

Kevin P. Reilly, Sr.

Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



2021-22

8(g) Annual Report

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Table of Contents

Board of Elementary and Secondary Education Inside Front Cover

2021-2022 8(g) Program Evaluators Inside Front Cover

The BESE 8(g) Grant Program: 1986–2022

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 2020–2022

Program Summary 9

Program and Budget 10

Grants

Student Enhancement Block Grant Projects 11

Statewide Programs 42

8(g)

The BESE 8(g) Grant Program

1986 – 2022

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.

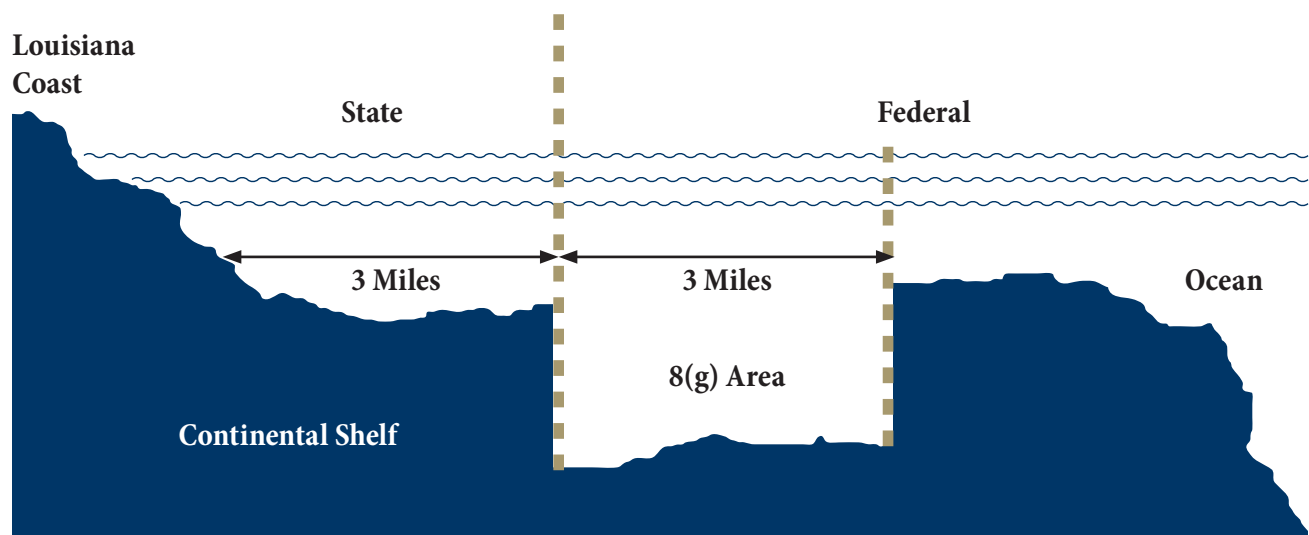
Since 1986...

More than
9,550 projects
approved

More than
\$1.25 billion
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 2019-2025 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 2021-2022 Priority Areas

- High-Quality Early Childhood Education
- Leadership Development
- STEM (Science, Technology, Engineering, Mathematics)
- College and Career Readiness
- 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 \$258 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 2021 – 2022

Program Summary
Program and Budget
Grants



Program Summary

Total 2021-22 Allocation:
\$14,575,454

135 Student Enhancement Block

7 Statewide

142 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 2021-22. 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 2021-22

APPROVED DECEMBER 16, 2020

REVISED JUNE 30, 2021

I. Block Allocation (52.0%)	\$7, 560,454
II. Statewide Allocation (43.0%)	\$6,185,000
III. Management and Oversight (4.0%)	\$660,000
IV. Review, Evaluation, and Assessment of Proposals (1.0%)	\$170,000
Total	\$14,575,454



Student Enhancement Block Grant Programs

FY 2021 – 2022

BESE Allocation: \$7,560,454

Percent of Total Allocation: 52.0%

Programs Funded: 135

Students Served: 26,237

Formula Basis:

\$45,000 base for public LEAs

\$5.59 per student for all agencies

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

66 Projects

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

Priority Areas

69 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation
- STEM (Science, Technology, Engineering, Mathematics)

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Acadia Parish

Evaluation Score: 150

Award Amount: \$98,636

The project provided opportunities for students to be exposed to quality instruction through top tiered curriculum and effective teaching that supports social, emotional, and academic development that address the “Louisiana Birth to Five Early Learning and Development Standards.”

Schools: Central Rayne Kindergarten, Iota Elementary

Results: The percentage of students who met or exceeded the Language benchmarks increased from 75 percent in Fall 2021 to 94 percent in Spring 2022. The percentage of students who met or exceeded the Literacy benchmarks increased from 53 percent in Fall 2021 to 97 percent in Spring 2022. The percentage of students who met or exceeded the Mathematics benchmarks increased from 25 percent in Fall 2021 to 100 percent in Spring 2022. All parents participated in at least one parental involvement activity. All teachers participated in more than 18 hours of professional development.

Acadiana Renaissance Charter Academy 6-12 Campus

Evaluation Score: 144

Award Amount: \$7,914

This project provided assistance to students needing support in Math to bridge the COVID gap.

Schools: Acadiana Renaissance Charter Academy High School

Results: 88 percent of students scored Basic or higher on the LEAP Algebra I test. 70 percent of students performed at Basic or above. 95 percent of students scored Basic or higher on the LEAP Geometry test. 90 percent of students in the focus group performed at Basic or above.

Advocates for Arts-Based Education Corp.

Evaluation Score: 108

Award Amount: \$10,517

This project addressed the learning loss which occurred during virtual learning to improve math scores.

Schools: Lusher Charter School

Results: 79 percent of the third grade students achieved Advanced or Mastery on the math portion of the LEAP assessment. 80 percent of the fourth grade students achieved Advanced or Mastery on the math portion of the LEAP assessment. 85 percent of fifth grade students achieved Advanced or Mastery on the math portion of the LEAP assessment.

Alexandria Country Day School

Evaluation Score: 150

Award Amount: \$2,083

This project extended additional textbooks and online learning by affording students the opportunity to 3-D design and 3-D print physical representations and products.

Results: 92 percent of seventh graders participating in this program scored Exemplary or better on the project rubric.

Algiers Charter School Association

Evaluation Score: 100

Award Amount: \$8,976

This remedial afterschool tutoring project focused on ELA and Mathematics standards that were not mastered from the 20-21 SY. These gaps can be attributed to attendance, various models of learning for 20-21 SY and social-emotional issues pertaining to the COVID-19 pandemic.

Schools: Martin Behrman Charter School

Results: 43 percent of targeted 3rd grade students met the 60 percent goal of scoring Basic or above on the ELA LEAP 360 end of the year test. 46 percent of targeted 4th grade students met the 45 percent goal of scoring Basic or above on

the ELA LEAP 360 end of the year test. 39 percent of targeted 5th grade students met the 60 percent goal of scoring Basic or above on the ELA LEAP 360 end of the year test. 42 percent of targeted 6th grade students met the 55 percent goal of scoring Basic or above on the ELA LEAP 360 end of the year test. 53 percent of targeted 7th grade students met the percent goal of scoring Basic or above on the ELA LEAP 360 end of the year test.

Allen Parish

Evaluation Score: 150 *Award Amount:* \$68,129

This project provided a developmentally appropriate instructional program for four-year-olds that will expand kindergarten readiness, as well as future academic and life success.

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

Results: 93.1 percent of the Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. 100 percent of the Allen Parish 8(g) pre-K students scored “Accomplished” for Kindergarten entry on the TS GOLD Comparative Report. 89.7 percent of the Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. All Allen Parish 8(g) pre-K students had a parent or guardian participate in a minimum of two parent activities according to the pre-K involvement form submitted by the 8(g) teachers. All Allen Parish 8(g) pre-K teachers participated in a minimum of 18 hours of professional development as documented by the sign-in sheets. All (29/29) Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry in the area of social emotional on the TS GOLD Comparative Report.

Archdiocese of New Orleans

Evaluation Score: 150 *Award Amount:* \$165,344

The project was geared towards students in grades 3-7 and 11 and infused technology in classroom instruction to enhance their proficiency and performance levels in ELA.

Schools: Archdiocese of New Orleans Schools

Results: 90 percent of 3rd grade students increased their diagnostic assessment score from August 2021 to May 2022. 80 percent of 4th grade students increased their diagnostic assessment score from August 2021 to May 2022. 85 percent of 5th grade students increased their diagnostic assessment score from August 2021 to May 2022. 75 percent of 6th grade students increased their diagnostic assessment score from August 2021 to May 2022. 89 percent of 7th grade students increased their diagnostic assessment score from August 2021 to May 2022. 90 percent of 11th grade students increased their ACT ELA score from May 2021 to April 2022.

Ascension Parish

Evaluation Score: 150 *Award Amount:* \$174,748

This project provided quality early childhood education to 4 year old children who are academically, socially, emotionally, or economically at-risk for being ready for kindergarten.

Schools: Lakeside Primary School, St. Amant Primary School, Spanish Lake Primary, Dutchtown Primary School

Results: 97 percent of the students showed mastery of the Louisiana State Standards in language by scoring at or above the four year old progression band as measured by the MyTeaching Strategies Gold Assessment. 99 percent of the students showed mastery in literacy by scoring at or above the four year old progression band as measured by the MyTeaching Strategies Gold Assessment. 98 percent of the students showed mastery of the Louisiana State Standards for math by scoring at or above the four year old progression band as measured by the MyTeaching Strategies Gold Assessment. 92.5 percent of parents participated in two or more involvement activities. All teachers participated in 20 or more hours of focused professional development.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Assumption Parish

Evaluation Score: N/A

Award Amount: \$62,717

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

Schools: Napoleonville Primary School, Pierre Part Primary School

Results: All 8(g) students met or exceeded grade level expectancy in the math domain. All 8(g) students met or exceeded grade level expectancy in the Language and Literacy domain. All parents of preschoolers served were involved in at least five parent activities associated with the project. All teachers and paraprofessionals participated in at least 18 hours of professional development.

Avoyelles Parish

Evaluation Score: 150

Award Amount: \$73,005

The Avoyelles Parish 8(g) project designed to assist 20 at-risk four year old students in learning developmentally appropriate intervention strategies to improve their readiness for kindergarten.

Schools: Marksville Elementary School

Results: Of the 20 8(g) pre-K students, 50 percent met and 50 percent exceeded expectations for the Language component as measured by the Teaching Strategies GOLD Assessment Tool. Of the 20 8(g) pre-K students, 5 percent met and 95 percent exceeded expectations for the Literacy component as measured by the Teaching Strategies GOLD Assessment Tool. Of the 20 8(g) pre-K students, 45 percent met and 55 percent exceeded expectations for the Math component as measured by the Teaching Strategies GOLD Assessment Tool. All parents/guardians of 20 8(g) students attended all 6 planned activities. The 8(g) pre-K teacher attended 38+ hours of professional development, and the 8(g) paraprofessional attended 36+ hours of professional development.

Beauregard Parish

Evaluation Score: 150

Award Amount: \$77,021

The Beauregard Parish 8(g) Prekindergarten Program provided high-quality, developmentally appropriate learning experiences that enhance the kindergarten readiness of four-year-olds who are economically disadvantaged or who have developmental delays.

Schools: East Beauregard Elementary

Results: 95 percent of 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. 90 percent of 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. All families of children in the project participated in at least two activities. 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: 148

Award Amount: \$4,893

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

Results: 80 percent of the targeted first and second grade students moved to "Core" level of support (which equates on level) on the spring DIBELS assessment.

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

Benjamin Franklin High School

Evaluation Score: 146

Award Amount: \$4,195

This project incorporated technology into the math curriculum to improve student achievement.

Results: 89 percent of 9th grade students scored a Mastery or higher on the LEAP Geometry Assessment.

Ben's Ford Christian School

Evaluation Score: 145

Award Amount: \$1,547

The project assisted the 6th-8th grade English teacher in providing high quality instruction both in class and remotely if necessary in preparation for end-of-year assessments.

Results: 55 percent of the students showed nine months or more of growth in language skills and in reading comprehension.

Bienville Parish

Evaluation Score: 150

Award Amount: \$56,059

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

Schools: Castor High School

Results: 75 percent of participating four year olds met or exceeded math objectives in TS GOLD based on Fall and Winter TS GOLD Checkpoints. 75 percent of participating four year olds met or exceeded Language and Literacy objectives in TS GOLD based on Fall and Winter TS GOLD Checkpoints. 80 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: 150

Award Amount: \$581

This project allowed students the opportunity to develop the area of coding by designing and programming robots and examining life under a microscope.

Results: All targeted students showed 20 percent growth increase from pre- to post-test in coding and microscope use.

Bogalusa City Schools

Evaluation Score: N/A

Award Amount: \$55,579

The project provided superior instruction that includes targeted intervention to impact student growth in reading.

Schools: Byrd Avenue Primary

Results: 55 percent of targeted students scored "At" or "Above" benchmark for Nonsense Word Fluency (Correct Letter Sounds) on the Acadience Reading Assessment. 60 percent of targeted students scored "At" or "Above" Benchmark for NWF (Whole Words Read) on the Acadience Reading Assessment.

Bossier Parish

Evaluation Score: N/A

Award Amount: \$170,286

This project provided 40 at-risk four-year-old children with developmentally appropriate experiences for the maximum development of physical, social, cognitive and emotional skills.

Schools: Bossier Elementary, Central Park Elementary, Plantation Park Elementary, Waller Elementary

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: 94 percent of the students participating in the pre-K classes met widely held expectations for 4-year olds on Language Objectives and all students participating in the pre-K classes met widely held expectations for 4-year olds on Literacy Objectives for Development and Learning on the Teaching Strategies GOLD assessment tool. 94 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. 95 percent of the parents attended at least 3 parent meetings conducted during the school year. All Bossier pre-K para-educators have completed 18 of the required 18 hours of in-service.

Caddo Parish

Evaluation Score: N/A *Award Amount:* \$246,928

The Early Childhood Education Program provided a pre-kindergarten program to at-risk 4-year-old children to improve kindergarten readiness skills in select Caddo Parish Public Schools.

Schools: A.C. Steere Elementary School, Broadmoor STEM Academy, Blanchard Elementary, Keithville Elementary, University Elementary

Results: 86 percent of all participants met or exceeded the widely held expectations, encompassing developmental milestones in mathematics in May 2022 as compared to .04 percent meeting and 0 percent exceeding expectations in October 2021. 90 percent of all participants met or exceeded the widely held expectations, encompassing developmental milestones in literacy in May 2022 as compared to 0 percent meeting and 0 percent exceeding expectations in October 2021. 94 percent of all participants met (84 percent) or exceeded (10 percent) the widely held expectations, encompassing developmental milestones in language in May 2022 as compared to 28 percent meeting and .02 percent exceeding expectations in October 2021. All parents of 8(g) funded students participated in at least two parental involvement activities during the 2021-2022 school year. All pre-K program funded staff participated in at least 18 hours of professional development related to early childhood.

Calcasieu Parish

Evaluation Score: 148 *Award Amount:* \$201,407

This project provided a developmentally appropriate early childhood program for at-risk students to prepare them for kindergarten.

Schools: Lebleu Settlement, WT Henning, Prien Lake

Results: All students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in language. 97 percent of students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in literacy. All students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in mathematics. All teachers and paraprofessionals will attend 18 hours of training on student-teacher interactions and early childhood best practices. 92 percent of the parents attended three parent meetings or conferences.

Caldwell Parish

Evaluation Score: N/A *Award Amount:* \$53,680

The project offered high quality pre-K to all eligible pre-K students and their families in Caldwell Parish at Caldwell Parish pre-K Center.

Schools: Caldwell Parish Pre-K Center

Results: 75 percent of students scored at the “meets or exceeds” level on the TS GOLD assessment in Language and Literacy. 64.8 percent of students had met or exceeded the level on the TS GOLD assessment in Mathematics. 88 percent of parents attended two or more events with at least one being a parent conference. The program teacher exceeded the required 18 hours of PD.

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

Cameron Parish

Evaluation Score: 150 *Award Amount:* \$51,568

The project provided a developmentally appropriate instruction for four year olds to establish kindergarten readiness.

Schools: Grand Lake Elementary School, Hackberry High School

Results: 70 percent of the parents participated in 12+ family engagement activities during the school year. All participating teachers participated in 20+ hours of PD. 88.86 percent of students scored at meeting or above growth range in 10 of 12 objectives/dimensions on TS GOLD final checkpoint in the mathematics area. 84.66 percent of students scored at meeting or above growth range in 25 of 31 objectives/dimensions on TS GOLD final checkpoint in the language and literacy areas.

Catahoula Parish

Evaluation Score: N/A *Award Amount:* \$51,077

The project increased student achievement in middle school math on the iLEAP by incorporating technology into the curriculum.

Schools: Block High School, Harrisonburg High School, Jonesville Elementary, Central High School, Sicily Island High School

Results: 56.9 percent of 5th grade students scored Basic or Above on the iLEAP Math assessment. 60 percent of 6th grade students scored Basic or Above on the iLEAP Math assessment. 33.8 percent of 7th grade students scored Basic or Above in the iLEAP Math Assessment. 34.3 percent of 8th grade students scored Basic or Above on the iLEAP Math Assessment.

Cedar Creek School

Evaluation Score: 138 *Award Amount:* \$3,776

The project implemented a College Board Advanced Placement Chemistry course, with a laboratory component, that will enhance all chemistry courses including grade-level and honors chemistry courses.

Results: 35 percent of the students met the ACT science benchmark score of 23.

Cedarwood School

Evaluation Score: 111 *Award Amount:* \$642

This project designed to offer mathematics intervention to increase students' mathematical fluency and conceptual knowledge through Generation Genius's online math resources such as lesson plans, videos, extra practice, and targeted instruction.

Results: 90 percent of 7th grade students increased their RIT scores by 8 points or more, but only 37 percent of 5th grade increased their RIT scores by 8 points.

Central Community Schools

Evaluation Score: N/A *Award Amount:* \$71,754

This project increased student achievement of Grades 3-5 English Learners (EL's) by implementing the Louisiana Connectors for English Learners.

Schools: Central Intermediate School

Results: 55 percent of the students participating in the Language and Content Connections for English Learners grew 1 level on the English Language Proficiency Test (ELPT) from their prior-year ELPT.

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

City of Baker Schools

Evaluation Score: N/A Award Amount: \$51,440

This project allowed 4 year old students to participate in a classroom-based, preschool program.

Schools: Baker Heights Elementary School

Results: 91 percent of participating four-year-old students met or exceeded widely held expectation in mathematics as documented by the Snap Shot Report generated from Teaching Strategies GOLD. 98 percent of participating four-year-old students met or exceed widely held expectation in language as documented by the Snap Shot Report generated from Teaching Strategies GOLD. All participating four-year-old students met or exceed widely held expectation in literacy as documented by the Snap Shot Report generated from Teaching Strategies GOLD. Throughout the school year, all pre-kindergarten teachers and professionals attended and participated in more than 18 hours of professional development activities. Throughout the school year, more than 75 percent of the parents of 8(g) students participated in two planned activities such as recognition program, Doughnuts with Dad, Muffins with Mom, and Ornament Workshop.

Claiborne Christian School

Evaluation Score: 137 Award Amount: \$2,206

This project focused on students with IEPs in reading and spelling.

Results: The targeted students moved .5 of a grade level in reading and comprehension from the pre- to the post-assessment.

Claiborne Parish

Evaluation Score: N/A Award Amount: \$54,199

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.

Schools: Summerfield High School

Results: 88.60 percent of the participating four-year-olds scored “Accomplished” on the math component of the Teaching Strategies Assessment post-test as evidenced by the Snap Shot Dimension Report. 92.77 percent of the participating four-year-olds scored “Accomplished” on the language component of the Teaching Strategies Assessment post-test as evidenced by the Snap Shot Dimension Report. 75 percent of parents of targeted students participated in parental involvement activity. All teachers and paraprofessionals participated in 10 hours of professional development - COVID restrictions early in the school year hampered training efforts.

Collegiate Academies

Evaluation Score: 138 Award Amount: \$14,059

This project increased the quantity and quality of novels and paired unit readers for 10th graders to increase English course mastery and engagement.

Schools: Livingston Collegiate Academy, G. W. Carver High School, Abramson Sci Academy, Collegiate Baton Rouge

Results: 47 percent of English II students at Abramson Sci Academy, G.W. Carver High School, Livingston Collegiate Academy, and Collegiate Baton Rouge scored a Basic or higher on the LEAP 2025 English II exam.

Community Leaders Advocating Student Success (CLASS) *Evaluation Score: 75 Award Amount: \$2,904*

This project improved student Lexile levels by integrating Achieve 3K and instructional resources into the reading intervention program.

Schools: Fannie C. Williams Charter

Results: 69 percent of the students in third grade increased their Lexile score by 40 points from the August Lexile Assessment to the April Lexile Assessment. 61 percent of the students in fourth grade increased their Lexile score by 40 points from the August Lexile Assessment to the April Lexile Assessment.

Concordia Parish

Evaluation Score: N/A *Award Amount:* \$63,214

This project provided a bridge for pre-K students before entering kindergarten to ensure they achieve their greatest potential.

Schools: Vidalia Lower Elementary

Results: 51.5 percent of the students scored a “Basic” or above on the end of year Biology assessment.

Crescent City Schools

Evaluation Score: 131 *Award Amount:* \$13,104

This project provided high-quality, high-touch literacy instruction to a group of students in grades K-2.

Schools: Harriet Tubman Charter School

Results: All pre-K students scored mastery as measured by TS GOLD assessment. All pre-K students scored mastery as measured by TS Gold assessment. 75 percent of students’ parents participated in at least two activities working with children. The teacher completed 18 hours of professional development.

CSAL, Inc. - Madison Preparatory Academy

Evaluation Score: 132 *Award Amount:* \$3,396

This project used blended learning to help connect science to real-world situations in an effort to increase student scores on the EOC Biology assessment.

Schools: Madison Preparatory Academy

Results: 47 percent of the targeted students were reading on grade level in May 2022.

DeSoto Parish

Evaluation Score: N/A *Award Amount:* \$71,949

This project provide a developmentally appropriate pre-kindergarten program designed to improve the kindergarten readiness skills of four year old children

Schools: North DeSoto Lower Elementary

Results: All students met or exceeded Language/Literacy objectives/Dimensions on the third checkpoint with the Teaching Strategies GOLD Portfolio Assessment. All students met or exceeded the Mathematics Objectives/Dimensions on the third checkpoint (May, 2022) with the Teaching Strategies GOLD Portfolio Assessment. 97.5 percent of parents attended conferences and other activities. The teacher participated in 21 hours of professional development.

Diocese of Alexandria

Evaluation Score: 138 *Award Amount:* \$13,472

To increase student achievement for elementary school students on the ACT Aspire.

Schools: St. Anthony of Padua Catholic School

Results: 34 percent of targeted 3-5 scored Ready or higher on the ACT Aspire Math.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Diocese of Baton Rouge

Evaluation Score: 144

Award Amount: \$78,765

The “Toeing the Line with the BASICS” program will use grant funds to purchase programs that support and supplement regular textbooks and curricula used in the schools to provide students with options for how they learn in the areas of ELA and math.

Schools: Ascension Catholic, Catholic High School, Catholic Elementary of Pointe Coupee, Catholic High of Pointe Coupee, 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 High School, St. Thomas More, Cristo Rey High School

Results: All students in Grades K-2 who participated received passing grades or grades of “C” or better in ELA (Reading, English, or Writing) on their mid-term and final report cards. 92 percent of schools reported that students in grades K - 2 who participated received passing grades or grades of “C” or better in math on their mid-term and final report cards. The Mean Scale Score for the DRC Beacon tests had increased 31 points overall from October to April for grades 3-8 in participating schools. The Mean Scale Score for the DRC Beacon tests had increased 25 points overall from October to April for grades 3-8 in participating schools. 80 percent met the target for scoring a composite of 14 for Explore or 16 for PLAN, as scored and reported by a testing service. 57 percent of reported ACT scores for 9th, 10th, 11th, and 12th graders reached the target of a composite score of 20.

Diocese of Houma-Thibodaux

Evaluation Score: 144

Award Amount: \$24,201

This project is designed to improve student achievement in mathematics and English language arts by incorporating technology into the curriculum.

Schools: Central Catholic, Holy Rosary, Holy Savior, St. Bernadette, St. Francis, St. Geneva, St. Gregory, St. Joseph

Results: 50 percent of third, fourth, fifth, sixth, and seventh grade mathematics student scored in the Readiness range or above on the ACT Aspire end of year summative assessment. 63 percent of third, fourth, fifth, sixth, and seventh grade reading students scored in the Readiness range or above on the ACT Aspire end of year summative assessment. 73 percent of eighth grade mathematics students scored On Target or above of the PreACT Spring 2022 end of year summative assessments. 74 percent of eighth grade reading students scored On Target or above on the Pre-ACT Spring 2022 end of year summative assessment.

Diocese of Lafayette

Evaluation Score: 135

Award Amount: \$69,443

Full STEAM Ahead is a project based learning activity engaging students in the engineering process through brainstorming, planning, creating, improving, and communicating developing team building and collaborative skills

Schools: Cathedral Carmel School

Results: 63 percent of 3rd and 4th graders scored Ready or higher on the STEM component of the ACT Aspire summative assessment.

Diocese of Lake Charles Catholic Schools

Evaluation Score: 141

Award Amount: \$12,640

The project goal is to increase student achievement in ELA for students in grades K-5 by installing REDCAT Access systems into those classrooms.

Schools: Our Lady Queen of Heaven School

Results: 87 percent met the district benchmark in reading with an additional 9 percent on intervention watch. 89 percent met the district benchmark. 95 percent met the district benchmark. 79 percent met the district benchmark with an additional 13 percent on intervention watch. 64 percent of students met the district benchmark with an additional 31 percent on intervention watch. 75 percent or higher of 5th grade students scored at benchmark or higher in reading comprehension on the STAR reading assessment. 57 percent of students met the district benchmark with an additional 27 percent on intervention watch.

Diocese of Shreveport

Evaluation Score: 107

Award Amount: \$9,316

We will increase student achievement in Science and Math by incorporating SmartBoards.

Schools: Loyola College Prep

Results: 88 percent of participating 9th grade students met or exceeded benchmark in math on the Pre-ACT given in March 2022. 18 percent of participating 9th grade students met or exceeded benchmark in science on the Pre-ACT given in March 2022. 76 percent of participating 10th grade students met or exceeded benchmark in math on the Pre-ACT given in March 2022. 21 percent of participating 9th grade students met or exceeded benchmark in science on the Pre-ACT given in March 2022. 31 percent of participating 9th grade students met or exceeded benchmark in math on the Pre-ACT given in March 2022. 59 percent of 10th grade students met or exceeded benchmark in science on the Pre-ACT given at the end of the 2021-2022 school year. 61 percent of participating 9th grade students met or exceeded benchmark in math on the Pre-ACT given in March 2022.

East Baton Rouge Parish

Evaluation Score: N/A

Award Amount: \$269,999

The EBR 8(g) Prekindergarten Program prepares at risk four-year-olds for success in kindergarten and place them on the path to college and career readiness.

Schools: Audubon Elementary, Twin Oaks Elementary, Shenandoah Elementary

Results: 93 percent of students met or exceeded expectations in math for the 2021-2022 school year. 95 percent of students met or exceeded expectations in language and literacy objectives for the 2021-2022 school year. All families participated in at least one activity or conference each semester. All teachers met at least 18 hours of professional development during the 2021-2022 school year.

East Carroll Parish

Evaluation Score: N/A

Award Amount: \$49,669

The purpose of the project is to develop 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.

Schools: Southside Elementary

Results: 70 percent students attained a level 6 on the TS Gold assessment in language and literacy. 70 percent students attained a level 6 on the TS Gold assessment in math. All 8(g) pre-kindergarten students parents/guardians participated in at least two parent meetings. All teachers participated in all planned professional development to foster implementation of teaching strategies designed to increase kindergarten readiness skills of participants.

East Feliciana Parish

Evaluation Score: N/A

Award Amount: \$54,400

This project increased student achievement in the areas of math (K-5) and ELA (K-12) at selected grades at selected schools in the district.

Schools: Clinton Elementary, Jackson Elementary, Slaughter Elementary, East Feliciana Enrichment Academy, East Feliciana Middle, East Feliciana High

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: 44 percent of the participating K-5 students scored “mastery” (60 percent correct) on the district’s final math interim assessment. 25 percent of the participating 3-12 students scored “mastery” (60 percent correct) on the district’s final ELA interim assessment. 54 percent of the participating K-3 students scored “benchmark” (60 percent correct) on the district’s final DIBELS assessment.

Evangel Christian Academy

Evaluation Score: 122 *Award Amount:* \$2,352

This project provided technological tools to be used during instruction in math in preparation for IXL math end of year assessment.

Schools: Evangel Christian Academy - Elementary Campus

Results: 59 percent of the targeted 4th grade students achieved “On level” grade level equivalent knowledge as measured by the IXL Math diagnostics assessment.

Evangeline Parish School Board

Evaluation Score: N/A *Award Amount:* \$76,971

This project provided for kindergarten readiness by closing the achievement gap for four year old participants.

Schools: Bayou Chicot Elementary School, Valverde Elementary School, W.W. Stewart Elementary

Results: All students met/exceeded widely held expectations for Language GOLD. All students met/exceeded widely held expectations for Literacy GOLD. All students met/exceeded widely held expectations for Math GOLD. All 8(g) parents attended at least two parent involvement activities by the end of the school year. All teachers and paraprofessionals attended 18+ professional development activities.

False River Academy

Evaluation Score: 150 *Award Amount:* \$1,463

This project improved writing skills and proficiency through the use of the Writing Practice Program (WPP)

Results: All 5th grade students increased their overall writing score by at least 3 points. 84 percent of the 6th grade students increased their overall writing score by at least 3 points. 85 percent of 7th grade students increased their writing score by at least 3 points. 80 percent of 8th grade students increased their writing score by at least 3 points.

First Baptist Christian School

Evaluation Score: 146 *Award Amount:* \$1,095

This project improved teacher /student engagement in ELA, math, history and science to impact student scores on end of year assessment.

Results: 71 percent of the targeted 7th grade students scored 80 percent or higher on the end of year History post test exam. 82 percent of the targeted 8th grade students scored “Ready” or “Exceeding” on the ACT Aspire science component assessment. 71 percent of the targeted 6th grade students scored “Ready” or “Exceeding” on the ACT Aspire reading component assessment. 76 percent of the 6th grade math students scored “Ready” or “Exceeding” on the ACT Aspire Math component assessment.

FirstLine Schools, Inc.

Evaluation Score: 141 *Award Amount:* \$16,510

This project improved reading fluency of 1--3 grade students by incorporating technology into the curriculum.

Schools: Samuel J. Green Charter School, Arthur Ashe Charter School, Langston Hughes Academy, Phillis Wheatley Community School, Firstline Live Oak

Results: 32 percent of 1st graders were reading fluently on grade level as measured by ORF (Aimsweb). 27 percent of 2nd graders were reading fluently on grade level as measured by ORF (Aimsweb). 30 percent of 3rd graders were reading fluently on grade level as measured by ORF (Aimsweb).

Franklin Parish

Evaluation Score: N/A *Award Amount:* \$61,298

This project provided high quality early learning experiences and a developmentally appropriate program for four-year-old participants at Winnsboro Elementary School.

Schools: Winnsboro Elementary School

Results: 94.7 percent of the students participating in the 8(g) Early Childhood Development class scored “Exceeding” in Language on the “Spring Checkpoint” administration of TS Gold Assessment. 94.7 percent of the students participating in the 8(g) Early Childhood Development class scored “Exceeding” in math on the “Spring Checkpoint” administration of TS Gold Assessment. 86 percent of parents of 8(g) pre-K students participated in parenting skills workshops and PTO open house during the 2021-2022 school year. All teachers and paraprofessionals engaged in professional development that improved instructional practices in math and reading. Classroom instruction improved and student assessment scores increased in math and reading.

Friends of King

Evaluation Score: 141 *Award Amount:* \$4,714

This project provided Tier 2 and 3 students with small group virtual instruction to improve academic achievement through the use of Math Online Express.

Schools: Dr. Martin Luther King Jr. Charter School

Results: 18.2 percent of the participating 4th grade students were performing on or above level in math on the end of year iReady post test.

Glenbrook School

Evaluation Score: 114 *Award Amount:* \$2,067

The project promoted, in the science classroom, the utilization of library books which will lay a foundation for scientific learning.

Results: 25 percent of the participating students in grades 4-6 scored “Exceeding” on the ACT Aspire.

Grant Parish

Evaluation Score: N/A *Award Amount:* \$61,276

The project provided educational, social and emotional support to at risk four year olds by using research-based best practices.

Schools: Verda Elementary, Georgetown High

Results: 90 percent of the students participating in the 8(g) pre-K Class met or exceeded expectations in Language and Literacy on the third checkpoint using TS Gold portfolio assessments. 80 percent of the 8(g) students met or exceeded expectations in Math on the third checkpoint using TS GOLD portfolio assessment. The 8(g) pre-K teacher completed 53 hours of planned professional development including TS GOLD, MMCI, CLASS, Creative Curriculum, Conscious Discipline and Birth to Five Standards. 80 percent of students in the pre-K classroom had a parent attend at least 2 parental involvement events.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Hosanna Christian Academy

Evaluation Score: 144

Award Amount: \$2,782

The project boosted student achievement and engagement for 2nd-8th grade students by implementing technology into the curriculum.

Results: 53 percent of the 2nd grade students scored Basic or above on the LEAP ELA assessment, 61 percent of the 3rd grade students scored Basic or above on the LEAP ELA assessment, 64 percent of the 4th grade students scored Basic or above on the LEAP ELA assessment, 58 percent of the 5th grade students scored Basic or above on the LEAP ELA assessment, 50 percent of 6th grade students scored Basic or above on LEAP ELA assessment, 76 percent of 7th grade students scored Basic or above on the LEAP ELA assessment, and 56 percent of 8th grade students scored Basic or above on the LEAP ELA assessment.

Houma Christian School

Evaluation Score: 144

Award Amount: \$3,485

The project increased student achievement on math content with embedded technology opportunities for students.

Results: 64 percent of students scoring in the Strategic or Intensive categories (below level) in October on the STAR math assessment moved to the next tier. 83 percent of students scoring in the on level category in October grew by at least 0.5 grade equivalency on the STAR math assessment.

Iberia Parish

Evaluation Score: 148

Award Amount: \$111,030

This project provided high quality educational experiences to at-risk four year olds in Iberia Parish.

Jefferson Island Road Elementary, Magnolia Elementary

Results: 97 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the ELA component of the Iberia Parish Pre-Kindergarten District Created Assessment. 92 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the Math component of the Iberia Parish Pre-Kindergarten District Created Assessment. 97 percent of parents of participating students attended two or more parental involvement activities by the end of the 2021-2022 school year. One teacher and two paraprofessionals met the 18 hour professional development goal. The teacher who resigned in January 2022, participated in 12.5 professional development hours. This teacher met her first semester goal of over 9 professional development hours.

Iberville Parish

Evaluation Score: 150

Award Amount: \$70,067

This project provided a developmentally appropriate PK program that allowed children to grow cognitively, socially, physically, and emotionally.

Schools: Dorseyville Elementary School

Results: All PK4 teachers and paras received 18 hours of professional development as measured by sign in sheets. All children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TS GOLD in May 2022. 95 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by TS GOLD in May 2022. All parents participated in two or more school and parent activities as measured by teacher parent participation logs.

Iberville Charter Academy

Evaluation Score: 116

Award Amount: \$2,843

This project boosted student academic achievement in Reading through infusing engagement and interaction into any lesson by using a Kagan structure.

Results: 29 percent of 1st grade students were “on level” based on the reading i-Ready end of year assessment. 2 percent of the 18 percent scoring 2 or more levels below level moved 2 or more grade levels up by the end of year reading iReady assessment.

InspireNOLA

Evaluation Score: N/A *Award Amount:* \$15,326

This project utilized Elevate Science which aimed to increase student achievement in science conceptual model development and analysis through technology that increases student engagement and reinforces conceptual understanding.

Schools: Alice Harte Elementary School, Edna Karr High School, Eleanor McMain High School

Results: Over 80 percent of the participating 4-year olds scored in the Blue Color Band in TS Gold Mathematics according to our end of year exam by May 2022. Over 80 percent of the participating 4-year olds scored in the Blue Color Band in TS Gold Language and Literacy according to our end of exam by ay 2022. Over 80 percent of the parents participated in at least (2) of the planned parent involvement activities. All teachers and paraprofessionals participated in a minimum of 18 hours of professional development during the 2021-2022 school year.

Jackson Parish

Evaluation Score: N/A *Award Amount:* \$56,936

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

Schools: Quitman High School

Results: Over 80 percent of the participating 4-year olds scored in the Blue Color Band in TS Gold Mathematics by May 2022. Over 80 percent of the participating 4-year olds scored in the Blue Color Band in TS Gold Language and Literacy by May 2022. Over 80 percent of the parents participated in at least (2) of the planned parent involvement activities. All teachers and paraprofessionals participated in a minimum of 18 hours of professional development during the 2021-2022 school year.

Jefferson Davis Parish

Evaluation Score: N/A *Award Amount:* \$76,574

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

Schools: Lake Arthur Elementary, Hathaway High School

Results: 95 percent of Hathaway High students and 88 percent of Lake Arthur students scored 80 percent or higher on the EOY ELA assessment. 98 percent of Hathaway High students and 91 percent of Lake Arthur students scored 80 percent or higher on the EOY Math assessment. All parents/guardians in the two (8(g)) classrooms participated in three parental involvement activities or conferences. All teachers and paraprofessionals received 18 hours of professional development.

Jefferson Parish

Evaluation Score: 150 *Award Amount:* \$313,992

This project improved student outcomes for incoming prekindergarten students to prepare them for kindergarten in the areas of cognitive, physical, social/emotional and language development.

Schools: Butler, Isaac Joseph, Mc26, Truman, Hazel Park, Tom Benson, Green Park, Audubon, Hearst, Kerner

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

Results: All students showed at least 20 percent growth from the 1st data checkpoint to the 3rd data checkpoint in literacy. All students showed at least 20 percent growth from the 1st data checkpoint to the 3rd data checkpoint. All students showed at least 20 percent growth from the 1st data checkpoint to the 3rd data checkpoint. At least 65 percent of the parents were involved in 2 involvement activities. All teachers attended at least 18 hours of professional development.

John Curtis Christian School

Evaluation Score: 144 *Award Amount:* \$4,803

This project increased student achievement in science by providing superior instructional curriculum.

Results: 43 percent of 12th grade students who took the spring ACT scored a 20 or higher.

John Paul the Great Academy

Evaluation Score: 144 *Award Amount:* \$1,938

This project incorporated technology into the math curriculum to increase student achievement on the Algebra II and Geometry end of year assessments.

Results: 65 percent of 9th grade students scored “on benchmark” on the IOWA end of year math assessment. 67 percent of the 10th grade students scored “On Benchmark” on the IOWA end of year math assessment.

Kehoe-France Southshore

Evaluation Score: 150 *Award Amount:* \$1,866

This project provided level targeted reading material for 3rd grade students to improve fluency and comprehension in preparation for Aspire testing.

Schools: Kehoe-France School

Results: 84.5 percent of students scored average to above average on the MAP Reading Assessment.

KIPP New Orleans Schools

Evaluation Score: 146 *Award Amount:* \$31,073

This project mitigated the socioeconomic achievement gap of our youngest learners by ensuring students develop the academic and social-emotional skills required to enter kindergarten on or above grade-level.

Schools: KIPP Morial Primary

Results: 97 percent of pre-K students met or exceeded the individual end of year TS GOLD in math. 99.6 percent of pre-K students met or exceeded the individual end of year TS GOLD in math.

Lafayette Parish

Evaluation Score: N/A *Award Amount:* \$32,889

This project targeted academic performance in low performing schools in ELA and math.

Schools: J. W. Faulk Elementary School, Alice Boucher Elementary School, Acadian Middle School, Lafayette Middle School

Results: 40 percent of students scored proficient or greater on math LEAP. 52 percent of students scored proficient or greater ELA LEAP.

Lafayette Parish

Evaluation Score: N/A *Award Amount:* \$184,576

This project provided high quality care and education to at-risk children, resulting in kindergarten readiness.

Schools: Truman Early Childhood Education Center

Results: Based on the TS GOLD Snapshot report all participating pre-K students are meeting expectation in the Literacy objectives (15-19). Based on the TS GOLD Snapshot report 99 percent of the participating pre-K students are meeting expectation in the Mathematics objectives (20-23). The staff met the 18 hours of professional development trainings. 99 percent of the parents attended at least three family involvement events.

Lafourche Parish

Evaluation Score: N/A *Award Amount:* \$125,390

This project provided a high quality early childhood program for four year old students in preparation for Kindergarten.

Schools: Bayou Blue Elementary, Chackbay Elementary, North Larose Elementary, Lockport Lower Elementary

Results: All participating four year olds scored on or above level on the Math objectives of the GOLD by Teaching Strategies assessment tool. All 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 teachers and paraprofessionals participated in 18 hours of professional development. All 8(g) parents have participated in at least 2 of 4 parental involvement activities.

Lake Charles Charter Academy

Evaluation Score: 46 *Award Amount:* \$5,356

This project provided middle school students in grades 6 and 7 the opportunity to participate in STEM classes focused on robotics, coding, animation, app development, computer science, and architectural design based on Project Gateway curriculum.

Results: 24.75 percent of the 6th grade students scored Basic or higher on the LEAP test. 34 percent of the 7th grade students scored Basic or higher on the LEAP Test.

Lake Forest Charter School

Evaluation Score: 106 *Award Amount:* \$3,642

This project improved 7th grade scientific investigation skills by integrating explore learning gizmos into the scientific core curriculum.

Results: 85 percent of target 7th grade students scored a Mastery or higher on the Science LEAP test.

LaSalle Parish

Evaluation Score: N/A *Award Amount:* \$59,500

This project provided a quality Pre Kindergarten program to academically “at risk” four-year-olds.

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

Results: 85.7 percent of students met or exceeded the Language and Literacy Objectives/Dimensions in TS Gold. 85.7 percent of students met or exceeded the Math Objectives/Dimensions. All parents participated in at least two parental activities provided to assist them in their child’s educational experience at home. All teachers received 25.5 hours of professional development.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Lincoln Parish

Evaluation Score: 150

Award Amount: \$77,518

This project assisted children to develop intellectually, academically, emotionally, socially, and physically through hands-on activities that will better prepare them for entrance into kindergarten.

Schools: Lincoln Parish Early Childhood Center

Results: All children met the Widely Held Expectation in Language. In May of 2022, all children met the Widely Held Expectation in Math. In May of 2022, all children met the Widely Held Expectation in Literacy.

Livingston Parish

Evaluation Score: 150

Award Amount: \$188,472

This project provided high-quality pre-K classes for 60 at-risk children which will better prepare them to be “ready to learn” in Kindergarten the following year.

Schools: Albany Lower Elementary, Frost School, Holden School, Maurepas School, South Fork Elementary

Results: 97 percent of all 8(g) students met or exceeded the expectations in Language and/or Literacy on the TS GOLD assessment. 96 percent of all 8(g) students met or exceeded the expectations in Mathematics on the TS GOLD assessment. 94 percent of parents participated in two or more pre-K program activities. All pre-K teachers attended at least 18 hours of professional development.

Louisiana Key Academy

Evaluation Score: 146

Award Amount: \$2,256

This project provided intentional strategies to the 4th grade ELA curriculum as a means of increasing student success on the LEAP assessment.

Results: 46 percent of targeted 4th grade students scored a “Basic” or above on the LEAP ELA assessment.

Louisiana Virtual Charter Academy

Evaluation Score: 132

Award Amount: \$10,724

This project improved student academic growth by personalizing learning for students through the integrating of IXL into the ELA and Math curriculums in grades 2nd-8th.

Results: 47 percent of 2nd graders increased their ELA and/or Math skills by one academic year on the IXL diagnostic. 21 percent of 3rd graders increased their ELA and Math skills by one academic year on the IXL diagnostic. 57 percent of 4th graders increased their ELA and Math skills by one academic year on the IXL diagnostic. 37 percent of 5th graders increased their ELA and Math skills by one academic year on the IXL diagnostic. 41 percent of 6th graders increased their ELA and Math skills by one academic year on the IXL diagnostic. 34 percent of 7th graders increased their ELA and Math skills by one academic year on the IXL diagnostic. 41 percent of 8th graders increased their ELA and Math skills by one academic year on the IXL diagnostic.

Lutheran High School

Evaluation Score: 68

Award Amount: \$277

This project provided reinforcement in ELA for struggling 9th grade students.

Results: 50 percent of the targeted students scored Mastery or above on the LEAP test administered in April 2022.

Lycee Francais de la Nouvelle Orleans

Evaluation Score: 142

Award Amount: \$5,976

This project provided intentional math instruction to 1st and 2nd grade students to increase math achievement.

Schools: Lycee Francais de la Nouvelle-Orleans Lower Elementary School

Results: All 2nd grade students increased their growth score according to the end of year STAR Math assessment. All 1st grade students increased their growth score according to the end of year STAR Math assessment.

Madison Parish

Evaluation Score: N/A *Award Amount:* \$51,155

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

Schools: Tallulah Elementary

Results: 85.5 percent of targeted pre-K students met or exceeded expectations by the TS GOLD assessment. 88 percent of targeted pre-K students met or exceeded expectations by the TS GOLD assessment. 82 percent of targeted pre-K parents attended via virtual learning /distance learning or face-to-face. 90 percent of targeted pre-K teachers attended professional development.

McMillian's First Steps CDC/Academy

Evaluation Score: 96 *Award Amount:* \$564

This project supplemented math instruction in order to increase 7th and 8th grade students LEAP scores.

Results: 75 percent of target 7th and 8th graders scored mastery as measured by the LEAP Math assessment.

Monroe City Schools

Evaluation Score: 150 *Award Amount:* \$90,281

This project allowed Monroe City Schools' 8(g) funded pre-K classes to teach kindergarten readiness skills to "at-risk" children who are age four by September 30th of the current school year.

Schools: Clara Hall Elementary, Cypress Pointe University Elementary

Results: All participating four-year olds scored at meeting or exceeding on the Mathematics Component of TS GOLD. All participating four-year olds scored at meeting or exceeding on the Literacy or Language Component of TS GOLD. 93.3 percent of parents attended either one or more activities at their respective schools during the 2021-22 school year via face to face or virtually. All pre-K teachers have received at least 20 hours of professional development. 90 percent of parents of 8(g) pre-kindergarten students attended at least one of the two annual Parent/Teacher Conferences.

Morehouse Parish

Evaluation Score: N/A *Award Amount:* \$63,583

This project allowed pre-K students to obtain academic success which enabled them to be ready for kindergarten.

Schools: Morehouse Magnet

Results: 79 percent of the participating pre-kindergarten students reached proficiency in the area of language according to Teaching Strategies GOLD. 85.71 percent of pre-kindergarten students reached proficiency in the area of language according to Teaching Strategies GOLD. 85.71 percent of pre-kindergarten students reached proficiency in the area of mathematics according to Teaching Strategies GOLD. All teachers and paraprofessionals participated in more than 30 hours of professional development sessions/conferences and workshops. 90 percent of parents of 8(g) pre-kindergarten students attended at least one of the two annual Parent/Teacher Conferences.

Natchitoches Parish

Evaluation Score: N/A *Award Amount:* \$76,083

This project provided developmentally appropriate activities and prepare pre-K students for Kindergarten

Schools: L. P. Vaughn

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: All students met or exceeded the widely held expectations for 4-year-olds in Language and Literacy Objectives for Development and Learning as measured by Teaching Strategies Gold Assessment. All students met or exceeded the widely held expectations for 4-year-olds in math objectives for Development and Learning as measured by Teaching Strategies Gold Assessment. 78 percent of parents attended parental involvement events. All 8(g) teachers and paraprofessionals have attended a minimum of 18 hours of professional development.

New Orleans College Preparatory Academies

Evaluation Score: 28

Award Amount: \$3,284

This project provided superior instruction to 11th grade Digital Media students to assist student in earning their Adobe Certification.

Schools: Walter L. Cohen College Prep

Results: The targeted students did not take the Adobe certification test.

Northeast Baptist School

Evaluation Score: 138

Award Amount: \$972

This project provided students with technology and software to effectively improve their reading and math proficiency.

Results: 78 percent of targeted 1st graders scored a growth increase of more than 1 year in the Grade Equivalent score on the STAR Reading assessment, 53 percent of targeted 2nd graders scored a growth increase of more than 1 year in the Grade Equivalent score on the STAR Reading assessment, 45 percent of targeted 1st graders scored a growth increase of more than 1 year in the Grade Equivalent score on the STAR Math assessment, and 80 percent of targeted 2nd graders scored a growth increase of more than 1 year in the Grade Equivalent score on the STAR Math assessment.

Northlake Christian School

Evaluation Score: 104

Award Amount: \$4,373

The project increased the grade level proficiency in reading by increasing collaborative learning opportunities with the aid of visual stimulation that enhanced the educational experience for students in grades five through ten.

Results: On the end of year STAR Reading Test, 51 percent of the targeted 5th grade students scored at/above 5th grade reading benchmark proficiency, however, on the Quarter Three STAR 61 percent of the targeted 5th grade students score at/above 5th grade reading benchmark proficiency. On the end of year STAR Reading Test, 48 percent of the targeted 6th grade students are at/above 6th grade reading benchmark proficiency. On the end of year STAR Reading Test, 62 percent of the targeted 7th grade students are at/above 7th grade reading benchmark proficiency. On the end of year STAR Reading Test, 42 percent of the targeted 8th grade students are at/above 8th grade reading benchmark proficiency. On the end of year STAR Reading Test, 31 percent of the targeted 9th grade students are at/above 9th grade reading benchmark proficiency.

Orleans Parish

Evaluation Score: 150

Award Amount: \$111,248

This project provided high quality and accessible pre-K experiences to eligible participants that prepares students to succeed in kindergarten.

Scores: Mary McLeod Bethune Charter, Elan Academy, Benjamin Franklin Elementary Charter

Results: Over seventy-five percent (75 percent) of students met or exceeded expectations in language and literacy as identified on the Spring 2021/2022 Snapshot by Dimension. Over seventy-five percent (75 percent) of students met or exceeded expectations in math as identified on the Spring 2021/2022 Snapshot by Dimension. Over sixty-five percent (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 at each school site.

Ouachita Parish

Evaluation Score: 150

Award Amount: \$147,520

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

Schools: Pinecrest Elementary, Woodlawn Elementary

Results: All 8(g) students who were assessed by TS GOLD during all checkpoint periods were at the growth level of meeting or exceeding in Language and Literacy. All 8(g) students who were assessed by TS GOLD during all checkpoint periods were at the growth level of meeting or exceeding in Mathematics. All 8(g) pre-K parents participated in at least one school related activity. All 8(g) teachers and paraprofessionals attended 18 hours or more of district professional development.

Parkview Baptist School

Evaluation Score: 142

Award Amount: \$6,356

The project increased student academic performance in Science for 11 and 12th grade students to increase ACT Science scores.

Results: 52 percent of the juniors and seniors scored a 22 or higher on the ACT Science test.

Pelican Educational Foundation, Inc.

Evaluation Score: 141

Award Amount: \$2,268

This project offered foreign language courses (Spanish) to students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in these languages.

Schools: Kenilworth Science and Technology School

Results: 64 percent scored a B or higher as a final grade in Spanish

Plaquemines Parish

Evaluation Score: N/A

Award Amount: \$67,308

This project offered high quality education to prepare children to be ready for Kindergarten.

Schools: Belle Chasse Primary School

Results: 95 percent of all students enrolled achieved meeting or exceeding widely held expectations of all math objectives. 98 percent of all students enrolled achieved meeting or exceeding widely held expectations of all Literacy objectives. All 8(g) parents were involved in partnerships with their child's school by attending at least one of the mentioned events during the 21-22 school year. All teachers and assistants participated in 18 hours of professional development.

Pointe Coupee Parish

Evaluation Score: N/A

Award Amount: \$60,203

The project ensured the readiness skills of four-year old participants.

Schools: Valverda Elementary, Rougon Elementary

Results: All participating preschool children scored Meeting or Exceeding the widely held expectation in math. All participating preschool children scored Meeting or Exceeding the widely held expectation in literacy and language. All participating teachers attended the required 18 hours of professional development. All families of children participating in the 8(g) program attended at least 2 parental involvement activities.

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

Prairie View Academy

Evaluation Score: 138 *Award Amount:* \$1,346

This project provided students with scientific inquiry skills (hands-on) to maximize their knowledge on how they affect the environment they live in.

Results: The mean score for the math ACT in the spring of 2021 was 16.2 and the mean score for math in the spring of 2022 was 16.9. The mean score for science ACT in the spring of 2021 was 17.3 and the mean score for science in the spring of 2022 was 17.8.

Rapides Parish

Evaluation Score: N/A *Award Amount:* \$170,224

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

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

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. All students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Mathematics after the third checkpoint. 91.5 percent of 8(g) families participated in at least one parent workshop and one parent conference in the fall and the spring. 93 percent of 8(g) families participated in the fall and spring parent meetings/workshops. 90 percent of 8(g) families participated in the fall and spring parent conferences. All teachers participated in a minimum of 18 (eighteen) hours of job-embedded professional development training.

Red River Parish

Evaluation Score: N/A *Award Amount:* \$52,786

This project provided access to Digital Curricula in ZEARN Math and EL Education for grades K-5th.

Schools: Red River Elementary School

Results: 82 percent of students in Grades 1-5 scored at 80 percent or higher on ZEARN Math End of Year assessments. 81 percent of students in Grades K-2 mastered the End of the Year goals for EL Education Benchmark assessments.

ReNEW-Reinventing Education

Evaluation Score: 144 *Award Amount:* \$11,271

This project provided foundational literacy supports to below-level readers

Schools: ReNEW Dolores T. Aaron Elementary, ReNEW Schaumburg Elementary, ReNEW SciTech Academy

Results: Participants who have a completed pre- and post-assessment data set grew an average of 1.31 percentage points or more on the Pearson aimswebPlus reading assessment (from pre to post).

Richland Parish

Evaluation Score: N/A *Award Amount:* \$60,058

This project provided a high-quality learning experience to prepare 4-year old students for success in kindergarten and beyond.

Schools: Start Elementary School , Mangham Elementary School, Rayville Elementary School, Holly Ridge Elementary School

Results: 83 percent of the students met or exceeded the expectations in language and literacy by the third checkpoint of the TS GOLD assessment. 88 percent of the students met or exceeded the expectations in math by the third checkpoint of the TS GOLD Assessment. 75 percent of the parents/guardians attended at least four family engagement activities during the school year. 100 percent of the teachers and paraprofessionals participated in at least 18 professional development hours from July 2021 until May 2022.

Riverside Academy

Evaluation Score: 101

Award Amount: \$2,396

This project developed a STEM program for middle and high school students to increase student achievement.

Results: 21 percent of targeted 6-8th grade students scored a Basic or higher on the LEAP Science test.

Robert Russa Moton Charter School

Evaluation Score: 129

Award Amount: \$2,575

This project improved student achievement in mathematics by pairing IXL with Eureka Math to create a comprehensive blended program that provides opportunities for students to actively engage with LSS and mathematical practices.

Results: 3 percent of the 8th grade students scored on or above grade level on the iREADY math end of year assessment.

Sabine Parish

Evaluation Score: N/A

Award Amount: \$68,643

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

Schools: Many High School, Florien High School

Results: 97 percent of children of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Literacy objectives in Teaching Strategies GOLD. 97 percent of children of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Language objectives in Teaching Strategies GOLD. 97 percent of children of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Math objectives in Teaching Strategies GOLD. 94 percent of parents/caregivers of students enrolled in Sabine's 8(g) Pre-Kindergarten classroom attend FALL parent-teacher conference and 92 percent attending Spring parent-teacher conference. All teaching staff attended a minimum of 18 hours of professional development, with a portion of training emphasizing improvement in the instructional support component of the Classroom Assessment Scoring System (CLASS) observation tool.

Southern University Laboratory School

Evaluation Score: 143

Award Amount: \$4,250

This project improved 6th, 7th and 8th grade student science inquiry skills in preparation for the LEAP Science end of the year assessment.

Results: 51 percent of targeted 6th, 7th and 8th grade students scored a Basic or above on the end of the year LEAP Science assessment.

Southwest Louisiana Charter Academy

Evaluation Score: N/A

Award Amount: \$3,541

This project created extension projects that increased student achievement.

Results: All students met or exceeded the established range in Language & Literacy on TS GOLD. All students met or exceeded the established range in Math on TS GOLD. All parents participated in at least one parent involvement activity over the course of the year. The teacher and paraeducator participated in 18 hours or more of professional development activities over the course of the year.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

St. Bernard Parish

Evaluation Score: N/A *Award Amount:* \$88,236

The project provided preschool services to 20 eligible four year old children since High-Quality Early Childhood Education is a priority for the State of Louisiana.

Schools: Joseph Davies Elementary

Results: All students met or exceeded the established range in Language & Literacy. All students met or exceeded the established range in Math. All parents participated in at least one parent involvement activity over the course of the year. All students met or exceeded the established range in Math. The teacher and paraeducator participated in 18 hours or more of professional development activities over the course of the year. All parents participated in at least one parent involvement activity over the course of the year.

St. Charles Parish

Evaluation Score: N/A *Award Amount:* \$99,201

The grant will provide developmentally appropriate preschool experiences for high risk four year olds.

Schools: St. Rose Elementary, Mimosa Park Elementary

Results: All students scored in the meeting to exceeding ranges for Language and all students scored in the meeting to exceeding ranges for Literacy on TS GOLD. All students scored in the meeting to exceeding ranges for mathematics. Data results indicate that 70 percent of parents participated in at least eight parent activities. All teachers and paraeducators had participated in over 15 hours of professional development activities.

St. George's Episcopal School New Orleans

Evaluation Score: 148 *Award Amount:* \$1,609

The project supported 4th grade students in math by implementing technology in the new curriculum of Bridges in Mathematics Curriculum that supported on level, above level and below level math skills and growth.

Results: 89 percent of the students met their end of year RTI goal.

St. John the Baptist Parish

Evaluation Score: N/A *Award Amount:* \$76,328

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.

Schools: Emily C. Watkins

Results: All students met or exceeded the math performance expectations on TS GOLD. 90 percent of the students met or exceeded the literacy and language performance expectations on TS GOLD. The teacher engaged in CLASS professional development in Emotional Support (6 hrs.), Instructional Support (6 hrs), and Curriculum PD. Parents attended virtual parent orientation in the beginning of the year.

St. Helena Parish

Evaluation Score: N/A *Award Amount:* \$51,535

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

Schools: St. Helena Early Learning Center

Results: Data was not available.

St. James Parish

Evaluation Score: 150

Award Amount: \$64,845

The project assisted in improving the readiness skills of four-year-old preschool students who are at-risk in the Vacherie, LA community.

Schools: Vacherie Elementary School

Results: 98 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. 100 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. 75 percent of the parents of the participating four-year-olds will participate in at least two activities evidenced by logs, tally charts and/ or sign in sheets. The teacher has participated in 18 hours of professional development training that support the increase of students’ proficiency in kindergarten..

St. Landry Parish

Evaluation Score: 150

Award Amount: \$114,968

The project afforded 4 year olds the opportunity to receive full day, high quality, developmentally appropriate instruction which provided them with the foundational skills needed for Kindergarten success.

Schools: Cankton Elementary, Highland Early Learning Center

Results: 94 percent of the students meeting expectations in the language component and 76 percent of the children are meeting expectations or above in the literacy component of the TS GOLD Assessment. 79 percent of the students meet or exceeded widely held expectations in the mathematics component of the TS GOLD Assessment. All 8(g) teachers participated in over 20 hours of professional development. All parents enrolled in the 8(g) program participated 3 to 5 parent meetings or conferences.

St. Mark’s Cathedral School

Evaluation Score: 139

Award Amount: \$1,586

The project incorporated additional technology into the 8th grade foreign language and English classes that increased student scores on the end of the year assessments.

Results: 96 percent of the students scored 70 percent or above on the English final. 96 percent of the students scored 70 percent or above on the foreign language exam.

St. Martin Parish

Evaluation Score: N/A

Award Amount: \$86,309

The project provided developmentally appropriate, high quality pre-K program for eligible four year olds that helped children achieve kindergarten readiness.

Schools: Cecilia Primary

Results: All participating four-year olds 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 exceeded expectations for 80 percent of the objectives for Teaching Strategies GOLD Development and Learning in the domain of literacy and language. 80 percent of parents of participating four-year-olds participated in parent/teacher conferences twice a year. All 8(g) pre-K staff participated in 18 hours of professional development

St. Mary Parish

Evaluation Score: 148

Award Amount: \$89,186

This project provided a pre-K program for four year olds entering public school system in order to exhibit kindergarten readiness at the end of the school year.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Schools: Berwick Elementary, Centerville Elementary

Results: 98 percent of the students scored at the meets or succeeds level on TS GOLD assessment in literacy and language based on the third checkpoint. 98 percent of the students scored at the meets or succeeds level on TS GOLD assessment in mathematics based on the third checkpoint. 81 percent of the students had a parent participate in a parent meeting or phone conference. All teachers paid by 8(g) participated in 18+ hours of TS GOLD trainings and professional development training during the 2021-2022 school year.

St. Paul's Episcopal School

Evaluation Score: 146 *Award Amount:* \$1,357

This project provided student-learning experiences that incorporated technology in math that improved academic achievement for 3rd grade students in math.

Results: 80.6 percent of the participating 3rd grade students scored above 75 percent on the end-of-the-year unit math test.

St. Tammany Parish

Evaluation Score: N/A *Award Amount:* \$250,654

This project provided early learners with an equitable and inclusive opportunity to high quality educational experiences that impacted their foundational year of learning.

Schools: Covington Elementary, Whispering Forest Elementary

Results: 95 percent of the students met or exceeded the expectations in language by the third checkpoint with TS GOLD Portfolio Assessment. 94 percent of the students met or exceeded the expectations in math by the third checkpoint with TS GOLD Portfolio Assessment. All teachers have completed 18 hours or more of professional development in person, online, and virtually on curriculum, assessment, and other tools to support student achievement. All families participated in two or more classroom/school activities like conferences, field trips, and other school events.

Success Preparatory Academy

Evaluation Score: 140 *Award Amount:* \$2,368

This project delivered high-quality, needs and standards aligned small group instruction to students identified as behind peers (and grade level) in mathematical proficiency in order to improve skills, close the gap, and provide access to Tier I instruction.

Schools: Success @ Thurgood Marshall (formerly: Success Preparatory Academy)

Results: 30 percent of students scored in the 75th percentile on growth as demonstrated on the MAP math test. 70 percent demonstrated a year or more of growth in math skills.

Tangipahoa Parish

Evaluation Score: N/A *Award Amount:* \$154,189

This project provided a pre-K School program serving at-risk four year old students in order to achieve kindergarten readiness.

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

Results: 90 percent of the 8(g) pre-K students met or exceeded expectations in math on the Spring, GOLD by Teaching Strategies assessment. 94 percent of the 8(g) pre-K students met or exceeded expectations on the language portion of the Spring GOLD by Teaching Strategies assessment while 97 percent met or exceeded expectations on the literacy portion of the Spring GOLD by Teaching Strategies assessment. All 8(g) parents attended at least 2 parent activities during the 2021-2022 school year. 60 percent of the 8(g) teachers and paraprofessionals completed at least 18 hours of professional development. One teacher was on maternity leave and three paraprofessionals transferred during the year.

Tensas Parish

Evaluation Score: N/A *Award Amount:* \$46,933

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

Schools: Tensas Elementary School

Results: 22 percent of students scored at or above grade level on the Exact Path post test in ELA/reading. 21 percent of students scored at or above grade level on the Exact Path post test in math.

Terrebonne Parish

Evaluation Score: 150 *Award Amount:* \$137,511

This project supported a developmentally appropriate program for at-risk four year old students.

Schools: Bayou Black Elementary, Bourg Elementary, Broadmoor Elementary, Lisa Park Elementary, Upper Little Caillou Elementary

Results: 97.3 percent (language) and all (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. 97.3 percent of participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the math objectives in TS GOLD. 90 percent of participating parents participated in at least 2 of the planned parental involvement activities. All participating teachers received 24 hours and all participating paraprofessionals received 6 hours of professional development specific to Early Childhood Education.

The Brighton School

Evaluation Score: 148 *Award Amount:* \$832

This project infused technology to enhance student achievement in biology.

Results: 67 percent of the participating biology students grasped the concept of cell size's affect on diffusion rates according to the pre and post-assessments.

The Dunham School

Evaluation Score: 141 *Award Amount:* \$4,239

The project increased STEM achievement by integrating hands-on lessons in the middle school curriculum.

Results: 18 percent of the 7th grade students scored "readiness" or above on the ACT Aspire STEM component assessment. 80 percent of the 8th grade students scored "readiness" or above on the ACT Aspire STEM component assessment.

The MAX Charter School

Evaluation Score: 138 *Award Amount:* \$676

The project improved student achievement in grades 1-8 by assessing, analyzing, program monitoring in math and reading with next generation technology.

Results: 45 percent of targeted students in 1st through 8th grade made growth of 1 grade level or more on iSTEOP.

Trafton Academy

Evaluation Score: 146 *Award Amount:* \$1,402

This project Increased student academic learning in reading vocabulary and comprehension.

Results: 84 percent of the targeted students scored at or above 75 percent (National Percentile Rank) in reading on the IOWA Test.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Trinity Episcopal Day School

Evaluation Score: 145

Award Amount: \$1,199

This project enriched the ELA curriculum for 1st grade students to increase student achievement on the DRA.

Results: 78 percent of students scored on level on the DRA.

Trinity Episcopal School

Evaluation Score: 148

Award Amount: \$1,977

This project utilized a superior reading curriculum (Smarty Ants) to support reading skills in 2nd and 3rd grade.

Results: 80 percent of the 2nd graders and 88 percent of the 3rd graders are reading at grade level by the end of the year. 92 percent of UVA students in this project “using MML Consistently” achieved a passing course grade.

Union Parish

Evaluation Score: 150

Award Amount: \$55,718

This developmental appropriate project provided opportunities and experiences for at risk four year olds to be kindergarten ready.

Schools: Union Parish Elementary School

Results: 89 percent met the language objective and all met the literacy expectations from the TS GOLD objectives. 89 percent met the math expectations from TS GOLD objectives. All parents were involved in at least one activity by participation or attendance at open house, students’ programs, field trips, volunteer parent services, parent conferences and/or graduation. Teacher and paraprofessional had at least 18 hours of professional development.

University Laboratory School

Evaluation Score: 144

Award Amount: \$7,998

Using the online platform NoRedInk, students in grades 9-12 improved grammar, punctuation, and editing skills that improved scores on the LEAP 2025 and the ACT.

Results: 69 percent of the targeted 9th grade students scored a Mastery or Advanced on the English I LEAP 2025 end-of-year assessment. 91 percent of the targeted 10th grade students scored a Mastery or Advanced on the English II LEAP 2025 end-of-year assessment. 86 percent of targeted 11th and 12th grade students scored a 21 or higher on the English portion of the ACT.

University View Academy

Evaluation Score: 150

Award Amount: \$19,521

To implement the utilization of My Math lab (MML) in select HS and DE Math courses to augment learning. MML provides infinite learning opportunities (inclusive of videos, practice problems, and interactive learning tools) to practice problem solving skills which are linked to increased math scores. This project hoped to build on the research which indicates MML is particularly beneficial to lower performing and Dev math students and the use of MML in courses increased overall math confidence and math course performance.

Results: All students are on track to take the assessment in 2022.

Vermilion Parish

Evaluation Score: 150

Award Amount: \$98,150

This project involved the enrollment of children in a high-quality pre-kindergarten classroom to prepare them for successful kindergarten entry.

Schools: Dozier Elementary, Jesse Owens Elementary

Results: All met or exceeded the blue band in Literacy on the Teaching Strategies GOLD Assessment. All met or exceeded the blue band in Language on the Teaching Strategies GOLD Assessment. All met or exceeded the blue band in Mathematics on the Teaching Strategies Gold Assessment. All teachers in this project participated in all professional training opportunities as evidenced by the sign-in and/or agendas for each opportunity. 87 percent of parents attended at least three meetings, conferences, or family engagement events provided by the Vermilion Parish School District as evidenced by the sign-in and/or agendas for each event.

Vernon Parish

Evaluation Score: N/A *Award Amount:* \$90,381

This project served at-risk four year old children to develop essential kindergarten readiness skills.

Schools: North Polk Elementary

Results: All students met or exceeded the Widely Held Expectations on the Language section of the Teaching Strategies GOLD. All students met or exceeded the Widely Held Expectations on the Literacy section of the Teaching Strategies GOLD. 90 percent of the students met or exceeded the Widely Held Expectations on the Mathematics section of the Teaching Strategies GOLD. All teachers participated in a minimum of 18 hours of professional development related to early childhood education as documented by sign in sheets and/or certificate of completion. All students had at least one parent participate in a minimum of two parent involvement activities.

Warren Easton Charter High School

Evaluation Score: 126 *Award Amount:* \$5,490

This project increased Advanced Placement (AP) scores among Warren Easton students.

Results: In May of 2022, 18 percent of the students enrolled scored a 3 or higher on the final administration of the Advanced Placement assessment.

Washington Parish

Evaluation Score: N/A *Award Amount:* \$72,715

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

Schools: Franklinton Primary School

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 attended a minimum of two of the parental involvement activities. All teachers and paraprofessionals who work with the participating four-year old children attended a minimum of 18 hours of professional development.

Webster Parish

Evaluation Score: N/A *Award Amount:* \$76,837

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

Schools: Doyline High School

Results: 95 percent of participating students met or exceeded expectations in Literacy and Language on TS Gold by Spring 2022. 95 percent of participating students met or exceeded expectations in Math on TS Gold by Spring 2022. All parents attended at least 3 parental involvement activities. All teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

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

West Baton Rouge Parish

Evaluation Score: N/A Award Amount: \$67,314

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

Schools: Brusly Elementary, Caneview K-8, Port Allen Elementary

Results: 92.86 percent of the participating four-year-olds met or exceeded the Language expectation range of TS GOLD by May 2022. 92.86 percent of the participating four-year-olds met or exceeded the Literacy expectation range of TS GOLD by May 2022. 92.86 percent of the participating four-year-olds met or exceeded the Math expectation range of TS GOLD by May 2022. All parents of participants participated in 5 virtual activities. All staff participated in at least 45.5 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten.

West Carroll Parish

Evaluation Score: 150 Award Amount: \$55,690

This project provided 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.

Schools: Oak Grove Elementary School

Results: All students met or exceeded the goals for language and literacy. All students met or exceeded the goals for mathematics. All parents or guardians participated in at least two parental involvement activities, with most attending 6 out of the 7 activities. Both the teacher and paraprofessional participated in the 18 hours of professional development offered.

West Feliciana Parish

Evaluation Score: N/A Award Amount: \$56,908

This project increased students reading and writing ability as well as strengthening skills aligned to ELA Louisiana Student Standards.

Schools: West Feliciana Middle School

Results: 63 percent students scored in the meets or exceeds category on their HMH Scholastic Reading Inventory

Winn Parish

Evaluation Score: N/A Award Amount: \$56,076

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

Schools: Atlanta High School, Calvin High School, Dodson High School, Winnfield Primary School

Results: All participating students did meet or exceed the widely held expectations in the area of language and literacy by program in the prekindergarten band as reported in TS GOLD end of year data. All participating students did meet or exceed the widely held expectations in the area of mathematics by Program in the prekindergarten band as reported in TS GOLD end of year data. All parents of prekindergarten students attended three or more parent trainings, activities, or family nights. All prekindergarten teachers attended a minimum of 18 hours of staff development during the school year.

Zachary Community Schools

Evaluation Score: N/A Award Amount: \$75,407

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

Schools: Zachary Early Learning Center

Results: 90 percent of participating four-year-old students met or exceeded expectations language and literacy on the TS GOLD Assessment System. 93.3 percent of participating four-year-old students met or exceeded expectations in the area of math on the TS GOLD Assessment System. All participating four-year-olds' parents/families participated in at least 3 activities. All program teachers/paraprofessionals have participated in at least 18 hours of professional development.



Statewide Grant Programs

FY 2021 – 2022

BESE Allocation: \$6,185,000

Percent of Total Allocation: 43.0%

Programs Funded: 7

Constitutional Category

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

- Early Childhood Care and Education Network Expansion
- Educator Career Opportunity Expansion
- Louisiana Education Assessment Program (LEAP) 2025

Constitutional Category

To fund research efforts, including pilot programs designed to improve elementary and secondary student academic achievement

- Strong School Systems

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) - Student Success in Literacy
- Academic/Vocational Enhancement of BESE Special Schools (LSD) - Student Success in Literacy

Constitutional Category

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

- International Choices for Career and Career Education (IC3E)

Early Childhood Care and Education Network Expansion *Evaluation Score: 135* *Award Amount: \$140,000*

Constitutional Category: To fund school remediation programs and preschool programs

Results:

- 95 percent of publicly funded (full time) children were assessed (53,769 children completed the last child assessment checkpoint).

Observations:

- Participants were at-risk children from birth through five across Louisiana. Given the objective, the number of participants was appropriate.
- The Program Administrator and local level personnel had sufficient background to provide leadership or service to the program.
- The Evaluator observed that the one activity listed did not capture the scope of responsibilities that were outlined in the proposal. Thus, additional information for the activity section was requested but not received.
- The program conformed to the Constitutional Category under which it was funded.
- Data were collected, analyzed, interpreted, and reported for the objective.

Recommendations:

- Continue to provide services to at-risk children (and families) from birth through five across Louisiana.
- Continue to ensure that program personnel have sufficient training and are qualified to provide high-quality service to at-risk children.
- It is important to identify activities that capture the scope of the program as reflected in the proposal.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Continue to collect, analyze, interpret, and report data by objective.
- Continue to provide support documentation (by objective) to assist in determining the extent to which an objective is met.

Educator Career Opportunity Expansion

Evaluation Score: 147 *Award Amount: \$1,500,000*

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:

- 12 programs were reviewed during the 2021-2022 school year. 554 pre-service teachers were supported by Mentors during the 2021-2022 school year. 99 percent responded that Mentors had a positive or very positive impact on student achievement.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- 21 school systems participated in the Grow your Own pilot program. 626 students were enrolled in Pre-Educator Pathway courses in the 2021-2022 school year.
- All participants in the aspiring principal cohort reported that they felt prepared to become a principal.

Observations:

- Given the objectives and resources, the number of participants was appropriate.
- This is clearly a well-organized program that addresses many educational components. The LDE staff is doing a good job in providing oversight for all aspects of the program. Local level personnel were enthusiastic and sufficiently committed to the program. Activities were appropriate and consistent with the program objectives.
- The program conformed to the Constitutional Category under which it was funded. Data were collected, analyzed, interpreted, and reported for each objective.
- Good job in setting robust thresholds for meeting objectives.

LEAP for the 21st Century

Evaluation Score: 143

Award Amount: \$2,795,000

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:

- All schools participated in LEAP 2025 administrations throughout the year. The participation rate for Louisiana exceeded 95 percent. Some schools continued to use LEAP 360 assessments, especially the diagnostic assessments that are given at the beginning of the year. However, several school systems were severely impacted by a hurricane and had to delay the start of school. The diagnostic assessment was readily available when they were able to restart classes.
- Test manuals, interpretive guides and assessment guides were all produced, posted, and communication to all school systems announced their availability. Weekly FAQs were created for district test coordinators and were posted publically. Assessment reports were published in a vendor platform and were available to all schools and systems on the expected delivery date.
- The department held regularly scheduled office hours, provided FAQs and monthly PPTS, and provided additional webinar opportunities. They were well attended, although we are going to strongly encourage better participation from charter schools.

Observations:

- Given project objectives and resources, the number of participants was appropriate.
- The Project Administrator appears well organized and a strong leader who recognizes program strengths as well as areas for improvement. The Program Administrator encouraged better participation in department activities from charter schools. Local level personnel were committed to the program as well.
- Activities were appropriate and consistent with the program objectives.

- The program conformed to the Constitutional Category under which it was funded.
- Data were collected, analyzed, interpreted, and reported for each objective.
- The objectives as stated in the project proposal were met.

Recommendations:

- Continue to provide resources and training opportunities for participants.
- Continue to increase program effectiveness and meet routinely with school systems to identify needs. Continue to ensure that activities align with the program objectives.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Continue to collect, analyze, interpret, and report data for each objective.
- Continue to provide support documentation to assist in determining the extent to which objectives were met.

Strong School Systems

Evaluation Score: 125

Award Amount: \$1,600,000

Constitutional Category: To fund research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement or vocational-technical skill

Results:

- 50 Net Promoter Score for participants encourage other system leaders to participate in this initiative in the future.
- Average rating of 4.7 out of 5 on participants' perceptions of how much of their capacity has changed to plan and monitor for system-wide improvement.
- Average rating of 3 out of 3 on rubric-based assessment of each deliverable within participants' strategic plans.
- Average rating of 3 out of 3 on Rubric-based assessment of each deliverable related to implementation and progress monitoring.

Observations:

- Participants appeared committed, excited, and eager to strengthen their school systems.
- The Program Administrator and staff were qualified and involved with school systems at all phases of program implementation. Similarly, local program personnel was also committed.
- Activities of the program were consistent with program objectives.
- The program conformed to the Constitutional Category under which it was funded.
- It is important to collect, analyze, interpret, and report data that address the objectives outlined in the project proposal.
- It is important that Program Administrator or designee ensure that support documentation is provided to the extent needed to determine if program objectives are met.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

Recommendations:

- Continue to target school leaders and aspiring leaders to build strong school systems across Louisiana.
- Continue to recruit participants who are qualified and committed to achieving the best academic opportunities for students.
- Continue to identify activities that capture the scope of the program as reflected in the proposal.
- Continue to adhere to the Constitutional Category under which the program was funded.
- It is recommended that data are collected and evaluated that align with program objectives.
- It is important to provide sufficient support documentation to reflect the extent to which program objectives are met.

Academic/Vocational Enhancement of BESE Special Schools (LSVI) *Evaluation Score: 147 Award Amount: \$30,000*

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:

- All students showed growth in their IRLA levels.

Observations:

- Given the objective, student exceptionalities, and resources, the number of participants served was appropriate.
- The goal to improve reading achievement was needed and admirable.
- Program personnel (Program Administrator and Teacher) had sufficient knowledge to provide leadership and implement direct services. Good job to the Program Administrator for ensuring that teachers/staff participate in ongoing professional development aligned to IRLA.
- All activities were appropriate and consistent with the program objective.
- The program conformed to the Constitutional Category under which it was funded.
- Data were collected, analyzed, interpreted, and reported as required.
- The objective was met and it was a joy to observe the class.

Recommendations:

- Continue to focus on improving reading skills for students who are blind or visually impaired.
- Continue to ensure that teachers participate in professional development activities that relate to the attainment of the program objective. Good job this year.

- Continue to ensure that activities align with the program objective and continue to monitor activities at all levels of implementation.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Consider developing a more robust objective for future funding applications.
- Continue to provide sufficient documentation to determine whether the program objective was met.

Academic/Vocational Enhancement of BESE Special Schools (LSD) *Evaluation Score: 133 Award Amount: \$30,000*

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:

- All students showed growth in their IRLA levels.

Observations:

- Given the objectives, student exceptionalities, and resources, the number of participants served was appropriate.
- Focusing on improving literacy (reading) skills in the K-5th grade population was admirable.
- Program personnel had sufficient knowledge to provide leadership and implement direct services.
- Activities were appropriate and consistent with the program objectives. There were challenges however that impacted the full implementation of all activities.
- Data were collected, analyzed, interpreted, and reported for one objective. In the future, changes in objectives must be approved by the BESE office. The objective that was implemented was met at the pre-established threshold. It was a joy to observe the class.

Recommendations:

- Continue to focus on improving reading skills for students who are deaf or hard of hearing.
- Ensure, to the extent possible, that professional development activities are available for teachers that relate to the attainment of the program objectives.
- Ensure that activities align with the program objectives and continue to monitor activities at all levels of implementation. It is important that program activities begin and are maintained according to schedule.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Remember to seek approval through the BESE office for changes to objectives post-funding.
- Continue to provide support documentation to determine whether the program objectives were met.

8(g) PROGRAMMATIC PROFILES
Statewide Grant Programs

International Choices for College and Career Education

Evaluation Score: 149

Award Amount: \$90,000

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

Results:

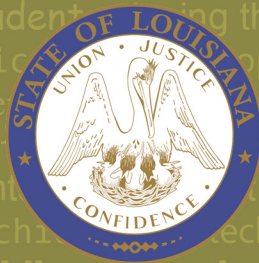
- Louisiana realized a 43.8 percent growth in the total number of students enrolled in PK-8 elementary world language programs.
- 99.5 percent successfully met the standards of effective teaching practices in the Louisiana education system by scoring a rating of 2 or better with the average being 3.5 (Effective: Proficient).

Observations:

- Given the objectives and resources, the number of participants served was appropriate.
- The Program Administrator and staff are to be commended for the high-quality monitoring this program received. It is refreshing to note that data-driven changes are already thought-through for the next school year. Local level personnel (IATs) had sufficient knowledge to implement direct services.
- Activities were appropriate and consistent with the program objectives.
- The program conformed to the Constitutional Category under which it was funded.
- Data were collected, analyzed, interpreted, and reported for each objective. Both objectives were met at pre-established thresholds. It was a joy to observe the classes!

Recommendations:

- Continue to assist schools in implementing World Language teaching and learning in Louisiana.
- Congratulations on signing a Memorandum of Understanding with the State of Yucatan, Mexico. Continue to recruit and expand the program.
- Continue to provide professional development and other training for IATs throughout the school year.
- Continue to ensure that activities align with the program objectives.
- Continue to begin and maintain program activities according to schedule.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Continue to collect, analyze, interpret, and report data for each objective.
- Continue to provide support documentation (by objective) to assist in determining the extent to which objectives were met.



Louisiana Board of Elementary and Secondary Education

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