

Kevin P. Reilly, Sr.

Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



2018-19

8(g) Annual Report

Board of Elementary and Secondary Education

Dr. Gary Jones
President
5th BESE District

Dr. Holly Boffy
Vice President
7th BESE District

Ms. Jada Lewis
Secretary-Treasurer
8th BESE District

Mr. Tony Davis
4th BESE District

Ms. Kathy Edmonston
6th BESE District

Mr. James D. Garvey
1st BESE District

Ms. Sandy Holloway
3rd BESE District

Ms. Kira Orange Jones
2nd BESE District

Mr. Thomas Roque
Member-at-Large

Dr. Lurie Thomason
Member-at-Large

Ms. Doris Voitier
Member-at-Large

Program Evaluators

Student Enhancement Block Projects

Dr. Bob Cage
Ms. Tamika Carmouche
Ms. Susan Morrow
Mr. Bryan Staton
Ms. Gwendolyn Thomas

Statewide Programs

Ms. Anna Bernard
Dr. Marilyn Seibert

Table of Contents

Board of Elementary and Secondary Education Inside Front Cover

2018-2019 8(g) Program Evaluators Inside Front Cover

The BESE 8(g) Grant Program: 1986–2019

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 2018–2019

Program Summary 9

Program and Budget 10

Grants

Student Enhancement Block Grant Projects..... 11

Statewide Programs46

8(g)

The BESE 8(g) Grant Program

1986 – 2019

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.

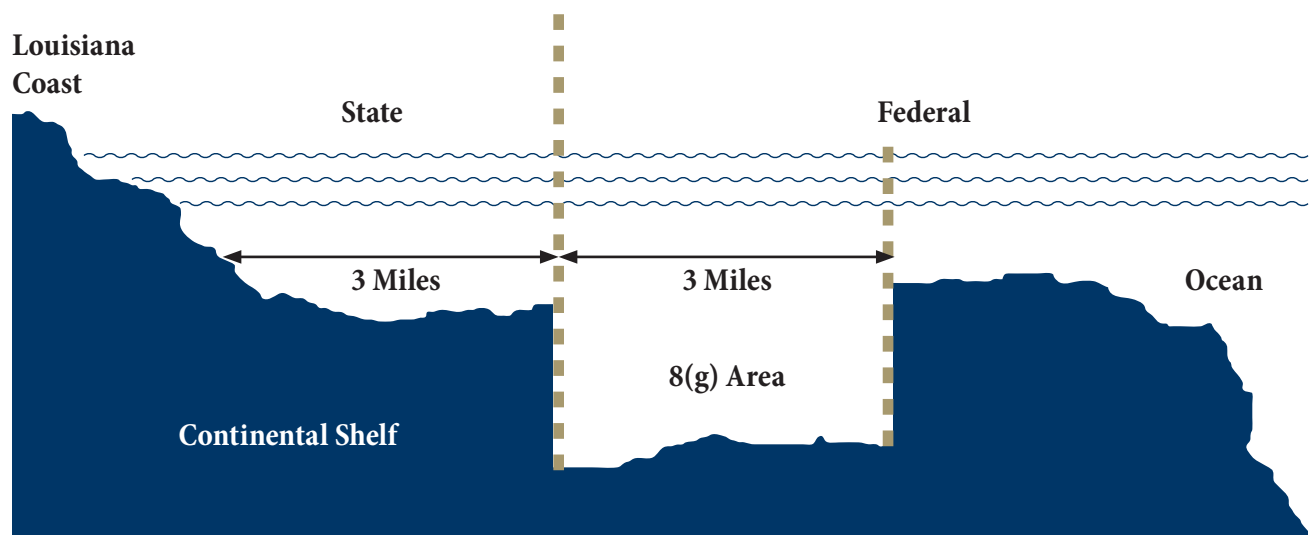
Since 1986...

More than
9,160 projects
approved

More than
\$972 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 2018-2019 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 \$237 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 2018 – 2019

Program Summary
Program and Budget
Grants



Program Summary

Total 2018-19 Allocation:
\$23,275,000

137 Student Enhancement Block

9 Statewide

146 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 2018-2019. 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, Fiscal Year 2018-19

APPROVED OCTOBER 18, 2017

I. Block Allocation (48.1%)	\$11,202,500
------------------------------------	---------------------

II. Statewide Allocation (48.1%)	\$11,202,500
---	---------------------

III. Review, Evaluation, and Assessment of Proposals; Management & Oversight (3.7%)	\$870,000
--	------------------

Total	\$23,275,000
--------------	---------------------



Student Enhancement Block Grant Programs

FY 2018 – 2019

BESE Allocation: \$11,202,500

Percent of Total Allocation: 48.1%

Programs Funded: 137

Students Served: 37,218

Formula Basis:

\$55,000 base for public LEAs

\$9.13 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

72 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: 150 | Award amount: \$143,898

Schools: Iota Elementary, Central Rayne Kindergarten

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 students met or exceeded the expectations held by TS Gold in Language and Literacy. 97.5 percent of students met or exceeded the expectations held by TS Gold in mathematics. 95 percent of parents participated in at least two activities during the 2018-2019 program. All teachers completed at least 18 hours of professional development.

Allen Parish School Board | Evaluation score: 147 | Award amount: \$94,016

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

90.9 percent of the 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. 97 percent of the Allen Parish 8(g) pre-kindergarten students scored "Accomplished" for Kindergarten Entry on the TS Gold area of Language according to the TS Gold Comparative Report. 93.9 percent of the 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, 2019. 96.9 percent of the Allen Parish 8(g) pre-kindergarten students had parents/family participation in a minimum of two parent activities according to the Parental Involvement Form submitted by each 8(g) teacher. 66.7 percent of the Allen Parish pre-K teachers funded by 8(g) participated in a minimum of 18 hours professional development related to early childhood.

Archdiocese of New Orleans | Evaluation score: 134 | Award amount: \$299,527

Schools: Holy Rosary Academy, Immaculate Conception School, Mary Queen of Peace School, Our Lady of Divine Providence School, Our Lady of Perpetual Help-Belle Chasse, Our Lady of Perpetual Help School-Kenner, Our Lady of Prompt Succor-Westwego, Resurrection of Our Lord School, Sacred Heart of Jesus School, St. Alphonsus School, St. Anthony School, St. Benedict the Moor School, St. Benilde School, St. Dominic School, St. Joan of Arc School-New Orleans, St. Leo the Great, St. Mary's Academy-Elementary, St. Michael Special School, St. Peter Claver School, St. Rita Central-New Orleans, St. Stephen

This project used technology in classroom instruction for the 1st-3rd grade students that enhanced their proficiency and performance levels in ELA

Results

As May 2019, 56 percent of third grade students increased diagnostic assessments scores by two grade levels from August 2018 to May 2019. As of May 2019, 50 percent of second grade students increased diagnostic assessments scores by two grade levels from August 2018 to May 2019. As of May 2019, 82 percent of first grade students increased diagnostic assessments scores by one grade level from August 2018 to May 2019.

ARISE Academy | Evaluation score: 132 | Award amount: \$8,814

Schools: ARISE Academy, Mildred Osborne Charter School

This project allowed ARISE Schools to implement Tier 1 rated Zearn Mathematics curriculum in grades K-5.

Results

51 percent of students in kindergarten met or exceeded their end of year math growth goal. As of May, 72 percent of students in 1st grade met or exceeded their end of year math growth goal. 26 percent of students in 2nd grade met or exceeded their end of year math growth goal. 49 percent of students in grades 3-5 scored at or above Basic on the math LEAP assessment.

Ascension Parish Schools | Evaluation score: 137 | Award amount: \$256,869
Schools: Lake Elementary School, St. Amant Primary School, Galvez Primary School

This project provided quality early childhood education to 60 students of families considered to be “at risk”.

Results

93 percent of students scored at or above the four year old band in literacy, language and numeracy according to the MyTeaching Strategies Gold Assessment. 72 percent of parents participated in two or more activities related to program goals. 100 percent of teachers completed at least 18 hours of professional development. By May 2019, 93 percent of participating students scored at or above the four year old band in numeracy, which measures mathematical reasoning, using Teaching Strategies Gold.

Assembly Christian School | Evaluation score: 144 | Award amount: \$2,525

This project infused technology in the math class that enhanced and tracked student progress in 2nd through 6th grade.

Results

More than 35 percent of the 2nd through 6th graders met or exceeded the average Stanine standards on the mathematics portion of the 2018-2019 of the TerraNova Standardized test.

Avoyelles Parish School Board | Evaluation score: 147 | Award amount: \$103,418
Schools: Marksville Elementary School

This project was designed to assist 20 at-risk four year old students in learning developmentally appropriate intervention strategies that improved readiness for kindergarten.

Results

95 percent of the 20 8(g) Pre-K students have meet expectations for typically developing four year olds in the Language component. 95 percent of the 20 8(g) Pre-K students have meet expectations for typically developing four year olds in the Literacy component. 95 percent of the 20 8(g) Pre-K students have meet expectations for typically developing four year olds in the math component 100 percent of all parents/guardians of 20 8(g) students participated in all 6 out of 6 planned activities. 100 percent of 8(g) Pre-K teacher attended over 30 hours of professional development, and the 8(g) Para attended at least 15 hours of professional development hours.

Avoyelles Public Charter School, Inc. | Evaluation score: N/A | Award amount \$6,699

This project allowed students to participate in Project Lead the Way course study to increase interest in engineering and technology and become college ready.

Results

Data was unavailable.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Baton Rouge Lutheran School | Evaluation score: 104 | Award amount: \$1,047

This project allowed the students to improve knowledge and fluency in French through the use of Mango Languages software.

Results

Grades 5-8 averages demonstrated a 23 percent improvement when pre- and post-test scores on the final assessment in Spanish were compared.

Beauregard Parish School Board | Evaluation score: 144 | Award amount: \$108,977
Schools: East Beauregard Elementary, K. R. Hanchey Elementary

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

Results

All children scored within the range of widely held expectations for four-year-olds on Teaching Strategies Gold in the areas of Literacy and Language as documented by TSG Comparative Report. All children scored within the range of widely held expectations for four-year-olds on Teaching Strategies Gold in the area of mathematics as documented by TSG Comparative Report. 2019. All families of children in the project had 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 site-based collaboration, including quarterly data meetings, using assessment data to increase students' kindergarten preparedness.

Belle Chasse Academy | Evaluation score: 150 | Award amount: \$8,733

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, 60 percent of the students decreased their level of support needed as measured by DIBELS. In second grade, 80 percent of the students decreased their level of support needed as measured by DIBELS.

Bienville Parish School Board | Evaluation score: 144 | Award amount: \$75,340
Schools: Castor High School

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

Results

All participating four year olds met or exceeded math objectives. All participating four year olds met or exceeded Language and Literacy objectives. 90 percent of parents attended at least one parent meeting or conference during the school year. The 8(g) preschool teacher received at least 18 hours of professional development.

Bishop McManus Academy | Evaluation score: 129 | Award amount: \$870

This project enhanced scientific inquiry research skills of 7th and 8th grade science students by utilizing microscopes to explore organisms.

Results

Critical thinking skill levels increased in 70 percent of the 7th and 8th grade science students as evidenced by the Stanford 10 results in science equivalency scores.

Bishop Noland Episcopal Day School | Evaluation score: 141 | Award amount: \$3,026

This project enhanced middle school students' problem solving skills using STEM lessons.

Results

80 percent of 8th students showed 5 percent improvement as measured by a pre- and post-criterion referenced math test (STAR Math).

Bogalusa City Schools | Evaluation score: N/A | Award amount: \$73,288
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 by 25 percent from Fall screening to Spring Screening. The percentage of 1st grade students scoring benchmark on Nonsense Word Fluency on DIBELS did not increase as anticipated from Fall screening to Spring Screening. The percentage of 2nd grade students scoring benchmark on DIBELS Oral Reading Fluency did not increase from Fall screening to Spring Screening.

Bossier Parish School Board | Evaluation score: N/A | Award amount: \$177,158
Schools: Bossier Elementary, Central Park Elementary, Elm Grove Elementary, Plantation Park Elementary, and Waller Elementary

This project provided 50 at-risk four-year-old children with developmentally appropriate experiences for the maximum development of physical, social, cognitive and emotional skills.

Results

The outcome of the overall average performance of all the school for the 7th grade participating students in math was 70.64 percent. The outcome of the overall average performance of all the school for the 7th grade participating students in ELA was 85.17 percent. The outcome of the overall average performance of all the school for the 8th grade participating students in math was 68.33 percent. The outcome of the overall average performance of all the school for the 8th grade participating students in ELA was 85.58 percent.

Bossier Parish School Board | Evaluation score: N/A | Award amount: \$81,501
Schools: Cope Middle School, Elm Grove Middle School, Greenacres Middle School, Rusheon Middle School, Benton Middle School, Haughton Middle School, and Plain Dealing Middle School

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

Results

As of May 2019, 96 percent of the students participating in the pre-K classes met widely held expectations for 4 year olds on Language Objectives and 100 percent of the students participating in the pre-K classes met widely held expectations

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

for 4 year olds on Literacy Objectives for Development and Learning on the Teaching Strategies Gold assessment tool. As of May 2019, 96 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. 92.6 percent of parents attended at least 3 parent meetings conducted during the school year. All staff have completed 18 of the required 18 hours of in-service for the 2018-2019 school year.

Boutte Christian Academy | Evaluation score: 137 | Award amount: \$1,558

This project provided at-risk students with critical math skills via a twice-a-week enhancement program.

Results

50 percent of the 4th grade students improved by at least 10 percent on the math portion of the Iowa test.

Bowling Green School | Evaluation score: 150 | Award amount: \$3,440

This project provided technology for students to enhance reading and comprehension skills.

Results

As of May 2019, 68 percent of English II students increased the 2019 Pre ACT reading score by 2 points or more.

Caddo Parish Public Schools | Evaluation score: N/A | Award amount: \$410,512
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

As of May 2019, 100 percent of all participants met (11.8 percent) or exceeded (88.2 percent) widely held expectations encompassing developmental milestones in literacy in May 2019 as compared to 36.2 percent meeting and 0 exceeding expectations in October 2018. As of May 2019, 100 percent of all participants met (35.3 percent) or exceeded (64.7 percent) widely held expectations encompassing developmental milestones in literacy in May 2019 as compared to 44.9 percent meeting and 0 exceeding expectations in October 2018 and 88.2 percent of all participants met (69.1 percent) or exceeded (19.1 percent) widely held expectations encompassing developmental milestones in literacy in May 2019 as compared to 17.4 percent meeting and 0 exceeding expectations in October 2018. 100 percent of participating parents of 8(g) funded students participated in at least two parental involvement activities during the 2018-2019 school year. During the 2018-19 school year, 93 percent of pre-k program 8(g) funded staff participated in at least 18 hours of inservice related to early childhood.

Calcasieu Parish School Board | Evaluation score: 144 | Award amount: \$351,336
Schools: Dolby Elementary, LeBleu Settlement Elementary, J.F. Kennedy Elementary, Prien Lake Elementary

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

Results

All students scored at the “meets or exceeds” level on the third checkpoint TS Gold assessment in Literacy. All 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 student-teacher interactions and early childhood best practices. 99 percent of the parents participated in parental involvement or conferences during the 2019-2020 school year.

Caldwell Parish School Board | Evaluation score: N/A | Award amount: \$70,268
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

While 71 percent of students were in the meeting/exceeding range in Literacy, only 68 percent were in the meeting/exceeding range for Language, for an average of 70 percent for both categories. 3 percent of students scored at the meets or exceeds level for mathematics on the TS Gold assessment. 80 percent of parents attended 2 or more activities planned with at least one being a conference with the teacher. The teacher exceeded the 18 hours of professional development.

Cameron Parish School Board | Evaluation score: 147 | Award amount: \$67,258
Schools: Grand Lake High School, South Cameron High School

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

Results

99 percent of the participating four-year-olds scores were at or above the growth range levels on the end of the year Teaching Strategies Gold Assessment in Mathematics areas. 98 percent of the participating four-year-olds scores were at the meeting or above growth range levels on the end of the year Teaching Strategies Gold Assessment in Mathematics areas. 100 percent of parents attended 4 or more family engagement activities. Each of the 3 participating teachers participated in 39 hours of professional development to foster implementation of developmentally appropriate research-based strategies, engagement activities and ongoing observational assessments to ensure students are kindergarten ready.

Catahoula Parish School Board | Evaluation score: N/A | Award amount: \$66,472
Schools: Sicily Island Elementary

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

Results

All staff participated in 18 hours of district mandated professional development. 75 percent of parents participated in at least two parental involvement activities. All students met or exceeded math goals on TS Gold. All students met or exceeded language and literacy goals on the TS Gold third checkpoint.

Cedar Creek School | Evaluation score: 128 | Award amount: \$6,255

This project allowed for the alignment and implementation of STEM content and activities in fifth grade mathematics classes.

Results

The percentage of fifth grade students scoring below average in the mathematics sub-topic area of computation with decimals on the Stanford 10 Test decreased from 31 percent to 29 percent. The percentage of fifth grade students scoring below average in the mathematics sub-topic area of computation in context, on the Stanford 10 Test, increased from 25 percent to 31 percent. The percentage of fifth grade students scoring below average in the mathematics sub-topic area of thinking skills, on the Stanford 10 Test, increased from 19 percent to 27 percent.

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

Cedarwood School | Evaluation score: 150 | Award amount: \$1,549

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

Results

All 2nd and 3rd grade students participating in the Raz-Plus Program increased their reading level by at least 2 levels as determined by the Fountas and Pinnell Benchmark Assessment System. All 2nd and 3rd grade students increased their oral reading fluency.

Central Community School System | Evaluation score: 110 | Award amount: \$96,538

Schools: Bellingrath Hills Elementary, Tanglewood Elementary, Central Intermediate, Central Middle

This project increased student achievement of K-9 English Learners (EL's) by implementing the Louisiana Connectors for English Learners.

Results

41 percent of the students identified 60 percent of all capital and lower-case letters. 94 percent of Kindergarten students with BOY-EOY data scored a 2 or above on the DRA. 47 percent of the participating 1st and 2nd grade students who took the English Language Proficiency Test in both May 2018 and May 2019 showed an increase in proficiency level. 23 percent of the 3rd-5th grade students participating in the English Language Proficiency Test in both May 2018 and May 2019 showed an increase in proficiency level. 18 percent of the 6th-8th grade students participating in the English Language Proficiency Test in both May 2018 and May 2019 showed an increase in proficiency level.

Central Private School | Evaluation score: N/A | Award amount: \$3,528

This project implemented resources to improve kindergarten readiness skills.

Results

All 8(g) students scored proficient on the math component of the Kindergarten Readiness Assessment. All 8(g) students scored proficient on the reading component of the Kindergarten Readiness Assessment. All 8(g) students scored proficient on the writing component of the Kindergarten Readiness Assessment.

City of Baker School System | Evaluation score: N/A | Award amount: \$67,791

Schools: Bakerfield Elementary School

This project allowed 20 four-year old students to participate in a classroom-based, preschool program.

Results

All students met or exceeded widely held expectations in mathematics. 99 percent of participating four-year-old students met or exceeded widely held expectation in language. All participating four-year-old students met or exceeded widely held expectation in literacy. All pre-kindergarten teachers and paraprofessionals attended and participated in at least 18 hours professional development activities. 75 percent of parents of 8(g) students participated in two or more planned activities or events throughout the school year.

Claiborne Christian School | Evaluation score: 150 | Award amount: \$3,528

This project improved English skills in 11th grade students through interactive technology.

Results

The junior class saw an improvement of 2 points in their ACT English scores as compared to the sophomore year.

Claiborne Parish School Board | Evaluation score: N/A | Award amount: \$70,476

Schools: Summerfield High

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

Results

Students scored 65 percent or better in all areas with the exception of “Speaks Clearly” of the Language component. Overall, 94 percent of participating four year olds scored Accomplished. Students scored 65 percent or better in all areas of the math component. 100 percent of the parents attended at least two activities by May 17, 2019. 100 percent of teachers and paraprofessionals participated in 18 hrs or more of professional development.

Collegiate Academies | Evaluation score: 102 | Award amount: \$16,697

School: Collegiate Baton Rouge

This project promoted students’ college and career readiness by increasing digital literacy skills and providing access to high-quality curriculum and assessments designed to support student growth and achievement.

Results

An average of 42 percent of participating 9th and 10th grade students at Collegiate Baton Rouge scored a Basic or above on the computer-based Geometry, Algebra I, English I, and English II EOC.

Community Leaders Advocating Student Success | Evaluation score: 132 | Award amount: \$5,162

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

79 percent of the students in first grade increased their i-Ready reading score by 15 points. 76 percent of the students in second grade increased their i-Ready reading score by 15 points. 50 percent of the students in third grade increased their i-Ready reading score by 15 points. 50 percent of the students in fourth grade increased their i-Ready reading score by 15 points. 44 percent of the students in fifth grade increased their i-Ready reading score by 15 points.

Concordia Parish School District | Evaluation score: N/A | Award amount: \$85,618

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.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

All participating four-year-olds scored within the meeting expectations range in math Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. All participating four-year-olds scored within the meeting expectations range in Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. 75 percent of the parents of the participants participated in at least two activities. The teacher and paraprofessional participated in at least 18 hours of professional development activities.

Crescent City Christian School | Evaluation score: 138 | Award amount: \$2,578

Crescent City Christian School's 21st Century Math Facts Mastery Project engaged targeted level 1st through 8th grade students lacking math fact fluency as determined in math deficient Star Assessment data test by utilizing Explore Learning Reflex Math online software program to improve students' academic achievement by ensuring they gain vital addition, subtraction, multiplication and division math fact fluency to support math applications and complex problem-solving.

Results

41 percent of targeted 1st grade students scored at or above the 50th Percentile Rank on the post Star math Assessment.

Crescent City Schools | Evaluation score: 135 | Award amount: \$17,275
Schools: Harriet Tubman Charter School

This project provided resources to aid in the departmentalizing of math and ELA for 4th graders.

Results

As of May 2019, 31 percent of 4th grade students scored basic or above in ELA on LEAP. As of May 2019, 9 percent of 4th grade students scored mastery or above in ELA on LEAP. 30 percent scored basic or aboveAs of May 2019, 6 percent of 4th grade students scored mastery or above on math LEAP.

DeSoto Parish School Board | Evaluation score: N/A | Award amount: \$101,799
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 with the Teaching Strategies Gold Portfolio Assessment. All participating students met or exceeded the mathematics Objectives/Dimensions on the third checkpoint with the Teaching Strategies Gold Portfolio Assessment. 95 percent of the participants' parents participated in six school-related activities. The teacher participated in 27 hours of professional development to foster implementation of strategies designed to increase kindergarten readiness by May of 2019.

Diocese of Alexandria | Evaluation score: 141 | Award amount: \$23,793
Schools: St. Mary's Assumption School

This project improved student achievement in math and reading by integrating blended learning and technology into math and reading curriculum.

Results

53 percent of the class population's iReady scale score increased by 20 points in math as a whole group average consisting of scores from K-8th grades. 84 percent of the class population's scale score increased by 20 scaled points in kindergarten. 81 percent of the class population's scale score increased by 30 points in Reading as a whole group average in grades 1-3. 52 percent of the class population's scale score increased by 15 points in Reading as a whole group average in grades 4-8.

Diocese of Baton Rouge | Evaluation score: 144 | Award amount: \$133,067

Schools: Ascension Catholic, Catholic High School, Catholic Elem of PC, Catholic High of PC, Holy Family School, Holy Ghost School, Mater Dolorosa School, Most Blessed Sacrement, Our Lady of Mercy, Redemptorist Elem, Special Education Program, Sacred Heart, St. Aloysius, St. Elizabeth, St. Francis Xavier, St. George, St. Jean Vianney, St. John Elementary, St. John High, St. John Primary, St. Joseph's Academy, St. Joseph Elem, St. Jude, St. Michael, St. Peter Chanel, St. Theresa, St. Thomas Aquinas HS, St. Thomas More, Cristo Rey High School

Using a range of traditional and blended learning tools, this project allowed students to explore options for learning, reinforcing, and enriching concepts in the ELA, math, and science.

Results

98 percent of kindergarten students, 98 percent of first grade students, and 97 percent of second grade students received a passing grade in ELA on the final report card. All kindergarten students, 98 percent of first grade students, and 97 percent of second grade students received a passing grade in math on the final report card. The overall district average scale score on the ACT Interim tests increased by two points in math. The overall district average scale score on the ACT Interim tests did not increase by two points in reading. The overall district average scale score on the ACT Interim tests did not increase by two points in science. 96 percent of 8th grade students, 79 percent of 9th grade students, and 82 percent of 10th grade students scored a composite score greater than or equal to 14 on the Explore or 16 on the pre-ACT test. 53 percent of 11th grade students and 65 percent of 12th grade student scored a composite score greater than or equal to 20. 50 percent of the Special Education students increased oral reading fluency and math fact fluency by .5 years as measured by the 2006 Hasbrouck and Tindal Oral Reading Fluency Data and by a Curriculum Based CBM in Computational Fluency and from the beginning of the year to the end (pre and post).

Diocese of Houma-Thibodaux | Evaluation score: 150 | Award amount: \$42,659

St. Joseph, St. Genevieve, St. Bernadette, St. Francis, St. Gregory, Maria Immaculata, Holy Rosary, Holy Savior

The project was designed to improve student achievement in the areas of mathematics and language arts writing skills through targeted instruction.

Results

81 percent of students in grades 3-7 achieved at least 6 percent growth on ALEKS math assessments. School results: 72 percent Holy Rosary; 71 percent Holy Savior; 85 percent St. Genevieve; 85 percent St. Joseph; 67 percent Central Catholic; 65 percent Maria Immacolata; 87 percent St. Francis; 66 percent St. Gregory. At least 85 percent of all grades 3-7 in the diocese scored in the Readiness Range on the ACT Aspire Spring 2019.

Diocese of Lafayette | Evaluation score: 141 | Award amount: \$123,130

Schools: Opelousas Catholic High

"Write Well for the 21st Century" had a simple premise: the more students practice writing, the more instruction students are providing in writing and the more feedback provided to them about their writing teachers will see higher ELA standardized scores and more creative thinkers.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

4th grade students did not increase their score by 10 points from the baseline essay administered in August to the final essay administered in May. 84 percent of students in grade 5 increased by 10 points from baseline essay administered in August to the final essay administered in May. 31 percent of students in grade 6 increased 10 points from baseline essay administered in August to the final essay administered in May. 74 percent of students in grade 7 increased 10 points from baseline essay administered in August to the final essay administered in May. 47 percent of students in grade 8 increased 10 points from baseline essay administered in August to the final essay administered in May. 78 percent of students in grade 9 increased 10 points from baseline essay administered in August to the final essay administered in May. 67 percent of students in grade 10 increased 10 points from baseline essay administered in August to the final essay administered in May. 74 percent of students in grades 11th and 12th increased 10 points from baseline essay administered in August to the final essay administered in May.

Diocese of Shreveport | Evaluation score: 131 | Award amount: \$16,685
School: St. Joseph Catholic School

This project prepared all students with the tools to successfully apply learning through technology applications with the use of an iPad.

Results

52 percent of the 3rd grade students scored at Ready or Exceeding on the reading portion of the ACT Aspire assessment. 53 percent of the 4th grade students scored at Ready or Exceeding on the reading portion of the ACT Aspire assessment.

Dryades YMCA | Evaluation score: 50 | Award amount: \$3,896
School: James Singleton Charter School

This project provided additional instruction to students who are one to two grades below level.

Results

20 percent of targeted students scored Basic or above on the math LEAP 2025.

East Baton Rouge Parish School System | Evaluation score: N/A | Award amount: \$429,204
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

99 percent of the students in the EBR 8(g) Early Childhood Program met or exceeded expectations in math Objectives for Development and Learning according to the Gold spring snapshot report. 93.4 percent of the student in the EBR 8(g) Early Childhood Program met or exceeded expectations in Language/Literacy Objectives for Development and Learning according to the Gold spring snapshot report. 100 percent of families have participated in school activities. 100 percent of teachers completed 18+ hours of professional development

East Carroll Parish School Board | Evaluation score: N/A | Award amount: \$64,185
Schools: Southside Elementary

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

Results

All students met or exceeded the widely held expectations on the Language/Literacy section of TS Gold. All students met or exceeded the widely held expectations on the math section of TS Gold. Teacher participated in all professional development opportunities. Over 80 percent of parents participated in at least 2 events that were scheduled.

East Feliciana Parish | Evaluation score: N/A | Award amount: \$72,357
Schools: Clinton Elementary, Jackson Elementary, Slaughter Elementary

This project increased student achievement in the area of math in grades 1st-5th and ELA in K-2 at selected schools.

Results

53 percent of participating 1st-5th grade students scored mastery (60 percent correct) on the district's final math benchmark assessment. 78 percent of participating K-2nd grade students at scored mastery (60 percent correct) on the district's final ELA benchmark assessment.

Evangel Christian Academy | Evaluation score: 132 | Award amount: \$5,243

This project encouraged student communication by equipping classrooms with technology to allow students to project their individual work onto the front board and explain it without leaving their seats.

Results

84 percent of the 7th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal obtained STAR math and reading scores with a minimum Student Growth Percentage of 50 percent or exceeded the 8th grade equivalency level. 70 percent of 8th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal such that 70 percent of the students obtained STAR math and reading scores with a minimum Student Growth Percentage of 50 percent or exceeded the 9th grade equivalency level by May 2019. 9th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal such that 36 percent of the students increase their ACT composite scores by 2 or more points and 49 percent increase by at least 1 point by May 2019 as determined by the difference between the initial test in August and final test in April. By May 2019, 10th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal such that 38 percent of the students increased their ACT composite scores by 2 or more points (or achieve a 24 or higher) as determined by a comparison between their initial test in August and final test in April. By May 2019, 11th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal such that 53 percent of the students increased their ACT composite scores by 2 or more points (or achieve a 24 or higher) as determined by a comparison between their initial test in August and final test in April. By May 2019, 12th grade students increased their ability to retain information by communicating their thought processes using the techniques identified in this proposal such that 56 percent of the involved students increased their ACT composite scores by 1 or more points (or achieve a 24 or higher) as determined by a comparison between an ACT test from a previous year and an ACT test taken during this school year.

Evangeline Parish School Board | Evaluation score: N/A | Award amount: \$108,606
Schools: Bayou Chicot Elementary, Vidrine Elementary, WW Stewart Elementary

This project closed the achievement gap for four year old participating students in order to provide for kindergarten readiness.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

97 percent of the 8(g) students scored Meets/Exceeds expectations on the Language and Literature component as measured on TS Gold. 97 percent of the 8(g) students scored Meets/Exceeds expectations on the spring 2019 math component as measured on TS Gold. All 8(g) preschool parents participated in at least two parental 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: 146 | Award amount: \$2,243

This project refined and enhanced students' writing skills and proficiency through use of the Writing Practice Program.

Results

92 percent of 5th grade students increased their overall writing score by at least 3 points. 83 percent of 6th grade students increased their overall score by at least 3 points which is 83 percent. 91 percent of 7th grade students increased their overall writing score by at least 3 points. 80 percent of 8th students increased their overall writing score by at least 3 points.

First Baptist Christian School | Evaluation score: 137 | Award amount: \$2,173

This project equipped the eighth grade literacy classroom with an interactive panel in order to allow the teacher to facilitate learning through multimedia lessons in order to provide enrichment activities.

Results

54 percent of the participating 8th grade students improved their individual reading grade level by 15 percent on the Accelerated Reader Star Reading Test.

Franklin Parish School Board | Evaluation score: N/A | Award amount: \$84,108
Schools: Winnsboro Elementary

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

Results

All students participating in the 8(g) Early Childhood Development class scored in the second, third, and fourth quartiles in math on the post administration of the Developing Skills Checklist. All 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 83 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 2018-2019 school year. All teachers and paraprofessionals engaged in professional development to improve instructional practices in math and reading.

Friends of King | Evaluation score: 150 | Award amount: \$11,897
Schools: Dr. Martin Luther King Jr. Charter, Joseph A. Craig Charter

This project improved student achievement by integrating evidenced based teaching strategies into the 6th grade math curriculum.

Results

55 percent of the participating 6th grade students increased their scores by 25 points according to the end of year vocabulary test. 66 percent of the participating 6th grade students increased their math level by 1 or more levels according to the end of the year iReady math diagnostic test. 75 percent of the targeted sixth grade students attained an increase of 15 or more in the number of questions answered on the EOY LDOE Grade 6 Practice Test.

Glenbrook School | Evaluation score: 144 | Award amount: \$2,868

This project improved student engagement by integrating technology into the 9th grade science curriculum.

Results

94 percent scored Approaching Basic and above on the Louisiana State End-of-Course Biology Test.

Grant Parish School Board | Evaluation score: 139 | Award amount: \$82,210

Schools: Verda Elementary

This project met the academic, social and emotional needs of at risk four year olds by using research bases best practices and a Tier 1 curriculum.

Results

All participating students met or exceeded the expectations in Language and Literacy on TS Gold May checkpoint. 95 percent of the participating students met or exceeded the expectations in math on TS Gold May checkpoint. All parents, family or guardians attended school functions and or volunteered in the classroom. The 8(g) teacher attended 65 hours of planned professional development.

Greater Baton Rouge Hope Academy | Evaluation score: N/A | Award amount: \$1,126

The 'Hope for the Future' project updated hardware and software technology in the computer lab that resulted in increased student achievement on Louisiana State Assessments.

Results

Data was unavailable.

Houma Christian School | Evaluation score: 102 | Award amount: \$5,411

This project provided students in grades 1-9 with a differentiated reading program that increased reading comprehension fluency and expanded expected learner outcomes.

Results

Of the 233 students who were below grade level, 86 percent of students grew at least one grade level on the STAR reading test. Of the 201 students that who scored above grade level, 47 percent grew by at least 0.5 during the instructional year on STAR reading test.

Iberia Parish School Board | Evaluation score: 150 | Award amount: \$173,024

Schools: Johnston Elementary, Hopkins Elementary, Sugarland Elementary

The project provided high quality educational experiences to at-risk four year olds.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

All participating 4 year old students scored in the 2nd, 3rd, and 4th quartile on the ELA component of the Iberia Parish Pre-Kindergarten District Assessment. 100 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartile on the math component of the Iberia Parish Pre-Kindergarten District Assessment. 98 percent of parents of participating students attended two or more parental involvement activities by the end of the 2018-2019 school year. All teachers and paraprofessionals attended a minimum of 18 hours of training to increase professional knowledge and enhance instructional strategies.

Iberville Parish School Board | Evaluation score: 150 | Award amount: \$99,774

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

This project provided developmentally appropriate pre-K program that allowed children to grow cognitively, socially, physically, and emotionally.

Results

All parents participated in two or more school and parent activities during the 2018-19 school year. All PK4 teachers and paras received 18 hours of professional development during the 2018-19 school year. All children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TS Gold in May 2019. 90 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by TS Gold in May 2019.

International School of Louisiana | Evaluation score: 98 | Award amount: \$12,565

Schools: International School of Louisiana - Uptown Campus, International School of Louisiana - Westbank Campus

The students accessed the new science standards through hands on learning and real world experiences.

Results

54 percent of students scored Mastery or above on exit tickets for Inquiry Lessons. 25 percent of students scored 75 percent or above in Algebra II, 24 percent of students scored 75 percent or above in Algebra III.

Jackson Parish School Board | Evaluation score: N/A | Award amount: \$75,331

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

Over 80 percent of the targeted 4-year-olds scored in the Blue Color Band in TS Gold Math. Over 80 percent of 4-year olds scored in the Blue Color Band in TS Gold Language and Literacy. 80 percent of the parents of Pre-K students participated in at least (2) of the planned parent involvement activities. All teachers participated in over 18 hours of professional development.

Jefferson Davis Parish Schools | Evaluation score: 147 | Award amount: \$108,652

Schools: Elton Elementary, Lake Arthur Elementary

This project provided an excellent developmentally appropriate program of education for all four-year old children aligned to the Early Learning & Development Standards to ensure kindergarten readiness.

Results

94 percent of students with an 80 percent attendance rate scored 80 percent or higher on the End of the Year District Common Assessment for ELA. 94 percent of students with an 80 percent attendance rate scored 80 percent or higher on the End of the Year District Common Assessment for math. 100 percent of all parents/guardians participated in four parental involvement activities. 100 percent of teachers and paraprofessionals received 18 hours of professional development.

Jefferson Parish Public School System | Evaluation score: N/A | Award amount: \$495,693
Schools: Mildred Harris Elementary, Washington Elementary, 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

95 percent of the participating 4 year olds who scored below PK4 grade level on the 1st progress checkpoint on the Literacy Area of Development and Learning scored within the widely held expectations for PK4 students on the Literacy area of the TS Gold by the 3rd progress checkpoint. 94 percent of the participating 4 year olds who scored below PK4 grade level for the 1st progress checkpoint on the Language Area of Development and Learning scored within the widely held expectations for PK4 students on the Language area of the TS Gold by the 3rd progress checkpoint. 94 percent of the participating 4 year olds who scored below PK4 grade level for the 1st progress checkpoint on the math Area of Development and Learning scored within the widely held expectations for PK4 students on the math area of the TS Gold by the 3rd progress checkpoint. 90 percent of parents attended at least 2 parent involvement activities, events, field trips, parent/teacher conferences, etc. All 8(g) teachers attended 18 hours of professional development.

John Curtis Christian School | Evaluation score: 129 | Award amount: \$7,751

This project provided high school students with an Introduction to Business curriculum and provide teachers with access to IXL which provided comprehensive, standards-aligned content for math.

Results

In April of 2019, the average percentile ranking of the Stanford 10 Achievement Test scores in the math category for grades 7-10 was 50.25 compared to 61 in April of 2018. The 12th grade students enrolled in the Introduction to Business class didn't increase the scores by 50 percent when comparing the pre-test to the post-test.

Kehoe-France Southshore School | Evaluation score: 145 | Award amount: \$2,947

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 2019 according to the teacher developed post test. All qualifying first grade students were reading at grade level by May 2019 according to DIBELS.

KIPP New Orleans Schools | Evaluation score: 144 | Award amount: \$43,238
Schools: KIPP Renaissance High School

This project prepared 10th grade students with the argumentative and persuasive writing skills necessary for a college classroom setting in KIPP Renaissance Early College Academy's AP Seminar Course.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

26.5 percent of the 10th grade AP students passed the end-of-year AP exam with a 3 or above. 59 percent of sophomores taking the AP seminar ended the year with an average ACT score of 16 or above on the English section. 41 percent of sophomores taking AP Seminar 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: \$139,657
Schools: Lafayette Middle, Acadian Middle, JW Faulk Elementary, Alice Boucher Elementary, Carencro Heights Elementary

This project targeted academic performance in low performing schools in major core areas.

Results

48.8 percent of targeted students scored proficient on the ELA LEAP 2025. 36.2 percent of targeted students scored proficient on the math LEAP 2025.

Lafayette Parish School System | Evaluation score: N/A | Award amount: \$192,261
Schools: Truman Early Childhood Education Center

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

25 percent of students participating met expectation and 75 percent exceeded the expectations in literacy according to The Widely Held Expectation for the Literacy Objective 15-19. 17 percent of the students participating met expectations and 81 percent exceeded expectations in math according to The Widely Held Expectation for the math Objective 20-23. 86 percent of parents participated in parent survey, Graduation and the Sweetheart Dance. 100 percent of the teachers and paraprofessionals participated in 24 hours of professional development.

Lafourche Parish School Board | Evaluation score: N/A | Award amount: \$186,449
Schools: Bayou Boeuf Elementary, North Larose Elementary, Bayou Blue Elementary, Lockport Lower Elementary

This project allowed students to have access to a full day pre-kindergarten program.

Results

95 percent of participating four year olds scored on or above level on the math objectives of the Gold by Teaching Strategies assessment tool. 93 percent of participating four year olds scored on or above level on the Language objectives of the Gold by Teaching Strategies assessment tool. All participating four year olds scored on or above level on the Literacy objectives of the Gold by Teaching Strategies assessment tool. All 8(g) teachers and paraprofessionals did participate in at 18 hours of professional development related to curriculum & instruction and best practices aligned to the Louisiana Early Childhood Standards by May 2019. 77 percent of 8(g) parents have participated in at least 3 of 4 parental involvement activities by May 2019.

LaSalle Parish School Board | Evaluation score: 150 | Award amount: \$78,956
Schools: Jena Elementary, Olla-Standard Elementary, Fellowship Elementary, Nebo Elementary

This project provided a full day developmentally appropriate preschool program for academically “at risk” 4 year olds instructed by certified teachers and highly qualified paraprofessionals.

Results

95 percent of the participating 8(g) pre-K students met or exceeded expectations on the Language and Literacy Objectives on the third checkpoint with the Teaching Strategies Gold Portfolio Assessment. 95 percent of the participating students in the 8(g) Early Childhood Development classes met or exceeded expectations on the math Objectives/Dimensions on the third checkpoint with the Teaching Strategies Gold Portfolio Assessment. All 8(g) pre-K parents participated in at least two parental involvement activities provided to assist them in their children's educational experience at home. All pre-K teachers and paraprofessionals attended more than the required 18 hours of professional development.

Lincoln Parish School Board | Evaluation score: 148 | Award amount: \$110,297
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

90 percent met or exceeded the Language objectives and 100 percent met or exceeded the Literacy objectives of Teaching strategies Gold. All students met or exceeded the math objectives of Teaching strategies Gold. 85 percent of the parents whose children are attending the 8(g) class attended 3 parental involvement events evidenced by sign-in sheets. All teachers/paraprofessionals attended 18 hours and the teacher attended 30 hours of professional development.

Livingston Parish Public Schools | Evaluation score: 149 | Award amount: \$282,777
Schools: Albany Lower Elementary, Springfield Elementary, Maurepas Elementary, Levi Milton Elementary, South Fork Elementary

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

Results

95 percent of all 8(g) students met or exceeded the expectations in Language and Literacy on the TS Gold assessment. 94 percent of all 8(g) students met or exceeded the expectations in mathematics on the TS Gold assessment. 98 percent of parents participated in two or more pre-K program activities. All pre-K teachers attended a minimum of 18 hours of professional development.

Louisiana School for the Deaf | Evaluation score: 150 | Award amount: \$974

This project focused on teachers having the resources and professional development to provide standards aligned instruction in the area of foundational reading using LDOE approved Tier 1 Curriculum materials.

Results

All students advanced at least one reading level on the IRLA.

Louisiana School for the Visually Impaired | Evaluation score: 150 | Award amount: \$780

The project purchased high interest books to increase students' reading skills.

Results

92 percent of students increased their score by 20 percent or more on the LEAP assessments.

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

Madison Parish School District | Evaluation score: 143 | Award amount: \$66,788
Schools: Tallulah Elementary

This project prepared pre-kindergarten at risk 4-year old students to be kindergarten ready.

Results

94 percent of the participating pre-K students met expectations in Language and literacy on TS Gold. All participating pre-K students met expectations in mathematics on TS Gold. 85 percent of parents attended 2 or more parent meetings or conferences during the 2018-2019 school year. All pre-K teachers participated in at least 18 hrs of early childhood professional development.

McMillian's First Steps CDC/Academy | Evaluation score: 150 | Award amount: \$2,067

The project infused dedicated computers and appropriate software for 4th and 5th grade students to enhance their literacy skills.

Results

75 percent of the students scored Basic or above on ELA LEAP Assessment.

Metairie Park Country Day School | Evaluation score: 150 | Award amount: \$6,414

This project allowed for the incorporation of augmented and virtual reality technology in the high school French classrooms.

Results

All students showed a 75 percent or more improvement in vocabulary, geography, French, and Louisiana history, and writing. All students showed a 75 percent or more improvement on the oral assessment in vocabulary, geography, French and Louisiana history, and writing.

Monroe City Schools | Evaluation score: 143 | Award amount: \$130,004
Schools: Clara Hall Elementary, Cypress Point Elementary

This project provided educational services to at-risk students who are 4 years of age by September 30th of the current school year.

Results

All children met or exceeded the growth range on the math Component of TS Gold. 92 percent of the children met or exceeded the Language growth and all children met or exceeded the Literacy growth range. 90 percent of parents attended one or more of PK activities offered during the 2018-2019 school year. All PK teachers participated in at least 30 hours of Professional Development.

Morehouse Parish School Board | Evaluation score: N/A | Award amount: \$89,849
Schools: Pine Grove Elementary

This project provided a pre-kindergarten program for at-risk four year old students

Results

97.73 percent of the participating pre-kindergarten students reached proficiency in the areas of mathematics according to Teaching Strategies Gold by May 2019. 89.47 percent of the participating pre-kindergarten students reached proficiency in language and 89.48 percent of them reach proficiency in literacy according to Teaching Strategies Gold. 92.5 percent of the parents of students enrolled in the 8(g) Block Grant pre-kindergarten program attended 2 parent/teacher conferences and/or conducted conferences with the teacher via email, text, or phone calls to discuss the progress made by the parents' child. All teachers and paraprofessionals participated in a total of 49 hours of Professional Development sessions together to acquire instructional strategies to increase students' proficiency in kindergarten.

Natchitoches Parish School Board | Evaluation score: N/A | Award amount: \$110,752
School: L.P. Vaughn

The project prepared pre-K students with high-quality early learning experiences.

Results

All participating 8(g) students met or exceeded the widely held expectations for four year olds in Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. All participating 8(g) students met or exceeded the widely held expectations for four year olds in math Objectives for Development and Learning. All 8(g) parents have attended at least one Parent Teacher Conference, Open House, or other parent activities. All 8(g) teachers and paraprofessionals have attended a minimum of 18 hours of professional development.

New Beginnings Schools Foundation | Evaluation score: 141 | Award amount: \$16,579
Schools: Pierre A. Capdau, Menard H. Nelson, John F. Kennedy

This project innovatively prepared every child, every day for success in life, college, and careers by becoming prepared for state testing in ELA and math.

Results

49 percent of 9-10 graders scored Basic or above on ELA EOC exam. 84 percent of 3rd-5th graders increased LEAP math score by 15 points. 84 percent of 3rd-5th graders increased LEAP math score by 15 points. 49 percent of 9-10 graders scored Basic or above on ELA EOC exam.

New Orleans College Prep | Evaluation score: 141 | Award amount: \$11,137
School: Walter L. Cohen College Prep

The project allowed students in 10th through 12th grade to develop the digital literacy and technical skills needed for success in college and career.

Results

70.9 percent of 10th and 11th graders passed Digital Storytelling end of year exam with an 80 percent or higher. 87.5 percent of 10th and 11th grade students passed Digital Photography End of Year Exam with an 80 percent or higher. 15 percent of 12th grade digital media students received their ACA credentials.

Northeast Baptist School | Evaluation score: 140 | Award amount: \$2,100

This project improved student achievement by integrating the Engineering Pathways Mobile STEM labs plus coordinating project-based curriculum into the 8th grade science curriculum.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results

All 9th grade students scored 80 percent or higher on their 2nd nine weeks assessment.

Northeast Claiborne Charter School | Evaluation score: 135 | Award amount: \$1,618

The project used historical documents to teach students to argue more persuasively, write more clearly using an evidence based approach and read closely while enhancing reading comprehension.

Results

26 percent of the 6th and 7th grade students scored Basic or above on the social studies LEAP 2025 exam.

Northlake Christian School | Evaluation score: 135 | Award amount: \$5,481

The project used STAR 360 tests to monitor student's math and reading performance throughout the school year.

Results

91.6 percent of the 1st-6th grade students tested at or above grade level on STAR 360 reading test. 95.4 percent of the students tested at or above grade level on STAR 360 math test. The students in grades 7-8 had only 50.9 percent of the 7th-8th students tested at or above grade level on STAR 360 reading test. 74.2 percent of 7th-10th grade students tested at or above grade level on STAR 360 math test.

Orleans Parish School Board | Evaluation score: 134 | Award amount: \$99,765

Schools: Benjamin Franklin Elementary Charter, ELAN Charter, Homer Plessy Charter, Mary McLeod Bethune Charter

The project is designed to provide high quality and accessible pre-K programs to eligible students.

Results

93 percent of the students assessed met the goal of scoring in the "meeting expectations" or "exceeding expectations" in the dimensions of the math objectives. 86 percent of the students assessed met the goal of scoring in the "meeting expectations" or "exceeding expectations" in the dimensions of the language objectives and 91 percent in the dimensions of literacy. Over 65 percent of parents participated in at least two parental involvement activities. All teachers and paraprofessionals participated in at least 18 hours of professional development in their respective schools.

Ouachita Christian School | Evaluation score: N/A | Award amount: \$7,000

The project increased math scores through the use of technology in the classroom.

Results

87 percent of the 5th Grade students scored at least 3/4 of a year or more above grade level.

Ouachita Parish Schools | Evaluation score: 94 | Award amount: \$229,506

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.

Results

By the May TS Gold 2019 Spring checkpoint, 98.685 percent of 8(g) pre-K students met the growth level of Meeting or Exceeding in Language and Literacy. By the May TS Gold 2019 Spring checkpoint, all 8(g) pre-K students met at the growth level of Meeting or Exceeding in mathematics. By May 2019, all 8(g) pre-K parents participated in at least one school related activity. By May 2019, all 8(g) pre-K teachers and paraprofessionals completed 18 hours or more of professional development.

Plaquemines Parish School Board | Evaluation score: N/A | Award amount: \$91,566
Schools: Belle Chasse Primary

This project prepared students to be school ready as they enter kindergarten.

Results

As of May 2019, 93 percent of all students were meeting or exceeding expectations on the final checkpoint. As of May 2019, 95 percent of all students were meeting or exceeding expectations on the final checkpoint. As of May 2019, 100 percent of the parents participated in at least one activity. As of May 2019, 100 percent of staff met the minimum of 18 hours of professional development.

Pointe Coupee Parish School System | Evaluation score: N/A | Award amount: \$81,622
Schools: Valverde Elementary, Rougon Elementary

The project provided the readiness skills of four year-old participants to prepare them for kindergarten.

Results

All participating 8(g) students met the widely held expectations in math. All participating 8(g) students met the widely held expectations in Literacy. All 8(g) staff attended the required 18 hours of professional development. All families of children in the 8(g) program attended at least two or more parent involvement activities by May 2019.

QuestTECH Learning (Quest School) | Evaluation score: 145 | Award amount: \$501

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

Results

All students demonstrated at least 80 percent mastery on the Saxon Math assessment. 92 percent of the students showed at least 6 months growth on total math score.

Rapides Parish School Board | Evaluation score: N/A | Award amount: \$265,891
Schools: J. I. Barron Elementary, Buckeye Elementary, J. B. Nachman Elementary, Phoenix Magnet Elementary, Ruby Wise Elementary

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

Results

99 percent of the students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Language and Literacy after the third checkpoint (May, 2019). All students participating in the 8(g)

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Early Childhood classes scored at the end of the blue pre-K progression band in mathematics after the third checkpoint (May, 2019). 75 percent of the parents participated in at least two workshops and two parent conferences. All staff participated in a minimum of 18 hours of job-embedded professional development training.

Red River Parish School Board | Evaluation score: 141 | Award amount: \$68,415
Schools: Red River Elementary School

This project provided access to digital curricula in Math and ELA.

Results

By May 2019, 75 percent of 1st-5th grade students increased Zearn Tower of Power from the 1st grade level completed by 15% or more to progress to appropriate grade level. By May 2019, 60 percent of K-2nd grade students showed growth on end of the year goals in ELA. 3rd grade students demonstrated a 5 percent increase on growth to mastery of standards on ELA LEAP 360. 4th grade students demonstrated a 22 percent increase on growth to mastery of standards on ELA LEAP 360. 5th grade students demonstrated a 14 percent increase on growth to mastery of standards on ELA LEAP 360.

ReNEW-Reinventing Education | Evaluation score: 138 | Award amount: \$34,125
Schools: ReNEW SciTech Academy

The project will supported sustained student reading at ReNEW's K-8 campuses.

Results

As of the end of the program, 59 percent of 8(g) participants who completed both a pre- and post-assessment grew 1 year on the MAP Reading assessment by the end of the year.

Richland Parish School Board | Evaluation score: N/A | Award amount: \$81,053
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

By May 2019, 97 percent of participating four year olds progressed to the Blue Level on the Language and Literacy objectives and dimensions of the TS Gold. As of May 2019, 96 percent of the participating four year olds progressed to the Blue Level on the math objectives and dimensions of the TS Gold. As of May 20-19, 70 percent of the parents attended at least half of the program activities at the school. As of May 2019, all teachers and paraprofessionals participated in 18 hours of professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

Ridgewood Preparatory School | Evaluation score: 127 | Award amount: \$1,659

The project improved students' learning experience through technology.

Results

82 percent of students in grades 5-7 scored 80 percent or better on the science final test. 49 percent of students in grades 8-10 scored 80 percent or better on the final science test.

River Oaks School | Evaluation score: 75 | Award amount: \$2,367

This project allowed middle school students to participate in groups of 15 or less in a laboratory setting to complete projects involving STEM activities to enhance their classroom instruction in math and science.

Results

50 percent of 6th, 7th, and 8th grade students scored at above on the ASPIRE test in the Science category. 50 percent of 6th, 7th, and 8th grade students did not scored at above on the ASPIRE test in the math category.

Riverside Academy | Evaluation score: 150 | Award amount: \$4,837

This project offered individualized mathematics strategies using ipads and monitored students' success on basic math skills.

Results

The number of participating second grade students who scored below the 50th percentile on the March 2018 math subtest (SAT 10) was reduced by 12 percent when compared to the March 2019 math subtest (SAT 10). The mean score of students scoring below 50 percent on the August Common Core math pre-test improved by 50 percentage points when compared to the the Common Core math post test administered in May. No participating 2nd grade student scored at or below a 50 percent on the post test administered in May.

Runnels School | Evaluation score: 138 | Award amount: \$4,804

The project boosted students academic achievement in 1st Grade Social Studies and boosted academic achievement in reading in grade 1st- 6th.

Results

As of May 2019, 50 percent of students across grades 1-6 received a national percentile ranking of "7" or higher on the reading section of the Stanford 10 standardized test. As of May 2019, 40 percent of the students received a national percentile ranking of "6" or higher on the Environment section of the Stanford 10 standardized test.

Sabine Parish School Board | Evaluation score: N/A | Award amount: \$94,920

Schools: Converse Elementary, Many Elementary, Negreet Elementary, Pleasant Hill Elementary, Zwolle Elementary

This project provided students with a high quality, comprehensive education experience.

Results

As of May 2019, all students assessed on the EOY TS Gold Checkpoint scored in the "meeting or exceeding expectations" range. As of May 2019, all students assessed on the EOY TS Gold Checkpoint scored in the "meeting or exceeding expectations" range. As of May 2019, 94.2 percent of the parents of student in 8(g) classrooms attended parent-teacher conferences twice per year. As of May 2019, all staff exceeded the 18 hours of PD with CLASS feedback consistently provided throughout the school year.

Shreveport Charter Schools, Inc. | Evaluation score: 86 | Award amount: \$8,145

School: Linwood Public Charter School

This project built the foundation of learning for preschool children through curriculum and technology support.

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

Results

As of May 2019, at least 80 percent of students met or exceeded expectations band in the area of mathematics on TS Gold. As of May 2019, At least 80 percent or more students met or exceeded expectations band in the area of language and literacy.

Smothers Academy Preparatory School | Evaluation score: 92 | Award amount: \$4,014

This project improved student achievement by implementing tier 1 math curriculum, Illustrative Math, as the 8th grade math curriculum.

Results

33 percent of the 8th grade targeted students met their growth to mastery goal on the ANET test in math.

Sophie B. Wright Charter School | Evaluation score: N/A | Award amount: \$4,592

This project improved increase the student achievement in mathematics by utilizing the web-based, artificially intelligent assessment and learning system, ALEKS, to provide research-based academic remediation.

Results

29 percent of students in Geometry at Basic or above on EOC test, 64 percent of students in Algebra I at Basic or above on EOC test. 25 percent of students scored 75 percent or above in Algebra II on EOC test, 24 percent of students scored 75 percent or above in Algebra III on EOC test.

Southern University Laboratory School | Evaluation score: 135 | Award amount: \$5,433

This project increased student achievement on state standardized tests in social studies through developing and building critical thinking skills in reading, thinking and writing.

Results

31 percent of the 11th grade students scored basic or above on the American History End of Course test. 93 percent of the 9th grade students scored 80 percent or higher on the end of year assessment in geography. Out of the 10th grade students, 81 percent of the 10th grade students scored 80 percent or higher on the end of year assessment in civics/economics. 97 percent of the 12th grade students scored 80 percent or better on the end of year assessment in world history.

Special School District | Evaluation score: 147 | Award amount: \$1,555
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

73 percent of all students at Renaissance Home for Youth who are enrolled for at least two test cycles demonstrated month to month growth in Grade Equivalency (GE) on the STAR reading test. percent of students demonstrated month for month growth. Students passed 65 percent of the Accelerated Reader reading comprehension quizzes.

St. Bernard Parish School Board | Evaluation score: N/A | Award amount: \$124,589
Schools: Joseph Davies Elementary

The project provided preschool services to 20 eligible 4-year-old children.

Results

87.23 percent of 8(g) students scored at the Meeting /Exceeding Expectations range in Language and 95.74 percent of 8(g) students scored at the Meeting /Exceeding Expectations range in Literacy. 85.9 percent of 8(g) students scored at the Meeting /Exceeding Expectations range in math. All parents attended at least 1 parent involvement activity. All teachers and paraprofessionals participated in 18 hours or more of professional development activities over the course of the year.

St. Charles Parish Public Schools | Evaluation score: N/A | Award amount: \$141,530
Schools: Mimosa Park Elementary School, St. Rose Elementary School

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

Results

All students were in the meeting to exceeding ranges for Language and Literacy. All students were in the meeting to exceeding ranges for mathematics. 95 percent of the parents of the students participated in at least nine parent activities associated with this project. All teachers and paraeducators participated in 18+ hours of professional development designed to improve student readiness skills and health and safety.

St. Helena Parish School District | Evaluation score: N/A | Award amount: \$65,676
Schools: St. Helena Early Learning Center

This project served at-risk four year old students to become kindergarten ready.

Results

90 percent of students scored in their widely held expectation band in the area of mathematics on TS Gold. All students scored in their widely held expectation band in the area of literacy and language on TS Gold. All parents attended at least 2 parent activities. All teachers attended at least 18 hours of professional development.

St. James Parish Schools | Evaluation score: 147 | Award amount: \$89,550
Schools: Vacherie Elementary

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

Results

At the end of the school year, at least 94 percent of the participating four-year-olds scored at the “Meeting and/or Exceeding Expectations” range in the Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. At the end of the school year, at least 94 percent of the participating four-year-olds scored at the “Meeting 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 four-year-olds participated in at least two activities. At the end of the school year, the teacher participated in 18+ hours of professional development training and the paraprofessional will participate in 12 hours of professional development training that supported the increase of students’ proficiency in kindergarten.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

St. John the Baptist Parish School Board | Evaluation score: N/A | Award amount: \$109,465
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

The Spring Teaching Strategies Gold checkpoint shows that all students met the mathematics standards. The Spring Teaching Strategies Gold checkpoint shows that all students met the Language and Literacy standards. 95 percent of parents attended at least one other activity throughout the school year. All teaching staff participated in 19 hours of professional development.

St. Landry Parish School Board | Evaluation score: 144 | Award amount: \$178,168
Schools: Cankton Elementary, Grand Coteau Elementary, Highland Elementary

This project provided early learners with experiences that developed readiness skills to enter kindergarten ready to learn.

Results

All students enrolled in the 8(g) pre-K class met or exceeded the widely held expectations for four year old children in the areas of language and literacy. All students enrolled in the 8(g) pre-K program met or exceeded the widely held expectations for four year olds in the area of mathematics. 75 percent of the parents of students actively participated in the educational process by attending 3 to 5 parent meetings during the school year. All 8(g) teachers participated in at least 18 hours of professional development.

St. Luke's Episcopal School | Evaluation score: 82 | Award amount: \$2,455

This project taught basic skills of scientific investigation and the engineering design process.

Results

Students in upper elementary improved scientific investigation skills by one grade level.

St. Mark's Cathedral School | Evaluation score: 144 | Award amount: \$2,807

This project improved students' writing by integrating 3D printers into cross curricular learning in grades kindergarten through 8th.

Results

72 percent of 8(g) funded students in grades K-8 scored 80 percent or better on their end of the year ELA writing assessments.

St. Martin Parish School Board | Evaluation score: N/A | Award amount: \$127,599
Schools: 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

All participating students scored on level or exceeded expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of math and Cognitive. All participating four-year-olds scored

on level or exceed expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of Literacy and Language. All participating students scored on level or exceeded expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of math and Cognitive. All participating four-year-olds scored on level or exceed expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of Literacy and Language. All pre-K staff participated in 18 hours of professional development.

St. Martin's Episcopal School | Evaluation score: 146 | Award amount: \$4,390

This project provided technology for 7th graders to use to enhance content skills.

Results

Targeted 7th grade students improved their 2019 CTP scores in Writing Mechanics by 31 percent compared to their end-of-year average score as 6th graders. When looked at individually, 71 percent of the students improved by 3 percent or more. Targeted 7th grade students improved their 2019 CTP scores in Verbal Reasoning by 7 percent compared to their end-of-year average score as 6th graders. When looked at individually, 41 percent of the students improved by 3 percent or more. Targeted 7th grade students improved their 2019 CTP scores in Writing Concepts by 11 percent compared to their end-of-year average score as 6th graders. When looked at individually, 35 percent of the students improved by 3 percent or more.

St. Mary Parish School Board | Evaluation score: 150 | Award amount: \$132,408
Schools: Centerville High, Wyandotte Elementary

This project provided a pre-K program for four year olds entering the public school system to create kindergarten readiness by the end of 2018-2019 school year.

Results

As of May 2019, all students scored at the meet or exceeds level on TS Gold Assessment in language and literacy based on the third checkpoint. As of May 2019, 95 percent of the students scored at the meet or exceeds level on TS Gold Assessment in mathematics based on the third checkpoint. As of May 2019, 50 percent of the students had a parent who attended at least 4 parent meetings or conferences as evidenced by sign-in sheets. As of May 2019, all teachers paid by 8(g) attended 18+ hours of professional development and TS Gold training during the 2018-2019 school year.

St. Matthew's Episcopal School | Evaluation score: 150 | Award amount: \$1,575

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

Results

Saint Matthew's Episcopal School students in 2nd -6th grades improved STAR Math scores by 5 percentile points when compared to Fall 2018 scores.

St. Paul's Episcopal School | Evaluation score: 143 | Award amount: \$1,645

This project provided student-learning experiences that incorporated technology in math that improved academic achievement for 1st grade students in math.

Results

78.6 percent of 1st grade students scored above an average of 75 percent on the Mammoth math end-of-the-year assessment test in 1st grade math.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

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

This project prepared at risk students for kindergarten by providing the necessary foundational skills and knowledge through engaging learning experiences.

Results

87.2 percent of students scored at the meeting or exceeding level of expectation for their age in the language objectives measured by My Teaching Strategies Assessment. All students scored at the meeting or exceeding level of expectation on the math objectives measured by My Teaching Strategies Assessment. 96.5 percent of students scored at the meeting or exceeding level of expectation on the social-emotional objectives measured by My Teaching Strategies Assessment. All 8(g) teachers and paraprofessionals attended 18 hours of job embedded professional development and coaching to develop effective techniques and strategies to ensure student achievement. 95 percent of parents participated in two or more parental involvement activities throughout the year to support their child's education.

Success Preparatory Academy | Evaluation score: 141 | Award amount: \$3,941

The project provided targeted instruction and Tier III intervention to students in 5th and 6th grade who had fallen significantly behind grade level, irrespective of special education status.

Results

Though students in the intervention group outperformed students not in the intervention group, the targeted students didn't meet the 1.375 grade level goal on the MAP test.

Tangipahoa Parish School System | Evaluation score: N/A | Award amount: \$230,093

Schools: Chesbrough Elementary, Independence Leadership, Lucille Nesom Memorial School, O.W. Dillion Leadership Academy

This project provided a preschool program serving at-risk four year old students to accomplish kindergarten readiness.

Results

91.49 percent of the pre-K students met or exceeded widely held expectations on the GOLD by Teaching Strategies' assessment. 82.98 percent of the pre-K students met or exceeded widely held expectations in Language and 95.74 percent met or exceeded expectations in Literacy on the GOLD by Teaching Strategies' assessment. All parents/guardians participated in at least two parent activities or events during the 2018-2019 school year. 90 percent of pre-K teachers and paraprofessionals attended at least 18 or 12 hours of professional development.

Tensas Parish School Board | Evaluation score: N/A | Award amount: \$59,728

School: Tensas Elementary

This project provided remediation in both math and ELA to at-risk students in grades K-5.

Results

68 percent of students scored at or above grade level in ELA/Reading on the Exact Path end of year assessment. 71 percent of students scored at or above grade level in math on the Exact Path end of year assessment.

Terrebonne Parish School District | Evaluation score: 150 | Award amount: \$215,204
Schools: Bayou Black Elementary, Bourg Elementary, Broadmoor Elementary, and Upper Little Caillou Elementary

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

Results

By May, 2019, 97.6 percent (language) and 100 percent (literacy) of participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the Language and Literacy objectives in TS GOLD. By May 2019, all participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the math objectives in TS GOLD. By May 2019, 88 percent of participating parents completed/participated in at least 10 of the planned parental involvement activities. By May 2019, all participating teachers received 33 hours and all participating paraprofessionals received 16 hours of development specific to early childhood education.

The Dunham School | Evaluation score: 149 | Award amount: \$6,449

This project served as a research project that determined if collaborative activities increases student understanding of concepts.

Results

92 percent of the 3rd graders who utilized Quizlet for studying and reinforcement of skills scored 85 percent or better on the formative assessment on the Louisiana unit. 81 percent of the 9th grade art students who utilized Adobe Suite scored 85 percent or better on the formative assessment on the unit. 89 percent of the 9th grade art students who utilized Adobe Suite scored 85 percent or better on the formative assessment on the unit. 81 percent of the 12th grade art students who utilized Inspire math Software scored 85 percent or better on the formative assessment on calculus unit.

The MAX Charter School | Evaluation score: 140 | Award amount: \$967

This project improved student achievement in grade 1st through 8th by equipping teachers with the tools and strategies proven to increase student engagement and teacher effectiveness.

Results

Based on the Spring math STAR Assessments, 60 percent of students in grades 1-8 will obtained a Student Growth Percentile of 35 or greater. Based on the Spring Reading STAR Assessments, 69 percent of students in grades 2-8 will obtained a Student Growth Percentile of 35 or greater.

Trafton Academy | Evaluation score: 144 | Award amount: \$2,235

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

Results

All targeted students scored at or above 50 percent (National Percentile Rank) in Sources of Information.

Trinity Episcopal School | Evaluation score: N/A | Award amount: \$3,044

This project incorporated a web-based reading program that differentiate instruction and delivered content to students at their particular reading lexile level in grades 2-8 at Trinity Episcopal School.

Results

90 percent of the 5th and 6th grade students are reading at or above grade level on Achieve3000.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Union Parish School Board | Evaluation score: N/A | Award amount: \$73,595
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

All students met or exceeded language and literacy expectations from the TS Gold objectives. All students met or exceeding math expectations from the TS Gold Objectives. By May 2019, all parents were involved in at least one activity by participation or attendance at open house, students' programs, fields trips, volunteer parent services, parent conferences and/or graduation. By May 2019, the teacher and the paraprofessional participated in at least 18 hours of professional development.

University Laboratory School | Evaluation score: 141 | Award amount: \$12,839

This project purchased technology and an online grammar program that increased ELA skills for students in grades 6-12.

Results

67.5 percent of students scored at the Proficient or Advanced level on the NoRedInk grammar and punctuation post-test.

Vermilion Parish School Board | Evaluation score: 148 | Award amount: \$142,488
Schools: Dozier Elementary, Jesse Owens Elementary

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

Results

All participating four year old children met or exceeded the blue band in Literacy by May 2019. All participating four year old children met or exceeded the blue band in Language by May 2019. All participating four year old children met or exceeded the blue band in mathematics by May 2019. All classroom teachers participated in at least 18 clock hours of professional development. 89 percent of parents participated in the program orientation meeting and 3 other conferences or programs by May 2019.

Vernon Parish School Board | Evaluation score: N/A | Award amount: \$134,912
Schools: North Polk Elementary, Simpson High

This project allowed for a preschool program serving at-risk four-year-old children to develop essential kindergarten readiness skills.

Results

85 percent of the students were meeting or exceeding the Widely Held Expectations on the Language section of the Teaching Strategies Gold; 90 percent of the students were meeting or exceeding the Widely Held Expectations on the Literacy section of the Teaching Strategies Gold. 95 percent of the students were meeting or exceeding the Widely Held Expectations on the mathematics section of the Teaching Strategies Gold. All students had at least on 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: N/A | Award amount: \$102,351
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

80 percent of students scored 80 percent or higher on the Meeting/Exceeding Expectations levels in Literacy and Language as measured by the TS Gold Assessment's Growth Report. 80 percent of students scored 80 percent or higher on the Meeting/Exceeding Expectations levels in mathematics as measured by the TS Gold Assessment's Growth Report. 80 percent of the parents of the participating four-year old children will attend a minimum of two of the parental involvement activities. All teachers and paraprofessionals who work with the participating four-year olds attended a minimum of three professional development activities lasting 6 hours each for a total of 18 hours.

Webster Parish School Board | Evaluation score: N/A | Award amount: \$111,219
Schools: Central Elementary, Doyline High School

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

Results

All participating students met or exceeded expectations in Literacy and Language on TS Gold. All participating students met or exceeded expectations in mathematics on TS Gold. All parents attended at least 3 parental involvement activities by May 21, 2019. All teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

West Baton Rouge Parish School Board | Evaluation score: N/A | Award amount: \$90,093
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

95 percent of the participating four-year-olds met or exceeded the Language expectation range of TS Gold by May 2019. 95 percent of the participating four-year-olds met or exceeded the Literacy expectation range of TS Gold by May 2019. 95 percent of the participating four-year-olds met or exceeded the mathematics expectation range of TS Gold by May 2019. All staff participated in a minimum of 23.5 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten by May 2019.

West Carroll Parish School Board | Evaluation score: N/A | Award amount: \$73,432
Schools: Oak Grove Elementary

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

Results

All students met or exceeded the expectations for language for literacy. All students exceeded the expectations in math. All parents attended at least five parental involvement activities. The teacher and paraprofessional attended and/or participated/completed all of the professional development activities/assignments that were scheduled.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

West Feliciana Parish Schools | Evaluation score: N/A | Award amount: \$74,906
Schools: Bains Lower Elementary

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

Results

All students scored at the 'meets or exceeds' PreK4 level on the TS Gold assessment in literacy. All students scored at the 'meets or exceeds level' for PreK4 level on the TS Gold assessment in math. All parents participated in at least two or more school-sponsored activities. All paraprofessionals attended a Louisiana conference for pre-K teachers.

Winn Parish School Board | Evaluation score: N/A | Award amount: \$75,457
Schools: Atlanta High, Calvin High, Dodson High

This project was implemented to prepare at-risk four year old students for kindergarten through language and math development, age appropriate activities, and hands-on learning.

Results

All participating students met or exceeded the widely held expectations in the area of Language and Literacy by Program in the pre-kindergarten band as reported in TS Gold end of year data. All participating students met or exceeded the widely held expectations in the area of Language and Literacy by Program in the pre-kindergarten band as reported in TS Gold end of year data. 70 percent or more of the parents of pre-kindergarten students district wide attended the offered activities. By May 2019, all pre-kindergarten teachers attended a minimum of 18 hours of staff development during the school year

Zachary Community School Board | Evaluation score: N/A | Award amount: \$104,891
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

88.9 percent of participating four-year-olds met or exceeded expectation in the area of language (77.8 percent) and literacy (100 percent) on the Spring TS Gold Assessment System. 94.4 percent of participating four-year-olds met or exceeded expectation in the area of math on the Spring TS Gold Assessment System. All participating 4-year-olds' parents/families participated in at least 3 activities associated with the project. Teachers/paraprofessional participated in more than 18 hours of professional development during the 2018-2019 school year.



Statewide Grant Programs

FY 2018 – 2019

BESE Allocation: \$11,202,500

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 Fellowship
- Early Childhood Care and Education Network Expansion
- Educator Career Opportunity Expansion
- English Language Learner Support
- LEAP for the 21st Century

Constitutional Category

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

- Academic/Vocational Enhancement of BESE Special Schools (LSVI)
- Academic/Vocational Enhancement of BESE Special Schools (LSD)
- 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 Fellowship and Support | Evaluation score: 114 | Award amount: \$48,700

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

- All program participants implemented the scheduled activities in their plans (e.g., budget, Principal Fellowship participants, schools and activities).
- All educators participating as fellows will complete the modules of the Principal Fellowship.
- All participants seeking facilitator certification were certified.

Early Childhood Care and Education Network Expansion | Evaluation score: 100 | 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

- 2,380 responses to the Family Survey were received from every program type and each parish.
- 96.1 percent of publicly-funded children that have been enrolled for at least 7 months with full time status completed the last child assessment checkpoint.
- Sites receiving an Excellent rating increased by 1.2 percent from 2017-2018 to 2018-2019. Sites earning a High Proficient rating increased by 4.4 percent. The number of Proficient sites increased by 1.6 percent. Sites that received an Approaching Proficient rating decreased by 7 percent and the number sites that were rated Unsatisfactory decreased by 0.1 percent. This shows overall improvement in CLASS scores statewide.

Educator Career Opportunity Expansion Program | Evaluation score: 137 | Award amount: \$2,225,673

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

- All teacher preparation programs in Louisiana have received approval of their redesigned competency-based programs which include a year-long residency, or have an approved innovative program.
- 80 percent of school systems have teachers participating in statewide mentor teacher training. 554 mentor teachers were nominated to participate in Mentor teacher training, with 495 attending. Mentor Teachers are in the process of completing the assessment series to earn distinction/certification. The distinction is required by state policy by September 1, 2020.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- The Louisiana Department of Education is actively working with school systems and trained mentors to ensure that mentors complete assessments and earn the credential. The Department is tracking the individual progress of each participant and following up individually and through the participant's school system.
- 91 percent of participants agreed or strongly agreed that the training met its intended goals.

English Language Learner Support | Evaluation score: 144 | Award amount: \$170,000

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

- 85 percent of English Language Learners increased his/her English language proficiency in at least one domain.
- 2018-2019 EL subgroup data shows that there was a decline in content achievement; from 14% to 11% Mastery and Above for Subgroups Combining ELA, Math and Social Studies. The decline could be due to the usual implementation dip exhibited when new standards or practices are implemented. The new standards; Connectors for ELs, are designed for ALL teachers to implement; content and EL specialist which requires collaboration and alignment of learning goals.
- 90 percent of identified in-service and pre-service teachers of English Language Learner attended 85 percent of the professional development sessions and have 90 percent attendance rate in classes.

LEAP for the 21st Century | Evaluation score: 135 | Award amount: \$8,227,000

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 assessments were successfully made available to participants throughout the school year. This included K-2 formative tasks, diagnostics, and interims, and end of year assessments.
- LEAP guides and manuals were successfully completed and made available to districts and schools across the state.
- The Louisiana Department of Education provided training and assistance to district- and school-level personnel in the form of monthly webinars, and weekly office hours.
- All traditional LEAs signed a MOU to use LEAP assessments for the 2018-19 school year.

LSVI Academic/Vocational Enhancement of BESE Special Schools | Evaluation score: 149 | Award amount: \$30,000

Constitutional category

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

Results

- 83 percent of LAA1 students showed an increase of 5 or more points in ELA and math on the Unique Learning Benchmark assessments.
- 1 students in grades 1-8 improved their reading scores by 10 percent on the ELA benchmark assessment. All students in grades 1-12 will improve their math scores by 10% on the math benchmark assessments.
- 96 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.
- 80 percent of the participating visually impaired students in grades 1-12 improved their overall score by 2 points in music skills, as demonstrated by the results on the Adapted Standards Music Checklist.

LSD Academic/Vocational Enhancement of BESE Special Schools | Evaluation score: 135 | Award amount: \$30,000

Constitutional category

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

Results

- All students in grades K-2 will advance at least one reading level based on the IRLA (Independent Reading Level Assessment).

Louisiana Instructional Materials Center (LIMC) | Evaluation score: 148 | 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 five out of eight state BESE districts completed and returned the LIMC Blind and Visually Impaired Satisfaction Survey. Six surveys were returned from 29 parishes and two charter schools, which represented all BESE districts. The results of the Satisfaction Survey equaled an 85 percent satisfactory rate, or an average of 4/5 on a 5 point Likert scale as measured by a summary of both quantitative and data as it relates to each question. The satisfaction level was 97.56 percent.

International Choices for College and Career Education | Evaluation score: 150 | Award amount: \$89,927

Constitutional category

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

Results

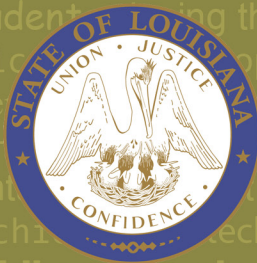
- Of the 216 Foreign Associate Teachers, also known as International Associate Teachers, evaluated on the Foreign Associate Teacher Annual Evaluation tool, 99% successfully met the standards of effective teaching practices in the

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

Louisiana education system by scoring a rating of 2 or better with the average being 3.44 (Effective: Proficient). Data is reported in Section 3: Teacher Effectiveness of the “2019 International Associate Teacher Report”.

- Based on the data provided and analyzed in 2018, immersion students performed better on the 8th grade LEAP (ELA and Math) and the EOCs (Algebra, Geometry and English II), had higher average GPAs and credits earned than did non-Immersion students. Data is reported in the “2019 Immersion Student Academic Achievement Report”.
- In 2018-2019, we exceeded our growth projection for immersion education and have identified areas to target in early world-language education. Based on data self-reported by LEAs, Louisiana realized a 2.95% growth in the total number of students enrolled in elementary World Language education and a 9.26% growth in immersion education. Decades of research have proven that a well implemented Immersion Program is the most effective methodology to deliver high quality foreign language instruction. Data is reported in the “2019 FLES Enrollment Statistics”.



Louisiana Board of Elementary and Secondary Education

1201 North 3rd St. | Baton Rouge, LA 70802 | 225-342-5840 | bese.louisiana.gov