

Kevin P. Reilly, Sr.

# Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



# 2024-2025 8(g) Annual Report

# Board of Elementary and Secondary Education

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## Program Evaluators

### Student Enhancement Block Projects

Ms. Gail Edwards  
Ms. Patricia Claverie-Nichols  
Ms. Susan Morrow  
Mr. Bryan Staton  
Ms. Gwendolyn Thomas

### Statewide Programs

Dr. Sheri Anderson

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# The BESE 8(g) Grant Program

1986 – 2025

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.

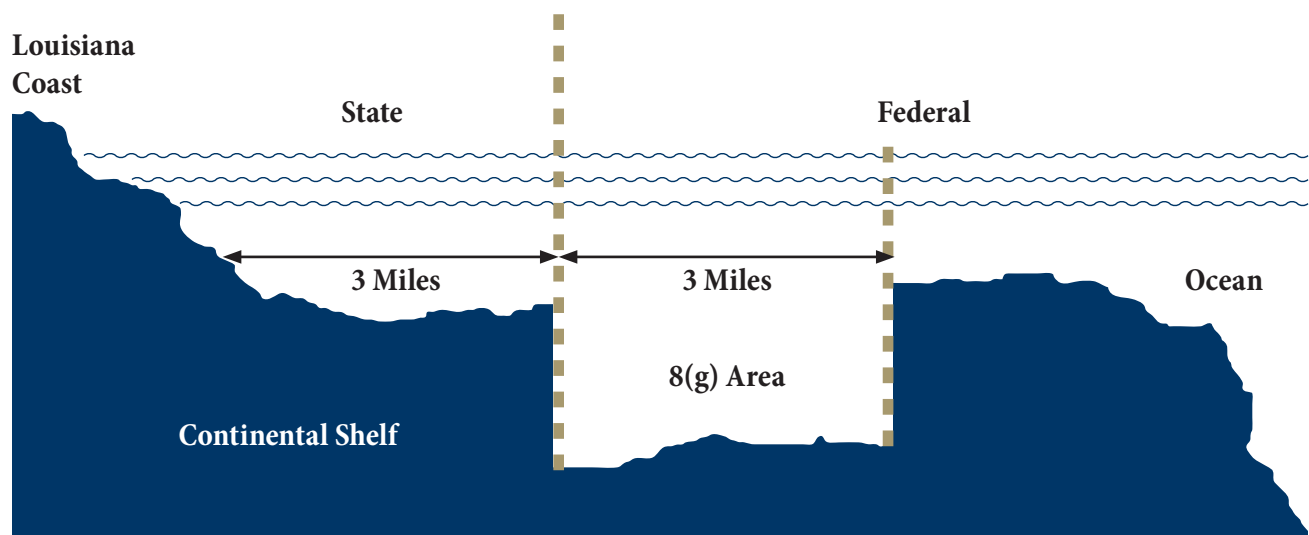
### Since 1986...

More than  
**9,940 projects**  
approved

More than  
**\$1.79 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.”

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#### ► 1986

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

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

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

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

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

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#### ► 1990

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

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#### ► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

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#### ► 1995

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

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#### ► 2002

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

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#### ► 2006

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

# Funding Requirements

## *Constitutional Categories*

BESE is constitutionally mandated to allocate funds for any or all of the following purposes:

- A. To provide compensation to city or parish school board professional instructional employees;
- B. To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials;
- C. To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill;
- D. To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement;
- E. To fund school remediation programs and preschool programs;
- F. To fund the teaching of foreign languages in elementary and secondary schools; and
- G. To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage.

## *BESE 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 2024-2025 Priority Areas*

- High-Quality Early Childhood Education
- Leadership Development
- STEM (Science, Technology, Engineering, Mathematics)
- College and Career Readiness
- Technology and Innovation
- Developmentally appropriate instruction and comprehensive learning opportunities in K-12 literacy



# 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 \$282 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.

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

FY 2024 – 2025

Program Summary  
Program and Budget  
Grants



# Program Summary

**2024-25 Program Allocation:**  
**\$20,500,000**

**135** Student Enhancement Block

**8** Statewide

**143** 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 2024-25. 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 2024-25

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APPROVED DECEMBER 13, 2023

I. Block Allocation (48.1%)	\$9,862,400
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II. Statewide Allocation (48.1%)	\$9,862,400
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III. Management and Oversight (2.1%)	\$425,125
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IV. Review, Evaluation, and Assessment of Proposals (1.7%)	\$350,075
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Total	\$20,500,000
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# Student Enhancement Block Grant Programs

FY 2024 – 2025

BESE Allocation: \$9,862,400

Percent of Total Allocation: 48.1%

Programs Funded: 135

Students Served: 20,846

Formula Basis:

\$45,000 base for public LEAs

\$8.57 per student for all agencies

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

63 Projects

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

## *Priority Areas*

72 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation
- STEM (Science, Technology, Engineering, Mathematics)
- Developmentally appropriate instruction and comprehensive learning opportunities in K-12 literacy



## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### **Acadia Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$123,612

This project provided high quality educational experiences and prepared 4-year-old at-risk children for kindergarten.

*Schools:* Central Rayne Kindergarten, Iota Elementary

*Results:* The percentage of participating 4-year olds that met or exceeded Language and Literacy benchmarks in TS Gold was 98.7 percent. 97.5 percent of the participating 4-year olds met or exceeded Mathematics benchmarks in TS Gold. 100 percent of parents/ families of participants participated in at least 2 parental/family involvement activities. 100 percent of teachers participated in at least 18 hours of professional development.

#### **Acadiana Renaissance Charter Academy**

*Evaluation Score:* 150

*Award Amount:* \$24,714

This project provided students with enhanced academic experiences in the career and technology pathways.

*Schools:* Acadiana Renaissance Charter Academy High School

*Results:* 84 percent of students passed the IBC assessment in NRF Business of Retail. 81 percent of students passed the IBC assessment in Adobe Certified Professional.

#### **Algiers Charter School Association**

*Evaluation Score:* 135

*Award Amount:* \$7,059

This project provided remedial instruction in reading and math for students in 3rd through 8th grades in preparation for LEAP testing (ELA and math).

*Schools:* Martin Behrman Elementary

*Results:* 54 percent of students scored Basic and above on the 2025 Spring LEAP Grade 3 ELA Assessment. 64 percent of students scored Basic and above on the 2025 Spring LEAP Grade 4 ELA Assessment. 73 percent of students scored Basic and above on the 2025 Spring LEAP Grade 6 ELA Assessment. 49 percent of students scored Basic and above on the 2025 Spring LEAP Grade 7 ELA Assessment. 50 percent of students scored Basic and above on the 2025 Spring LEAP Grade 8 ELA Assessment. 47 percent of students scored Basic and above on the 2025 Spring LEAP Grade 3 Mathematics Assessment. 55 percent of students scored Basic and above on the 2025 Spring LEAP Grade 4 Mathematics Assessment.

#### **Algiers Charter Schools Association**

*Evaluation Score:* 143

*Award Amount:* \$4,043

This project provided remedial instruction in reading and math for students in 9th through 11th grades in preparation for LEAP testing (English I, English II, Algebra I, Geometry).

*Schools:* LB Landry High School

*Results:* 36 percent of students scored Basic and above on the 2025 Spring LEAP English I Assessment. 26 percent of students scored Basic and above on the 2025 Spring LEAP English II Assessment. 27 percent of students scored Basic and above on the 2025 Spring LEAP Algebra I Assessment. 12 percent of students scored Basic and above on the 2025 Spring LEAP Geometry Assessment.

#### **Allen Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$78,794

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

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

*Results:* 100 percent of the Allen Parish 8(g) Pre-K students scored "Accomplished" for Kindergarten entry on

the TSGOLD Comparative Report. 90 percent of the Allen Parish 8(g) Pre-K students scored "Accomplished" for Kindergarten entry on the TSGOLD Comparative Report. 89 percent of the Allen Parish 8(g) Pre-K students had family members participate in a minimum of two family engagement activities.

**Archdiocese of New Orleans**

*Evaluation Score:* 150

*Award Amount:* \$261,792

Students in grades 6-8 used technology in classroom instruction to enhance their proficiency and performance levels in ELA

*Schools:* Academy of Our Lady, Academy of the Sacred Heart, Annunciation, Archbishop Chapelle, Archbishop Hannan, Archbishop Rummel, Archbishop Shaw, Ascension of Our Lord, Brother Martin, Cabrini, Christian Brothers, De La Salle, Good Shepherd Nativity Mission, Holy Cross, Holy Name of Jesus, Immaculate Conception, Jesuit, Mary Queen of Peace, Mount Carmel Academy, Our Lady of Divine Providence, Our Lady of Lourdes Our Lady of Perpetual Help- Belle Chasse, Our Lady of Perpetual Help – Kenner, Our Lady of Prompt Succor- Chalmette, Our Lady of Prompt Succor- Westwego, Our Lady of the Lake, Pope John Paul II, Resurrection of Our Lord, St. Alphonsus, St. Andrew the Apostle, St. Angela Merici, St. Ann, St. Anthony, St. Augustine, St. Benedict the Moor, St. Benilde, St. Catherine of Siena, St. Charles Borromeo, St. Charles Catholic, St. Christopher, St. Clement of Rome, St. Cletus, St. Dominic, St. Edward the Confessor, St. Elizabeth Ann Seton, St. Francis Xavier, St. Joan of Arc- Laplace, St. Katharine Drexel, St. Leo the Great, St. Louis King of France, St. Margaret Mary, St. Mary Magdalen, St. Mary's Academy – Elementary, St. Mary's Dominican, St. Matthew the Apostle, St. Michael Special, St. Paul's, St. Peter- Covington, St. Peter- Reserve, St. Philip Neri, St. Pius X, St. Rita Central - New Orleans, St. Rita- Harahan, St. Rosalie Elementary, St. Scholastica Academy, St. Stephen, St. Therese Academy, Stuart Hall Ursuline Academy, Visitation of Our Lady

*Results:* 75 percent of sixth grade students met or exceeded their MAP diagnostic assessment scores from August 2024 to May 2025. 75 percent of seventh grade students met or exceeded their MAP diagnostic assessment scores from August 2024 to May 2025. 80 percent of eighth grade students met or exceeded their MAP diagnostic assessment scores from August 2024 to May 2025.

**Ascension Parish Public School System**

*Evaluation Score:* N/A

*Award Amount:* \$251,771

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:* Dutchtown Primary, Gonzales Primary, St. Amant Primary

*Results:* 90 percent met or exceeded. 95 percent met or exceeded. 90 percent met or exceeded. 91 percent met or exceeded. 80 percent of parents attended 2 or more parental events. 100 percent met requirements

**Assumption Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* 69,379

This project offered a rich learning experience for at-risk 4 year olds to prepare them for kindergarten which enhanced the development of cognitive, social, emotional, language and literacy, and motor skills at a manner and pace consistent with the needs and capabilities of each individual child.

*Schools:* Napoleonville Primary School, Pierre Part Primary

*Results:* 100 percent of 8(g) students met or exceeded grade level expectancy in the math domain. 100 percent of 8(g) students are meeting or exceeding grade level expectancy in the Language and Literacy domain. 100 percent of the parents of preschoolers served will have been involved in at least five parent activities associated with the project. 100 percent teachers and paras participated in at least 18 hours of professional development.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### **Athlos Academy of Jefferson Parish**

*Evaluation Score:* 125      *Award Amount:* \$9,286

This project allowed for the incorporation of technology into the 2nd grade math curriculum to enable increased participation in the "I-Ready" platform to support students in preparation for end of year testing.

*Schools:* Athlos Academy of Jefferson Parish

*Results:* 14 percent of 2nd grade student scored on grade level or above as measured by the iReady end of year math assessment.

#### **Avoyelles Parish School Board**

*Evaluation Score:* 133      *Award Amount:* \$87,154

This project assisted 20 at-risk four year old students in learning developmentally appropriate intervention strategies to increase student achievement and improve their readiness for Kindergarten

*Schools:* Marksville Elementary

*Results:* 94.74 percent of students met or exceed expectations. 94.74 percent of students met or exceeded expectations. 94.73 percent of students met or exceeded expectations. All parents met the goal. The teacher met this objective.

#### **Avoyelles Public Charter School**

*Evaluation Score:* N/A      *Award Amount:* \$6,091

This project provided superior instruction in French for students in grade 3-5 in preparation for the end of year French assessment.

*Results:* 82 percent of 3rd graders scored Advance (A) on the post French fluency assessment. 90 percent of 4th graders scored Advance (A) on the post French fluency assessment. 87 percent of 5th graders scored Advance (A) on the post French fluency assessment.

#### **Beauregard Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$94,093

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

*Schools:* East Beauregard Elementary

*Results:* 100 percent of children in the project 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. 100 percent of children in the project scored within the range of widely held expectations for four-year-olds on Teaching Strategies GOLD in the area of Math as documented by TSG. 100 percent of children in the project scored within the range of widely held expectations for four-year-olds on Teaching Strategies GOLD in the area of Math as documented by TSG. 100 percent of teachers and paraprofessionals participated in 18 hours of professional development site-based collaboration using assessment data to increase students' kindergarten preparedness.

#### **Belle Chasse Academy**

*Evaluation Score:* 147      *Award Amount:* \$6,759

The 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:* 50 percent of the targeted first and second grade students moved to "on grade level" proficiency on the spring DIBELS assessment.

**Ben's Ford Christian School**

*Evaluation Score:* 138

*Award Amount:* \$2,784

This project incorporated technology into the 10th grade history classroom to remediate, support, and enrich reading skills across the curriculum.

*Results:* 42 percent of tenth-grade students scored at or above benchmark (18/Silver) on the English/Workplace Documents subtest of the ACT or ACT WorkKeys standardized test. 15 percent of tenth-grade students scored at or above benchmark (22/Silver) on the Reading/Graphic Literacy subtest of the ACT or ACT WorkKeys standardized test.

**Bienville Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$61,164

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

*Schools:* Castor High School

*Results:* 100 percent of students reached level 6 or above on objective 16a in Teaching Strategies Gold. 83 percent of students reached level 6 on objective 20c on Teaching Strategies Gold. 85 percent of parents attended one parent meeting or conference during the school year. 100 percent of teachers received 18 hours or more of professional development.

**Bishop McManus Academy**

*Evaluation Score:* 141

*Award Amount:* \$908

Math students in grades 4 and 5 had the opportunity to facilitate their investigative learning by using hands-on manipulative to increase high thinking math skills.

*Results:* 22 percent of participating 4th grades achieved results in mathematics that were on or above grade level according to Stanford. 11 percent of participating 5th grade students scored on grade level or above on the Stanford 10 math end of year assessment.

**Bogalusa City Schools**

*Evaluation Score:* N/A

*Award Amount:* \$61,404

This project provided additional instruction and learning support to students performing below grade level in mathematics to increase student growth in preparation for state testing.

*Schools:* Central Elementary School

*Results:* 17 percent of 2nd grade students are learning on grade level or above grade level as measured by the iReady Diagnostic Assessment. 24 percent of 3rd grade students are learning on grade level or above grade level as measured by the iReady Diagnostic Assessment. 26 percent of 4th grade students are learning on grade level or above grade level as measured by the iReady Diagnostic Assessment. 29 percent of 5th grade students are learning on grade level or above grade level as measured by the iReady Diagnostic Assessment

**Bossier Parish Schools**

*Evaluation Score:* N/A

*Award Amount:* \$237,123

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 School, Central Park Elementary School, Plantation Park Elementary School, Waller Elementary School

*Results:* 82.5 percent of the students participating met widely held expectations for 4 yr olds on the Language

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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objectives and 95 percent of the students participating met widely held expectations for 4 yr olds on the Literacy objectives. 80 percent of the students participating met widely held expectations for 4 yr olds on the Mathematics objectives. 100 percent of the students' parents attended at least 3 parent meetings conducted during the 2024-25 school year. All Bossier PreK Teachers and Para-Educators have completed the required 18 hours of professional development.

#### **Bowling Green School**

*Evaluation Score:* 145      *Award Amount:* \$4,583

This project created a reading culture among elementary students by providing them with an exemplary online reading curriculum in hopes of increasing student achievement..

*Results:* 43 percent of third graders scored Mastery on Star Reading assessment. 21 percent of 4<sup>th</sup> graders scored Mastery on Star Reading assessment. 15 percent of 5<sup>th</sup> graders scored Mastery on Star Reading assessment. 2 percent of 6<sup>th</sup> graders scored Mastery on Star Reading assessment.

#### **Brighton School**

*Evaluation Score:* N/A      *Award Amount:* \$1,765

The project provided superior instruction and hands-on activities in the areas of Chemistry, Biology, and Robotics at The Brighton School.

*Results:* 61 percent of the participating Biology students achieved "meets standard/proficient" (80 percent or higher) on the end of course post assessment. 79 percent of the participating Chemistry students achieved "meets standard/proficient" (80 percent or higher) on the end of course post assessment. 69 percent of the participating Robotics students achieved "meets standard/proficient" (80 percent or higher) on the end of course post assessment.

#### **Caddo Parish Public School**

*Evaluation Score:* N/A      *Award Amount:* \$329,767

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

*Schools:* AC Steere Elementary School, Blanchard Elementary School, Broadmoor STEM Academy, Keithville Elementary/Middle School, University Elementary School

*Results:* 76 percent of participating PreK children met or exceeded the widely held expectation in math for the 2024-2025 school year. 82 percent of participating PreK children met or exceeded the widely held expectations for language and literacy during the 2024-2025 school year. 96 percent of participating families attended at least 2 parental involvement/family engagement activities during the 2024-2025 school year. 100 percent of 8(g) funded PreK staff participated in at least 18 hours of professional development specific to early childhood education.

#### **Calcasieu Parish School**

*Evaluation Score:* N/A      *Award Amount:* \$288,212

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

*Schools:* Barbe, Brentwood, Gillis

*Results:* 100 percent of the students scored at the "meets or exceeds" level on the third checkpoint TS GOLD assessment in language and literacy. 100 percent of the students scored in the "meets or exceeds" level on the third checkpoint TS GOLD assessment in mathematics. 100 percent of the teachers and paraprofessionals attended 18 hours of training on teacher/child interactions and early childhood best practices. 90 percent of the parents will attend two parent meetings or conferences via face-to-face or virtually.



**Caldwell Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$58,338

This project offered high quality PreK to all eligible Prek students to prepare them to be Kindergarten ready.

*Schools:* Caldwell Parish PreKindergarten Center

*Results:* 100 percent of students scored in the "meets or exceeds" level of the TSG assessment in Literacy and Language. 93 percent of students scored at the "meets or exceeds" level on the TSGold assessment in Mathematics. 85 percent of parents attended at least two or more activities planned with at least one being a conference with the teacher. The program teacher attended 18 hours of professional development sessions.

**Calvary Baptist Academy**

*Evaluation Score:* 144      *Award Amount:* \$7,864

The project provided superior instruction in foreign language for 10 grade students in preparation for end of year (Spanish II) assessment.

*Results:* 100 percent of 10th grade students scored a 70 percent or higher on the end of year foreign language (Spanish II) assessment.

**Cameron Parish Schools**

*Evaluation Score:* N/A      *Award Amount:* \$54,586

This project provided developmentally appropriate instruction for 4 year old students to establish kindergarten readiness

*Schools:* Grand Lake Elementary, Hackberry High School, South Cameron High School

*Results:* 100 percent of the parents attended the required number of activities, even exceeded by attending more than the required four events. 100 percent of the teachers met the 20 hour requirement for Professional Learning. The 75 percent goal was met with 80 percent of students meeting expectations in mathematics. 100 percent of students met expectations in literacy.

**Catahoula Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$53,027

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

*Schools:* Sicily Island High School

*Results:* 100 percent of students met or exceeded the expectations in Math by the third checkpoint (May 2025) with the Teaching Strategies Gold Portfolio Assessment. 100 percent of students met or exceeded the expectations in Math by the third checkpoint (May 2024) with the Teaching Strategies Gold Portfolio Assessment. 100 percent of parents attended two district-sponsored parental involvement activities as measured by the parental involvement sign-in sheet. 100 percent of staff attended 18 or more hours of district-mandated professional development.

**Cedarwood School**

*Evaluation Score:* 141      *Award Amount:* \$1,508

This project provided superior instructional material in hopes of increasing student achievement in ELA on the MAP end of year assessment.

*Results:* 90 percent of 2nd graders scored on grade level on the MAP ELA end of year assessment. 63 percent of students scored on grade level or higher on the MAP ELA end of year assessment. 73 percent of students scored

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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on grade level on the MAP ELA end of year assessment. 79 percent of students scored on grade level or higher on the MAP ELA end of year assessment.

#### **Central Community School System**

*Evaluation Score:* N/A      *Award Amount:* \$85,493

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:* 60 percent of students 3rd-5th grade met the growth target on the 2025-ELPT.

#### **Christ Episcopal School**

*Evaluation Score:* 147      *Award Amount:* \$5,465

The project provided superior instructional material in hopes of increasing student achievement in math and science for 7th, 11th, and 12th grade students taking Stanford 10 SAT, Ap Environmental Science, and Statistics.

*Results:* 58 percent of 7th grade math students scored above average in problem solving. 100 percent of students scored above 80 percent(B), with a class average of 95 percent(A). 75 percent of students scored above 80 percent(B), while the top 50 percent scored above 90 percent(A).

#### **City of Baker School System**

*Evaluation Score:* N/A      *Award Amount:* \$53,095

This project provided an appropriate early childhood program for at risk four-year old students in preparation for kindergarten.

*Schools:* Baker Heights Elementary

*Results:* 100 percent of participating four-year-old students met or exceeded expectations in mathematics as documented by the Snap Shot Report generated from Teaching Strategies Gold. 73.68 percent of participating four-year-old students met or exceeded widely held expectations in language as documented by the Snap Shot Report generated from Teaching Strategies Gold. 100 percent of pre-kindergarten teachers and professionals attended and participated in at least 18 hours of professional development activities. 76 percent of parents of 8(g) students participated in at least two planned activities or events, virtual, or in-person, during the school year.

#### **Claiborne Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$59,254

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

*Schools:* Summerfield High School

*Results:* 100 percent of the participating four year olds scored at "meet or exceed" Math objectives in Teaching Strategies Gold. 100 percent of the participating four year olds scored at "meet or exceed" Literacy objectives in Teaching Strategies Gold. 90 percent of the parents/families participated in at least two Parent and Family Engagement activities. 100 percent of the teacher and paraprofessional participated in at least 18 hours of professional development.

#### **Community Leaders Advocating Student Success**

*Evaluation Score:* 150      *Award Amount:* \$3,803

This project improved student achievement by integrating Achieve 3000 into the ELA curriculum.

*Schools:* Fannie C. Williams Charter

*Results:* 91 percent of the targeted 5th-grade students increased their end-of-the-year Lexile by 20 points. 100 percent of the targeted 6th-grade students increased their end-of-the-year Lexile by 20 points. 100 percent of the targeted 7th-grade students increased their end-of-the-year Lexile by 20 points.

**Concordia Parish School Board**

*Evaluation Score:* 147      *Award Amount:* \$70,544

This project provided a bridge for Pre K students entering Kindergarten to ensure they achieve their greatest potential.

*Schools:* Vidalia Lower Elementary

*Results:* 100 percent of targeted four year olds met or exceeded the expectation as measured by Teaching Strategies (TS) Gold Assessment. 100 percent of targeted four year olds met or exceeded the expectation as measured by Teaching Strategies (TS) Gold Assessment. 90 percent of students' parents participated in at least 2 parental involvement activities/teacher parent conferences by May 2025 as documented by sign in sheets and agendas. Teacher and paraprofessional participated in 24 hours or more of Professional Development during the 2024-2025 school year.

**Courtney Christian School, Inc.**

*Evaluation Score:* N/A      *Award Amount:* \$3,375

This project implemented technology into the 4th grade ELA curriculum classes to increase student achievement on the IOWA end of year assessment.

*Schools:* Courtney Christian School

*Results:* This agency did not provide results.

**Crescent City Christian School**

*Evaluation Score:* 124      *Award Amount:* \$2,647

This project incorporated technology into the 6th grade math curriculum in preparation for the ERB end of year assessment.

*Results:* None of the students scored Basic or above on the LEAP math test.

**Crescent City Schools**

*Evaluation Score:* 129      *Award Amount:* \$14,871

This project provided superior support instruction to enhance and provide a more targeted instruction 7th and 8th grade students in preparation for DIBELS.

*Schools:* Mildred Osborne Charter School

*Results:* 10 percent of the targeted students scored "on level" on the literacy screener or grew 1.5 years compared to their literacy screener score from the beginning of the year.

**DeSoto Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$87,668

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

*Schools:* North DeSoto Lower Elementary

*Results:* 100 percent of students met or exceeded the Language/Literacy objectives/Dimensions on the third checkpoint. 100 percent of students met or exceeded the Math objectives/Dimensions on the third checkpoint.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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100 percent of the parents participated in at least two school related activities. 22 hours of professional development were recorded.

#### **Diocese of Alexandria**

*Evaluation Score: 150*

*Award Amount: \$18,820*

This project provided opportunities in math to incorporate technology into the math curriculum in preparation for the PreACT and ACT.

*Schools:* Holy Savior Menard Central High School

*Results:* 42 percent of the participating 8th grade students scored a 17 or higher on the Math Sub Score on their PreACT Test. 76 percent of the participating 9th grade students scored an 18 or higher on the Math Sub Score on their PreACT Test. 60 percent of the participating 11th grade students scored a 19 or higher on the Math Sub Score on the ACT Test.

#### **Diocese of Baton Rouge Catholic Schools**

*Evaluation Score: 132*

*Award Amount: \$120,929*

The Diocese of Baton Rouge incorporated technology and related curriculum to improve literacy in Reading and Math in grades K through 6th grade.

*Schools:* Ascension Catholic, Catholic of Pointe Coupee, Holy Family, Holy Ghost, Mater Dolorosa, Most Blessed Sacrament, Our Lady of Mercy, Redemptorist St. Gerard, Sacred Heart of Jesus, St. Aloysius, St. Alphonsus Ligouri, St. Elizabeth, St. Francis Xavier, St. George, St. Jean Vianney, St. John Interparochial, St. John Primary, St. Joseph, St. Jude the Apostle, St. Peter Chanel, St. Theresa Middle, St. Thomas More

*Results:* 55 percent of the participating Kindergarten students scored "on grade level" according to our end of year exam by May 2025. 34 percent of the participating Kindergarten students scored "on grade level" according to the end of year exam by May 2025. 63 percent of the participating First grade students scored "on grade level" according to the end of the year exam. 48 percent of the participating First grade students scored "on grade level" according to the end of the year exam. 65 percent of the participating Second grade students scored "on grade level" according to the end of the year exam. 59 percent of the participating Third grade students scored "on grade level" according to the end of the year exam. 62 percent of the participating Third grade students scored "on grade level" according to the end of the year exam.

#### **Diocese of Houma-Thibodaux**

*Evaluation Score: 147*

*Award Amount: \$37,049*

The project incorporated technology into the ELA lesson in hopes of increasing student achievement on the TERRA NOVA Next.

*Schools:* Holy Rosary Elementary, St. Francis de Sales Elementary

*Results:* 48 percent of 5th graders scored proficient/prepared on the TerraNova next ELA assessment. 22 percent of 6th graders scored proficient/prepared on the TerraNova next ELA assessment. 37.5 percent of 7th graders scored proficient/prepared on the TerraNova next ELA assessment.

#### **Diocese of Lafayette**

*Evaluation Score: 147*

*Award Amount: \$105,853*

The project implemented Boost Reading software a research based, standards, aligned program that supported reading skills in grade K-5.

*Schools:* St. Michael's Catholic School

*Results:* 92 percent of Kindergarten students met grade-level expectations using the Boost Reading literacy instruction. 100 percent of 1st grade students met grade-level expectations using the Boost Reading literacy

instruction. 85 percent of 2nd grade students met grade-level expectations using the Boost Reading literacy instruction. 60 percent of 3rd grade students met the mean national percentile mean and score on grade level using the TerraNova Next end of year assessment. 59 percent of 5th grade students met the mean national percentile mean and score on grade level using the TerraNova Next end of year assessment

**Diocese of Lake Charles**

*Evaluation Score:* 146

*Award Amount:* \$19,454

This project integrated technology into the math curriculum to support students in mastering the math standards and increase math proficiency in grades

*Schools:* Our Lady Queen of Heaven, Our Lady Immaculate, Our Lady's School, St. Margaret's School, Immaculate Conception Cathedral School

*Results:* 59 percent of Grade 1 students scored at or above the district benchmark in Math. 41 percent of Grade 2 students scored at or above the district benchmark in Math. 51 percent of Grade 3 students scored at or above the district benchmark in Math. 48 percent of Grade 4 students scored at or above the district benchmark in Math. 34 percent of Grade 5 students scored at or above the district benchmark in Math. 58 percent of Grade 6 students scored at or above the district benchmark in Math. 52 percent of Grade 7 students scored at or above the district benchmark in Math.

**Diocese of Shreveport**

*Evaluation Score:* 135

*Award Amount:* \$14,519

The project improved ELA and Math scores for 10th and 11th grade students in preparation for the PreACT.

*Schools:* Loyola College Prep

*Results:* 48 percent of 11th grade students scored above a composite of 20. 71 percent of 11th grade students scored above a composite of 20. 46 percent of 10th grade students scored above a composite of 20. 64 percent of 10th grade students scored above a composite of 18.

**East Baton Rouge Parish School System**

*Evaluation Score:* N/A

*Award Amount:* \$391,448

The EBR 8(g) pre-kindergarten program prepared at-risk four-year-olds for kindergarten by creating opportunities for children to learn more about the world around them.

*Schools:* Audubon Elementary, Shenandoah Elementary, Twin Oaks Elementary

*Results:* 86 percent of students met or exceeded expectations on Math Objectives. 91 percent of students met or exceeded expectations on Language and Literacy Objectives. 100 percent of families participated in at least one activity each semester. 100 percent of lead teachers earned at least 18 hours of Professional Development.

**East Carroll Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$51,433

This project assisted with the effective and efficient development of early readiness skills in four year old students who attend Pre-Kindergarten at Southside Elementary.

*Schools:* Southside Elementary School

*Results:* 88 percent of the four -year-old at risk students that enter the 8(g) Pre-Kindergarten program met or exceeded their age level expectation on the Language and Literacy area of TS GOLD. 88 percent of four -year-old at risk students that enter the 8(g) Pre-Kindergarten program met or exceeded their age level expectation on the math area of TS GOLD. 95 percent of parents of participants in the 8(g) Pre-Kindergarten program



## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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participated in at least two of the planned activities scheduled for the 2024-2025 school year. 100 percent of teachers participated in 18 hours of planned professional development scheduled for the 2024-2025 school year.

#### **East Feliciana Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$59,408

This project increased student achievement in the areas of ELA and Math on end of year LEAP & DIBELS assessments.

*Schools:* Clinton Elementary, Jackson Elementary, Slaughter Elementary, East Feliciana Middle School, East Feliciana Steam Academy, East Feliciana High School

*Results:* 49 percent of the participating K - 6th grade students scored Benchmark on the DIBELS end of year assessment. 28 percent of the participating 3rd - 10th grade students at CES, JES, SES, EFMS, STEAM, EFHS scored Mastery or higher on the LEAP ELA assessment. 13 percent of the participating 9th - 11th students scored Mastery or higher on all LEAP assessments (Algebra I, Geometry, English I, English II, Biology, US History).

#### **Evangeline Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$91,686

Evangeline Parish's 8(g) Four Year Old Preschool Program was designed to prepare students for kindergarten readiness and close the achievement gap for at risk students.

*Schools:* Bayou Chicot Elementary School, Vidrine Elementary School, W.W. Stewart Elementary School

*Results:* 100 percent of 8(g) students scored meets/exceeds expectations on the Spring Language TS GOLD measure. 100 percent of 8(g) students scored meets/exceeds expectations on the Spring Math TS GOLD measure. 100 percent of 8(g) teachers attended at least 18 hours of professional development. 100 percent of 8(g) parents attended three or more parent involvement activities.

#### **False River Academy**

*Evaluation Score:* 150      *Award Amount:* \$2,895

The project improved writing skills and proficiency through the use of the Educational Records Bureau Writing Practice Program (ERBWPP),

*Results:* 75 percent of the 3rd grade class scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 76 percent of the 4th grade class scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 94 percent of the 5th grade section (A) scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 100 percent of the 5th grade section (B) scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 95 percent of the 6th grade class scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 100 percent of the 7th grade section (A) scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 92 percent of the 7th grade section (B) scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 95 percent of the 8th grade class scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing. 78 percent of the 9th grade class scored at least 23 points on the final paper (Narrative 2) demonstrating proficiency in writing.

#### **First Baptist Christian School**

*Evaluation Score:* 148      *Award Amount:* \$2,416

The 8th grade English class developed a greater understanding of ELA concepts by implementing technology into the ELA lessons to better prepare students for the STAR reading end of the year assessment.

*Results:* Out of the 21 students, 13 students scored 80 percent or higher on the final Star Reading assessment in May 2025 which was a total of 62 percent which exceeded the objective of 50 percent.

**Franklin Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$67,735

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

*Schools:* Winnsboro Elementary School

*Results:* 92.31 percent of the students participating in the 8(g) class "Met Expectations" in Language on the "Spring Checkpoint" administration of the Smart Teach/TS Gold Assessment. 100 percent of the students participating in the 8(g) class "Met Expectations" in Math on the "Spring Checkpoint" administration of the Smart Teach/TS Gold Assessment. By May 2025, 85 percent of the parents of the 8(g) Pre-K students participated in Parenting Skills Workshops and/or PTO Open House. The classroom teacher met the objective by attending 20 hours of professional development.

**Glenbrook School**

*Evaluation Score:* 131      *Award Amount:* \$3,855

This project used technology in the classroom to enhance the learning process, increase student engagement, and improve knowledge retention.

*Results:* None of the students scored 40 points higher on the end of the year assessment.

**Grant Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$68,943

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

*Schools:* Georgetown High

*Results:* 75 percent of the students participating in the 8(g) program met or exceeded the widely held expectations for four year olds in Language and Literacy on the third checkpoint using the TS GOLD portfolio assessment. 90 percent of the students participating in the 8(g) program met or exceeded the widely held expectations for four year olds in Mathematics on the third checkpoint using the TS GOLD portfolio assessment. 8(g) teacher participated in and completed 36 hours of planned professional development including Birth to Five Standards, TS GOLD, CLASS, Conscious Discipline, Kagan for Littles, Creative Curriculum, and Early Literacy as evidenced by sign-in, agendas, and/or certificates. 95 percent of the students in the 8 (g) PreK class had a parent/guardian participate in at least two of the planned family engagement activities as evidenced by sign-ins, and agendas.

**Hosanna Christian Academy**

*Evaluation Score:* 140      *Award Amount:* \$3,735

This project increased student achievement and engagement in the 7th and 8th grade ELA curriculum in preparation for the LEAP ELA end of year assessment.

*Results:* 38 percent of 7th grade students scored basic or above on the LEAP ELA assessment. 31 percent of 8th grade students scored basic or above on the LEAP ELA assessment

**Houma Christian School**

*Evaluation Score:* 141      *Award Amount:* \$5,251

This grant increased student achievement in mathematics with embedded technology opportunities for students to have them on track for third grade.

*Results:* In May 2025, 76 percent of second-grade students benchmarked (on grade level) on the STAR math end of year assessment.

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

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**Iberia Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$140,051

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

*Schools:* Jefferson Island Road Elementary, Magnolia Elementary

*Results:* Over 90 percent of participating 4 year olds met or exceeded the widely held expectations in the area of Literacy in Teaching Strategies GOLD. Over 93 percent of participating 4 year olds met or exceeded the widely held expectations in the area of Mathematics in Teaching Strategies GOLD. 100 percent of parents of participating students attended two or more parental involvement activities during the 2024-2025 school year. 100 percent of the teachers and paraprofessionals completed 18 hours or more of professional development for the 2024-2025 school year.

**Iberville Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$80,738

This developmentally appropriate PK program that allowed children to grow cognitively, socially, physically, and emotionally in preparation for Kindergarten.

*Schools:* Dorseyville, East Iberville, Crescent Elem., MSA West

*Results:* 100 percent of all PK4 teachers and paras received 18 hours of professional development as measured by sign in sheets. 100 percent of the children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TSGold. 100 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by TSGold. 100 percent of all parents participated in two or more school and parent activities as measured by teacher parent participation logs.

**International High School of New Orleans**

*Evaluation Score:* N/A      *Award Amount:* \$3,409

This project incorporated technology to enhance Early Childhood and Elementary school math scores in ERB.

*Schools:* New Orleans Career Center

*Results:* 89 percent of enrolled students in IBC units will earn (at least 1) IBC credentials.

**Jackson Parish School District**

*Evaluation Score:* N/A      *Award Amount:* \$62,509

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

*Schools:* Quitman High School

*Results:* 89 percent met or exceeded on the TS Gold assessment in Mathematics. 89 percent met or exceeded on the TS Gold assessment in language and literacy. 100 percent of parents participated in at least two (2) of the planned parental involvement activities. 100 percent completed at least 18 hours of training.

**Jefferson Davis Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$91,420

This project provided an excellent developmentally appropriate program of education for all four-year-old children residing in Jefferson Davis Parish.

*Schools:* Hathaway High School, Lake Arthur Elementary

*Results:* 100 percent of HHS and 100 percent of LAES students met or exceeded expectations on the TS Gold in Literacy and Language final assessment. 100 percent of HHS and 100 percent of LAES students met or

exceeded expectations on the TS Gold in Math final assessment. 98 percent at HHS and 93 percent at LAES of parents/ guardians in the two 8(g) classrooms participated in at least three parental involvement activities. 100 percent of teachers and paraprofessionals received 18 hours of professional development.

**Jefferson Parish Public School System**

*Evaluation Score:* N/A      *Award Amount:* \$453,711

This project provided high quality early childhood education to Pre-K students in Jefferson Parish to ensure kindergarten readiness for at risk 4 year olds.

*Schools:* Judge Lionel Collins Elementary, McDonogh 26 Elementary, Marie Rivere Elementary, Hazel Park Elementary, Green Park Elementary, Geraldine Boudreaux Elementary, Leo Kerner Elementary, Alice Birney Elementary

*Results:* Students in the project had 98 percent growth in Literacy development. Students in the project had 99 percent growth in Math development. Students in the project had 97 percent growth in Language development. 80 percent of parents participated in parent involvement and communication in the 24-25 school year. Teachers participated in over 20 hours of professional learning.

**John Curtis Christian School**

*Evaluation Score:* 144      *Award Amount:* \$8,635

The project increased student achievement in math by providing superior instructional curriculum in preparation for the Stanford 10 Achievement Test in Math.

*Results:* 90 percent of 2nd grade students scored on grade level or above on the Stanford 10 math end of year assessment. 62 percent of 3rd grade students scored on grade level or above on the Stanford 10 math end of year assessment. 44 percent of 4th grade students scored on grade level or above on the Stanford 10 math end of year assessment. 45 percent of 5th grade students scored on grade level or above on the Stanford 10 math end of year assessment. 41 percent of 6th grade students scored on grade level or above on the Stanford 10 math end of year assessment.

**Kenilworth Science and Technology Academy**

*Evaluation Score:* N/A      *Award Amount:* \$6,073

This project offered foreign language courses (Spanish) to 8th grade students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in these languages.

*Results:* 96 percent scored a B or higher as a final grade in Spanish.

**KIPP New Orleans Schools**

*Evaluation Score:* 137      *Award Amount:* \$48,528

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

*Schools:* KIPP Leadership Primary

*Results:* 82.35 percent met or exceeded their individual end-of-year Teaching Standard Gold goal in mathematics. 35.29 percent met or exceeded their individual end-of-year Teaching Standard Gold goal in literacy. 70.59 percent met or exceeded their individual end-of-year Teaching Standard Gold goal in language.

**Lafayette Parish School System**

*Evaluation Score:* N/A      *Award Amount:* \$30,000

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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This project allowed students to show ACT growth who have not yet reached college and career readiness standards.

*Schools:* Acadiana High School, Comeaux High School, Carencro High School, Lafayette High School, David Thibodaux STEM Magnet Academy, Northside High School, Early College Academy, Southside High School

*Results:* 8 percent of the students scored a 20 or higher. However, 42 percent of the student scores showed a score of 18 or higher which demonstrates college and career readiness according to the state of Louisiana.

#### **Lafayette Parish School System**

*Evaluation Score:* N/A

*Award Amount:* \$274,805

The project is designed to provide high quality care and education to pre-k students to ensure kindergarten readiness.

*Schools:* Truman Early Childhood Education Center

*Results:* 50 percent of students met the Literacy Objectives in May (Spring) 2025. 46 percent of students exceeded the Literacy Objectives in May (Spring) 2025. 92 percent of students met the Mathematics Objectives in May (Spring) 2025. 4 percent of students exceeded the Mathematics Objectives in May (Spring) 2025. 84.8 percent of families participated in three or more school activities. 100 percent of teachers and paraprofessionals obtained over 18 hours of professional development.

#### **Lafourche Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$161,792

The project provided a high quality early childhood program for Pre K-4 age students in preparation for Kindergarten.

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

*Results:* 97.3 percent of participating four-year-olds scored on or above level on all Math objectives on the SMART Teach, formerly Teaching Strategies GOLD assessment tool. 94.6 percent of participating four year olds scored on or above level on the Language objectives of the SMART Teach, formerly GOLD by Teaching Strategies assessment tool. 100 percent of participating four year olds scored on or above level on the Literacy objectives of the SMART Teach, formerly Teaching Strategies GOLD assessment tool. 100 percent of teachers and paraprofessionals participated in at least 18 hours of professional development. 92 percent of 8(g) parents have participated in at least 2 of 4 parental involvement activities.

#### **LaSalle Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$66,570

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

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

*Results:* 93.1 percent of students met or exceeded the language and literacy objectives/dimension. 89.8 percent of students met or exceeded the math objectives/dimension. 100 percent of parents participated in at least two parental involvement activities. 100 percent received 25.5 hours of professional development.

#### **Lincoln Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$94,684

This project helped children progress intellectually, academically, emotionally, socially, and physically through the use of the Frog Street Press Curriculum and hands on learning activities provided by a Highly Qualified Pre-K Certified Teacher and paraprofessional, in a literacy and language rich environment focused on the LA Birth to Five Standards.

*Schools:* Lincoln Parish Early Childhood Center



*Results:* 100 percent of the participating students achieved Kindergarten Readiness in Language according to the results of the Final TS Gold Assessment Snapshot therefore the goal was exceeded. 100 percent of the participating students achieved Kindergarten Readiness in Math according to the results of the Final TS Gold Assessment Snapshot. 100 percent of the participating students achieved Kindergarten Readiness in Literacy according to the results of the Final TS Gold Assessment Snapshot. The teacher and paraprofessional both met the goal by acquiring at least 18 hours of PD, Trainings, or Grad School Credit. The teacher and paraprofessional both met the goal by acquiring at least 18 hours of PD, Trainings, or Grad School Credit. The goal was met since at least 85 percent of the families participated in at least 4 family involvement events/opportunities.

**Lincoln Preparatory School**

*Evaluation Score:* 137      *Award Amount:* \$6,390

The project provided intervention for struggling Kindergarten students in preparation for end of year DIBELS.

*Results:* 43 percent of 3rd grade students scored benchmark.

**Linwood Public Charter School**

*Evaluation Score:* N/A      *Award Amount:* \$9,114

This grant focused on learning for Prek children through additional support in preparation for TS Gold end of year testing.

*Results:* This agency did not provide results.

**Livingston Parish Public Schools**

*Evaluation Score:* 143      *Award Amount:* \$277,187

The project provided high-quality Pre-K classes for 52 at-risk children which will better prepare them to be "ready to learn" in Kindergarten the following year.

*Schools:* Frost School, Juban Parc Elementary, Maurepas School, Seventh Ward Elementary

*Results:* 98.05 percent of all 8(g) children met or exceeded the expectations in Language and Literacy on the TS GOLD assessment. 98.075 percent of all 8(g) children met or exceeded the expectations in Mathematics on the TS GOLD assessment. A total of 100 percent of parents participated in two or more Pre-K program activities. A total of 100 percent of Pre-K teachers attended at least 18 hours of professional development.

**Louisiana Achievement Charter Academies**

*Evaluation Score:* 135      *Award Amount:* \$10,433

The project provided an enhanced education, combat learning loss, and increase proficiency in the lowest performing, at-risk students through intentional support in ELA.

*Schools:* Advantage Charter Academy, Willow Charter

*Results:* 55 percent of 3rd grade students scored BASIC or above. 62 percent of 4th grade students scored BASIC or above. 50 percent of 5th grade students scored BASIC or above. 62 percent of 6th grade students scored BASIC or above. 73 percent of 7th grade students scored BASIC or above. 82 percent of 8th grade students scored BASIC or above.

**Louisiana Key Academy**

*Evaluation Score:* 139      *Award Amount:* \$6,373

The project provided superior instruction to a special population of students in hopes of increasing these students reading abilities as measured by Aimsweb Oral Reading Fluency Assessment.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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*Schools:* Louisiana Key Academy Caddo

*Results:* 86.5 percent of targeted students increased their words correct per minute (wcpm) score by 15 wcpm.

#### **Louisiana State University Laboratory School**

*Evaluation Score:* 143

*Award Amount:* \$12,575

This project ensured students in grades 9-12 improve their grammar, punctuation, and editing skills to improve their scores on the LEAP 2025 and the ACT.

*Results:* 89 percent of English I students scored a Mastery or Advanced on the English I LEAP 2025 end-of-year assessment. 90 percent of English II students scored a Mastery or Advanced on the English II LEAP 2025 end-of-year assessment. 83 percent of targeted 12th grade students scored an 18 or higher on the English portion of the ACT, designating them "College and Career Ready".

#### **Louisiana Virtual Charter Academy**

*Evaluation Score:* N/A

*Award Amount:* \$16,447

This project provided a comprehensive literacy program designed to boost reading proficiency and close achievement gaps by providing personalized, data driven instruction tailored to each student's needs in preparation for test testing.

*Schools:* Louisiana Virtual Charter Academy – Elementary, Louisiana Virtual Charter Academy - Middle School

*Results:* 47 percent of 1<sup>st</sup> grade students scored "on grade level (proficient)" as measured by the DIBELS end of year assessment. 62 percent of 2<sup>nd</sup> graders students scored "on grade level (proficient)" as measured by the DIBELS end of year assessment. 60 percent of 3<sup>rd</sup> graders students scored "on grade level (proficient)" as measured by the DIBELS end of year assessment. 35 percent of K-8 students increased their proficiency in reading by 30 percent.

#### **Madison Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$55,656

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

*Schools:* Tallulah Elementary

*Results:* 94.44 percent of targeted PK students scored "met or exceeded" on the Language component of the My Teaching Strategies (TS GOLD). 94.44 percent of targeted PK students scored "met or exceeded" on the Mathematics component of the My Teaching Strategies (TS GOLD). 70 percent of parents/guardians attended and or participated in at least four parent conferences, programs, or activities during the school year. 95 percent of the teacher and paraprofessional attended 18 hours or more of professional development in and out of the school district.

#### **McMillian's First Steps**

*Evaluation Score:* 102

*Award Amount:* \$1,054

This project incorporated technology into the 6<sup>st</sup> grade Science curriculum in preparation for the LEAP Science Assessment.

*Results:* 85 percent of students demonstrated proficiency in science content knowledge, as measured by benchmark and interim assessments, by the end of the project year.

#### **Monroe City Schools**

*Evaluation Score:* N/A

*Award Amount:* \$115,243

This project allowed instructors to teach pre-kindergarten readiness skills to 4 year old "at-risk" students by providing an appropriate early childhood program.

*Schools:* Clara Hall Elementary, Cypress Point Elementary

*Results:* 100 percent of the participating four-year old PreK students scored met or exceeded expectations on the Literacy Component of TS Gold. 92 percent of the participating four-year old PreK students scored met or exceeded expectations on the Mathematics Component of TS Gold. 90 percent of parents participated in at least 3 parental involvement activities offered at their respective school sites. 100 percent of 8(g) PreK teachers received 18+ hours of Professional Development opportunities.

**Morehouse Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$72,146

This grant provided Morehouse Parish School District's Pre-K 4 students with best practice learning strategies which will enable them to become kindergarten ready.

*Schools:* Morehouse Magnet School

*Results:* 100 percent of pre-k students scored "met and exceeded" proficiency in the area of language as measured by TS GOLD. 100 percent of pre-k students scored "met or exceeded" proficiency in the area of literacy by measured by TS GOLD. 100 percent of pre-k students scored "met or exceeded" proficiency in the area of mathematics according to Teaching Strategies GOLD. 100 percent of teacher and paraprofessional participated in a total of 27.5 hours of professional development sessions as measured by agendas, certificates, and sign-in sheets. 91 percent of parents or guardians attended at least one of the two annual Parents/Teachers conferences.

**Morris Jeff Community School**

*Evaluation Score:* 128      *Award Amount:* \$12,327

This project provided superior instruction for our students in hopes of increasing the percentage of students that earn an IBC credits in Digital Media and Graphic Arts

*Results:* 30 percent of students earned an IBC in passing the Premiere Pro or Photoshop Exam.

**Natchitoches Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$87,660

This project provided a high quality, developmentally appropriate Public Pre-K program where schools, teachers and support personally provide children and families with accountable educational goals.

*Schools:* Marthaville Elementary / Jr. High School

*Results:* By May 2025: 8 (g) Grant Block students results for growth Literacy and Language Objectives = 80 percent of students (4 out of 5) Met Widely Held Expectations. 1 of the 5 student listed under the Special Education Department umbrella with severe developmental delays. May 2025: 8 (g) Grant Block students results for growth in Math Objectives = 80 percent of students (4 out of 5) Met Widely Held Expectations. 1 of the 5 student listed under the Special Education Department umbrella with severe developmental delays. May 2025: 80 percent of 8 (g) Grant Block students were at or above Benchmark scores for one or more areas of the PELI Language and PELI Composite Score goals in areas of: Alphabet Knowledge Vocabulary -Oral Language Comprehension Phonological Awareness. 1 of the 5 student listed under the Special Education Department umbrella with severe developmental delays was below benchmark. Families participated in at least one of the school or classroom based literacy, language and math events consisting of: Open House Event, Parent-Teacher Conferences, Math Night, and Family/ Classroom Take Home Activities. May 2025: Pre-K Lead Teacher completed required 18 LDOE clock hours. The paraprofessionals combined completed 18 clock hours.

**New Orleans Military and Maritime Academy**

*Evaluation Score:* 141      *Award Amount:* \$7,744

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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This project provided superior instruction to students seeking IBC credentials in Adobe Photoshop.

*Results:* 20 percent of target students earned 1-2 IBC.

#### **Northeast Baptist School**

*Evaluation Score:* 119      *Award Amount:* \$1,422

This project incorporated technology into the 6th grade math curriculum in hopes of increasing student achievement on the STAR end of year assessment.

*Results:* 70 percent of the targeted .

#### **Northlake Christian School**

*Evaluation Score:* 136      *Award Amount:* \$9,123

The project increased the grade level proficiency in math, increasing student engagement and collaborative learning opportunities in preparation for IOWA and pre ACT for students in 7th, 8th and 9th grade math.

*Results:* 60 percent of the Students in 7th grade scored "on or above benchmark" on the math total portion on the IOWA test. 63 percent of students in 8th grade scored on or above benchmark" on the math portion of the PreACT 8/9 Assessment. 77 percent of students in 9th grade scored "on or above benchmark" on the math portion of the PreACT 8/9 Assessment.

#### **Oak Forest Academy**

*Evaluation Score:* 147      *Award Amount:* \$6,605

The project provided access to interactive technology to improve 2nd grade student achievement in ELA on the IOWA Form E assessment.

*Results:* 41 percent of students scored a 51 or higher (measured as high average range) on the assessment. 50 percent of students scored a 51 or higher on the assessment.

#### **Office of Juvenile Justice**

*Evaluation Score:* N/A      *Award Amount:* \$2,193

This project provided effective instruction that increases student achievement in ELA.

*Schools:* Central Southwest Alternative High School

*Results:* None of the targeted students scored basic or above on the English I LEAP 2025.

#### **Open Door Christian Academy**

*Evaluation Score:* 144      *Award Amount:* \$2,575

This project incorporated technology into the 9th grade ELA curriculum in hopes of increasing student achievement on the PreACT.

*Schools:* Open Door Christian Academy

*Results:* 38 percent or higher of 9th grade students scored a 14 or higher A(on grade level or higher) on the PreACT end of year assessment.

#### **Orleans Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$188,753

This project is designed to provide high quality and accessible PreK experiences for our youngest learners in preparation for Kindergarten.

*Schools:* Benjamin Franklin Elementary School, Mary McLeod Bethune Charter School, Elan Academy

*Results:* 75 percent met or exceeded expectations in language and literacy. 75 percent met or exceeded expectations in math. 80 percent of Pre-K teachers and paraprofessionals attended 18 hours of PD. Elan's teacher and para had 14 hours of professional development. Pre-K parents at all 3 schools participated in well over two parental involvement activities.

**Orleans Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$61,125

This project is designed to incentivize and strengthen skill set of NOLA PS educators by improving their instructional practices and ensuring those practices are implemented in the classrooms of students.

*Schools:* Homer Plessy Community School, Bricolage Academy, Warren Easton Charter High School, Audubon Charter Schools, Benjamin Franklin High School, The Willow School, Lake Forest Charter Elementary School, Rooted School

*Results:* Plessy jumped from 54 percent achieving basic or above in ELA to 69 percent achieving basic or above in ELA. They also jumped from 26 percent achieving basic or above in Math to 37 percent achieving basic or above in Math. There was less than a 10 percent growth on LEAP assessments. Audubon was able to decrease math scores by 10 percent at the Uptown campus. Other subjects only decreased by 3-8 percent or remained the same. 33 percent of Easton 11th graders achieved Mastery and above on the Math LEAP assessment. 15 percent of Easton 11th graders achieved mastery and above on the Science LEAP assessment. 98 percent scored mastery or above in Algebra I. 91 percent scored mastery and above on Geometry. 97 percent of 5th graders scored basic or above on math LEAP assessment. 97.6 percent of 2nd grade students scored at benchmark or higher. Elan met their goals as 100 percent met or exceeded goals in TS Gold.

**Ouachita Parish School System**

*Evaluation Score:* N/A      *Award Amount:* \$198,275

This project targeted preschool classes serving at-risk 4 year olds and is designed to help those children enter kindergarten ready to succeed.

*Schools:* Pinecrest Elementary, Woodlawn Elementary

*Results:* 100 percent of (8)g PK4 students who were assessed by TS Gold during all checkpoint periods met or exceeded in the growth areas of Math. 98% of (8)g PK4 students who were assessed by TS Gold during all checkpoint periods will either Meet or Exceed in the growth areas of Math. 95 percent of (8)g PK4 parents participated in at least one school related activity. 100 percent of (8)g teachers and paraprofessionals attended 18 hours or more of district professional development sessions.

**Parkview Baptist School**

*Evaluation Score:* 148      *Award Amount:* \$9,568

This project incorporated technology to enhance Early Childhood and Elementary school math scores in ERB.

*Results:* 90 Percent of 1st grade students scored average or above on the ERB test. 100 percent of 2nd graders scored "average and above" on the ERB/MAP test. 85 percent of 3rd graders scored average or above average compared to independent norms.

**Plaquemines Parish Schools**

*Evaluation Score:* N/A      *Award Amount:* \$77,235

This project offered high quality education to prepare children to enter Kindergarten ready to learn.

*Schools:* Belle Chasse Primary School

*Results:* 98 percent of participating 4-year-olds met or exceeded expectations within the Math standards of TS

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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Gold's final checkpoint. TS Gold final checkpoint data using the snapshot report by objectives. 98 percent of our 4 year-olds met or exceeded expectations within the Language and Literacy standards of TS Gold's final checkpoint. 100 percent of our 8(g) parents were involved in at least one of the activities listed. In our data, we found that parents are involved in our Orientation, End of year Exit Conferences and Literacy events with more than 80 percent participation. As a plan of action, we would like to see at least 80 percent of our parents participate in the Parent Teacher Conferences. 100 percent of the staff obtained at least 18 hours of professional development.

#### **Pointe Coupee Parish School System**

*Evaluation Score:* N/A      *Award Amount:* \$65,910

This project ensured the readiness skills of four-year old participants for kindergarten.

*Schools:* Valverde Elementary

*Results:* 75 percent of children participating in the 8(g) preschool program scored "Meets or Exceeds" □ widely held expectations encompassing developmental milestones in MATH on TS Gold for the Spring checkpoint during the 2024-2025 school year. 75 percent of children participating in the 8(g) preschool program scored "Meets or Exceeds" □ widely held expectations encompassing developmental milestones in LITERACY on TS Gold for the Spring checkpoint during the 2024-2025 school year. 100 percent of the 8(g) staff attended the required 18 hours of professional Development. 82 percent, 9 out of 11 families of the children in the 8(g) program attended at least two parent engagement activities.

#### **Providence Classical Academy**

*Evaluation Score:* 145      *Award Amount:* \$5,739

This project implemented technology into the 11th Grade Physics and 8th Grade Algebra I instruction in hopes of increasing student achievement on the end of year assessments.

*Results:* 21.4 percent scored an A (Advance) on their teacher made end of year assessment. 31.25 percent scored an A (Advance) on their teacher made end of year assessment.

#### **Rapides Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$233,928

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, J. B. Nachman Elementary, Phoenix Magnet Elementary (Bolton Academy PK-5), Ruby Wise Elementary

*Results:* Ninety-six (96) 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 ninety-nine (99) percent of the students in Literacy after the third checkpoint (May, 2025). Ninety-four (94) percent of the 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 (May, 2025). Over ninety (90.4) percent of 8(g) families participated in the fall and spring parent meetings/workshops. Eighty-seven (87) percent of 8(g) families participated in the fall and spring parent conferences. One hundred (100) percent of 8(g) staff received a minimum of 18 (eighteen) hours of job-embedded professional development training.

#### **Red River School Board**

*Evaluation Score:* N/A      *Award Amount:* \$55,862

This project provided remediation in Math that will strengthen students' skills in Mathematics in preparation for the End of Year Star Math Test.

*Schools:* Red River Elementary School



*Results:* Students of 4th grade increased from 51 percent benchmark (on grade level) to 62 percent benchmark (on grade level) from the beginning of the year (BOY) Test to the End of the Year (EOY) Test. The 5th Grade STAR Math students increased from 62 percent benchmark (on grade level) to 68 percent benchmark (on grade level) from the beginning of the year (BOY) Test to the End of the Year (EOY) Test.

**ReNEW-Reinventing Education**

*Evaluation Score:* 147

*Award Amount:* \$18,194

This project supported remedial reading development for students in grades K-2.

*Schools:* ReNEW Dolores T. Aaron, ReNEW Laurel Elementary, ReNEW Schaumburg Elementary, ReNEW Moton Lakefront

*Results:* 64 percent of participating kindergarten students with a complete pre-post assessment scored on grade level in ELA on the end-of-year DIBELS assessment. 57 percent of participating 1st-grade students with a complete pre-post assessment scored on grade level in ELA on the end-of-year DIBELS assessment. 50 percent of participating 2nd-grade students with a complete pre-post assessment scored on grade level in ELA on the end-of-year DIBELS assessment.

**Richland Parish School Board**

*Evaluation Score:* 148

*Award Amount:* \$68,197

This project provided a high-quality learning experience to prepare 4-year old students to be successful in Kindergarten and beyond.

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

*Results:* 95 percent of the students met or exceeded the grade-level expectations (blue level) on TS Gold Literacy/Language objectives by the third checkpoint of the TS Gold Assessment. 98 percent of the students met or exceeded the grade-level expectations (blue level) in math by the third checkpoint of the TS Gold Assessment. 95 percent of the parents/guardians attended at least 3 family engagement activities during the school year as evidence by an attendance checklist. 100 percent of the teachers and paraprofessionals participated in at least 18 professional development hours from August 2024 to May 2025

**River Oaks School**

*Evaluation Score:* 138

*Award Amount:* \$2,030

This project provided superior math instruction for students in grades 8-12 in preparation for the Stanford 10 and ACT.

*Results:* 37.5 percent of the 8th graders scored above average on the Stanford 10. 8.45 percent of grade 9-12 students scored above average on the Stanford 10.

**Riverside Academy**

*Evaluation Score:* 122

*Award Amount:* \$4,506

This grant assisted struggling readers achieve their full learning potential by targeting the root causes of reading challenges and building fluency.

*Results:* 69 percent of Kindergarten students scored at or above grade level on the Amira end of year assessment. 90 percent of first grade students scored at or above grade level on the Amira end of year assessment. 90 percent of 2nd grade students scored at or above grade level on the Amira end of year assessment. 100 percent of 3rd grade students scored at or above grade level on the Amira end of year assessment. 60 percent of 4th grade students scored at or above grade level on the Amira end of year assessment. 64 percent of 5th grade students scored at or above grade level on the Amira end of year assessment. 80 percent of 6th students scored at or above grade level on the Amira end of year assessment. 44

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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percent of 7th grade students scored at or above grade level on the STAR Reading end of year assessment.

#### **Sabine Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$77,843

This grant provided students with a high quality, comprehensive educational experience to prepare students for Kindergarten.

*Schools:* Many Elementary School, Converse High School

*Results:* 97 percent of participating preschool children scored "met or exceeded" expectations on the Language objectives in Teaching Strategies Gold by May 2025. 95 percent of participating preschool children scored "met or exceeded" expectations on the Literacy objectives in Teaching Strategies Gold by May 2025. 92 percent of participating preschool children scored "met or exceeded" expectations on the Mathematics objectives in Teaching Strategies Gold by May 2025. 100 percent of teaching staff attended 18 hours or more of professional development, with a portion of training emphasizing improvement in the instructional support component of the Classroom Assessment Scoring System (CLASS) observation tool. 60 percent of parents/caregivers of students enrolled in Sabine's 8(g) Pre-Kindergarten classroom attended at least two parent-teacher conferences during the school year by May 2025.

#### **Southern University Laboratory School**

*Evaluation Score:* N/A      *Award Amount:* \$6,922

This project provided high quality instruction in social studies class for students in grades 6-8 and 11 in preparation for the LEAP test.

*Results:* This agency did not provide results.

#### **Southfield School**

*Evaluation Score:* 150      *Award Amount:* \$3,332

This project incorporated technology into the 7th and 8th grade math curriculum in hopes of increasing student achievements on the ERB Milestone end of year assessment.

*Results:* 83 percent of 8th graders scored in the 50th percentile on the end of the year assessment. 86 percent of 8th graders scored in the 50th percentile on the end of the year assessment.

#### **Southwest Louisiana Charter Academy**

*Evaluation Score:* 148      *Award Amount:* \$6,630

This project provided superior instruction for 2nd grade students in ELA in preparation for iREADY end of year assessment.

*Results:* 47 percent were reading at grade level, based on the May administration of i-Ready data.

#### **St. Bernard Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$111,440

This project provided services to 20 eligible four-year-old children to prepare them to be kindergarten ready.

*Schools:* Joseph Davies Elementary

*Results:* 95 percent of the students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in Language and Literacy in TS GOLD. 95 percent of the students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in Math in TS GOLD. 100 percent of parents participated in at least one parent involvement activity over the course of the school year.

**St. Charles Parish Public Schools**

*Evaluation Score:* N/A

*Award Amount:* \$125,060

A pre-kindergarten program designed to increase student achievement to prepare students for kindergarten.

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

*Results:* Spring results indicate that 90 percent of students scored in the meeting to exceeding expectations range in Language Arts and 91 percent of students scored in the meeting to exceeding range in Literacy as measured by the Teacher Strategies GOLD Assessment System. Spring results indicate that 94 percent of students scored in the meeting to exceeding expectations range in Mathematics as measured by the Teacher Strategies GOLD Assessment System. 100 percent of the teachers in the project attended 18 hours of district-provided professional development. Teachers participated in weekly Professional Learning Teams (PLT) meetings that supported their professional development and knowledge of content and best practices. St. Rose had an average of 80 percent of qualifying parents attend 8 events during the 2024-2025 school year, while Mimosa Park had an average of 88 percent of qualifying parents attend 16 events during the same period.

**St. Helena Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$53,866

The St. Helena Parish School District aimed to bolster academic performance through a comprehensive program targeting literacy and numeracy skills in learners grades K-8.

*Schools:* St. Helena Arts and Technology Academy, St. Helena College and Career Academy, St. Helena Early Learning Center

*Results:* 55 percent of learners were on or above grade level on the DIBELS Kindergarten End of Year assessment. 24 percent of kindergarten learners scored "on grade level" and above on the final Kindergarten assessment. 54 percent of first grade learners were on or above grade level. 11 percent of first grade learners scored "on grade level" and above on the math final assessment. 46 percent of second grade learners scored "on grade level" and above on the DIBELS ELA End of Year assessment. 9 percent of 2nd grade learners scored "on grade level" and above on the math final assessment. 36 percent of 3rd grade learners scored "on grade level" and above on the DIBELS ELA End of Year assessment. 44 percent of 3rd grade learners scored "on grade level" and above on the math final assessment.

**St. James Parish Schools**

*Evaluation Score:* N/A

*Award Amount:* \$73,834

This project improved the readiness skills of four-year-old preschool students who are at -risk in the Vacherie community.

*Schools:* Vacherie Elementary

*Results:* 100 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 SmartTeach 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 SmartTeach Assessment GOLD Assessment. 100 percent of the PK parents participated in at least two activities as evidenced by tally charts and logs. The teacher has participated in 20 hours of professional development training that support the increase of students' proficiency in Kindergarten as evidenced by agendas and sign in sheets

**St. John Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$88,945

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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This project provided at-risk students in the community with a preschool program in order to strengthen their skills for entry to kindergarten,

*Schools:* Emily C. Watkins Elementary

*Results:* 100 percent scored "met or exceeded" performance expectations for 4-year-old- in math as measured by Teaching Strategies Gold. 100 percent scored "met or exceeded" performance expectations for 4-year-old language and literacy as measured by Teaching Strategies Gold. 100 percent of Teachers and paraprofessionals completed the mandated 18 hours training. 80 percent of parents attended orientation, open house, and two other parental involvement activities.

#### **St. Landry Charter School**

*Evaluation Score:* N/A      *Award Amount:* \$2,621

This project added technology to the 7th grade curriculum to increasing student achievement on the LEAP end of year assessment.

*Results:* This agency did not provide results.

#### **St. Landry Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$143,494

The 8 (g) project provided the opportunity for approximately 38 "at risk" four-year old children to receive full day, high quality, developmentally appropriate school readiness instruction in preparation for Kindergarten success.

*Schools:* Cankton Elementary School, Highland Early Learning Center

*Results:* 83.3 percent of the students enrolled in the 8(g) Pre K Program met or exceeded widely held expectations for four-year-old children in the area of language and 91.66 percent in the area of literacy. The TS Gold Spring checkpoint data indicated that 86.11 percent of the students enrolled in the 8(g) Pre K Program met or exceeded widely held expectations for four-year-old children in the area of math. 100 percent of the parents of students enrolled in the 8(g) Early Childhood Pre-K classes actively participated in the educational process of their child by attending 3 to 5 parent meetings, conferences, or activities during the school year. 100 percent of the 8(g) Pre-K teachers attended and actively participated in 18 hours or more of Professional Development activities.

#### **St. Martin Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$104,998

This project provided developmentally appropriate, high quality PreK program for eligible four year olds that will help children achieve Kindergarten readiness Implementation Date.

*Schools:* Cecilia Primary School

*Results:* 100 percent of 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. 100 percent of the 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. 100 percent of parents of participating four-year-olds participated in parent/teacher conferences twice a year. 100 percent of 8(g) PreK staff participated in 18 hours of professional development.

#### **St. Mary Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$109,461

The PreK program supported four year olds entering public school system in order to exhibit kindergarten readiness at the end of the school year.

*Schools:* Berwick Elementary, Centerville School

*Results:* 90 percent of the students scored at meets or succeeds level on TSGOLD assessment in language and literacy based on the third checkpoint. 100 percent of the students scored at meets or succeeds level on TSGOLD assessment in mathematics based on the third checkpoint. 88 percent of the parents attended four parent meetings, conferences, and/or parental involvement activities during the school year. 100 percent of the teachers attended 18 hours of training and professional development offerings.

**St. Paul's Episcopal School**

*Evaluation Score:* 147      *Award Amount:* \$2,133

The project provided student-learning experiences that incorporate technology in math that will improve academic achievement for 3rd grade students in math.

*Results:* 64.3 percent of the participating 3rd grade students scored a 90 percent or higher on the Mammoth Math end-of-the-year assessment.

**St. Tammany Parish Public Schools**

*Evaluation Score:* 138      *Award Amount:* \$360,288

The project provided learners resources and tools for remediation in both math and ELA as an after school program offered to K-5 Title I students.

*Schools:* Abita Middle, Abney Elementary, Alton Elementary, Bayou Woods, Bonne Ecole, Covington Elementary Florida Avenue

*Results:* 58 percent 63 percent 56 percent of target 2nd grade students will score "benchmark or on grade level' on the EOY DIBELS assessment. 54 percent of target 3rd grade students will score "benchmark or on grade level' on the EOY DIBELS assessment. 4th grade students achieving basic or above in ELA on LEAP 2025 decreased from 56 percent in 2024 to 46 percent in 2025. 5th grade students achieving basic or above on in ELA on LEAP 2025 increased from 47 percent in 2024 to 66 percent in 2025. 4th grade students achieving basic or above on LEAP 2025 increased from 40 percent in 2024 to 44 percent in 2025. 5th grade students achieving basic or above in Math on LEAP 2025 decreased from 45 percent in 2024 to 43 percent in 2025.

**Success Preparatory Academy**

*Evaluation Score:* 104      *Award Amount:* \$3,786

The 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.

*Results:* 13 percent of targeted students scored in 75th percentile or above in mathematics as assessed by the MAP test.

**Tangipahoa Parish School System**

*Evaluation Score:* 142      *Award Amount:* \$212,589

The Pre-K school program served at-risk four-year-old students in order to achieve kindergarten readiness

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

*Results:* 91 percent of the 8(g) Pre-K students met or exceeded expectations in math on the SmartTeach assessment. 97 percent of the 8(g) Pre-K students met or exceeded expectations in language and 89 percent met or exceeded expectations in literacy on the SmartTeach assessment. 85 percent of the 8(g) students are proficient in math. 81 percent of the 8(g) students are proficient in ELA. 89 percent of students' parents attended at least 2 parent involvement activities. 89 percent of the teachers and paras completed at least 18 hours of professional development during the 2024-2025 school year.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### **Tensas Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$47,810

This project provided needed effective MTSS for students in the areas of Reading in Tensas Parish Schools.

*Schools:* Tensas Elementary School

*Results:* 35 percent of students in Kindergarten scored at or above grade level on the DIBELS final assessment. 50 percent of first grade students scored at or above grade level on the DIBELS final assessment. 43 percent of second grade students scored at or above grade level on the DIBELS final assessment. 36 percent of third students scored at or above grade level on the DIBELS final assessment. 88 percent of fourth grade students achieved basic or better on the ELA EOY LEAP 2025 assessment. 79 percent of fifth grade students achieved basic or better on the ELA EOY LEAP 2025 assessment.

#### **Terrebonne Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$173,733

This program supported a developmentally appropriate program for at-risk four year old students in preparation for Kindergarten.

*Schools:* Mulberry Elementary, Bourg Elementary, Broadmoor Elementary

*Results:* 76 percent (language) and 100 percent (literacy) of participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the Language and Literacy objectives in TS GOLD. 100 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. 95 percent of participating parents participated in at least 2 of the planned parental involvement activities. 100 percent of participating teachers received 18 hours and 100 percent of participating Paraprofessionals received 6 hours of professional development specific to Early Childhood Education.

#### **The Dunham School**

*Evaluation Score:* 150      *Award Amount:* \$6,410

This project increased student achievement on the ERB by incorporating critical thinking learning strategies into the 7th and 8th grade curriculum.

*Results:* The mean score for the Class of 2031 was 628 on the EBR end of the year assessment for verbal reasoning test. The mean score for the Class of 2030 was 667 on the EBR end of the year assessment for verbal reasoning test. 66 percent of the Class of 2029 score at or above the PreACT benchmark readiness on the reading portion of the PreACT test.

#### **Trafton Academy**

*Evaluation Score:* 140      *Award Amount:* \$2,210

This project strengthened instruction and learning of 3rd grade students reading skills through the use of technology in the classroom in preparation for the IOWA end of the year assessment.

*Results:* 85 percent of the targeted third grade students scored at the 70th percentile rank or higher on the IOWA reading end of year assessment.

#### **Trinity Episcopal School**

*Evaluation Score:* 145      *Award Amount:* \$3,195

This project provided a superior math curriculum in grades 3-6 in preparation for the ERB end of year assessment.

*Results:* 60% of the 5<sup>th</sup> grade students earned a stanine of 5 or above in math on the ERB math section (Educational Research Bureau). 50% of the 6<sup>th</sup> grade students earned a stanine of 5 or above in math on the



ERB math section (Educational Research Bureau)

**Union Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$59,434

This project provided assistance to third and fourth graders to improve math classroom skills in preparation for the LEAP 2025 assessments.

*Schools:* Union Parish Elementary School

*Results:* 37 percent of 3rd grade students scored Basic or higher on the Math 2025 LEAP Assessment. 51 percent of 4th grade students scored Basic or higher on the Math 2025 LEAP Assessment.

**University View Academy**

*Evaluation Score:* N/A      *Award Amount:* \$31,832

This project focused on using virtual platforms and software to prepare for career education and assess Industry Based Credential performance.

*Results:* The Passage rate in the Health Occupation course is 95 percent. The pass rate of "enrolled students who tested" was 63 percent in the fall and 87 percent in the Spring. The UVA No show/Non Tester rate is 18 percent and when no shows/non testers are included in calculations, the total passage rate is still over 50 percent. The pass rate for the Microenterprise (REGIONAL) Industry based certification is 72.9 percent.

**V. B. Glencoe Charter School**

*Evaluation Score:* N/A      *Award Amount:* \$4,275

This project enhanced kindergarten readiness by implementing targeted early education strategies and resources that support the cognitive, social, and emotional development of Pre-K learners.

*Results:* 83% of students enrolled in our Pre-K program will be kindergarten-level ready in math and language, as measured by TS Gold.

**Vermilion Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$125,368

This project provided a high-quality pre-kindergarten classroom for at-risk students to prepare them for a successful kindergarten entry.

*Schools:* Dozier Elementary

*Results:* 100% of the participating four year old children will met or exceeded the blue band in Literacy on the Teaching Strategies Gold Assessment. 95% of the participating four year old children will met or exceeded the blue band in Language on the Teaching Strategies Gold Assessment. 100% of the participating four year old children will met or exceeded the blue band in Math on the Teaching Strategies Gold Assessment. The teacher participated in 100 percent of the professional training opportunities that totaled 18 hours. 85% of parents attended at least three meetings, conferences, or family engagement events

**Vernon Parish School Board**

*Evaluation Score:* 150      *Award Amount:* \$114,840

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

*Schools:* North Elementary School (Early Childhood Center)

*Results:* 94.44 percent of students met or exceeded expectations on the Language section, using TS Gold Snapshot Report. 100 percent of students met or exceeded expectations on the Literacy section, using TS Gold Snapshot Report. 100 percent of students met or exceeded expectations on the Mathematics section, using TS

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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Gold Snapshot Report. 100 percent of teachers and paraprofessionals participated in a minimum of 18 hours of professional development related to early childhood education as documented per sign-in sheets. 100 percent of students had at least one parent participate in at least two parent involvement activities.

#### **Washington Parish School System**

*Evaluation Score:* N/A      *Award Amount:* \$84,713

This project provided a developmentally appropriate high quality prekindergarten program that enhances language, literacy, and math development.

*Schools:* Enon, Thomas

*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. This report will be run three times, in the fall, winter and spring. 82 percent of the parents of the participating four-year old children attended a minimum of two of the parental involvement activities. 100 percent of prekindergarten teachers and paraprofessionals completed eighteen hours of targeted professional development.

#### **Webster Parish School Board**

*Evaluation Score:* N/A      *Award Amount:* \$89,459

This early childhood program provided quality instruction to help rural, at-risk preschool students meet or exceed PreK standards and be ready for Kindergarten.

*Schools:* Doyline High School

*Results:* 100 percent of students met or exceeded expectations in Literacy and Language in TS Gold. 100 percent of students met or exceeded expectations in Mathematics in TS Gold. 80 percent of 8(g) students' parents attended at least 3 parental involvement activities. 100 percent of teacher and paraprofessional completed a minimum of 18 hours of professional development aligned to state goals.

#### **West Baton Rouge Parish School Board**

*Evaluation Score:* 144      *Award Amount:* \$81,792

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

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

*Results:* 85.71 percent of the students met or exceeded their age level expectations on the Language area of TS GOLD. 92.85 percent of the students met or exceeded their age level expectations on the Literacy area of TS GOLD. 85.71 percent of the students met or exceeded their age level expectations on the Mathematics area of TS GOLD. 100 percent of the families of participants participated in at least five (5) activities during the school year. 100 percent of the staff participated in a minimum of 18 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten.

#### **West Carroll Parish Schools**

*Evaluation Score:* N/A      *Award Amount:* \$58,569

This project provided a high-quality learning experience for at-risk four-year-olds in order that they may be Kindergarten ready.

*Schools:* Oak Grove Elementary

*Results:* 15 percent of all students met the TS Gold 4 year old objectives for Language and 85 percent exceeded

the goals. 5 percent of students met the goals for Mathematics and 95 percent exceeded the goals. 100 percent of all parents or guardians participated in at least two parental involvement activities. 100 percent of teachers in the project completed 19 hours of professional development activities.

**West Feliciana Parish School System**

*Evaluation Score:* 144

*Award Amount:* \$63,700

The grant increased students reading and writing ability as well as strengthening skills aligned to ELA Louisiana Student Standards as measured by the NWEA MAP Reading Assessment.

*Schools:* West Feliciana Middle School

*Results:* 73 percent of students met their projected growth target for the NWEA Reading assessment.

**Westminster Christian Academy**

*Evaluation Score:* N/A

*Award Amount:* \$3,718

This project incorporated technology into the 4th grade math lesson in hopes of higher student achievement on the MAP end of year assessment.

*Results:* This agency did not provide results.

**Winn Parish School Board**

*Evaluation Score:* N/A

*Award Amount:* \$60,745

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

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

*Results:* 100 percent of the 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. 100 percent of the 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. 100 percent of parents of prekindergarten students attended three or more parent trainings, activities, or family nights. 100 percent of prekindergarten teachers attended a minimum of 18 hours of staff development during the school year. Documentation of professional development hours was received for a total of 23 hours by the Calvin High School PreK teacher, 91.5 hours by the Dodson High School PreK teacher, and 57.5 hours combined by the Winnfield Primary School PreK teachers.

**Zachary Community School District**

*Evaluation Score:* N/A

*Award Amount:* \$92,945

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

*Schools:* Zachary Early Learning Center

*Results:* 94 percent of participating four-year-old students met or exceeded expectation in the area of language and literacy (15C) on the TS Gold Assessment System. 88 percent of participating four-year-old students met or exceeded expectations in the area of math (20A) on the TS Gold Assessment System, by May of 2025. 100 percent of participating four-year-olds' parents/families participated in at least 3 activities associated with the program. 100 percent of participating teachers/paraprofessionals participated in at least 18 hours of professional development meetings during the 2024-2025 school year.



## Statewide Grant Programs

FY 2024 – 2025

BESE Allocation: \$9,862,400

Percent of Total Allocation: 48.1%

Programs Funded: 8

### *Constitutional Category*

**To fund school remediation programs and preschool programs**

- Early Childhood Care and Education Networks

### *Constitutional Category*

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

- Louisiana Recruitment and Retention Program
- Louisiana Educational Assessment Program (LEAP) 2025
- Strong School Systems
- Talk PD - Teachers Accessing Literacy Knowledge
- Academic/Vocational Enhancement of BESE Special Schools (LSD) - Bilingual Instructional and Close Reading
- Academic/Vocational Enhancement of BESE Special Schools (LSVI) - Literacy and Numeracy Success for All

### *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 Networks**

*Evaluation Score:* 135

*Award Amount:* \$140,000

*Constitutional Category:* To fund school remediation programs and preschool programs.

*Results:*

- 89.9% of publicly-funded children who were enrolled for at least 7 months completed the last child assessment checkpoint.
- The number of children that scored below the benchmark during the Fall 24/25 Checkpoint decreased by 42.1% by the Winter 24/25 Checkpoint.
- The number of children who scored below the benchmark during the Winter 24/25 Checkpoint did not decrease by 12.1% by the Spring 24/25 Checkpoint.

*Observations:*

- The Pre-K students were engaged in the teaching and learning process. It was a pleasure to observe them. All students should be better prepared for kindergarten.
- Personnel at the state and local levels were qualified to perform their duties.
- All activities were consistent with program objectives.
- Objectives were written in measurable terms.
- During classroom visits, it was evident that teachers followed the Pre-K checklist.

*Recommendations:*

- Continue to support early childhood education and ensure that children are ready and better prepared for Kindergarten.
- Continue to employ personnel that are invested in the program and are appropriately credentialed. Consider informing network personnel about the 8(g) evaluation component. This information will enhance the timeliness for receiving responses from network personnel regarding site visits
- Continue to provide leadership at the state and local levels regarding program activities.
- Continue to adhere to the constitutional category for which the program was funded.
- Continue to write measurable objectives, supply support data by objective, and interpret data by objective.
- It is recommended that careful attention is placed upon data collection, data analysis, data interpretation, and reporting by objective.

**Louisiana Recruitment and Retention Program**

*Evaluation Score:* 148

*Award Amount:* \$1,619,000

*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:*

- 18 human resources professionals participated in the 5th cohort of the Recruitment and Retention Fellowship during the 2024-2025 School Year. 16 school systems were represented by the participants.
- 1322 educators were reported through the mentor and resident data collection process that occurred in Fall 2024.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grants Programs

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These mentees were supported by a mentor throughout the school year.

- 94.5% of participants in the New Teacher Experience rated the professional development experience high. There are five professional development modules—each were rated as listed below, with the average agree, highly agree percentage equaling 94.5%.
- 51 school systems had students enrolled in pre-educator pathway courses in 2024-25—this is an increase from 44 in the 2023-24 academic year. Student enrollment increased from 1,724 in 2023-24 to 2,005 in the 2024-25 academic year.
- 51 School System Leaders participated in the 2024-2025 Cohort of the Aspiring Principal Fellowship. 49 completed the fellowship, and 30 out of 49 completed the survey. 100% rated the fellowship as effective or highly effective in preparing them for a school leader position.

#### *Observations:*

- All interviewed participants shared that they gained valuable knowledge from the training personnel, particularly in their specific areas of focus.
- State and local personnel were well-qualified to carry out their responsibilities. Personnel were highly commended by both teachers and school leaders.
- All activities aligned with program objectives and were well received by school personnel, who consistently reported that the activities were timely and relevant.
- Objectives were clearly defined in measurable and observable terms, and sufficient supporting data were provided to validate the reported program outcomes.
- During the program visits, it was clear that participants were actively learning and applying the information and skills gained from the professional development activities.

#### *Recommendations:*

- Continue to support school personnel as they prepare for and administer the program professional developments.
- Continue to maintain collaboration with contractors who can help advance and strengthen the program.
- Continue providing strong leadership at the local level to guide program activities. Maintaining a variety of supports for school personnel is a key factor in the program's success — keep up the excellent work!
- Continue developing clear, measurable objectives and providing supporting data for each. Excellent work in presenting the data in an organized and easy-to-read format.

**Louisiana Educational Assessment Program 2025 (LEAP 2025)**    *Evaluation Score:* 150    *Award Amount:* \$4,497,400

*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:*

- The department, in collaboration with assessment and content vendors, produced and coordinated administration preparations associated with the delivery, scoring, and reporting of 100% of LEAP assessments and resources throughout the 2024-2025 academic year.
- The department, in collaboration with assessment, data certification, and content vendors, produced and delivered test administration manuals, interpretive guides, assessment guides, FAQs, for 100% of the suite of assessment reports needed throughout the year.



- The department provided regularly-scheduled professional development and on-demand technical assistance to schools and systems throughout Louisiana to support successful administration of project related activities. 100% of District Test Coordinators and Accountability Contacts received no less than monthly updates emailed directly to them, and 100% of monthly webinar PowerPoints were posted to the department's website.

*Observations:*

- All participants interviewed reported feeling fully supported by LEAP personnel and consultants.
- State and local personnel were suitably qualified to fulfill their responsibilities. Personnel reported that materials were timely and they enjoyed the virtual meetings.
- All activities were consistent with program objectives and appeared to be very well received by school personnel as all reported that information was available to them at any time. Personnel stated that when support was needed they received it.
- Objectives were written in measurable and observable terms. Sufficient support data were evident to substantiate claims regarding program outcomes.
- During the school visits, it was evident that school personnel were fully aware and trained to implement activities regarding the program and that the LDOE and contract vendors were implementing the program as written.

*Recommendations:*

- Continue to support school personnel as they prepare for and administer the LEAP.
- Maintain collaboration with vendors who can help advance and strengthen the program thereby ensuring the fidelity of LEAP administrations in the schools.
- Continue to provide leadership at the local levels regarding program activities. Providing a variety of supports for school personnel is an important variable in the program's success, keep doing what you are doing. Nice work!
- Continue developing measurable objectives and supplying supporting data for each. Nice job of laying out data so that it is easy to read.
- Program administrator should continue to provide required support documentation and adhere to all program timelines during implementation.

**International Choices for College and Career Education (IC3E)** *Evaluation Score:* 150      *Award Amount:* \$190,000

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

*Results:*

- The number of students enrolled in dual language immersion increased by 2% and the modest decrease (-3.85%) of students enrolled in early world languages reflects strong progress over the last two years.
- 97.5% 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 3.35 (Effective: Proficient).
- 19.11% more graduating seniors qualified for the Louisiana Seal of Biliteracy, when compared to the graduating seniors of 2024. 1309 graduating seniors in 2025 compared to 1099 in 2024.

*Observations:*

- Students appeared to be engaged in the teaching and learning process. The evaluator enjoyed seeing students speaking in another language other than English.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grants Programs

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- Personnel at the state and local levels were qualified to perform their duties
- All activities were consistent with program objectives.
- Objectives were written in measurable terms.
- During classroom visits, it was evident that teachers followed program requirements and guidelines. The evaluator observed that teachers were prepared and enthusiastic regarding their teaching responsibilities.

#### *Recommendations:*

- Continue to support biliterate learning to prepare students for a more global workforce.
- Continue to employ personnel that are invested in the program and are appropriately credentialed.
- Continue to provide leadership at the state and local levels regarding project activities
- Continue to write measurable objectives and supply support data that compliments each objective.
- Continue to display clear and concise results that are aligned with program objectives.

#### **Teachers Accessing Literacy Knowledge (Talk PD)**

*Evaluation Score:* 147

*Award Amount:* \$800,000

*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:*

- 50 teachers did not receive the Dyslexia Practitioner certification within one year of beginning the Dyslexia Practitioner program.
- According to vendor reports, a total of 726 participants successfully attended and completed Dyslexia screener training during the year.
- According to vendor reports, a total of 404 participants successfully attended and completed Adolescent Literacy training during the year.
- 2025 end-of-year literacy screener results showed a 17.1% improvement in the number of K-3 students scoring "at or above benchmark" on the composite score as compared to the beginning-of-the year.
- Overall LEAP Mastery and above grew only one percentage point.

#### *Observations:*

- All interviewed participants expressed positive feedback about the program, noting that the professional development presenters were "excellent."
- Personnel have the necessary skills to see that the program was administered to the fullest.
- The activities utilized in this program were well received.
- During classroom visits, it was evident that teachers followed program requirements and guidelines. The evaluator observed that teachers were prepared and enthusiastic regarding their teaching responsibilities.
- The individuals interviewed stated that participating in the program enhanced their knowledge and skills related to improving students' reading achievement.

#### *Recommendations:*

- Continue to train teachers and school leaders to enhance literacy outcomes for Louisiana students.
- Continue collaborating with vendors who are experts in literacy instruction, as participants have expressed a strong preference for their involvement.
- Be sure to include both State-Level Program Activities and Local-Level Program Activities in the original proposal and continue implementing them in a timely manner.
- Continue developing measurable and observable objectives and provide supporting data that aligns with each objective.
- Keep providing support documentation for each objective - well done!

#### Strong School Systems

Evaluation Score: 150

Award Amount: 2,975,000

*Constitutional Category:* To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement.

#### *Results:*

- 100% are highly likely to encourage other system leaders to participate in this strategic planning initiative in the future.
- Participants' perceptions were strong with regard to how much their capacity has changed to plan and monitor for system-wide improvement. Rating earned: 5 out of 5
- Rubric-based assessment of each deliverable within participants' strategic plans Target: Average rubric rating 3
- Percentage of students entering kindergarten ready: LA 37.4% SSS 39.5%, Percentage of students exiting 3rd-grade on-grade level LA 52.7% SSS 45.4%, Percentage of students exiting 8th-grade on-grade level LA 57.8% SSS 57.3% Quality diploma LA 58% SSS 59% graduating on time LA 81% SSS 60%
- 100% of participants believe their leadership capacity has improved due to participation in Louisiana Superintendents Academy.

#### *Observations:*

- Based on conversations and observations with program participants, feedback was extremely positive. Participants noted that the program has helped with strategic plan development which collectively impacted school performance.
- Personnel at the state and local levels were highly motivated and qualified to perform their duties.
- All activities were well planned and implemented with fidelity. It was observed that district personnel were involved in consistent training, reflection, and received feedback. Participants expressed deep appreciation for the experiences, opportunities, and feedback provided.
- Objectives were written in measurable and observable terms. Participants shared their extreme gratitude for the opportunity to participate in the program. Additionally, participants stated that they would recommend the program to other school systems.
- During meeting visits, it was evident that participants were learning and applying information to their school district's strategic plan. It was evident that the attendees were forward thinking and open-minded to suggestions on how their plan would impact teaching and learning. The attendees shared, for the most part, employees have bought into their district planning and are making the necessary changes to have a strong school.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grants Programs

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#### *Recommendations:*

- Continue to address whole system improvement to advance overall student achievement. Continue your efforts to increase the of school systems participating this project.
- Continue to employ personnel that are invested in the program and are appropriately credentialed. It was nice to see that all personnel were vested in the Strong Schools' efforts.
- Continue to align activities with objectives. Utilize participants' feedback to advance program's efforts.
- Provide threshold targets as were evident in EOY report and continue to definitively determine the extent to which each object was met.
- It is recommended that program administrator continues to provide support documentation as required and adheres to program timelines at all levels of implementation.

#### **Bilingual Instruction and Close Reading Special School District (LSD)**

*Evaluation Score:* 124      *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:*

- The percentile of student growth on MAP Reading increased from 21% to 34%. (The median growth is the 55th percentile)

#### *Observations:*

- Participants were students in 1st through 12th grade who were deaf or hard of hearing. These students needed additional instruction to improve reading performance on the MAP Reading End-of-Year assessment.
- The Program Administrator and staff appeared qualified to perform their assigned duties. Both the Program Administrator as well as classroom personnel were sufficiently committed to the program to generate enthusiasm.
- Implementation of the program objective was significantly later than anticipated; thus, the Program Administrator (noted in the EOY report) recommends that the program is extended into the upcoming school year to allow time for full implementation.
- It is important to collect, analyze, interpret, and report support documentation to definitively determine the extent to which the objective was met.

#### *Recommendations:*

- Continue to target students in 1st-12th grade to enhance reading performance.
- Continued to ensure that personnel are qualified to perform their assigned duties. It is important to monitor this program regularly to determine that technology, and other resources arrive timely.
- It is recommended that Program Administrator or designee ensures that all activities begin and are maintained according to schedule.
- Continue to state objectives in measurable terms. It is important to fully analyze data (including data offered as support documentation) as such data analysis is required to definitively determine the extent to which an objective was met.
- Test data must be disaggregated in a clear and concise manner to support the justification that an objective was

met.

**Literacy and Numeracy Success for All  
Special School District (LSVI)**

*Evaluation Score:* 144

*Award Amount:* \$30,000

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

*Results:*

- 17% are well below the 55% predicted to meet benchmark on DIBELS EOY assessment. We realized that large print students did not get double time on the DIBELS test that was afforded them on their IEPs.
- 72% was close to the predicted 75% of students who scored at or above grade-level as measured by the IRLA
- Although we grew to 50% proficient, we were still below the 64% predicted proficiency predicted in numeracy on the end of the year USNS assessment.

*Observations:*

- Participants were students at LSVI who were Visually Impaired/Blind. During classroom visits, the teachers appeared very capable in implementing lessons, and students were eager to respond clearly and thoughtfully. It was a joy to observe the classes.
- It was clear that personnel had sufficient background and training to perform their duties with fidelity. The Program Administrator appeared conscientious and committed to the students served.
- Program activities were monitored and were consistent with program objectives.
- Objectives were stated in measurable terms, and data were collected for each objective. All data were appropriately analyzed and submitted.
- Support data were submitted as required, and sufficient documentation was provided to determine whether program objectives were met.

*Recommendations:*

- Continue to provide students who are Visually Impaired/Blind with materials and technology to enhance literacy and numeracy achievement.
- Continue to employ, train, and monitor personnel to ensure the best outcomes for the students they serve.
- Continue to align program activities with objectives, and monitor “large print students’ performance” during testing to determine if test time allowed reflects what it should be on their IEPs.
- Continue to adhere to the Constitutional Category under which this program was funded.
- Continue to collect appropriate data, provide support documentation, and analyze and submit program reports in accordance with final reporting guidelines.
- Continue to collect, analyze, interpret, and report data by objective. Although the three objectives were not met, there was evidence that students showed academic and educational gains.





# Louisiana Board of Elementary and Secondary Education

1201 North 3rd St. | Baton Rouge, LA 70802 | 225-342-5840 | [bese.louisiana.gov](http://bese.louisiana.gov)