 10 percent their Fall screening to 90 percent on their Spring Screening. The percentage of first grade students scoring benchmark on Nonsense Word Fluency on DIBELS increased from 64 percent on their Fall screening to 94 percent their Spring Screening. The percentage of first grade students scoring benchmark on DORF, DIBELS Oral Reading Fluency was 58 percent their Initial Mid-Year screening to 51 percent their Spring Screening.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Bossier Parish School Board | Evaluation score: N/A | Award amount: \$107,410

Schools: Cope Middle, Greenacres Middle, Rusheon Middle, Plain Dealing Middle

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

Results

The overall performance of the number of participating 7th grade students in the project for math, which was 50 percent and higher, did meet Objective 1 in math of 61.09 percent. The overall performance of participating 7th grade students in the project for ELA, which was 50 percent and higher, did meet Objective 2 of 73.57 percent. The overall performance of participating 8th grade students in the project for math, which was 50 percent and higher, did meet Objective 3 of 54 percent. The overall student performance of participating 8th grade students in the project, which was 50 percent and higher for ELA, did meet Objective 4 of 81.47 percent.

Bossier Parish School Board | Evaluation score: 141 | Award amount: \$80,350

Schools: Bossier, Central Park, Elm Grove, Plantation Park, Waller

This project reinforced readiness skills for 7th and 8th grade participating students to decrease the dropout rates at the secondary level.

Results

97 percent of the students participating in the pre-K classes met widely held expectations for 4-year-olds on the Language/Literacy Objectives for Development and Learning on the Teaching Strategies GOLD assessment tool. 97 percent of the students participating in the pre-K classes met widely held expectations for 4-year-olds on the Mathematics Objectives for Development and Learning on the Teaching Strategies GOLD assessment tool. 96 percent of parents attended at least 3 parent meetings conducted during the school year. Bossier pre-K para-educators have completed 18 of the required 18 hours of in-service.

Boutte Christian Academy | Evaluation score: 119 | Award amount: \$1,962

This project allowed the targeted students to have an increase of 10% or more in Math, Problem Solving scores, on the 2018 ITBS by infusing technology with the curriculum.

Results

Fifty-five percent of targeted third graders increased with a math score of ten percent or greater on the ITBS.

Bowling Green School | Evaluation score: 144 | Award amount: \$3,352

This project provided 1:1 technology needed by students to enhance math and science skills resulting in higher college/workforce readiness.

Results

Eight of the ten (80 percent) students increased spring ACT math score by at least 1 point. 38 percent of 8th grade science students met or exceeded the 427 benchmark score of “Ready” on the 2018 ACT Aspire science assessment.

Caddo Parish Public Schools | Evaluation score: 148 | Award amount: \$406,217

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

This project provided a pre-K program to at-risk 4-year-old children to improve kindergarten readiness skills in select Caddo Parish Public Schools.

Results

All participants met (3 percent) or exceeded (97 percent) widely held expectations encompassing developmental milestones in math in May 2018 as compared to 77.3 percent met (69.7 percent) or exceeded (7.6 percent) expectations in October 2017. All participants met (25.8 percent) or exceeded (74.2 percent) widely held expectations encompassing developmental milestones in literacy in May 2018 as compared to 77.3 percent meeting (0 exceeding) expectations in October 2017 and 93.9 percent of all participants met (60.6 percent) or exceeded (33.3 percent) widely held expectations encompassing developmental milestones in language in May 2018 as compared to 42.4 percent met (0 exceeding) expectations in October 2017. Data contained on the 8(g) Parental Involvement Documentation Chart indicate that 100 percent of participating parents of 8(g) funded students participated in at least two parental involvement activities during the 2017-18 school year. All pre-K program 8(g) funded personnel participated in at least 18 hours of inservice related to early childhood.

Calcasieu Parish School Board | Evaluation score: N/A | Award amount: \$342,011
Schools: Dolby Elementary, J.F. Kennedy Elementary, Starks High

To provide a high quality developmentally appropriate early childhood education program designed to improve kindergarten readiness skills.

Results

94 percent of the students scored at the “meets or exceeds” level on the third checkpoint TS GOLD assessment in Language and Literacy. All teachers and paraprofessionals attended 18 hours of training on teacher/student interactions and early childhood best practices. 94 percent of the students scored at the “meets or exceeds” level on the third checkpoint TS GOLD assessment in Mathematics. All teachers and paraprofessionals attended 18 hours of training on teacher/student interactions and early childhood best practices. 77 percent of the parents attended three parent meetings or conferences during the 2017-2018 school year.

Caldwell Parish School Board | Evaluation score: 150 | Award amount: \$69,912
Schools: Caldwell Parish Pre-K Center

This project offered high-quality pre-K to all eligible families in Caldwell Parish at Caldwell Parish Pre-K Center.

Results

86.25 percent of students scored at the “meets or exceeds” level on the TS Gold assessment in Language and Literacy. 87.51 percent of students scored at the “meets or exceeds” level on the TS Gold assessment in Mathematics. At least 80 percent of parents attended two or more activities planned with at least one being a conference. Program teacher attended 100 percent of professional development sessions.

Cameron Parish School Board | Evaluation score: N/A | Award amount: \$66,859
Schools: Grand Lake High School, South Cameron High School

This project provided developmentally appropriate instruction for 4-year-olds to establish kindergarten readiness.

Results

All parents of participating 4-year-olds attended four or more family engagement activities which will be measured by parent sign in sheets and agendas. All participating 4-year-olds scored at the meeting or above growth range levels on the end of the year Teaching Strategies Gold Assessment in Mathematics areas. All participating teachers participated in 24 hours of professional development to foster implementation of developmentally appropriate research-based strategies, engagement

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

activities and ongoing observational assessments to ensure students are kindergarten ready as evidenced by training completion certificates, agendas and sign-in sheets. All participating 4-year-olds scored at the meeting or above growth range levels on the end of the year Teaching Strategies Gold Assessment in Language and Literacy areas.

Catahoula Parish School Board | Evaluation score: N/A | Award amount: \$66,701
Schools: Sicily Island Elementary

This program provided a quality developmentally appropriate pre-kindergarten program for academically at risk 4-year-old children.

Results

All program staff attended the district mandated professional development. All parents participated in the Parent Teacher Conference day in the fall of 2017. All students met or exceeded the expectations according the the TS Gold report. All students met or exceeded the expectations according the the TS Gold report.

Cedar Creek School | Evaluation score: N/A | Award amount: \$6,396

This project consisted of the alignment and implementation of STEM content and activities in grades 3 and 4.

Results

The overall total science score on the Stanford 10 test, for students in grade three, improved by twenty-six percentage points from 62-6 in 2016-17 to 88-7 in 2017-18 . The overall total science score on the Stanford 10 test, for students in grade four, decreased by twelve percentage points from 76-6 in 2016-2017 to 64-6 in 2017-18.

Cedarwood School | Evaluation score: N/A | Award amount: \$1,178

This project improved 2nd and 3rd grade students' reading skills by giving them instruction and reading materials on their individual reading levels.

Results

82 percent of students in 2nd and 3rd grade increased their individual reading level by at least 2 levels through use of the Raz-Plus program on the Chromebooks and the teacher's use of leveled instructional materials as determined by the Fountas and Pinnell Benchmark Assessment System by May 2018. 68 percent of students in 2nd and 3rd grade increased their reading fluency by 20 words per minute through use of the Raz-Plus program on the Chromebooks and the teacher's use of leveled instructional materials as determined by the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment by May 2018.

Central Community School System | Evaluation score: N/A | Award amount: \$95,751
Schools: Bellingrath Hills Elementary, Tanglewood Elementary, Central Intermediate, Central Middle

This project increased student achievement of PreK-8 English Learners (Els) by implementing the Louisiana Connectors for English Learners.

Results

85 percent of the students participating in the Language and Content Connections for English Learners will score on level or show 5 levels of growth. Developmental Reading Assessment (DRA). 28 percent of the 3-5 students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 27 percent of the 6th-8th students participating in the Language

and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 50 percent of the pre-K students participating in the Language and Content Connections for English Learners identified 60 percent of all capital and lowercase letters of the alphabet. All of the K students participating in the Language and Content Connections for English Learners program will score 2 or above on the Developmental Reading Assessment (DRA). 85 percent of the 1st and 2nd grade students participating in the Language and Content Connections for English Learners will score on level or show 5 levels of growth. Developmental Reading Assessment (DRA). 33 percent of the 3rd grade and 4th grade students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 20 percent of the 5th grade students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 33 percent of the 6th grade students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 14 percent of the 7th grade students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test. 40 percent of the 8th grade students participating in the Language and Content Connections for English Learners will score 40 percent Student Growth Percentile (SGP) on the STAR Reading Test.

City of Baker School System | Evaluation score: 141 | Award amount: \$68,000
Schools: Bakerfields Elementary School

This project allowed four-year old students to participate in a classroom-based, preschool program.

Results

96 percent of all students met or exceeded widely held expectation in mathematics. 75 percent of participating 4-year-old students met or exceeded widely held expectation in language. 85 percent of participating 4-year-old students met or exceeded widely held expectation in literacy. 75 percent of parents of 4-year-old students participated in pre-K activities: Open House, Field Trip, Popsicle Play Date, and End-of-Year Learning Showcase. All pre-K teachers and paraprofessionals attended professional development activities.

Claiborne Christian School | Evaluation score: 93 | Award amount: \$3,500

This project improved math skills of high school students through interactive technology.

Results

All targeted students increased their ACT scores in Math by 1 point.

Claiborne Parish School District | Evaluation score: 135 | Award amount: \$70,035
Schools: Summerfield High

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

Results

More than 75 percent of Students mastered math objectives on the TS Gold. More than 75 percent of Students mastered ELA objectives on the TS Gold. All parents attended at least two activities by the end date. All project teachers and paraprofessionals participated in 18 hours of professional development.

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

Community Leaders Advocating Student Success | Evaluation score: 147 | Award amount: \$5,340
School: Fannie C. Williams Charter

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

Results

96 percent of the first grade students increased their reading score by 15 points according to Diagnostic 3. 94 percent of the second grade students increased their reading score by 15 points according to Diagnostic 3. 68 percent of the third grade students increased their reading score by 15 points according to Diagnostic 3 in i-Ready. 55 percent of the fourth grade students increased their reading score by 15 points according to Diagnostic 3. 35 percent of the fifth grade students increased their reading score by 15 points according to Diagnostic 3. 48 percent of the sixth grade students increased their reading score by 15 points according to Diagnostic 3. 61 percent of the seventh grade students increased their reading score by 15 points according to Diagnostic 3. 60 percent of the eighth grade students increased their reading score by 15 points according to Diagnostic 3.

Concordia Parish School District | Evaluation score: 146 | Award amount: \$85,027
Schools: Vidalia Lower Elementary

With new investments made in early learning, the project bridged the gap between birth and kindergarten offering students an early start to help all students achieve their greatest potential.

Results

86 percent of the participating 4-year-old students scored 75 percent or better in the math objectives for Development and learning as measured by the Teaching Strategies Gold Assessment. 90 percent of the participating 4-year-old students scored 75 percent or better in the Language and Literacy objectives for Development and learning as measured by the Teaching Strategies Gold Assessment. The teacher and paraprofessional participated in over 18 hours of professional development activities.

Crescent City Schools | Evaluation score: 130 | Award amount: \$15,924
Schools: Akili Academy of New Orleans

The Pathways to Learning program provided an alternative education experience to Akili's most at-risk students that prepares them for success in college or career.

Results

40 percent of participating students grew at least 1 level in literacy on Fountas & Pinnell. 56 percent of participating students grew at least 1 level in mathematics on Fountas & Pinnell.

Delta Charter School | Evaluation score: N/A | Award amount: \$4,399

This project provided technology to first and second grade classrooms to use during center and instruction time to enhance their learning with 21st century technology.

Results

58 of 74 students, or 78.4 percent, of first and second grade students increased their scaled score to that of a probable reader on the STAR Early Literacy Assessment.

DeSoto Parish School Board | Evaluation score: N/A | Award amount: \$100,054
Schools: North Desoto Lower Elementary

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

Results

All participating students met or exceeded the Language/Literacy Objectives/Dimensions on the third checkpoint. 80 percent of the participating students will meet or exceed the Mathematics Objectives/Dimensions on the third checkpoint (May, 2018) with the Teaching Strategies (GOLD) Portfolio Assessment. All of the participants' parents participated in a minimum of two school-related activities by May 22, 2018. Participation in professional development exceeded 18 hours.

Diocese of Alexandria | Evaluation score: 139 | Award amount: \$23,789
Schools: St. Anthony of Padua

This project improved student achievement by integrating advanced technology into the math and reading curriculum.

Results

95 percent of the kindergarten class scored at least 80 percent on teacher assessments according to the end-of-year exam. 100 percent (in Reading) and 82 percent (in Math) of the 1st grade class scored at least 80 percent on the teacher assessments according to the end-of-year exam. 55 percent of the 2nd grade class scored at least 80 percent on the teacher assessments in reading according to the end-of-year exam. 73 percent of the 2nd grade class scored at least 80 percent on the teacher assessments in reading according to the end-of-year exam. 80 percent of the students in grades 3, 5, and 6 scored in the 80 percent percentile in reading according to the diocesan assessment (ACT Aspire) 80 percent of the students in grades 3, 4, 6, and 7 scored in the 80 percent percentile in math according to the diocesan assessment (ACT Aspire). 76 percent of the 8th graders passed the LEAP test. All teachers and paraprofessionals did attend training on the use of Promethean Boards, Chromebooks, and Smart Boards.

Diocese of Baton Rouge | Evaluation score: 138 | Award amount: \$130,841
Schools: Ascension Catholic Elementary and High School, Catholic High School, Catholic Elementary of Pt. Coupee, Catholic High of Pt. Coupee, Holy Family School, Holy Ghost School, Mater Dolorosa School, Most Blessed Sacrament, Our Lady of Mercy, Redemptorist St. Gerard, Special Education Program, Sacred Heart, St. Aloysius, St. Alphonsus, St. Elizabeth, St. Francis Xavier, St. Jean Vianney, St. John Elementary, St. John High School, St. John Primary, St. Joseph Elementary, St. Jude, St. Louis King of France, St. Michael High School, St. Peter Chanel, St. Theresa Middle, St. Thomas Aquinas High School, St. Thomas More, Cristo Rey High School

Students navigated through research-based, online programs that enhanced, reinforced, and assessed understanding of concepts learned in the classroom in the areas of numeracy, literacy, or related areas.

Results

April / May (pre to post test). Only two schools participated in this aspect of the program. The students did not perform well. Those schools will need to examine how to help those students reach higher levels of achievement. Students in the Special Education program will grow 1.5 years in correct words per minute reading fluency as measured by the 2006 Hasbrouck and Tindal Oral Reading Fluency Data from the beginning of the year to the end (pre and post). The Special Education students who participated in this aspect of the program showed an average .84 years of growth. Two of the ten participants did make the target, one with 3 years of growth and the other with 2.5 years of growth. Additionally, two other participants had 1.2 years and 1 year of growth respectively. As measured by beginning and end of year testing with the MobyMax diagnostic tool, students in the Special Education program will achieve 80 percent mastery on functional grade level math facts. As reported on the End of Year Moby Max test, the twenty-six students participating in this part of the program scored 67 percent average percent correct. Six of the twenty-six students met

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

the target of 80 percent. Eighty percent of all students in Grades K-2 who participate in the grant purchased programs will receive passing grades or grades of “C” or better in Math on their report cards (as applicable to grade level and items purchased). All schools and all grades that had students participating in the program met the target. Seventy-five percent of high school students who take the ACT will score a composite score greater than or equal to 20. The collective group from the diocese met the target of the objective with 76 percent of Juniors and 77 percent of Seniors scoring a composite of 20 or higher. Individual schools participating had some difficulty meeting the target. Students in the Special Education program will grow 1.5 years in correct words per minute reading fluency as measured by the 2006 Hasbrouck and Tindal Oral Reading Fluency Data from the beginning of the year to the end (pre and post). The Special Education students who participated in this aspect of the program showed an average .84 years of growth. Two of the ten participants did make the target, one with 3 years of growth and the other with 2.5 years of growth. Additionally, two other participants had 1.2 years and 1 year of growth respectively.

Diocese of Houma-Thibodaux | Evaluation score: N/A | Award amount: \$42,969

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

The project improved student achievement in the areas of reading and mathematics, addressing gaps in math and reading skills through targeted instruction.

Results

80 percent of students in grades fourth through eighth showed at least a 6 percent growth when comparing beginning and end of program benchmark scores on ALEKS. 74 percent of kindergarten through third grade students exhibited at least a 2-level growth in reading. Kindergarten (93 percent) and 3rd grade (93 percent) each met the goal, but 1st (48 percent) and 2nd (52 percent) grades did not. 74 percent of kindergarten through third grade students will exhibit a 2-level growth in reading from the LEXIA Core5 fall program-generated assessment to the LEXIA Core5 spring program-generated assessment. 91 percent of students in grade three will exhibit a 10 percent growth in math scores as measured by the series benchmark assessment comparison of their beginning-of-the-year assessment to their end-of-year assessment. 74 percent of grade 4 students achieved at least a 2-level growth. However, only 6 percent of grade 5 students achieved a 2-level growth when comparing LEXIA Core5 benchmark assessments.

Diocese of Lafayette | Evaluation score: 146 | Award amount: \$125,140

Schools: Our Mother of Peace Elementary

The project focused on the building blocks of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension as well as differentiating instruction through technological resources.

Results

93 percent of kindergarten students showed an 8 point increase on a pre/post core curriculum test in the fall of 2017 and the spring of 2018. 94 percent of First Grade students will show a 2 point increase on a pre/post core curriculum test in the fall of 2017 and the spring of 2018. 77 percent of Second Grade students will show a 4 point increase on a pre/post core curriculum test in the fall of 2017 and the spring of 2018.

Diocese of Lake Charles | Evaluation score: 147 | Award amount: \$22,874

Schools: Our Lady Immaculate

This project provided specific support to meet the academic needs of struggling learners in grades 5-8 in both reading and mathematics.

Results

40 percent of 5th grade students met benchmark and/or met their expected growth on the STAR Reading Assessment. 67 percent of 5th grade students met benchmark and/or met their expected growth on the STAR Math Assessment. 43 percent of 6th grade students participating in the reading interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Reading Assessment by end of 2017-2018. 25 percent of 6th grade students participating in the math interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Math Assessment by end of 2017-2018. 57 percent of 7th grade students participating in the reading interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Reading Assessment by end of 2017-2018. 83 percent of 7th grade students participating in the math interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Math Assessment by end of 2017-2018. 57 percent of 8th grade students participating in the reading interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Reading Assessment by end of 2017-2018. All 8th grade students participating in the math interventions (RTI) program will score at benchmark and/or be on target for meeting the expected growth on the STAR Math Assessment by end of 2017-2018.

East Baton Rouge Parish School System | Evaluation score: N/A | Award amount: \$412,012
Schools: Audubon Elementary, Melrose Elementary, Shenandoah Elementary, White Hills Elementary, Twin Oaks Elementary

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

Results

98 percent of the children participating in the 8(g) Early Childhood Program increased their level of performance to meet or exceed expectations in Literacy/Language Objectives for Development and Learning. All children participating in the 8(g) Early Childhood Program increased their level of performance to meet or exceed expectations in the Math Objectives for Development and Learning. All 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 as evidenced by Family Engagement logs. Each teacher completed at least 18 hours of Professional Development which included the Beginning of the Year Pre-K Conference, Winter Pre-K Conference and ongoing data analysis as relate to pre-K performance levels in ongoing assessment measures.

East Carroll Parish School Board | Evaluation score: 130 | Award amount: \$64,229
Schools: Southside Elementary

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

Results

All 8(g) students met or exceeded Level 4 as of May of 2018. At least 75 percent of parents/families participated in at least 2 activities during the school year. The teacher participated in all professional development activities offered.

East Feliciana Parish | Evaluation score: N/A | Award amount: \$72,719
Schools: Clinton Elementary School

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

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

88 percent of students scored “meeting or exceeding expectations” on the Literacy and Language component of the TS-Gold final assessment. 50 percent of students scored “meeting or exceeding expectations” on the Math component of the TS-Gold final assessment. 33 percent of parents attended two parent involvement activities. The 8(g) pre-K teachers attended 3 professional development events (Introduction to CLASS, TS Gold and CLASS Dimensions and TS GOLD overview) totaling approximately 13 hours.

Evangel Christian Academy | Evaluation score: 135 | Award amount: \$5,882

This project used technology to implement remediation tools and real-world project-based instruction to improve students’ understanding of mathematics as demonstrated through increased ACT scores.

Results

78 percent of the targeted 9th grade students increased their math ACT score by at least 2 points. 56 percent of the targeted students increased their math ACT score by at least 2 points. 42 percent of the targeted 11th grade students increased their math ACT score by at least 2 points.

Evangeline Parish School Board | Evaluation score: 150 | Award amount: \$107,558
Schools: Chataignier Elementary, Pine Prairie High School, Vidrine Elementary School, W.W. Stewart

This project provided kindergarten readiness skills in order to close the achievement gap for 4-year-old participating students.

Results

All participating students scored in the meets/exceeds expectation range on the Spring Language & Literacy objectives as measured by T S Gold. All participating students scored in the meets/exceeds expectation range on the Spring Math objectives as measured by T S Gold. 97.5 percent of parents attended at least two parent involvement activities by the end of the school year. All teachers and paraprofessionals attended 18+ hours of professional development relevant to early childhood.

False River Academy | Evaluation score: N/A | Award amount: \$3,123

This project targeted students in grades 5-8 as they used technology to effectively sustain and strengthen key writing skills.

Results

4 out of 6 students increased their score by at least 3 points which is approximately 67 percent. 13 out of 17 students increased their score by at least 3 points which is approximately 76.5 percent. 11 out of 11 students increased their score by at least 3 points which is 100 percent. 3 out of 4 students increased their score by at least 3 points which is 75 percent. 100 percent of students in grade 7 improved their overall writing score by 3 or more points in the WPP by May 2018. 75 percent of students in grade 8 improved their overall writing score by 3 or more points in the WPP by May 2018.

Family Community Christian School | Evaluation score: 146 | Award amount: \$4,258

This project supported high school students as they earned college credits in Computer Information Systems and gained competency in office applications.

Results

11 of the 12 students in this project earned a passing final grade and received college credit in Computer Information Systems (CIS) 110 from LA TECH according to Final Grades sent from LA TECH in May 2018.

First Baptist Christian School | Evaluation score: 142 | Award amount: \$2,147

This project equipped one classroom with an interactive panel in order to help the teacher facilitate learning through multimedia lessons in order to provide enrichment activities.

Results

71 percent (15 of 21) of the 21 second graders improved their Total Math Score on the Iowa Basic Skills Test by reaching or exceeding the FBCS benchmark of 3.2 GE in their Total Math Score on the 2017-2018 Iowa Basic Skills Test.

FirstLine Schools | Evaluation score: 80 | Award amount: \$26,103

Schools: Langston Hughes Academy, Samuel Green, Phillis Wheatley

This project provided targeted interventions and improve student achievement in mathematics.

Results

Of the students who took this assessment, 39 percent of 5th grades met projected growth on STAR Math and 28 percent for STAR Reading. Of the students who took this assessment, 23 percent of 6th grades met projected growth on STAR Math and 40 percent for STAR Reading. 33 percent of 7th grades met projected growth on STAR Math and 38 percent for STAR Reading by end of year. 26 percent of 8th grades met projected growth on STAR Math and 18 percent for STAR Reading by end of year.

Franklin Parish School Board | Evaluation score: N/A | Award amount: \$83,382

Schools: Winnsboro Elementary

This project provided a high-quality early learning experiences and developmentally appropriate program for 4-year-old participants.

Results

Eighty-two percent of the students participating in the 8(g) Early Childhood Development class scored in the second, third, and fourth quartiles in mathematics on the post administration of the Developing Skills Checklist. Ninety-four percent of the students participating in the 8(g) Early Childhood Development class scored in the second, third, and fourth quartiles 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 during the 2017-2018 school year. Approximately 34 CLUs were received and satisfactory results were received on observations and lesson plans.

Friends of King | Evaluation score: 136 | Award amount: \$12,114

Schools: Dr. Martin Luther King Jr. Charter, Joseph A. Craig Charter

This project improved math and reading skills by integrating career readiness and technology in 8th grade curriculum.

Results

51 percent of the targeted eighth grade students increased their reading level by 1 or more levels on the end of year iReady posttest assessment. 93 percent of students will answer questions knowledgeably relative to career education as demonstrated by the Journey to Careers Pre/Post Assessment.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Glenbrook School | Evaluation score: 141 | Award amount: \$3,334

This project integrated technology into biology classroom instruction for student use.

Results

56 percent of the participating 9th grade students scored “excellent” and “good” on the End of Course Biology Exam.

Grace Episcopal School | Evaluation score: 139 | Award amount: \$2,534

This project improved student achievement in science by integrating scientific inquiry strategies and technology in 6th grade Middle School Science classrooms.

Results

58 percent of the 12 6th graders (7 out of 12) scored in the 70th quartile or higher on the Science portion of the ITBS. However, the class total was 98 percent on a national scale and the grade equivalent of this average was 10.1.

Grant Parish School Board | Evaluation score: N/A | Award amount: \$8,170

Schools: Verda Elementary

This project met the academic, social and emotional needs of at-risk 4-year-olds by using research based best practices and a Tier 1 curriculum led by a certified teacher.

Results

80 percent of the students participating in the 8(g) pre-K class met or exceeded expectations in Language and Literacy on the third checkpoint in May 2018 using TS GOLD. 75 percent of students participating in the 8(g) pre-K class met 83 percent of the expectations in Math on the third checkpoint in May 2018 using TS GOLD portfolio assessments. All parents, grandparents or other family members of the 8(g) pre-K Class students attended at least 4 out of 6 school functions during the year 2017-2018. All pre-K teachers attended at least 18 hours of planned professional development during the year 2017-2018.

Hosanna Christian Academy | Evaluation score: 146 | Award amount: \$4,399

The project introduced 2nd grade students to the use of technology in classroom environment as an enhancement to the learning process.

Results

Math fluency of second grade students increased by 21.2 percent on Singapore Math from pre-test to end of year benchmark. Reading fluency of second grade students increased on STAR Reading by 10.8 percent from pre-test to end of year benchmark.

Houma Christian School | Evaluation score: 141 | Award amount: \$5,182

This project provided the pre-kindergarten classroom with technology resources that will increase engagement and expand expected learner outcomes.

Results

69 percent of students received grade appropriate on instructional components in the subject area of math. In ELA initially 42 percent of students were proficient, whereas 58 percent of students were proficient at the end of the year. This shows a growth of 16 percent proficiency. 31 percent of students knew all of their upper and lowercase letters and numbers 1-20 by the end of the school year.

Iberia Parish School Board | Evaluation score: N/A | Award amount: \$173,500

Schools: Johnston-Hopkins Elementary, Sugarland Elementary

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

Results

All students participating in the 8(g) pre-K program for the entire school year achieved the established goal of scoring within the 2nd, 3rd, or 4th quartiles on the ELA component of the Iberia Parish Pre-kindergarten Program District Assessment. All students participating in the 8(g) pre-K program for the entire school year achieved the established goal of scoring within the 2nd, 3rd, or 4th quartiles on the math component of the Iberia Parish Pre-kindergarten Program District Assessment. All parents participated in Orientation, January Parent Teacher Conferences, and End of Year Conversations/Conferences. All teachers and paraprofessionals will attend a minimum of 18 hours of training to increase professional knowledge and enhance instructional strategies.

Iberville Parish School Board | Evaluation score: N/A | Award amount: \$98,787

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

This project was designed to implement a developmentally appropriate Prekindergarten program that allowed children to grow cognitively, socially, physically, and emotionally.

Results

All parents participated in two or more school and parent activities according to the parent participation charts by May 2018. All PK4 teachers and paras received 18 hours of professional development during the 2017-18 school year according to various sign in sheets. 89 percent of the children met or exceeded the widely held expectation in language & literacy as measured by the TSGOLD growth report by May 2018. 89 percent of the children met or exceeded the widely held expectations in math as measured by the TSGOLD growth report by May 2018. 88 percent of parents participated in at least (2) planned parent activities. Summary Parent Orientation - 100 percent, Papa Simpson - 84 percent, and Thanksgiving class visit - 80 percent. All teachers and paraprofessionals participated in at least 18 hours of professional development

Jackson Parish School Board | Evaluation score: N/A | Award amount: \$74,382

Schools: Quitman High School, Weston High School,

This project was designed to provide developmentally appropriate activities for 4-year-old students to prepare them academically, socially, emotionally and physically.

Results

90 percent of students scored in the Blue Band or above on the T. S. Gold Mathematics goal. 95 percent of students scored in the Blue Band or above on the T. S. Gold Language goal. 88 percent of parents participated in at least (2) planned parent activities. Summary Parent Orientation - 100 percent, Papa Simpson - 84 percent, and Thanksgiving class visit - 80 percent. All teachers and paraprofessionals participated in at least 18 hours of professional development.

Jefferson Davis Parish Schools | Evaluation score: N/A | Award amount: \$106,933

Schools: Elton Elementary, Lake Arthur Elementary

This project provided a developmentally appropriate program of education for 4-year-olds aligned to early learning & development standards in order to ensure kindergarten readiness.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

91 percent of students with an 80 percent attendance rate scored 82 percent or higher on the End of Year District Common Assessment for ELA in May 2018. 94 percent of students with an 80 percent attendance rate scored 82 percent or higher on the End of Year District Common Assessment for Math in May 2018. 93 percent of the participating 4-year-olds who scored below PK4 grade level for the 1st progress checkpoint in Math met or exceeded the widely held expectations for PK4 students by the 3rd checkpoint. All parents/guardians attended at least two parental involvement activities or conferences. Both teachers and paraprofessionals attended 18 hours of professional development

Jefferson Parish Public School System | Evaluation score: N/A | Award amount: \$483,172
Schools: Mildred Harris Elementary, Washington Montessori, Judge Lionel R. Collins Elementary

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

Results

94 percent of the participating 4-year-olds who scored below PK4 grade level for the 1st progress checkpoint in Literacy met or exceeded the widely held expectations for PK4 students by the 3rd checkpoint. 91 percent of the participating 4-year-olds who scored below PK4 grade level for the 1st progress checkpoint in Language met or exceeded the widely held expectations for PK4 students by the 3rd checkpoint. At least twice during the school year, 75 percent of parents attended parent involvement activities, events, field trips, parent/teacher conferences, etc. as evidenced by parent sign-in sheets. 100 percent of all 8(g) teachers attended at least 18 hours of professional development as documented by teacher sign-in sheets and agenda of PD.

John Curtis Christian School | Evaluation score: 132 | Award amount: \$8,147

This program improved student achievement by integrating technology use for 9th grade students throughout the content areas.

Results

The 9th grade total battery percentile ranking decreased from a 59 in 2017 to a 58 in 2018.

Kehoe-France Northshore School | Evaluation score: N/A | Award amount: \$1,469

This project improved math and literacy skills of students in Pre-K 4 and kindergarten through the continued use of technology.

Results

11.11 percent of pre-K-4 students met and 88.89 percent of pre-K students exceeded expectations for Language, and 100 percent of kindergarten students met expectations for Language. 5.56 percent of pre-K-4 students met and 94.44 percent of pre-K students exceeded expectations for Language, and 100 percent of kindergarten students exceeded expectations for Language. 100 percent of pre-K-4 students exceeded expectations for Language, and 8.33 percent of kindergarten students met and 91.67 percent of kindergarten students exceeded expectations for math.

Kehoe-France Southshore School | Evaluation score: N/A | Award amount: \$3,720

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

Results

All qualifying first grade students were reading at grade level by May 2018 according to the teacher developed post test. All qualifying first grade students were reading at grade level by May 2018, according to DIBELS.

KIPP New Orleans Schools | Evaluation score: 140 | Award amount: \$37,480
Schools: KIPP Renaissance High School

The AP Seminar course prepared 10th grade students in the KIPP Renaissance Early College Academy (KRECA) program with the argumentative and persuasive writing skills needed for a college classroom setting.

Results

40 percent of the 10th grade AP students passed the end-of-year AP exam with a 3 or above. 66 percent of sophomores taking the AP Seminar ended the year with an average ACT score of 16 or above on the English section. 68 percent of sophomores taking AP Seminar will ended the year with an average ACT score of 18 or above on the Reading section.

Lafayette Parish School System | Evaluation score: N/A | Award amount: \$200,000
Schools: Alice Boucher, Broadmoor, Carencro Heights, Charles Burke, Duson, Ernest Gallet, Evangeline, Green T. Lindon, J.W. Faulk, Katharine Drexel, L. Leo Judice, Live Oak, Milton, Myrtle Place, Ossun, Plantation, Prairie, Ridge, S.J. Montgomery, Westside, Woodvale

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

77 percent of 8(g) students participating scored in the 2nd, 3rd, or 4th Quartile in math on the Developing Skills Checklist. 92 percent of 8(g) students participating scored in the 2nd, 3rd, or 4th Quartile in language on the Developing Skills Checklist. 98 percent of the parents will have participated in at least three of the following: parent orientation, conferences with the teacher, parent survey, and classroom activities. All teachers and paraprofessionals participated in two district in-services on August 3, 2017 and November 2, 2017. They also attended at least one of the school in-services on August 2, 4, and 7, 2017.

Lafayette Parish School System | Evaluation score: N/A | Award amount: \$119,066
Schools: Truman Early Childhood Education Center

This project allowed for identification and interventions for students who performed below grade level and provided data for science teachers in K-3 to develop science lessons aligned to LSS.

Results

In the selected schools, 56 percent of the students met or exceed their growth target as established and measured by NWEA MAP assessment in science at assessed grade level. By May 2018, 100 percent of teachers selected and observed showed implementation of Louisiana Student Standards for Science, depth of content knowledge, and science pedagogy as observed between initial and final walk-throughs and as scored on a district created performance indicator rubric.

Lafourche Parish School Board | Evaluation score: N/A | Award amount: \$183,914
Schools: Bayou Blue Elementary, Bayou Boeuf Elementary, Lockport Lower Elementary, North Larose Elementary

This project provided a pre-K program for students to be better prepared for kindergarten.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

7 percent of participating 4-year-olds scored below level and 93 percent of participating 4-year-olds scored on or above level on the Math objectives of the GOLD by Teaching Strategies assessment tool. 9 percent of participating 4-year-olds scored below level and 91 percent of participating 4-year-olds scored on or above level on the Language objectives of the GOLD by Teaching Strategies assessment tool. 4 percent of participating 4-year-olds scored below level and 96 percent of participating 4-year-olds scored on and above level on the Literacy objectives of the GOLD by Teaching Strategies assessment tool. 100 percent of 8(g) teachers and paraprofessionals will participate in 18 hours of professional development related to curriculum & instruction and best practices aligned to the Louisiana Early Childhood Standards by May 2018. As of the end of the 17-18 school year in May, 37 of 45 which is 82 percent of 8(g) parents had participated in at least 3 parental involvement activities. All 8(g) teachers had at least 18 hours of professional development.

LaSalle Parish School Board | Evaluation score: N/A | Award amount: \$77,830
Schools: Jena Elementary, Olla-Standard Elementary, Fellowship Elementary, Nebo Elementary

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

Results

All 8(g) students met or exceeded the widely held expectations in Language and Literacy. By May 2018, 20 out of 20 (100 percent) students scored within the “meeting or exceeding expectations” ranges using the Language objectives data from Teaching Strategies Gold Assessment. 95 percent of 8(g) students met or exceeded the widely held expectations in math. Group 2: By May 2018, 17 out of 20 (85 percent) scored within the “meeting or exceeding expectations” ranges using the Literacy objectives data from Teaching strategies Gold assessment. All 8(g) parents attended two parental involvement activities during the school year. All teachers and paraprofessionals attended 18 hours or more of professional development during the 2017-2018 school year.

Lincoln Parish School Board | Evaluation score: N/A | Award amount: \$109,274
Schools: Lincoln Parish Early Childhood Center

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

Results

16 out of 20 (80 percent) students scored within the meeting or exceeding expectations ranges using the Math objectives data from Teaching Strategies Gold Assessment. 95 percent of the parents will attend Parent Orientation/ Open House. The teachers have participated in at least 18 hours of professional development throughout the 2017/2018 school year.

Livingston Parish Public Schools | Evaluation score: N/A | Award amount: \$276,265
Schools: Albany Lower, Levi Milton Elementary, Maurepas School, South Fork Elementary, Springfield Elementary

This project provided high-quality pre-K classes for sixty at-risk students to better prepare them to be “ready to learn” in kindergarten the following year.

Results

95 percent of students met or exceeded the expectations in Language, and 98 percent in Literacy on the TS GOLD assessment. 95 percent of students met or exceeded the expectations in Mathematics on the TS GOLD assessment. 95 percent of parents participated in pre-k program activities a minimum of four hours during the school year. 83 percent of Pre-K Teachers in the 8(g) Program attended 18 hours of professional development during the 2017 - 2018 school year.

Louisiana Achievement Charter Academies | Evaluation score: N/A | Award amount: \$9,044

Schools: Advantage Charter Academy, Willow Charter Academy

This project boosted student reading comprehension, a foundational component of all future learning, by giving teachers access to research-based instructional and assessment tools needed to play a pivotal role in improving academic outcomes.

Results

47 percent of students grades K-8 met their personal growth measured through progress monitoring in Aimsweb Plus. Students grew an average of 1 percentile point on the Aimsweb Benchmark Assessment from Fall 2017 to Spring 2018. By the end of the 2017-2018 school year, 66 percent of Willow Charter Academy students who receive reading intervention services will meet their personal growth targets as measured through progress monitoring in Aimsweb Plus. Willow Charter Academy students who received reading intervention services grew an average of 11 national percentile points on the Aimsweb Benchmark Assessment from Fall 2017 to Spring 2018.

Madison Parish School District | Evaluation score: N/A | Award amount: \$66,666

Schools: Tallulah Elementary

This project provided high-quality learning opportunities for at-risk 4-year-olds to maximize their progression of development and learning.

Results

85 percent of the participating students met or exceeded the expectations in Language and Literacy according to the My Teaching Strategies Checkpoint Period: Spring (May) 2017/2018. 80 percent of the participating students met or exceeded expectation level in Mathematics according to My Teaching Strategies Checkpoint Period: Spring (May) 2017/2018. 75 percent of the participating parents attended (2) parent meetings or conferences according to Sign-In Sheets for the 2017-2018 school year. All pre-K Teachers participated in at least (18 hrs) or more of early childhood professional development.

McMillian's First Steps CDC/Academy | Evaluation score: N/A | Award amount: \$1,768

This project incorporated technology usage by first graders to enhance their literacy and math skills.

Results

56 percent of the 1st grade students improved their math skills by at least 30 percent according to our end of year exam given in May 2018 from their diagnostic test given in August 2017. 50 percent of the 1st grade students improved their literacy skills by at least 30 percent according to our end of year exam given in May 2018 from their diagnostic test given in August 2017. all students showed a 2.4 point increase or more.

Metairie Park Country Day School | Evaluation score: 79 | Award amount: \$6,343

With this project, the middle and upper school art classrooms were enhanced with technology to increase math and science scores.

Results

All students showed a 20 percent or more improvement. Using the approved Science rubric, 100 percent of students demonstrated a 2.4 point increase from the start of the school year to the end of the school year.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Monroe City Schools | Evaluation score: N/A | Award amount: \$128,462

Schools: Clara Hall Elementary, Cypress Point Elementary

This project provided kindergarten readiness skills to at-risk children who are four years of age.

Results

All students met or exceeded a score of proficient on the Math component of TS Gold. 86.5 percent of students met or exceeded a score of proficient on the Language and Literacy Component of TS Gold. 90 percent of parents attended one or more of the PK activities during the 2017 -2018 school year. All PK teachers participated in 30 or more hours of professional development.

Morehouse Parish School Board | Evaluation score: 147 | Award amount: \$90,886

Schools: Morehouse Magnet

The project supported a pre-kindergarten program for at-risk 4-year-old students.

Results

All participating pre-kindergarten students reached proficiency in the area of mathematics according to Teaching Strategies GOLD by May 2018. All participating pre-kindergarten students reached proficiency in the area of language and literacy according to Teaching Strategies GOLD. 82 percent of the parents of students enrolled in the 8(g) Pre-kindergarten Program attended the two Parent/Teacher Conferences. However, the teacher did contact non-attendance parents by phone. The teacher and paraprofessional participated in at least 20 hours of professional development to acquire instructional strategies to increase students' proficiency in pre-kindergarten.

Natchitoches Parish School Board | Evaluation score: 150 | Award amount: \$110,752

Schools: Fairview Elementary, Weaver Elementary

The project helped prepare pre-k students for kindergarten.

Results

All participating 8(g) 4-year-olds met or exceeded the widely held expectations for 4-year-olds in Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment 2018 spring data. All participating 8(g) 4-year-olds exceeded the widely held expectations for 4-year-olds in Math Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment 2018 spring data. All 8(g) parents attended at least one Parent Teacher Conference, Open House, or other parent activities as evidenced by parent tally sheets. All 8(g) teachers and paraprofessionals attended more than 18 hours of professional development as evidenced by sign in sheets

New Beginnings Schools Foundation | Evaluation score: 94 | Award amount: \$18,309

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

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

Results

Only 45 percent meet grade level standards as measured by Achieve 3000 in Reading. Only 53 percent meet grade level standards as measured by STAR test in Math. Only 52.5 percent meet grade level standards as measured by Achieve 3000-Smartly Ants-Reading Program.

Northeast Baptist School | Evaluation score: 143 | Award amount: \$2,252

This project provided technology that enhanced an ACT prep course for students in 11th and 12th grades.

Results

87.5 percent of the targeted 11th graders scored 3 points higher on the ACT preparation post test than on the ACT pre-test. 66 percent of the targeted 12th graders scored 3 points higher on the ACT preparation post test than on the ACT pre-test.

Northlake Christian School | Evaluation score: 140 | Award amount: \$5,956

This project targeted students in grades 3-10 who utilized an adaptive math program to increase student achievement in the areas of mathematics.

Results

Students in grade 3 had 100 percent at or above grade level, grade 4 had 81 percent at or above grade level, grade 5 on 93 percent at or above grade level, and grade 6 had 62 percent at or above grade level. 7th graders had 73 percent at or above grade level, 8th had 84 percent at or above grade level, 9th had 70 percent at or above grade level, and 10th grade had 92 percent at or above grade level. 63 percent meet the readiness benchmark on the math readiness for their grade level on the ACT Aspire Assessment. 3rd, 4th, and 5th grades had over 60 percent of the students meet the readiness benchmark with 65 percent, 68 percent, and 66 percent respectively. 6th grade only had 53 percent meet the benchmark though. 60 percent of all students in grades 7-9 will score at math readiness for their grade level on the ACT Aspire Assessment. 7th grade had 51 percent, 8th grade had 45 percent, and 9th grade had 49 percent meet the benchmark. 67 percent of all students in grades 10 will score at math readiness for their grade level on the PSAT 10 Assessment.

Orleans Parish School Board | Evaluation score: N/A | Award amount: \$189,923

Schools: Benjamin Franklin Elementary, Mary McLeod Bethune Elementary, Mahalia Jackson Elementary, Homer A. Plessy Community Charter

This project enhanced academic achievement by creating an environment that provided a high quality early childhood education for at-risk 4-year-old students.

Results

Ninety-nine percent of the participating 4-year-old students will receive a “meeting expectations” or “exceeding expectations” in the math section of T.S.GOLD. 87 percent of the participating 4-year-old students will receive a “meeting expectations” or “exceeding expectations” in the language section of T.S.GOLD. 85 percent or more of the participating 4-year-olds student will receive a “meeting expectations” or “exceeding expectations” in the literacy section of T.S.GOLD. At least 70 percent of parents participated in at least 2 parental involvement activities with Open House accounting for 85 percent participation accounting for at least one of the activities. All paraprofessionals participated in 18 hours of training along with Professional Learning Communities (PLCs), in-services, and job-embedded professional development.

Ouachita Parish Schools | Evaluation score: N/A | Award amount: \$225,853

Schools: Pinecrest Elementary, Woodlawn Elementary

This project targeted preschool classes serving at-risk 4-year-olds and was designed to help those children receive the knowledge and skills needed for kindergarten readiness.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

All 8(g) pre-K students were assessed by TS GOLD during all check point periods met the Growth Range of Meeting OR Exceeding in the Language & Literacy areas of development. All 8(g) pre-K students were assessed by TS GOLD during all check point periods met the Growth Range of Meeting OR Exceeding in the Mathematics area of development. All 8(g) pre-K parents participated in at least one school related activity by May 24, 2018. All 8(g) pre-K teachers attended the full day (18 hours) professional development session on August 8, August 9 and October 10.

Parkview Baptist School | Evaluation score: N/A | Award amount: \$11,736

This project increased student academic performance by increasing student engagement through the introduction of new textbooks and technology based instructional tools.

Results

Geometry students' Percent of Responses Answered Correctly in geometry on the PreACT decreased from 55 percent in spring of 2017 to 44 percent in spring of 2018. 88 percent of Geometry students will master 300 topics in ALEKs between August 2017 and May 2018.

Plaquemines Parish School Board | Evaluation score: 150 | Award amount: \$90,710
Schools: Belle Chasse Primary

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

Results

98 percent of the participating 4-year-olds will score at meeting or exceeding within the Math Standards on the TS Gold Assessment final checkpoint. 98 percent of the participating 4-year-olds will score at meeting or exceeding within the Language and Literacy Standards on the TS Gold Assessment final checkpoint. 98 percent of the parents attended the orientation, 81 percent of parents attended conferences with every parent attending at least one, 74 percent attended literacy activities with every parent attending at least one, and all parents attended the exit conferences. All 8(g) staff attended the required 18 hours of professional development.

Pointe Coupee Parish School System | Evaluation score: N/A | Award amount: \$81,297
Schools: Valverde Elementary

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

Results

75 percent of the participating 8(g) preschool children met or exceeded the widely held expectations encompassing developmental milestones in Math on Teaching Strategies GOLD. 100 percent of the participating 8(g) preschool children met or exceeded the widely held expectations encompassing developmental milestones in Literacy on Teaching Strategies GOLD. 100 percent of the 8(g) staff attended the required 18 hours of professional development. 85 percent of the families of children in the 8(g) program will attend at least two parent involvement activities, including parent orientation, open house, family night, class celebrations, parent conferences, field trips and end of the year programs during the 2017-2018 school year.

Quest School | Evaluation score: N/A | Award amount: \$473

This project improved math skills of 5th through 8th grade level math students needing additional assistance through supplementary practice of learned skills.

Results

Increase of 2 or more grade levels: 5 students ; 1 +/- more grade levels: 5 students; less than 1 grade level: 2 students; decreased grade level: 1 student.

Rapides Parish School Board | Evaluation score: N/A | Award amount: \$261,898

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

The project allowed for developmentally appropriate pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that created a community of learners.

Results

The Teaching Strategies GOLD Snapshot Report for Rapides Parish School District 8(g) classes indicates that 95.6 percent of the pre-kindergarten students scored at the end of the blue pre-K progression band in Language and Literacy after the third checkpoint (May, 2018). The Teaching Strategies GOLD Snapshot Report for Rapides Parish School District 8(g) classes indicates that 95.6 percent of the pre-kindergarten students scored at the end of the blue pre-K progression band in Cognitive and Mathematics after the third checkpoint (May, 2018). Data indicated that the district average for 8(g) families attending the two workshops, one in the fall and one in the spring, was 95 percent. Buckeye Elementary and J. B. Nachman Elementary had 100 percent of families attending the planned workshops. Parent-teacher conferences were held in October, 2017, March 2018, and April/May 2018. Data indicated that the district average for 8(g) families attending the scheduled conferences was 91.75 percent. Again, Buckeye Elementary and J. B. Nachman Elementary had 100 percent of families attending planned conferences. By the end of the 2017-2018 academic year, 95 percent of the parents will have participated in at least two workshops (one per semester) 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 attended the scheduled trainings.

Red River Parish School Board | Evaluation score: N/A | Award amount: \$68,056

Schools: Red River Elementary School

Students used an individualized online reading program to increase reading comprehension, fluency and informational resource skills.

Results

56 percent of the students in 3rd grade had an increase of at least 40 percent based on a comparison of beginning Lexile levels and ending Lexile levels. 58 percent of the students in 4th grade had an increase of at least 40 percent based on a comparison of beginning Lexile levels and ending Lexile levels. 57 percent of Students in 5th grade will have an increase of 40 percent proficiency based on a comparison of comparison of Lexile levels and ending Lexile Levels.

ReNEW-Reinventing Education | Evaluation score: 138 | Award amount: \$34,276

Schools: ReNEW Cultural Arts Academy

The project provided personalized remedial supports to help below-level students achieve on grade level.

Results

31 percent of 3rd-grade participants increased their literacy levels by 1 year. Two (2) STEPS indicated 1 year of literacy growth.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Richland Parish School Board | Evaluation score: N/A | Award amount: \$81,720
Schools: Mangham Elementary School

The project was designed to provide a high-quality learning experience for at-risk 4-year-olds so that they will be prepared and successful in kindergarten.

Results

89 percent of participating 4-year-olds progressed to the Blue level on the Language and Literacy objectives and dimensions of the TS GOLD. 89 percent of participating 4-year-olds progressed to the Blue level on the Math objectives and dimensions of the TS GOLD. 80 percent of the parents attended at least 1/2 of the programmed activities at the school. 100 percent of teachers and paraprofessionals participated in 18 hours of professional development to foster implementation of research based strategies designed to increase students' proficiency in kindergarten.

Riverside Academy | Evaluation score: 139 | Award amount: \$5,323

This project boosted student academic achievement through the development of science inquiry skills.

Results

The percentage of second graders who improved their overall March 2018 "Environment" score by 10 percent was forty-eight percent. Given the Pearson Science, the mean score of students scoring below 50 percent on the pretest administered in August improved at least 15 percentage points when compared to the post test administered in May.

Runnels School | Evaluation score: 141 | Award amount: \$5,059

This project improved student achievement by integrating new hard copy & digital textbooks into the Spanish II curriculum.

Results

14 percent of the targeted Spanish II students realized a 40 percent increase in their scores from the pre-test compared to the post-test.

Sabine Parish School Board | Evaluation score: N/A | Award amount: \$93,728
Schools: Converse School, Florien School, Many Elementary, Negreet School

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

Results

97 percent of the participating pre-K students met or exceeded expectations according to the end of year Teaching Strategies GOLD Language and Literacy Checkpoints in May 2018. 96 percent of the participating pre-K students met or exceeded expectations according to the end of year Teaching Strategies GOLD Mathematics Checkpoint in May 2018. 97 percent of the parents of students in 8(g) classrooms attended fall/spring parent-teacher conferences for 2017-18. All 8(g) teaching staff exceeded the 18 hour minimum hours of staff development with some exceeding a minimum of 35 hours and all with 12 hours of CLASS to improve instruction.

Silliman Institute | Evaluation score: 125 | Award amount: \$4,065

This project used technology to enhance and improve student academic achievement in mathematics.

Results

35 percent of the students scored Above Average and 50 percent of the students scored Average on the end of year test.

Smothers Academy Preparatory School | Evaluation score: 126 | Award amount: \$2,850

This project built capacity and created a strong school leadership team.

Results

There was a 10 percent increase among the 7th grade students scoring basic or above in math; however the 6th grade students score remained constant. There was a 20 percent increase among the 7th grade students scoring basic or above in English; however the 6th grade students scores remained constant.

Southwest Louisiana Charter Academy Foundation | Evaluation score: 131 | Award amount: \$9,079
Schools: Southwest Louisiana Charter Academy, Lake Charles College Prep

The project enabled students to work at their own pace while providing explicit, systemic and adaptive learning, scaffolding students as they struggled and advanced them to higher levels as they demonstrated proficiency.

Results

1 percent of students placed in the program were reading on grade level according to the end-of-year report. 25 percent of the students scored 18 or above on the ACT test.

Special School District | Evaluation score: N/A | Award amount: \$2,226
Schools: Renaissance Home for Youth

The project targeted reading instruction based on diagnostics, increased reading experiences for the students, and tracked reading growth and comprehension.

Results

72 percent or 36/50 students demonstrated month for month growth in AR reading. 78 percent of AR quizzes were passed.

St. Bernard Parish School Board | Evaluation score: N/A | Award amount: \$391,692
Schools: Joseph Davies Elementary

The project provided preschool services to eligible 4-year-old children.

Results

87 percent of the students participating in the 8(g) Early Childhood Program will score within the Meeting/Exceeding Expectations range in language and literacy on the last progress checkpoint of Teaching Strategies Gold (TS Gold). 86 percent of the students participating in the 8(g) Early Childhood Program will score within the Meeting/Exceeding Expectations range in math on the last progress checkpoint of Teaching Strategies Gold (TS Gold). 100 percent of the parents attended at least one parent involvement activity. The teacher and paraprofessional participated in over 35 hours of professional development activities over the course of the year.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

St. Charles Parish Public Schools | Evaluation score: N/A | Award amount: \$138,931

Schools: Mimosa Park Elementary School, St. Rose Elementary School

This project provided developmentally appropriate preschool experiences for high-risk 4-year-old students while involving their parents in activities that increased their knowledge of child development designed to enhance student learning.

Results

98 percent of the students scored in the meeting to exceeding ranges for Language and Literacy on TS Gold. All parents of the students participated in at least nine parent activities associated with this project. 98 percent of the students scored in the meeting to exceeding ranges for Mathematics on TS Gold. All teachers and paraeducators participated in 18 hours of professional development designed to improved student readiness skills and health and safety.

St. Helena Parish School District | Evaluation score: 142 | Award amount: \$65,733

Schools: St. Helena Early Learning Center

This project served at-risk 4-year-old students as they became kindergarten ready.

Results

85 percent of students scored in their widely held expectation band for math in math. 80 percent of students scored in their widely held expectation band for language and literacy. 90 percent of parents attended at least 2 activities. All teachers received over 25 hours of PD.

St. James Parish Schools | Evaluation score: N/A | Award amount: \$88,097

Schools: Sixth Ward Elementary

The project assisted in the improvement of readiness skills of 4-year-old preschool students who are at-risk in the Vacherie, Louisiana community.

Results

All participating 4-year-olds scored at the “Meeting Expectations and/or Exceeding Expectations” range in the Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies GOLD Assessment. All participating 4-year-olds scored at the “Meeting Expectations and/or Exceeding Expectations” range in the Mathematics Objectives for Development and Learning as measured by the Teaching Strategies GOLD Assessment. At the end of the school year, All parents of the participating 4-year-olds participated in at least two activities as evidenced by logs, tally charts, and/or sign-in sheets. At the end of the school year, the teacher participated in 18 hours or more of professional development training and the paraprofessional participated in 12 hours or more professional development training that is designed to increase students proficiency in kindergarten as evidenced by agendas/sign-ins.

St. John the Baptist Parish School Board | Evaluation score: 146 | Award amount: \$107,620

Schools: Fifth Ward Elementary

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

Results

70 percent of the students were meeting expectations, and 30 percent were exceeding expectations in mathematics. 65 percent were meeting expectations while 35 percent were exceeding in literacy. 80 percent of parents and/or caregivers attended parent orientation and at least one parental workshop/activity during the 2017-2018 school year. 17 parents (85 percent) attended parent orientation and 95 percent attended an additional event/activity. All staff participated in 20 hours of Professional Development during the 2017 - 2018 school year.

St. Landry Parish School Board | Evaluation score: N/A | Award amount: \$177,166
Schools: Cankton Elementary, Grand Prairie Elementary, Highland Elementary

This project provided pre-kindergarten programs for at-risk 4-year-old children, and prepared them to enter kindergarten prepared and ready to learn.

Results

75 percent of the students participating in the 8(g) pre-K class met or exceeded the expectations in language and literacy by the third checkpoint as evidenced by the TS Gold Classroom Report. 75 percent of the students participating in the 8(g) pre-k class met or exceeded the expectations in mathematics by the third checkpoint as evidenced by the TS Gold Classroom Report. 75 percent of the parents of students participating in the 8(g) early childhood pre-K classes actively participated in the educational process of their child by attending at least four parent meetings or conferences during the school year as evidenced by agendas and sign in sheets.

St. Luke's Episcopal School | Evaluation score: N/A | Award amount: \$2,639

This project targeted students in early childhood as they became familiar with basic reading strategies and improved their reading abilities.

Results

All targeted students improved their reading level by at least 1 by the end of the school year.

St. Martin Parish School Board | Evaluation score: N/A | Award amount: \$126,781
Schools: Early Learning Center, Cecilia Primary

This project is the continuation of a developmentally appropriate, high quality pre-K program for eligible 4-year-olds that helped achieve kindergarten readiness.

Results

95 percent of students met the expected 75 percent goal for Math. 95 percent of students met the expected 75 percent goal for Language and Literacy. 98 percent of parents will participate in Parent/Teacher conferences twice per year which will be measured by Parent/Teacher Conference sign in sheets. 100 percent of 8(g) pre-K staff will attend professional development opportunities to receive 18 hours of training and incorporate strategies into the classroom which will be measured by PD sign in sheets, and observation reports.

St. Martin's Episcopal School | Evaluation score: N/A | Award amount: \$4,197

This project used quality textbooks to increase the number of third grade students reading at or above grade level.

Results

92 percent of 3rd Grade Students were at or above benchmark level on the Oral Reading Fluency Words Correct Subtest of the DIBELS assessment at the end of the school year.

St. Mary Parish School Board | Evaluation score: N/A | Award amount: \$131,603
Schools: Centerville High, Wyandotte Elementary

This project supported 4-year-olds entering the public school system in order to exhibit kindergarten readiness at the end of the school year.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

84 percent of the pre-K students scored within the blue or purple level of widely held expectations for all Language and Literacy Objectives for Development and Learning. 68 percent of the pre-K students scored within the blue or purple level of widely held expectations for all Mathematics Objectives for Development and Learning. 100 percent of teachers and paraprofessionals participated in 18 hours or more of professional development offerings to implement developmentally appropriate teaching strategies aligned with TS Gold Assessment and the CLASS observation tool.

St. Matthew's Episcopal School | Evaluation score: N/A | Award amount: \$1,504

This project optimized and improved students' reading skills in grades 2-6.

Results

Students showed growth on their STAR Reading scores when compared to the Fall 2017 scores.

St. Paul's Episcopal School | Evaluation score: N/A | Award amount: \$1,962

This project provided student-learning experiences that incorporated technology in math that would improve academic achievement for kindergarten students in math.

Results

78 percent of kindergarten students scored above an average of 75 percent on an end-of-the-year unit math assessment test.

St. Tammany Parish School Board | Evaluation score: 147 | Award amount: \$399,518
Schools: Covington Elementary, Whispering Forest Elementary

This project provided at-risk 4-year-olds a chance to increase their educational opportunities and prepared them with skills to support kindergarten readiness and life.

Results

94 percent of pre-K students scored at the meeting or exceeding widely held level of expectations on MTS Gold Language objectives. All pre-K students scored at the meeting or exceeding widely held level of expectations on MTS Gold Math objectives. All 8(g) teachers and paraprofessional attended 18 hours of professional development to support their efforts in the classroom. All parents participated in their child's education through more than one activity during the school year through regularly scheduled program activities, such as parent-teacher conferences, parent workshops, field trips and family nights.

Success Preparatory Academy | Evaluation score: N/A | Award amount: \$3,985

The project supported 6th grade Tier 3 math students and provided targeted support that accelerated the pace of their academic achievement and brought them up to grade level standards in math.

Results

86 percent of students receiving Tier 3 Math intervention in grade 6 exited the program in April after achieving grade level proficiency.

Tallulah Charter School | Evaluation score: N/A | Award amount: \$3,906

The project provided literacy for 140 at-risk minority students.

Results

21 percent of the participating 3rd, 4th, and 5th grade students scored at least benchmark (50th percentile) on MAP.

Tangipahoa Parish School System | Evaluation score: N/A | Award amount: \$225,449

Schools: O. W. Dillon Elementary, Chesbrough Elementary, Lucille Nesom Middle, Independence Leadership Academy

This project served at-risk 4-year-old students to prepare them with kindergarten readiness.

Results

All 8(g) students met or exceeded widely held expectations in Math on the GOLD assessment. All 8(g) parents participated in at least two events for the 17-18 school session. During the 2017-2018 school year, All pre-K teachers attended at least 18 hours of professional development. Paraprofessionals attended at least 12 hours of professional development.

Tensas Parish School Board | Evaluation score: 143 | Award amount: \$1,496

Schools: Newellton Elementary, Tensas Elementary

This project provided remediation in both math and ELA to at-risk students in grades 2-6.

Results

At least 60 percent of students scored at or above grade level on the spring 2018 post test in ELA. At least 60 percent of students scored at or above grade level on the spring 2018 post test in math.

Terrebonne Parish School District | Evaluation score: N/A | Award amount: \$212,630

Schools: Bourg Elementary, Broadmoor Elementary, Dularge Elementary, East Houma Elementary, Lisa Park Elementary

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

Results

All participating students scored in or beyond the 4-year-old color band (Widely Held Expectations) for the Math objectives in TS GOLD for 2017-2018. 92.2 percent scored in or beyond the 4-year-old color band (Widely Held Expectations) for Language and Literacy objectives in TS GOLD for 2017-2018. 86.58 percent of the parents completed/ participated in at least 10 of the planned parental involvement activities by May 2018. All participating teachers and paraprofessionals received 6 hours of development specific to early childhood education by May 2018.

Trafton Academy | Evaluation score: N/A | Award amount: \$2,023

This project Increased student academic learning in reference skills and map and diagram interpretation.

Results

88 percent of the targeted students scored at or above the National Percentile Rank in Sources of Information on the IOWA Test of Basic Skills.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Trinity Episcopal School | Evaluation score: 126 | Award amount: \$3,238

This project's participants utilized Achieve3000 and delivered non-fiction and content reading at each student's reading lexile level.

Results

89 percent of participating students (65) to achieve a grade level of above lexile reading level in non-fiction reading as measured by Achieve3000 on-line reading program by May 1, 2018.

Union Parish School Board | Evaluation score: 150 | Award amount: \$73,590
Schools: Union Parish Elementary School

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

Results

19 out of 20 pre-K students (95 percent) met or exceeded Language and Literacy Expectations from the Teaching Strategies Gold Objectives. 16 out of 20 students (80 percent) met or exceeded the Math Expectations from the Teaching Strategies Gold Objectives. All parents were involved in at least two activities by participation or attendance at open house, students' programs, field trips, volunteer parent services, parent conferences and/or graduation. The teacher participated in 54.5 hours of professional development in the 2017-2018 school year.

University Laboratory School | Evaluation score: N/A | Award amount: \$12,730

This project provided technology that improved students' understanding and use of grammar, conventions, and writing techniques.

Results

Eighty-one percent of the students in Grades 6-12 scored at or above our benchmark scores.

V.B. Glencoe Charter School | Evaluation score: N/A | Award amount: \$3,044

This project increased the chances of kindergarten readiness by creating high quality centers.

Results

All pre-kindergarten students observed met the given objectives in the areas of language and literacy at the end of the 2017-2018 school year. All pre-kindergarten students observed met the given objectives in the area of mathematics at the end of the 2017-2018 school year. All pre-kindergarten students observed met the given objectives in the area of physical development at the end of the 2017-2018 school year. 75 percent of the pre-kindergarten students observed will met the given objectives in the area of cognitive at the end of the 2017-2018 school year. 70 percent of the pre-K parents will attend at least three given opportunities to volunteer; including but not limited to field trips, open houses, orientation and parent volunteering.

Vermilion Parish School Board | Evaluation score: N/A | Award amount: \$139,635
Schools: Dozier Elementary, Jesse Owens Elementary

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

Results

All participating 4-year-old children met or exceeded the blue band in Literacy according to the Teaching Strategies Gold assessment by May 2018. All participating 4-year-old children met or exceeded the blue band in Language according to the Teaching Strategies Gold assessment by May 2018. All participating 4-year-old children met or exceeded the blue band in Mathematics according to the Teaching Strategies Gold assessment by May 2018. All classroom teachers attended professional development provided by the school district twice during the school year and monthly by site administrators. 94 percent of parents will attend at least three conference meetings and/or family engagement programs during the school year.

Vernon Parish School Board | Evaluation score: 150 | Award amount: \$133,142
Schools: North Polk Elementary, Simpson High

This project served at-risk 4-year-old children as they developed essential kindergarten readiness skills.

Results

94 percent of the students were meeting or exceeding the Widely Held Expectations on the Language section of the Teaching Strategies GOLD. 89 percent of the students were meeting or exceeding the Widely Held Expectations on the Language section of the Teaching Strategies GOLD. All students were meeting or exceeding the Widely Held Expectations on the Literacy section of the Teaching Strategies GOLD. All students had at least one parent participate in a minimum of two parent involvement activities. All teachers and paraprofessionals participated in at least 18 hours of professional development.

Washington Parish School System | Evaluation score: 150 | Award amount: \$101,285
Schools: Enon Elementary, Franklinton Primary

This project provided a developmentally appropriate high quality prekindergarten program that improved the kindergarten readiness skills of at-risk 4-year-old children.

Results

More than 80 percent of the students were meeting or exceeding literacy and language levels as measured by TS GOLD at the spring checkpoint. More than 80 percent of the students were meeting or exceeding math levels as measured by TS GOLD at the spring checkpoint. 80 percent of the parents of the participating four-year old children attended a minimum of two of the parental involvement activities. All teachers and paraprofessionals attended all professional development events and were required to sign-in.

Webster Parish School Board | Evaluation score: 139 | Award amount: \$110,479
Schools: Central Elementary

This project provided funds to ensure quality instruction to help rural, at-risk preschool students meet or exceed pre-K standards.

Results

80 percent of 8(g) students will meet or exceed expectations in Language and Literacy. All parents of participants attended at least 3 parental involvement activities by May 22, 2018. All teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

West Baton Rouge Parish School Board | Evaluation score: N/A | Award amount: \$89,188

Schools: Brusly Elementary, Chamberlin Elementary, Port Allen Elementary

This project provided high quality early childhood educational opportunities for approximately 19 at risk 4-year-old children in the district.

Results

89 percent of the participating 4-year-olds met or exceeded the Literacy objectives and 79 percent of the participating 4-year-olds met or exceeded the Language objectives of TS GOLD by May 2018. All parents of participants participated in at least eight (8) activities by May 2018. All staff participated in a minimum of 18 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten by May 2018.

West Carroll Parish School Board | Evaluation score: 150 | Award amount: \$73,484

Schools: Oak Grove Elementary School

The project provided a high-quality learning experience for at-risk 4-year-olds in order that they will be prepared to enter kindergarten and be successful in the next year.

Results

75 percent of the students were in the Exceeded objective category, and 15 percent were in the Meeting category for Language Goals. For Literacy goals, 85 percent were in the Exceeding category with 10 percent in the Meeting category. For mathematics, the goal of 75 percent Meeting or Exceeding was exceeded since 95 percent of the students were in the Exceeding category and the other 5 percent were in the Meeting category, with 0 percent of the students in the Below category. All parents attended at least six parental involvement activities. The teacher and paraprofessional attended and/or participated/completed all of the professional development activities/assignments that were scheduled.

West Feliciana Parish Schools | Evaluation score: N/A | Award amount: \$74,100

Schools: Bains Lower Elementary

This project improved the academic performance of at-risk prekindergarten students in English Language Arts and mathematics skills.

Results

All students (18 out of 18) met or exceeded at the "meets or exceeds" level for pre-K4 on the TS Gold assessment in language and literacy by demonstrating knowledge of the alphabet when screened by the third checkpoint. All students (18 out of 18) will score at the "meets or exceeds" level for pre-K4 on the TS Gold assessment in mathematics by connecting numerals with their quantities when screened by the third checkpoint. All parents participated in at least two of the school-sponsored activities. All teachers and paraprofessionals attended at least 18 hours of professional development activities by May 2018 as listed in the professional development timeline.

Winn Parish School Board | Evaluation score: N/A | Award amount: \$76,053

Schools: Atlanta High, Dodson High, Winnfield Kindergarten

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

Results

92 percent of pre-kindergarten students met or exceeded the widely held expectations in the areas of Language and Literacy by Program in the pre-kindergarten band as reported in TS Gold. 96 percent of pre-kindergarten students

met or exceeded the widely held expectations in the area of Mathematics by Program in the pre-kindergarten band as reported in TS Gold. All teachers had 70 percent or more parent attendance for a minimum of three trainings, activities, or family nights. 100 percent of pre-kindergarten teachers attended a minimum of 18 hours of staff development for the 2017-18 school year.

Zachary Community School Board | Evaluation score: N/A | Award amount: \$102,658
Schools: Zachary Early Learning Center

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

Results

90 percent of participating 4-year-olds met or exceeded expectations in the area of language (87 percent) and literacy (93 percent) on the TS Gold Assessment System. 89 percent of participating 4-year-olds met or exceeded expectations in the area of math on the TS Gold Assessment System. All participating 4-year-olds' parents were involved in at least 3 activities associated with the project. All teachers/paraprofessionals participated in at least 18 hours of professional development during the 2017-2018 school year.



Statewide Grant Programs

FY 2017 – 2018

BESE Allocation: \$11,143,600

Percent of Total Allocation: 48.1%

Programs Funded: 9

Constitutional Category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

- Principal Coaching and TAP Expansion
- Early Childhood Care and Education Network Implementation
- Educator Career Opportunity Expansion
- English Language Learner Support
- LEAP 360

Constitutional Category

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

- Improving Literacy and Math Skills
- Academic/Vocational Enhancement of BESE Special Schools (LSVI)
- Louisiana Instructional Materials Center for the Blind and Visually Impaired (LSVI)

Constitutional Category

To fund the teaching of foreign languages in elementary and secondary schools

- International Choices for Career and Career Education (IC3E)

Principal Coaching and TAP Expansion | Evaluation score: N/A | Award amount: \$375,000

Constitutional category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results

- Objective was met with submission of grant applications and program agendas and NISL curriculum and TAP strategies. TAP activities and dates are established by individual districts and schools.
- Online surveys were generated after each principal fellowship training. TAP activities are kept at the district/school level and provided to LDOE, as needed.
- Attendance was kept in a designated online portal. Participants who had to miss one day of a unit were provided with the opportunity to participate in missed materials by completing the work as an online independent study. Districts establish pre-determined activities for TAP.
- Facilitator candidates had to submit applications to participate and attend all trainings and facilitator institute.
- Online surveys were generated after each principal fellowship training. TAP activities are kept at the district/school level and provided to LDOE, as needed.

Early Childhood Care and Education Network Implementation | Evaluation score: N/A | Award amount: \$275,000

Constitutional category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results

- 98.46% of classrooms in the fall and 97.41% of classrooms in the spring were observed using CLASS. This totals to 97.9% yearlong of classrooms observed.
- 52,459 of 57,928 children were assessed in the last checkpoint (May). This is approximately 91% of children assessed.
- 39 communities achieve full coordinated enrollment status, and 100% of communities were either partially or fully coordinated across all four areas.

Educator Career Opportunity Expansion Program | Evaluation score: 147 | Award amount: \$1,524,577

Constitutional category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results

- 100 percent of teacher preparation programs have signed assurances, approved innovative programs, or approved extension requests.
- 478 teachers participated in mentor teacher training cohort one and an additional 523 began cohort 2 training in May 2018.
- 100 percent of eligible undergraduate residents and mentors receive a stipend.
- 90 percent of content expert participants achieved Content Expert distinction and 90 percent of mentor participants achieved Mentor Teacher distinction.
- 90 percent of all participants agreed that the mentor teacher training met the intended goals.
- An initial survey was administered in August to determine a baseline for high school and early college students perception of the teaching perception and the follow-up survey, after marketing, had not been released at the time of the EOY report.

Observations

- Participants at all levels of this program were dedicated educational professionals.
- Personnel at all levels were highly qualified to fulfill their designated responsibilities.
- Activities addressed the specific needs of teacher candidates, mentor and content leaders and teacher preparation providers. Emphasis was given to increasing teacher effectiveness in classrooms, improving instructional skills and knowledge and transitioning to a competency-base, full year residency program for aspiring teachers.
- Constitutional category requirements were met.
- Objectives of the program were understood by all. Evaluation data were recorded and used to improve the overall program.
- This program was successful in fulfilling its objective of improving teacher effectiveness, especially by improving the knowledge and skills of those who mentor and monitor new teacher candidates.

Recommendations

- Most of the suggestions for improvements to the program given by participants interviewed during site visits were addressed in the EOY report section, “..modifications to be made or recommended as a result of your evaluation in this program.” Two of the frequent concerns voices were the sustainability of the program and the timing of the training sessions. Most felt that they were pulled away from their official positions too often.
- This program was beneficial to all participants. The program leadership is encouraged to promote a cooperative and close working relationship between LDOE, BOR, districts and college deans to further the goal of enhancing teacher effectiveness.

English Language Learner Support | Evaluation score: 143 | Award amount: \$214,000

Constitutional category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results

- 67 percent of English Language Learners increased his/her English language proficiency in at least one domain.
- English Learner subgroup increased in the percentage of students earning Mastery or above, when combining ELA, Math and Science on the state assessments; from 13% in 2017 to 14% in 2018.
- 90 percent of identified in-service and pre-service teachers of English Language Learner attended 85 percent of the professional development sessions and had 90 percent attendance rate in classes.

Observations

- Student participants and teacher participants appeared excited and teachers as well as other local school/district personnel expressed gratitude for how efficient this project is running and the high-quality of the professional development workshops.
- For the most part, teachers held appropriate certification as required to do their jobs.
- Project activities were appropriate and consistent with project objectives. Project staff monitored activities, provided feedback, and made modifications as needed.
- The project conformed to the Constitutional Category under which it was funded and program personnel have a clear understanding of the intent of the program.
- The objectives were stated in measurable terms and data were collected for each objective.
- The two objectives targeting students' academic performance and educational improvements were not achieved to the extent anticipated in the project proposal.

Recommendations

- Continue to provide high-quality workshops and continue to monitor activities at both the state and local levels. Attempt to get a clearer sense of the number of students to be served during the 2018-2019 school year.
- Continue to encourage local school districts to ensure that teachers hold appropriate certification as required to do their jobs. Continue to provide leadership and oversight in all aspects of the project.
- Continue to provide activities that are appropriate and consistent with project objectives. Continue to monitor state and local implementation of activities and timelines.
- Continue to adhere to the Constitutional Category under which this project was funded.
- Continue to collect, analyze, interpret and report data for each objective.
- Seek ways to better align project objectives with the English Language proficiency test and other proposed measurement tools so that appropriate and accurate findings may be reported.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

LEAP 360 | Evaluation score: 137 | Award amount: \$8,325,000

Constitutional category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results

- LEAP 360 assessments were successfully made available to participants throughout the school year. This included K-2 formative tasks, diagnostics, and interims assessments.
- A Teacher's Guide to LEAP 360 and a District's Guide to LEAP 360 was successfully completed and made available to districts and schools across the state.
- The Department provided training and assistance to district- and school-level personnel in the form of monthly webinars, weekly office hours, and quarterly regional collaboratives.
- 100 percent of traditional LEAs signed a MOU to use LEAP 360 for the 2017-18 school year.
- Additional training and support on understanding LEAP 360 resources and how they intersect with teacher goal setting were needed for the classroom teachers to use the system to establish Student Learning Targets (SLTs). The Department used this year to begin helping teachers understand how LEAP 360 results can be used to set instructional goals.

Observations

- Participants appeared excited and pleased with LEAP 360. The number of participants served was appropriate and this program was available to all public LEAs including charter schools and nonpublic schools. The LEAs were located across the state.
- Key administrative personnel had adequate knowledge and background to provide leadership. At the local level, there were still challenges and participants expressed the need for expanded training to accomplish tasks required for effective implementation. Project activities were appropriate and consistent with project objectives. Program Administrator and staff monitored activities, solicited feedback from participants and expressed that modifications are anticipated for the 2018-2019 school year.
- The project conforms to the Constitutional Category under which it was funded and program personnel have a clear understanding of the intent of the program.
- Objectives were stated in a general manner and focused on collaboration with vendors, materials to be developed, and training to be provided.
- Participants continue to need additional training materials and training to help them fully realize the benefits of LEAP 360.

Recommendations

- Continue to provide high-quality training and other supports to local personnel.
- Continue to utilize participant feedback to drive changes/modifications for the next school year.

- Continue to support student achievement in Kindergarten through 12th grade across Louisiana.
- Continue to expand and modify training that best meets the needs of personnel at the local/district level. Continue to work toward providing a more streamlined set of resources that help teachers monitor and improve student performance prior to the end of the school year.
- Continue to provide activities that are appropriate and consistent with project objectives.
- Continue to solicit and utilize feedback from participants for planning and other purposes.
- Continue to adhere to the Constitutional Category under which this project was funded.
- Among objectives for the 2018-2019 school year, include measurable ones that directly address student academic performance (LEAP 360 experience). Report data by objectives that are clear and concise. Continue to assist teachers in understanding how LEAP 360 results may be used to set instructional goals. Continue to work toward achieving a more streamlined process for uploading data for all assessments. Overall, this program was perceived to be much needed and very valuable.

Improving Literacy and Math Skills | Evaluation score: 145 | Award amount: \$30,000

Constitutional category

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

Results

- 733 percent of the students in K-3 met or exceeded their reading MAP Growth Target.
- 73 percent of the students in K-3 moved up at least one independent reading level based on the IRLA.
- 39 percent of the students in grades 4-8 met or exceeded their reading MAP Growth Target.
- 54 percent of the students in grades 4-5 moved up at least one independent reading level based on IRLA.
- 81 percent of the students in grades 6-10 met or exceeded their math MAP Growth Target.
- 67 percent of students in grades 11-12 grew at least one point on their spring math score.nt.

Observations

- Students participating in the program were showing academic improvement based on the data submitted.
- Staff members were enthusiastic about the student growth and pleased with the enhanced professional development.
- Activities were on schedule and were being monitored. Progress was being made by the students.
- The constitutional category requirements were being met.
- Objectives were being addressed and students' progress toward the final goals were being monitored.
- Students were showing enhanced academic progress.

Recommendations

- A change to an objective can be made when circumstances warrant.
- Very nice project that brought enhanced student achievement. Emphasis on professional development of staff was an additional strong point.

LSVI Academic/Vocational Enhancement of BESE Special Schools | Evaluation score: 150 | Award amount: \$30,000

Constitutional category

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

Results

- 93 percent of LAA1 students showed an increase of 5 or more points in ELA and math on the Unique Learning Benchmark assessments.
- 96 percent of students in grades 1-8 improved their reading scores by 10 percent on the ELA benchmark assessment.
- 100 percent of students in grades 1-8 improved their math scores by 10 percent on the math benchmark assessment.
- High school students on a diploma tract demonstrated at least a 5 percent or more increase of class averages in the areas of ELA and Mathematics on benchmark assessments.
- 100 percent of the participating visually impaired students in grades 1-12 improved by 4 skills as measured by progress on the Independent Living Skills Checklist.

Observations

- Participants were VI students in grades 1-12 at LSVI. Students showed success in using the specialized equipment and supplies. Students were engaged and enthusiastic learners.
- Personnel seen working with students were engaged, experienced, and knowledgeable in working with VI students.
- Activities were designed to improve academic achievement and living skills of VI students. Assessments were frequent and were monitored to determine student growth and progress.
- The constitutional category requirements were being met. Objectives and evaluations were clear and were understood by those participating in the program.
- The program was successfully implemented. Students and teachers benefitted from the materials and equipment supported and supplied by this grant.

Recommendations

- This was a successfully implemented grant. LSVI personnel are to be commended for the academic achievement, growth, and progress of the VI students and the opportunities for professional development for teachers. Data submitted was well-organized and clearly supported the final results of the grant.

Louisiana Instructional Materials Center (LIMC) | Evaluation score: 150 | Award amount: \$75,000

Constitutional category

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

Results

- At least one professional involved in 8 of the 8 state BESE districts completed and returned the LIMC Blind and Visually Impaired Satisfaction Survey.
- The results of the Satisfaction Survey equaled a 98 percent rate, or an average of 4.91 on a 5 point Likert scale as measured by a summary of both quantitative and data as it relates to each question.

Observations

- Students were engaged in appropriate academic programs using the LIMC materials and equipment to meet their mandated standards. Personnel were qualified and motivated to provide the most appropriate educational programs for the VI students. Activities were appropriate for the VI students. Constitutional category mandates were met. Objectives and the evaluation process were understood by all. The program was in place and teachers and students benefited from the LIMC materials and equipment for VI students.

Recommendations

- Due to the extreme cost of Braille textbooks, it is recommended that more funding be given to the LIMC.

International Choices for College and Career Education | Evaluation score: 139 | Award amount: \$205,023

Constitutional category

To fund the teaching of foreign languages in elementary and secondary schools

Results

- The overall average of all immersion Foreign Associate Teachers on the COMPASS Performance Evaluation tool was 3.935 out of 4 possible points.
- 100 percent of Foreign Associate Teachers of immersion classes earned a 2 or better.
- The overall average of all Foreign Associate Teachers of second language programs on the COMPASS Performance Evaluation tool was 3.193 out of 4 possible points.
- 100 percent of Foreign Associate Teachers of second language classes earned a 2 or better.
- Student enrollment numbers increased by .6% from 36,456 to 36,687.
- Thirty-one LEAs participate in the IC3E program, 20 of which host at least one foreign associate teacher.
- In 2017 - 18, four new pathways were established.
- 90 foreign associate teachers were recruited for 2018 - 19 in comparison to 75 in 2017 - 18 which is a 20 percent growth.

Observations

- For the most part, student participants appeared excited and eager to learn.
- Key personnel had adequate background to provide leadership and oversight for the project. Project activities were appropriate and consistent with project objectives. The Program Administrator monitored activities and proposed modifications to better meet project needs during the upcoming school year. The project conformed to the Constitutional Category under which it was funded and program personnel have a clear understanding of the intent of the program. Only COMPASS data was used to measure objectives 1 and 2 because SLT data were not available. Insufficient data provided in End-of-Year report to definitively determine the extent to which each objective was met.

Recommendations

- Continue to help schools implement World Language teaching and learning by preparing students to interact in a global workforce.
- Continue to provide leadership and oversight to local school districts.
- Seek to file all project reports in a timely manner.
- Continue to provide activities that are appropriate and consistent with project objectives.
- Continue to monitor state and local implementation of activities and timelines.
- Continue to adhere to the Constitutional Category under which this project was funded.
- Seek ways to obtain data needed to satisfy each objective and attach supporting data to document compliance.
- Overall, this project was very well received in the schools and students, teachers and principals were excited. It is difficult to determine the extent to which each objective was met as insufficient data was reported.



Louisiana Board of Elementary and Secondary Education

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