

Kevin P. Reilly, Sr.
Louisiana Education Quality Trust Fund
Louisiana Board of Elementary and Secondary Education



2023-24
8(g) Annual Report

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Ms. Susan Morrow
Mr. Bryan Staton
Ms. Gwendolyn Thomas

Statewide Programs

Dr. Marilyn Seibert

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The BESE 8(g) Grant Program

1986 – 2024

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.

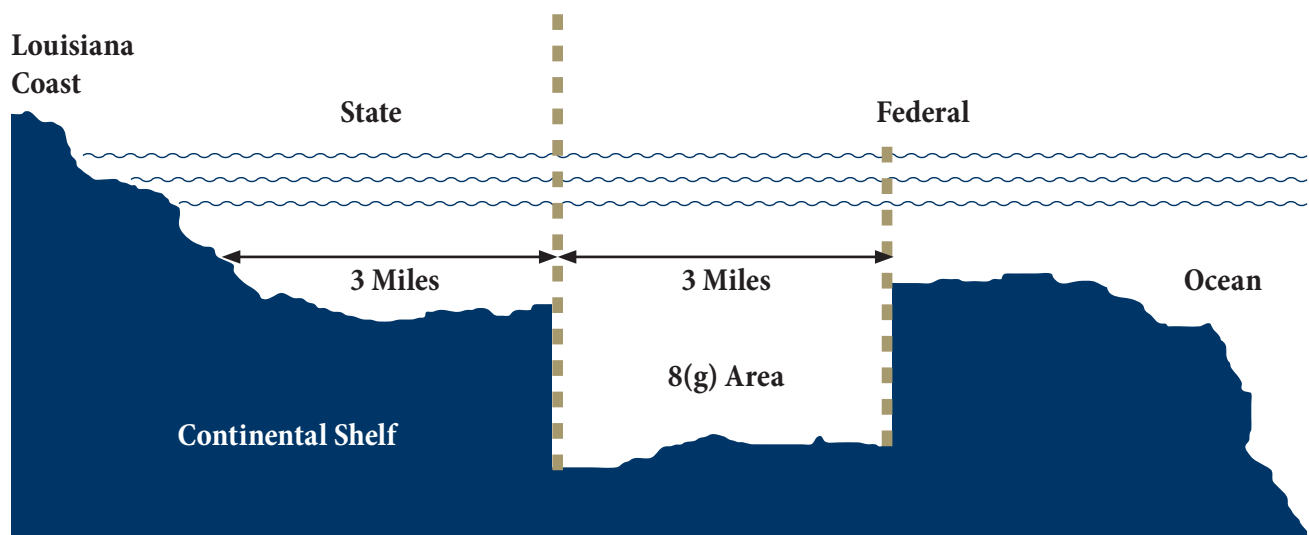
Since 1986...

More than
9,820 projects
approved

More than
\$1.59 billion
allocated

As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their resort and fishing industries, led a successful fight to reform the 1953 act. As a result, states gained more control over offshore activities through an amendment to the original act numbered 8(g).

The 8(g) amendment is what gives coastal states a "fair and equitable" share of the money made from offshore development. A final settlement was reached in 1986, which gives Louisiana 27 percent of the money made from the 8(g) area of the continental shelf. With the state's portion of the 8(g) resources, Louisiana voters chose to establish a trust fund for education, the Louisiana Education Quality Trust Fund (LEQTF), through a state constitutional amendment which allows the earnings of the Trust Fund to be spent for education purposes.



LEQTF Timeline

▶ **1978**

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

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

▶ **1986**

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

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

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

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

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

▶ **1990**

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

▶ **1994**

Constitutional amendment broadened the investment authority of the State Treasury.

▶ **1995**

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

▶ **2002**

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

▶ **2006**

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

Funding Requirements

Constitutional Categories

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

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

BESE 2019-2025 Strategic Plan Goals

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

BESE 2023-2024 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 \$274 million in pre-kindergarten programs



Statewide Grant Programs

The Statewide Programs are administered by state agencies, usually the Department of Education, to provide goods (such as equipment), services (such as staff development), or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency. Some Statewide Programs are implemented on a pilot basis with selected sites, while others impact large numbers of schools and students throughout Louisiana.

Independent evaluators, selected by BESE, conduct visits to local program sites around the state. Evaluators interview teachers, administrators, and central office supervisors to determine how well the program is operating and whether it is meeting specific performance objectives.

Each year BESE allocates a percentage of the overall 8(g) budget for Statewide Grant Programs, and the program design and budgets are approved by BESE. The agencies administering the Statewide Programs have their own system for funding, identifying, and notifying participants, and districts or independent schools apply directly to these agencies for program guidelines and funding methods.

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

FY 2023 – 2024

Program Summary
Program and Budget
Grants



Program Summary

2023-24 Program Allocation: \$20,500,000	135 Student Enhancement Block
	8 Statewide
<hr/>	
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 2023-24. 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 2023-24

APPROVED DECEMBER 20, 2022

I. Block Allocation (48.1%)	\$9,870,000
II. Statewide Allocation (48.1%)	\$9,870,000
III. Management and Oversight (2.5%)	\$500,000
IV. Review, Evaluation, and Assessment of Proposals (1.3%)	\$260,000
Total	\$20,500,000



Student Enhancement Block Grant Programs

FY 2023 – 2024

BESE Allocation: \$9,870,000

Percent of Total Allocation: 48.1%

Programs Funded: 135

Students Served: 27,355

Formula Basis:

\$45,000 base for public LEAs

\$8.44 per student for all agencies

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

61 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

74 Projects

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

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Acadia Parish

Evaluation Score: N/A *Award Amount:* \$122,816

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

Schools: Central Rayne Kindergarten, Iota Elementary School

Results: All participating 4-year olds met or exceeded language and literacy benchmarks in TS GOLD. All participating 4-year olds met or exceeded mathematics benchmarks in TS GOLD. All parents/families of participants participated in at least 2 parental/family involvement activities. All teachers participated in at least 18 hours of professional development.

Acadiana Renaissance Charter Academy

Evaluation Score: 107 *Award Amount:* \$25,933

This project enhanced science and math instruction by incorporating STEM curriculum to increase student performance on the science and math LEAP assessment.

Schools: Acadiana Renaissance Charter Academy, Acadiana Renaissance Charter Academy High School

Results were not available.

Algiers Charter

Evaluation Score: 133 *Award Amount:* \$5,420

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

Schools: L.B. Landry High School

Results: In 3rd grade, 43 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 22 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment. 48 percent of 4th grade students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 14 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment. 70 percent of 5th grade students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 42 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment. 51 percent of 6th grade students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 24 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment. 51 percent of 7th grade students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 21 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment. 56 percent of 8th grade students scored Basic or above on the Spring 2024 administration of the LEAP 2025 ELA assessment, and 26 percent of students scored Basic or above on the Spring 2024 administration of the LEAP 2024 mathematics assessment.

Algiers Charter

Evaluation Score: 132 *Award Amount:* \$7,116

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

Schools: Martin Behrman Elementary School

Results: 19 percent of students scored Basic or higher on the Spring 2024 administration of the LEAP 2025 English I assessment. 32 percent of students scored Basic or higher on the Spring 2024 administration of the LEAP 2025 English II assessment. 14 percent of students scored Basic or higher on the Spring 2024 administration of the LEAP 2025 Algebra I assessment. 22 percent of students scored Basic or higher on the Spring 2024 administration of the LEAP 2025 Geometry assessment.

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

Allen Parish

Evaluation Score: N/A *Award Amount:* \$79,122

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 School, Oakdale Elementary School

Results: All 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. All 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. 80 percent of 8(g) pre-K students had family members participate in a minimum of two family engagement activities. All 8(g) pre-K teachers participated in more than 18 hours of professional development.

Archdiocese of New Orleans

Evaluation Score: 144 *Award Amount:* \$288,515

This project allowed students in grades 3-7 used technology in classroom instruction to enhance proficiency and performance levels in ELA.

Schools: Annunciation, Archbishop Hannan, Ascension of Our Lord School, Christian Brothers School, De LaSalle High School, Good Shepherd Nativity Mission School, Holy Name of Jesus School, Immaculate Conception School, Mary, Queen of Peace Catholic School, Our Lady of Lourdes-Slidell, Our Lady of Perpetual Help School- Kenner and BC, Our Lady of Prompt Succor School-Chalmette and Westwego, Our Lady of the Lake School, Resurrection of Our Lord School, St. Alphonsus School, St. Andrew the Apostle School, St. Angela Merici School, St. Ann School, St. Anthony School-Gretna, St. Benedict the Moor School, St. Benilde School, St. Catherine of Siena School, St. Charles of Borromeo School, St. Christopher, St. Clement of Rome School, St. Cletus School, St. Dominic School, St. Edward the Confessor School, St. Elizabeth Ann Setton School, St. Francis Xavier School, St. Joan of Arc School-LaPlace, St. Leo the Great School, St. Louis King of France School, St. Margaret Mary School, St. Mary’s Academy, St. Matthew the Apostle School, St. Michael Special School, St. Peter School- Covington and Reserve, St. Phillip Neri, St. Pius X School, St. Rita School-Harahan, St. Stephen, St. Therese Academy, Ursuline Academy, Visitation of Our Lady School.

Results: 70 percent of third grade students met or exceeded their MAP diagnostic assessment scores from August 2023 to May 2024. 70 percent of fourth grade students met or exceeded their MAP diagnostic assessment scores from August 2023 to May 2024. 75 percent of fifth grade students met or exceeded their MAP diagnostic assessment scores from August 2023 to May 2024. 70 percent of sixth grade students met or exceeded their MAP diagnostic assessment scores from August 2023 to May 2024. 65 percent of seventh grade students met or exceeded their MAP diagnostic assessment scores from August 2023 to May 2024.

Ascension Christian High

Evaluation Score: 139 *Award Amount:* \$4,989

This project incorporated technology into the math curriculum in hopes of increasing student achievement.

Schools: Ascension Christian Elementary School K4-6

Results: 70 percent of 1st grade students scored an A on the EOY Language assessment. 78 percent of the 1st grade students scored an A on their EOY Reading assessment. 83 percent of 1st grade students scored an A on the EOY math assessment.

Ascension Parish

Evaluation Score: N/A *Award Amount:* \$247,949

To provide 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

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: 65 percent of the students met the social emotional learning goals and 32 percent exceeded the learning goals as measured by TS GOLD. 94 percent of students met expectations for language, literacy, and math by falling within the age appropriate color bands for TS GOLD. 93 percent met 80 percent of the widely held expectations for literacy by falling within the “meet or exceed” age appropriate TS GOLD color bands as reported by the TSG Snapshot Report. 75 percent of students met 80 percent of the widely held expectations for math by falling within “meet or exceed” the age appropriate TS GOLD color bands as reported by the TSG Snapshot Report. 75 percent of students met 80 percent of the widely held expectations for math by falling within “meet or exceed” the age appropriate TS GOLD color bands as reported by the TSG Snapshot Report. 80 percent of parents participated in two or more involvement activities including open house, orientation, field trip, class events, and parent teacher conferences. All 8(g) teachers received at least 18 hours or more of professional development during this school year.

Assumption Parish

Evaluation Score: 150 *Award Amount:* \$69,886

This project offered a rich learning experience for at-risk 4-year olds that prepared 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 School

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

Avoyelles Parish

Evaluation Score: N/A *Award Amount:* \$86,804

To assist 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 School

Results: All participating pre-K students met or exceeded expectations for typically developing four year olds on the language component. 90 percent of the 20 pre-K students met or exceeded expectations for typically developing four year olds on the literacy component. 90 percent of the 20 pre-K students met or exceeded expectations for typically developing four year olds in the math component. All parents/guardians of 20 students participated in 5 out of 6 planned trainings/activities. The teacher earned 52 hours of professional development.

Beauregard Parish

Evaluation Score: N/A *Award Amount:* \$93,253

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

Schools: East Beauregard Elementary

Results: All children in the project scored within the range of widely held expectations for four-year-olds on TS GOLD in the areas of literacy and language. All children in the project scored within the range of widely held expectations for four-year-olds on TS GOLD in the area of mathematics. All families of children in the project had participated in at least two activities as documented by parent participation logs. All teachers and paraprofessionals participated in 18 hours of site-based collaboration, including quarterly data meetings, using assessment data to increase students’ kindergarten preparedness.

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

Belle Chasse Academy

Evaluation Score: 149

Award Amount: \$6,559

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

Results: 90 percent of the targeted first and second grade students moved to “Core” level of support (which equates on level) on the spring DIBELS assessment.

Ben’s Ford Christian School

Evaluation Score: 150

Award Amount: \$2,803

This project incorporated technology into the 3rd grade classroom to remediate, support, and enrich math learning

Results: All third-graders scored on or above grade level in math on their end-of-year assessment.

Bienville Parish

Evaluation Score: N/A

Award Amount: \$61,090

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

Schools: Castor High School

Results: All students met or exceeded math objectives. All students met language and literacy objectives. All parents attended at least one parent meeting or conference during the school year. The teacher met professional development hours.

Bishop McManus School

Evaluation Score: N/A

Award Amount: \$945

This project enriched 5th grade student learning in Science by facilitating their investigative learning by using scientific tools used to determine matter in preparation for the Stanford 10.

Results: 30 percent of students scored 4.8-5.0 or higher on Stanford 10 EOY in science.

Bishop Noland Episcopal Day School

Evaluation Score: N/A

Award Amount: \$3,410

The purpose of the grant is to provide superior science reading text in Science to supplement the curriculum in preparation of the TerraNova Assessment in Science.

Results: 77 percent of 1st grade students scored proficient on the Science component of the TerraNova Standardized Test. 61 percent of 2nd grade students scored proficient on the Science component of the TerraNova Standardized Test. 57 percent of the 3rd grade students scored proficient on the Science component of the TerraNova Standardized Test. 67 percent of the 4th grade students scored proficient on the Science component of the TerraNova Standardized Test. 16 percent of the 6th grade students scored proficient on the science component of the TerraNova Standardized Test.

Bogalusa City Schools

Evaluation Score: N/A

Award Amount: \$60,862

This project provided intensive and strategic small group instruction to students who are reading below grade level to impact student growth in reading in preparation for the LEAP.

Schools: Central Elementary School

Results: 63 percent of students scoring unsatisfactory and approaching basic on the 3rd grade Spring 2023 LEAP assessment increased at least one proficiency level on the 4th grade Spring 2024 LEAP 2025 assessment.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Bossier Parish

Evaluation Score: 150 *Award Amount:* \$237,009

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 in preparation for kindergarten.

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

Results: 80 percent of the students participating in the pre-K Classes met widely held expectations for 4-year olds on the language objectives and 82.5 percent of the students met widely held expectations for 4-year olds on the literacy objectives. 62.5 percent of the students participating in the pre-K Classes met widely held expectations for 4-year olds on the mathematics objectives. 90 percent of the students' parents attended at least 3 parent meetings conducted during 2023-24. All pre-K teachers and paraeducators have completed the required 18 hours of professional development

Bowling Green School

Evaluation Score: 149 *Award Amount:* \$4,018

This project implemented technology into the ELA instruction further enhancing student ELA productivity and knowledge in preparation for Stanford testing.

Results: 44 percent of 5th-grade students scored at the 50th percentile or higher on the 2024 Stanford 10 ELA assessment. 37 percent of 6th-grade students scored at the 50th percentile or higher on the 2024 Stanford 10 ELA assessment.

Caddo Parish

Evaluation Score: 150 *Award Amount:* \$331,464

This project provided a pre-K program to at-risk 4 year old students to develop foundational/readiness skills necessary for kindergarten success.

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

Results: 93 percent of students participating met (81 percent) and/or exceeded (12 percent) the widely held expectations encompassing developmental miles in math as outlined by My Teaching Strategies (TS GOLD). 90.5 percent of participating pre-K children met or exceed widely held expectations encompassing developmental miles in language (86 percent) and literacy (95 percent) as outlined by My Teaching Strategies (TS GOLD). All 8(g)-funded students' families attended at least 2 family engagement activities. All 8(g)-funded teachers attended 26 hours of professional development specific to early childhood, while all 8(g)-funded support staff participated in at least 18 hours of professional development related to early childhood.

Calcasieu Parish

Evaluation Score: N/A *Award Amount:* \$280,281

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

Schools: W.T. Henning, LeBleu Settlement, Prien Lake

Results: 87 percent of the students scored at the "meets and exceeds" level on the third checkpoint TS GOLD assessment in language and literacy. 91 percent of the students scored at the "meets and exceeds" level on the third checkpoint TS GOLD assessment in mathematics. All teachers and paraprofessionals will attend 18 hours of training on teacher/child interactions and early childhood best practices. All parents participated in two parent meetings or conferences via face-to-face or virtually during the 23-24 school year.

Caldwell Parish

Evaluation Score: 147 *Award Amount:* \$58,211

This project offered high quality pre-K to all eligible pre-K students to prepare them to be kindergarten ready.

Schools: Caldwell Parish Pre-K Center

Results: 92.31 percent of students met or exceeded the pre-K level on TSG assessment in mathematics. 92.31 percent of students met or exceeded the pre-K level on TSG assessment in mathematics. 88 percent of parents attended two or more activities planned with at least one being a conference with the teacher. The program teacher attended 24 hours of professional development sessions related to CLASS, TSG, or other pre-K related topics including literacy and math instruction.

Cameron Parish

Evaluation Score: N/A *Award Amount:* \$54,269

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

Schools: Grand Lake Elementary, Hackberry High School

Results: 70 percent of the parents participated in 8 or more family engagement activities during the school year. All participating teachers participated in 20 or more hours of professional development. All students scored at meeting or above growth range in 11 or 12 objectives/dimensions on TS GOLD final checkpoint in mathematics area. All students scored at meeting or above growth range in 24 of 24 dimensions on TS GOLD final checkpoint in Literacy/Language area.

Catahoula Parish

Evaluation Score: 134 *Award Amount:* \$53,695

To provide a quality developmentally appropriate pre-kindergarten program for academically at risk four year old children.

Schools: Sicily Island High School

Results: All students met or exceeded the expectations in math by the third checkpoint with the Teaching Strategies GOLD Portfolio Assessment. All students met or exceeded the expectations in math by the third checkpoint with the Teaching Strategies GOLD Portfolio Assessment. All parents attended parental involvement activities. All staff completed more than 16 hours of professional development during the year.

Central Community Schools

Evaluation Score: N/A *Award Amount:* \$85,850

This project increased student achievement of Grades 3-8 English Learners (EL's) by implementing the Louisiana Connectors for English Learners.

Schools: Central Intermediate School

Results: 40.63 percent of the students participating in the Language and Content Connections for English Learners grew 1 level on the English Language Proficiency Test (ELPT) from their prior-year ELPT.

Christ Episcopal School

Evaluation Score: 144 *Award Amount:* \$5,496

This project provided superior instructional material for 6th and 7th graders in math in hopes of increasing student achievement on the Stanford Achievement Test.

Results: 74 percent of 6th grade students scored “above grade level” in problem solving on the Stanford Achievement Test. 76 percent of 7th grade students scored “above grade level” in problem solving on the Stanford Achievement Test.

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

City of Baker Schools

Evaluation Score: N/A *Award Amount:* \$53,146

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

Schools: Baker Heights Elementary

Results: All participating four-year-old students met or exceeded widely held expectation in mathematics as documented by the Snap Shot Report generated from TS GOLD. 89 percent of participating four-year-old students met or exceeded widely held expectation in language as documented by the Snapp Shot Report generated from TS GOLD. All participating four-year-old students met or exceeded widely held expectation in literacy as documented by the Snap Shot Report generated from TS GOLD. All pre-kindergarten teachers and professionals attended and participated in more than 18 hours of professional development activities. 75 percent of the parents participated in two planned activities such as recognition program, doughnuts with dad, muffins with mom, and ornament workshop.

Claiborne Academy

Evaluation Score: 136 *Award Amount:* \$1,747

This project provided technology to the 7th grade math curriculum in preparation for the ERB math assessment.

Results: 30 percent of the 7th graders scored above mastery. But 45 percent of the 7th graders scored right below the mastery level.

Claiborne Christian School

Evaluation Score: 131 *Award Amount:* \$3,427

This project incorporated a superior history curriculum in hopes of increasing student achievement for students in grades 6-8 in preparation for LEAP year assessment.

Results: 68 percent or higher of 6th graders scored a Basic or Higher on IXL Social Studies End of Year Assessment. 83 percent of 7th graders scored a Basic or Higher on IXL Social Studies End of Year Assessment. 88 percent of 8th graders scored a Basic or Higher on IXL Social Studies End of Year Assessment.

Claiborne Parish

Evaluation Score: 150 *Award Amount:* \$59,165

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: 94 percent of the four year old students scored “meet or exceed” Literacy objectives in Teaching Strategies Gold. 94 percent of the four year old students scored “meet or exceed” mathematics objectives in Teaching Strategies Gold. 75 percent of the parents/families of participants participated in at least two Parent and Family Engagement activities. All teachers and paraprofessionals will participate in 18 hours of professional development to foster the implementation of research-based strategies designed to increase students’ proficiency in kindergarten.

Community Leaders Advocating Student Success

Evaluation Score: 150 *Award Amount:* \$3,976

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

Schools: Fannie C. Williams

Results: 73 percent of the targeted 5th grade student increased their end-of-the-year Lexile by 20 points. 62 percent of the targeted 6th grade student increased their end-of-the-year Lexile by 20 points. 93 percent of the targeted 8th grade student increased their end-of-the-year Lexile by 20 points.

Concordia Parish

Evaluation Score: 141 *Award Amount:* \$70,249

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

Schools: Vidalia Lower Elementary

Results: 95 percent of the participating four-year-olds scored within the meeting expectations range in math Objectives for Development and Learning as measured by the TS GOLD Assessment. All participating four-year-olds scored the meeting expectations range in Language and Literacy Objectives for Development and Learning as measured by the TS GOLD Assessment. 85 percent of targeted 4 year old students' parents participated in at least 2 parental involvement activities/teacher parent conferences. All participating teachers and paraprofessionals participated in at least 18 hours of professional development during the 2023-2024 school year.

Courtney Christian School

Evaluation Score: 135 *Award Amount:* \$2,963

This project implemented technology in 3rd grade ELA and 7th grade math to increase student achievement on the Iowa test.

Results: 85 percent of 7th grade math students scored Basic or higher on Iowa test. 70 percent of 3rd grade ELA students scored Basic or higher on the Iowa test.

Crescent City Schools

Evaluation Score: 150 *Award Amount:* \$19,044

This project provided high-quality, high-touch literacy instruction to a group of students in grades K-2 to improve student achievement on end of year testing.

Schools: Harriet Tubman Charter School

Results: 50 percent of the targeted students scored "on level" or grew 1.5 years from the screener assessment score administered in August/September 2023 as compared to the literacy screener results in May.

DeSoto Parish

Evaluation Score: N/A *Award Amount:* \$86,956

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: All students met or exceeded the Language and Literacy objectives on TS GOLD. All students met or exceeded the math objectives on TS GOLD. 95 percent of parents attended a minimum of 5 events. The teacher participated in 41 hours of professional development throughout the year.

Diocese of Alexandria

Evaluation Score: 149 *Award Amount:* \$29,285

The project will ensure rigorous reading standards are taught by utilizing technology resources and textbooks to increase reading performance.

Schools: St. Anthony of Padua School

Results: 68 percent of students in first grade scored average or above average on the TerraNova assessment by May 2024. 80 percent of students in third grade scored average or above average on the TerraNova assessment by May 2024. 75 percent of students in fourth grade scored average or above average on the TerraNova assessment by May 2024. 75 percent of students in fifth grade scored average or above average on the TerraNova Assessment by May 2024.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Diocese of Baton Rouge

Evaluation Score: 140

Award Amount: \$127,463

The project focused on using the programs to reflect on student learning, renew commitment to filling gaps in knowledge, and respond with achievement progress in preparation for the Beacon, ACT, PreAct, PLAN, and Explore.

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

Results: 40 percent of K-2 grade students were reading on the “Probable Reader” level based on the STAR reading assessment. The mean of the scale scores of 426 increased 8 points to 434 of the targeted students in Grades 3 in ELA on the DRC Beacon tests between August/September 2023 (pre-test) to April/May 2024 (post-test). The mean of the scale scores of 384 increased 4 points to 388 of the targeted students in Grade 3 in math on the DRC Beacon tests between August/September 2023 (pre-test) to April/May 2024 (post-test). 80 percent of 9th and 10th graders and high-school students in participating schools that took the Pre-ACT tests scored a composite greater than or equal to 16. The average composite score of high-school 11th and 12th grade students in participating schools that took the ACT, was reported by participating schools to be 22.6. The mean of the scale scores of 466 increased 5 points to 471 of the targeted students in Grades 4 in ELA on the DRC Beacon tests between August/September 2023 (pre-test) to April/May 2024 (post-test). The mean of the scale scores of 420 increased 5 points to 425 of the targeted students in Grade 4 in math on the DRC Beacon tests between August/September 2023 (pre-test) to April/May 2024 (post-test).

Diocese of Houma-Thibodaux

Evaluation Score: 141

Award Amount: \$36,494

This project promoted literacy as the key to building a stronger future for individuals, communities, and the world.

Schools: Holy Rosary, St. Genevieve, St. Joseph, St. Mary’s Nativity, E.D. White, Central

Results: 35 percent of 3rd graders attained proficiency or higher in reading, while 47 percent achieved proficiency or higher in English. 44 percent of 4th graders attained proficiency or higher in reading, while 40 percent achieved proficiency or higher in English. 26 percent of 5th graders attained proficiency or higher in reading, while 23 percent achieved proficiency or higher in English. 35 percent of 6th graders attained proficiency or higher in reading while 31 percent achieved proficiency or higher in English. 35 percent of 7th graders attained proficiency or higher in reading while 39 percent achieved proficiency or higher in English. (While the students in grade 7 students did not achieve the expected outcome, they did score higher than last year.) 63 percent of students in grade 8 scored 19 or higher in Reading while 61 percent of students scored 16 or higher in Language (English) on the Pre-ACT 8. 78 percent of students in grade 9 scored 19 or higher in Reading while 64 percent of students scored 16 or higher in Language (English) on the Pre-ACT 9. (The objective was partially met since the objective for Reading was achieved.) 63 percent of students in grade 10 scored a 19 or higher in Reading while 70 percent scored 16 or higher in Language (English) on the Pre-ACT.

Diocese of Lafayette

Evaluation Score: 146

Award Amount: \$113,753

The project used technology integration to increase student achievement and engagement through individualized instruction.

Schools: St. Cecilia Catholic School

Results: 95 percent of first graders scored 50 percent or above the STAR assessment’s PR distribution grade level summary. 83 percent of 2nd graders will score 50 percent or above the STAR assessment’s PR distribution grade level summary. 72 percent of third graders scored 50 percent or above the STAR assessment’s PR distribution grade level summary. 63 percent of 4th graders on the TerraNova Next standardized assessment scored 50 percent or above the National Percentile of the Mean. 53 percent of 5th graders on the TerraNova Next standardized assessment scored 50

percent or above the National Percentile of the Mean. 64 percent of 6th graders on the TerraNova Next standardized assessment scored 50 percent or above the National Percentile of the Mean. 75 percent of 7th graders on the TerraNova Next standardized assessment scored 70 percent or above the National Percentile of the Mean. 82 percent of 8th graders scored an 18 or above on the Reading Pre-ACT.

Diocese of Lake Charles

Evaluation Score: 143 *Award Amount:* \$19,019

Integrating STAR 360 into the English Language Arts curriculum to increase student reading proficiency in Grades 1-8`in preparation for the STAR end of year assessment.

Schools: Our Lady Queen of Heaven

Results: 60 percent of Grade 1 had a SGP at or above the district benchmark in reading. 52 percent of Grade 2 had a SGP at or above the district benchmark in reading. 51 percent of Grade 3 had a SGP at or above the district benchmark in reading. 45 percent of Grade 4 had a SGP at or above the district benchmark in reading. 46 percent of Grade 5 had a SGP at or above the district benchmark in reading. 51 percent of Grade 6 had a SGP at or above the district benchmark in reading. 53 percent of Grade 7 had a SGP at or above the district benchmark in reading. 49 percent of Grade 8 had a SGP at or above the district benchmark in reading.

Diocese of Shreveport

Evaluation Score: 150 *Award Amount:* \$16,031

The project improved ELA and math scores for 9th and 10th grade students in preparation for the PreACT.

Schools: Loyola College Prep

Results: 45 percent of 9th grade students scored at their math College Readiness benchmark (19) on the PreACT. 53 percent of 9th grade students scored at the ELA College Readiness benchmark (18) on the PreACT. 57 percent of 9th grade students scored at their math College Readiness benchmark (19) on the PreACT. 61 percent of 9th grade students scored at the ELA College Readiness benchmark (18) on the PreACT.

East Baton Rouge Parish

Evaluation Score: 150 *Award Amount:* \$388,235

This project prepared at risk four-year-olds for kindergarten.

Schools: Audubon Elementary, Baton Rouge Foreign Language Academy Immersion Magnet , Twin Oaks Elementary, Shenandoah Elementary

Results: 92 percent of students met or exceeded expectations in math Objectives for the 2023-2024 school year. 93 percent of students met or exceeded expectations in Language and Literacy Objectives for the 2023-2024 school year. All families participated in at least one activity each semester. All teachers earned at least 18 hours of Professional Development during the 2023-2024 School year.

East Carroll Parish

Evaluation Score: N/A *Award Amount:* \$51,500

This grant will help to enhance students knowledge in early literacy and numeracy skills for at risk prekindergarten students in preparation for kindergarten.

Schools: Southside Elementary

Results: 75 percent of participating four-year-olds met or exceeded the Language and Literacy objectives. 75 percent of participating four-year-olds met or exceeded the mathematics objectives. All parents and families of the students enrolled in the 8(g) pre-K program participated in at least two parental involvement activities. All teachers participated in 18 hours or more of planned staff development which will foster implementation of teaching strategies designed to increase early literacy and numeracy skills of participants.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

East Feliciana Parish

Evaluation Score: N/A *Award Amount:* \$59,216

This project increased student achievement in the areas of ELA and math on end of year assessments in the district.

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

Results: 27 percent of the participating 3rd-10th grade students scored Mastery or higher on the LEAP ELA assessment. 17 percent of the participating 3rd-10th grade students scored Mastery or higher on the LEAP math assessment.

Evangel Christian Academy

Evaluation Score: 147 *Award Amount:* \$4,812

This project Inspired students to be actively engaged in their learning by providing an engaging medium to access on-line learning materials; specifically IXL for math assessment.

Results: By May 2024, 46 percent of the targeted 5th grade students achieved “On level” grade level equivalent knowledge as measured by the IXL math diagnostics assessment.

Evangeline Parish

Evaluation Score: 150 *Award Amount:* \$92,325

This project 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: All 8(g) students scored met/exceeded expectations on the Spring Language TS GOLD assessment. All 8(g) students scored met/exceeded expectations on the Spring math TS GOLD assessment. All 8(g) teachers attended at least 18 hours of professional development. All 8(g) parents attended three or more parent involvement activities.

False River Academy

Evaluation Score: 150 *Award Amount:* \$2,744

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

Results: 94 percent of third grade students increased their score by at least 3 points. 77 percent of third grade students increased their score by at least 3 points. All third grade students increased their score by at least 3 points. All third grade students increased their score by at least 3 points. 76 percent of third grade students increased their score by at least 3 points. 81 percent of third grade students increased their score by at least 3 points. 86 percent of third grade students increased their score by at least 3 points.

First Baptist Christian School

Evaluation Score: 150 *Award Amount:* \$2,288

This project increased student achievement in the 9th grade Spanish I class by adding technology to the curriculum in preparation for the Post-Assessment.

Results: 19 percent of targeted students improved their Spanish I scores on the Post-Test by 60 percent compared to their Pre-Test scores, as evidenced by the August 2023 Pre-Test scores compared to the May 2024 Post-Test scores.

FirstLine Schools

Evaluation Score: N/A *Award Amount:* \$23,544

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

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

Results: 48 percent of 1st grade students are reading fluently on grade level from the beginning of year percentage. 33 percent of 2nd grade students are reading fluently on grade level from the beginning of year percentage. 44 percent of third graders are reading fluently on grade level from the beginning of year percentage.

Franklin Parish

Evaluation Score: N/A *Award Amount:* \$68,460

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

Schools: Winnsboro Elementary School

Results: All students participating in the 8(g) class Met Expectations in Language on the Spring Checkpoint administration of TS GOLD assessment. All students participating in the 8(g) class Met Expectations in math on the Spring Checkpoint administration of TS GOLD assessment. For the Open House, 31 percent of the parents participated. For the Parenting Workshops, 63 percent of the parents participated. The classroom teacher attended 20.5 hours of professional development to improve instructional practices in math and reading.

G.B.R. Hope Academy

Evaluation Score: 148 *Award Amount:* \$549

This project provided superior instruction to verbally impaired and fine motor skill challenged students to increase student achievement.

Results: Each student grew at least .5 year in Spelling, English, and Reading Comprehension as measured by comparing their BOY and EOY scores.

Glenbrook School

Evaluation Score: 149 *Award Amount:* \$3,529

To offer an improved science curriculum for middle school students in preparation for the Stanford achievement test.

Results: 97 percent of the students in grade 4 scored average or above average on the science subsection of the Stanford Standardized Test. 94 percent of the students in grade 5 scored average or above average on the science subsection of the Stanford Standardized Test.

Grant Parish

Evaluation Score: N/A *Award Amount:* \$69,169

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

Schools: Georgetown High

Results: All students participating in the 8(g) class 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. All students participating in the 8(g) class met or exceeded the widely held expectations for four year olds in mathematics on the third checkpoint using the TS GOLD portfolio assessment. The pre-K teacher participated in a minimum of 60 hours of planned professional development including Birth to Five Standards, TS GOLD, CLASS, Conscious Discipline, Kagan for Little Ones, and Creative Curriculum as evidenced by sign-ins, agendas, and/or certificates. All students in the in the 8(g) pre-K class had a parent/guardian participate in at least two of the planned family engagement activities.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Hosanna Christian Academy

Evaluation Score: 150

Award Amount: \$3,242

This project implemented technology into the pre-K math and ELA curriculum to increase pre-K readiness based on TS GOLD.

Results: 50 percent of students met expectations and 50 percent of students exceeded expectations in kindergarten literacy skills focusing on identification and naming letters through TS GOLD Teaching Strategies. 90 percent of student met expectations; and 10 percent of students exceeded expectations in kindergarten literacy skills focusing on identification of letter-sound correspondences based on TS GOLD Teaching Strategies. 90 percent of student met expectations; and 10 percent of students exceeded expectations in kindergarten literacy skills focused on using emergent reading skills based on TS GOLD Teaching Strategies. 50 percent of students met expectations and 50 percent of students exceeded expectations in kindergarten math skills focused on counting independently based on TS GOLD Teaching Strategies. 95 percent of students met expectations and 5 percent of students progressed towards expectations in kindergarten math skills focused quantifying based on TS GOLD Teaching Strategies. 10 percent of students exceeded expectations and 90 percent of students did not demonstrated progress in kindergarten math skills focus understands & uses place value and base ten based on TS GOLD Teaching Strategies. 90 percent of student met expectations; and 10 percent of students exceeded expectations in kindergarten math skills focus knowledge of patterns based on TS GOLD Teaching Strategies.

Houma Christian School

Evaluation Score: 150

Award Amount: \$5,361

This project increased student achievement in reading comprehension with embedded technology opportunities for students in preparation for the Terra Nova end of year assessment.

Results: Fourth grade students' average score was at the 67 percentile on the Spring Terra Nova Reading Assessment, an increase of at least eleven percentage points from the Spring 2023 Terra Nova Reading Assessment. Third grade students' average scored on the 58 percentile on the Spring Terra Nova Reading Assessment, an increase of at least six percentage points from the Spring 2023 Terra Nova Reading Assessment for last year's third grade students.

Iberia Parish

Evaluation Score: N/A

Award Amount: \$140,823

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

Schools: Jefferson Island Road Elementary, Magnolia Elementary

Results: 88 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the ELA component of the Iberia Parish pre-kindergarten district assessment. 85 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the math component of the Iberia Parish pre-kindergarten district assessment. All parents of participating students attended two or more parental involvement activities during the 2023-2024 school year. All teachers and paraprofessionals completed 18 hours or more of professional development for the 2023-2024 school year.

Iberville Charter Academy

Evaluation Score: 142

Award Amount: \$2,600

To incorporate technology in grades 3-8 in the ELA and math curriculum to increase student engagement and enrich student learning for the LEAP Assessment.

Results: 48 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - ELA. 27 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - math. 42 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - ELA. 29 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - math. 36 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - ELA . 17 percent of 3rd grade students achieved BASIC or above on the LEAP Assessment - math.

Iberville Parish

Evaluation Score: N/A Award Amount: \$81,705

This developmentally appropriate PK project allowed children to grow cognitively, socially, physically, and emotionally in preparation for kindergarten.

Schools: North Iberville, Dorseyville, MSAW

Results: All PK4 teachers and paraprofessionals received 18 hours of professional development. All children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TS GOLD in May 2024. All children met or exceeded the widely held expectations encompassing milestones in math as measured by TS GOLD in May 2024. All parents participated in two or more school and parent activities as measured by teacher parent participation logs.

Jackson Parish

Evaluation Score: N/A Award Amount: \$62,686

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: All students met or exceeded benchmarks on the TS GOLD assessment in mathematics. All students met or exceeded benchmarks on the TS GOLD assessment in language and literacy. All parents attended at least two activities during the school year. All staff attended at least 18 or more hours of professional development.

Jefferson Parish

Evaluation Score: 134 Award Amount: \$445,386

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: Truman, Mc 26, Audubon, Hazel Park, Green Park, Boudreaux, Riviere, Kerner, Birney, Harahan

Results: 47.5 percent of students met/exceeded in language at the Spring checkpoint. 72.5 percent of students met/exceeded in Literacy at the Spring Checkpoint. 67.5 percent of students were met/exceeded in math at the Spring Checkpoint. All teachers participated in 18 hours of professional development throughout the 23-24 school year. At least 65 percent of parents attended a parent involvement activities including parent conferences, parent meet and greet, field trips and classroom activities.

Jefferson Davis Parish

Evaluation Score: N/A Award Amount: \$91,118

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

Schools: Hathaway High School, Lake Arthur Elementary

Results: 91.5 percent of students scored 80 percent or above on the EOY DCA for ELA. 93 percent of students score 80 percent or above on the EOY DCA for math. All parents/guardians in the two 8(g) classrooms participated in at least three parental involvement activities or conferences. All teachers and paraprofessionals received 18 hours of professional development.

John Curtis Christian School

Evaluation Score: N/A Award Amount: \$8,307

This project increased student achievement in math by providing superior instructional curriculum in preparation for the LEAP Algebra II assessment.

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

Results: 30 percent of students scored a 19 or above on the math ACT as of May 2024.

KIPP New Orleans Schools

Evaluation Score: 150 *Award Amount:* \$47,915

To mitigate the socioeconomic achievement gap of our youngest learners at KIPP Central City, this project ensured students develop the academic and social-emotional skills required to enter kindergarten on or above grade-level.

Schools: KIPP Central City

Results: 68.42 percent met or exceeded their individual end-of-year TS GOLD goal in mathematics. 89.47 percent met and 5.26 percent exceeded their individual end-of-year TS GOLD goal in literacy and language.

Lafayette Parish

Evaluation Score: 143 *Award Amount:* \$40,000

This project targeted ACT performance for struggling students in Lafayette Parish Schools.

Schools: Acadiana High School, Comeaux High School, Carencro High School, Lafayette High School, David Thibodeaux STEAM Magnet Academy, Northside High School, Southside High School, Early College Academy

Results: The average composite score growth of students who attended the ACT boot camp increase by .8 composite points. The ACT composite score for the district for the Class of 2024 did not increase to 20.

Lafayette Parish

Evaluation Score: 150 *Award Amount:* \$268,899

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: 86 percent of students met the Literacy Objectives in May 2024. 14 percent of students exceeded the Literacy Objectives in May 2024. All 8(g) funded children in the classroom met or exceed the TS GOLD widely held expectation for the mathematics objectives 20-23. 87.5 percent of families participated in three or more school activities. All teachers and paraprofessionals obtained 22 hours of professional development.

Lafourche Parish

Evaluation Score: N/A *Award Amount:* \$160,796

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

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

Results: All participating four-year-olds scored on or above level on all math objectives on the TS GOLD assessment tool. All participating four year olds scored on or above level on the language objectives of the TS GOLD assessment tool. As of the final checkpoint period in May, all participating four year olds scored on or above level on the literacy objectives of the TS GOLD assessment tool. All teachers and paraprofessionals participated in 18 hours of professional development. All 8(g) parents have participated in at least 2 of 4 parental involvement activities.

LaSalle Parish

Evaluation Score: N/A *Award Amount:* \$66,797

To provide a quality pre-kindergarten program to academically “at risk” four-year-olds in preparation for kindergarten.

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

Results: 96.25 percent of students met or exceeded expectations on the Language and Literacy Objectives/Dimensions on the third checkpoint with the TS GOLD Portfolio Assessment. 89.7 percent of students met or exceeded expectations on the math Objectives/Dimension on the third checkpoint with the TS GOLD Portfolio Assessment. All parents participated in at least two parental involvement activities. All 8(g) teachers and paras received 25.5 hours of professional development.

Lincoln Parish

Evaluation Score: N/A *Award Amount:* \$94,393

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

Schools: Lincoln Parish Early Childhood Center

Results: All students met the Kindergarten Readiness range using the Language objective data from the Spring 23-24 TS GOLD Assessment Snapshot. All students met the Kindergarten Readiness range using the math objective data from the Spring 23-24 TS GOLD Assessment Snapshot. All students met the Kindergarten Readiness range using the Literacy objective data from the Spring 23-24 TS GOLD Assessment Snapshot. The teacher and paraprofessional participated in at least 18 hours of professional development and staff training. 95 percent of the families whose children are attending the 8 (g) class participated in at least 3 family involvement events/opportunities as evidenced by sign-in sheets.

Linwood Public Charter School

Evaluation Score: 135 *Award Amount:* \$8,644

This project built the foundation of learning for pre-K children through high quality curriculum, technology, and ample support.

Results: 85 percent of pre-K students met or exceed pre-K 4 class/grade TS GOLD's Language and Literacy Development and Learning Objectives by the end of May 2024. 70 percent of pre-K students met/exceeded pre-K 4 class/grade TS GOLD's math Development and Learning Objectives by the end of May 2024.

Livingston Parish

Evaluation Score: N/A *Award Amount:* \$272,540

This project provided high-quality pre-K classes for 50 at-risk children which prepared them to be "ready to learn" in kindergarten the following year.

Schools: French Settlement Elementary, Frost School, Holden School, Juban Parc Elementary, Maurepas School

Results: 99 percent of all 8(g) students met or exceeded the expectations in Language and Literacy on the TS GOLD assessment. In the fall, only 55 percent of these students met or exceeded the expectations which is a growth of 44 percent. All 8(g) students met or exceeded the expectations in mathematics on the TS GOLD assessment. In the fall, only 28 percent of these students met or exceeded the expectations which is a growth of 72 percent. 99 percent of parents participated in two or more pre-K program activities. All pre-K teachers attended at least 18 hours of professional development. All teachers completed 43 total hours of professional development. All new teachers completed an additional 11 hours of professional development.

Louisiana School for Math, Science, and the Arts

Evaluation Score: 147 *Award Amount:* \$2,465

This project provided intentional ACT preparation for graduating seniors to promote high achievement and college readiness.

Results: 51 percent of the graduating seniors scored 29 or higher composite core on the ACT. 82 percent of the juniors scored 25 or higher on the ACT.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Madison Parish

Evaluation Score: 103 *Award Amount:* \$55,324

The project helped prepare pre-Kindergarten at risk-4- year old scholars to be kindergarten ready.

Schools: Tallulah Elementary

Results: All participating students scored 100 percent on the Language component of the TS GOLD Assessment for the end of the school year. All participating students scored 100 percent on the mathematics component of the TS GOLD Assessment for the end of the school year. 75 percent of the parents attended various parent meeting /parent conferences for the school year. All teachers and paraprofessionals attended professional development training.

McMillian's First Steps CDC/Academy

Evaluation Score: N/A *Award Amount:* \$886

The project provided students with a instruction using technology in the Social Studies for individual learning and reinforcement in preparation for the ILEAP/LEAP Test.

Results: 50 percent of the 4th graders improved in Social Studies obtaining a Basic or higher as measured by the ILEAP/LEAP Scores. 50 percent of the 5th graders improved in Social Studies obtaining a Basic or higher as measured by the ILEAP/LEAP Scores.

Metairie Park Country Day School

Evaluation Score: 150 *Award Amount:* \$6,114

To incorporate technology into the 4th grade science curriculum to increase student achievement on science pre and post assessment.

Results: 80 percent of targeted 4th graders increased 66 percent in scores from their pre test administered in August to their post test scores administered in May.

Monroe City Schools

Evaluation Score: N/A *Award Amount:* \$114,138

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

Schools: Clara Hall Elementary, Cypress Point University Elementary

Results: 95.8 percent of participating four-year olds enrolled in the project scored meeting or exceeding expectations on the mathematics Component of TS GOLD. 88.8 percent of the participating four year olds enrolled in the project scored meeting or exceeding expectations on the Literacy Component of TS GOLD. 80 percent of parents participated in at least 4 parental involvement activities for parents and families. All 8(g) pre-K teachers received 20+ hours of professional development.

Morehouse Parish

Evaluation Score: N/A *Award Amount:* \$71,929

The purpose of this grant is to provide Morehouse Parish pre-K 4 students with best practice strategies which will enable them to become kindergarten ready.

Schools: Morehouse Magnet

Results: 83 percent of the participating students met or exceeded in the area of language according to TS GOLD. 83 percent of the participating students met or exceeded in the area of literacy according to TS GOLD. 90 percent of the participating students met or exceeded in the area of mathematics according to TS GOLD. All teacher and paraprofessionals participated in a total of 22 hours of professional development (sessions/conferences/workshops) to acquire instructional strategies to increase students' proficiency in the areas of language, literacy, and mathematics to

ensure pre-kindergarten students in 8(g) classroom be ready for kindergarten. All parents of 8(g) pre-kindergarten students attended at least one of the two annual Parent/Teacher Conferences.

Natchitoches Parish

Evaluation Score: 150 *Award Amount:* \$89,193

This project provided developmentally appropriate activities and prepare pre-K students to enter Kindergarten ready to learn to read.

Schools: L.P. Vaughn

Results: All family engagement events which included Frog Street literacy home-to school sessions, parent teacher conferences, and open house had parent participants. All participating 8(g) four-year-olds met or exceeded the widely held expectations for 4-year-olds in Language and Literacy Objectives for Development and Learning as measured by TS GOLD Assessment. All participating 8 (g) four-year-olds met or exceeded the widely held expectations for 4-year-olds in math Objectives for Development and Learning as measured by TS GOLD Assessment. All teachers completed 18 hours of professional development.

New Orleans Military and Maritime Academy

Evaluation Score: 150 *Award Amount:* \$7,496

This project provided superior instruction in hopes of increasing percentage of students earning IBC in Adobe.

Results: 60.3 percent of NOMMA students that tested for an Adobe IBC passed the exam, earning the IBC.

New Vision Learning Academy

Evaluation Score: 141 *Award Amount:* \$1,764

This project improved student science performance by increasing student science engagement through the development of STEM satellites in the classroom in preparation for the IOWA post assessment.

Results: 59 percent (17) of 29 First graders scored at grade level or above on the ITBS post test in Science.

Northeast Baptist School

Evaluation Score: 104 *Award Amount:* \$1,638

This project effectively improved reading and math proficiency on the STAR end of year assessment for 1st graders by adding technology to the reading and math curriculum.

Results: 63 percent of targeted students showed 1 year or more of reading growth measured as the grade equivalent by the STAR Reading assessment. 47 percent of targeted students showed 1 year or more of math skills growth measured as the grade equivalent by the STAR math assessment.

Northlake Christian School

Evaluation Score: N/A *Award Amount:* \$7,741

This project increased the grade level proficiency in math, increasing student engagement and collaborative learning opportunities in preparation for IOWA and pre ACT.

Results: 53 percent of the 7th grade students exceeded benchmarks on the math IOWA test. 69 percent of 8th grade students exceeded benchmarks on the math Pre-ACT 8-9 Assessment. 40 percent of 9th grade students exceeded benchmarks on the math Pre-ACT 8-9 Assessment.

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

Oak Forest Academy

Evaluation Score: 150 *Award Amount:* \$6,745

This project provided access to interactive technology to improve 3rd and 4th grade student achievement in ELA on the IOWA Form E assessment.

Results: 54 percent of 3rd grade students scored 51 or higher (measured as high average range) on the ELA IOWA Form E assessment. 65 percent of 4th grade students scored 51 or higher (measured as high average range) on the ELA IOWA Form E assessment.

Orleans Parish

Evaluation Score: 135 *Award Amount:* \$33,151

The purpose of this project is improve instructional practices of lead teachers and ensure that students are consistently exposed to standard-aligned assessments, to create more advanced-placement opportunities for students, and to develop the implementation of Illustrative math.

Schools: Warren Easton Charter High School, Audubon Charter Gentilly, Audubon Charter School, Lake Forest Elementary, Willow School

Results: 94 percent of students in grades 3-8 scored Mastery and above in ELA on LEAP Assessment. 83 percent of students in grades 3-8 scored Mastery and above in math on LEAP Assessment. Only 4 percent of 9th and 10 grade students scored Mastery and above in Geometry; however, 34 percent scored Basic and above in Geometry. 19 percent of 9th and 10th grade students scored Mastery and above in Biology; however, 57 percent scored basic and above in Biology. 67 percent of students scored Basic or higher on LEAP math Assessment. 82 percent of 5th grade students achieved Mastery and above on LEAP ELA Assessment. 95 percent of 6th grade students achieved Mastery and above on LEAP ELA Assessment. 93 percent of 7th grade students achieved Mastery and above on LEAP ELA Assessment.

Orleans Parish

Evaluation Score: N/A *Award Amount:* \$36,031

This project incorporated technology into classrooms to promote student academic achievement growth on the LEAP and Fastbridge Universal Screener assessments.

Schools: Sarah T. Reed High School, Benjamin Franklin High School, Esperanza Academy, Lafayette Academy, Foundation Preparatory, Bricolage Academy, Einstein Middle School

Results: Over 75 percent of the participating four-year-old students received “meeting expectations” or ‘exceeding expectations” in the language and literacy sections of TS GOLD. Over 75 percent of the participating four-year-old students received “meeting expectations” or ‘exceeding expectations” in the math section of TS GOLD. Over 75 percent of the participating four-year-old students received “meeting expectations” or ‘exceeding expectations” in the cognitive section of TS GOLD. All pre-K teachers and paraprofessionals attended 18 hours of professional development.

Orleans Parish

Evaluation Score: 144 *Award Amount:* \$170,881

This project is designed to provide high quality and accessible pre-K experiences for our youngest learners in preparation for kindergarten.

Schools: Benjamin Franklin Elementary School, Mary McLeod Bethune Charter School, Elan Academy, Homer A. Plessy Community School

Results: The percentage of students that achieved Basic or above on math and ELA LEAP Assessments remained at 20 percent. 80 percent of 8th grade students achieved “Low Risk/College Pathway” in Reading or math on end of year FastBridge Universal Screener. 91 percent of 9th grade students at Benjamin Franklin High School scored Mastery or higher on LEAP Geometry Assessment. 20 percent of the students in K-2 within CANO schools reached their typical growth target in math. 24.3 percent of the students in K-2 within CANO schools reached their typical growth target in Reading.

Ouachita Parish

Evaluation Score: N/A *Award Amount:* \$198,455

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: All students who were assessed by TS GOLD during all checkpoint periods were at the combined growth levels of meeting/exceeding in Language and Literacy. All students who were assessed by TS GOLD during all checkpoint periods were at the combined growth levels of meeting/exceeding in mathematics. All 8(g) pre-K parents participated in at least one school related activity. All 8(g) teachers and paraprofessionals attended 19 hours of district professional development.

Pelican Educational Foundation, Inc.

Evaluation Score: 132 *Award Amount:* \$3,326

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

Schools: Kenilworth Science and Technology School

Results: 79 percent scored a B or higher as a final grade in Spanish.

Plaquemines Parish

Evaluation Score: 144 *Award Amount:* \$76,910

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

Schools: Belle Chasse Primary School

Results: 92 percent of participating 4-year-olds met or exceeded expectations within the math standards of TS GOLD's final checkpoint. 89 percent of the 4 year-olds met or exceeded expectations within the Language and Literacy standards of TS GOLD's final checkpoint. All 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. At least 80 percent of the parents participated in the Parent Teacher Conferences. All staff obtained at least 18 hours of professional development.

Pointe Coupee Parish

Evaluation Score: N/A *Award Amount:* \$66,881

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

Schools: Valverde Elementary

Results: 90 percent of students participating in the 8(g) preschool program met or exceed the development milestones in math on TS GOLD. 90 percent of students participating in the 8(g) preschool program met or exceed the development milestones in Literacy on TS GOLD. All 8(g) teachers attended the required 18 hours of professional development. 70 percent of the families of the children in the 8(g) program attended parent engagement activities.

Providence Classical Academy

Evaluation Score: 142 *Award Amount:* \$5,361

This project implemented technology into the 5th and 10th grade math instruction in hopes of increasing student achievement on the end of year assessments.

Results: No 5th grade students scored on the 75th percentile. The objective was not met, as students Quantile Percentile was 65th on the CLT for Arithmetic and Operations, Geometrical Reasoning, and mathematical Reasoning. 43.75 percent of the 10th grade students scored an A(Advance) average on their end of year assessment in Algebra II.

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

Rapides Parish

Evaluation Score: N/A Award Amount: \$230,331

This project is to provide 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, Ruby Wise Elementary

Results: All students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Language and Literacy after the third checkpoint. All students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in mathematics after the third checkpoint. 90.33 percent of 8(g) families participated in at least one parent workshop and one parent conference in the fall and the spring. 92.5 percent of 8(g) families participated in the fall and spring parent meetings/workshops. All 8(g) staff received a minimum of 18 hours of job-embedded professional development training.

Red River Parish

Evaluation Score: N/A Award Amount: \$56,202

This project provided remediation in Literacy that will strengthen 4th and 5th grade students skills in ELA in preparation for the LEAP assessment.

Schools: Red River Elementary School

Results: 63 percent of 4th grade students scored a Basic or higher on the LEAP ELA End of Year Assessment. 61 percent of 5th grade students scored a Basic or higher on the LEAP ELA End of Year Assessment

ReNEW-Reinventing Education

Evaluation Score: 141 Award Amount: \$16,757

This project provided remedial literacy instruction for at-risk learners utilizing Reading Mastery and Heggerty curricula.

Schools: ReNEW Dolores Aaron Elementary, ReNEW Laurel Elementary, ReNew Schaumburg Elementary

Results: 28 percent of participating K-2 students with a complete pre-post assessment grew 4 or more points on the end-of-year DIBELS assessment. However, 44 percent of students scored at or above benchmark on EOY DIBELS

Richland Parish

Evaluation Score: N/A Award Amount: \$68,266

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 School, Start Elementary School

Results: 98 percent of the students met or exceeded the grade-level expectations (blue level) in language and literacy 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. All parents/guardians attended at least three family engagement activities during the school year as evidence by an attendance checklist. All teachers and paraprofessionals participated in at least 18 professional development hours from August 2023 until May 2024.

River Oaks School

Evaluation Score: 147 Award Amount: \$2,271

The project provided students with phonics and vocabulary acquisition strategies to improve critical reading skills in ELA classes.

Results: 86 percent of 1st graders scored an advance score on the Word Study Skills section of the Stanford 10 Test. 90 percent of second graders made an advanced score on the End of the Year Benchmark Assessment.

Riverside Academy

Evaluation Score: 138 *Award Amount:* \$4,483

This project boosted student achievement on STAR ELA assessment by creating more opportunities to engage students and increasing class participation through Nearpod.

Results: 30.43 percent of targeted 6th grade students scored a grade equivalent of 6.0 or above as measured by the STAR Reading assessment. 43.18 percent of targeted 8th grade students scored a grade equivalent of 7.0 or above as measured by the STAR Reading assessment. 40.38 percent of targeted 8th grade students scored a grade equivalent of 7.0 or above as measured by the STAR Reading assessment. However, 55.77 percent of eighth grade students scored at above reading proficiency on the PreACT test administered through Collegeboard.

Sabine Parish

Evaluation Score: 150 *Award Amount:* \$78,717

This project provided students with a high quality, comprehensive educational experience to prepare students for kindergarten.

Schools: Many Elementary School, Zwolle Elementary School

Results: 94 percent of participating preschool children met or exceeded expectations on the Language objectives in TS GOLD by May 2024. 94 percent of participating preschool children met or exceeded expectations on the Literacy objectives in TS GOLD by May 2024. 92 percent of participating preschool children were met or exceeded expectations on the math objectives in TS GOLD by May 2024. All teaching staff attended a minimum of 18 hours of professional development, with a portion of training emphasizing improvement in the instructional support component of the Classroom Assessment Scoring System (CLASS) observation tool by May 2024. 90 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 2024.

Special School District

Evaluation Score: 143 *Award Amount:* \$1,300

This project incorporated the use of technology in the middle school grades in order to increase students' ELA performance on the LEAP Connect Assessment

Schools: Pinecrest Supports and Services Center

Results: None of the students scored at goal on LEAPConnect ELA assessment however, 60 percent Scored near goal on the LEAPConnect ELA Assessment.

Special School District at LSVI

Evaluation Score: N/A *Award Amount:* \$599

Hands on Accessibility learning provided braille, raised materials and supplies to support building concept development and comprehension in ELA for students in 1-8 grade in preparation for the IRLA assessment which shows growth in reading for the year.

Schools: Louisiana School for the Visually Impaired

Results: 76 percent (16/21) of students grew a whole year or are on/above grade level in kindergarten- 8th grade for the 2023-2024 school year, and 52 percent (11/21) of students are reading on or above grade level.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

St. Bernard Parish

Evaluation Score: N/A Award Amount: \$112,087

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

Schools: Joseph Davies Elementary

Results: All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in Language and Literacy in TS GOLD. All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in math in TS GOLD. All parents participated in at least one parent involvement activity over the course of the school year. The teacher and paraeducator participated in at least 18 hours of professional development activities.

St. Charles Parish

Evaluation Score: N/A Award Amount: \$125,138

This project increased student achievement to prepare students for kindergarten.

Schools: Mimosa Park Elementary, St. Rose Elementary

Results: 97 percent of students scored in the meeting to exceeding expectations range in Language Arts and all students scored in the meeting to exceeding range in Literacy as measured by the TS GOLD Assessment System. All students scored in the meeting to exceeding expectations range in mathematics as measured by the TS GOLD Assessment System. 86 percent of students scored at or above benchmark on the Preschool Early Literacy Indicators Assessment given at the beginning of May 2024. 77 percent of families attended events throughout the school year. All teachers in the project attended a minimum of 18 hours of district provided professional development.

St. George's Episcopal School

Evaluation Score: 150 Award Amount: \$2,583

This project implemented technology in the 2nd grade mathematics curriculum to increase student achievement on MAP end of year assessment.

Results: 75 percent (6 out of 8) of our 2nd grade students who are participating in the mathematics Mastery Initiative 2.0 showed an increase of at least 14 points from Fall diagnostics to Spring assessment as measured by the MAP Growth assessment.

St. Helena Parish

Evaluation Score: 150 Award Amount: \$54,020

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

Schools: St. Helena Early Learning Center

Results: All 8(g) learners met or exceeded their widely held expectation band in the area of mathematics in TS GOLD. All 8(g) learners met or exceeded their widely held expectation band in the areas of language and literacy in TS GOLD. All parents of targeted students attended at least 2 parent activities. All teachers received at least 18 hours of professional development.

St. James Parish

Evaluation Score: N/A Award Amount: \$74,133

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

Schools: Vacherie Elementary

Results: All participating four-year-olds scored at the “ Meeting and/or Exceeding Expectations” range in the Language and Literacy Objectives for Development and Learning. All participating four-year-olds scored at the “Meeting and / or Exceeding Expectations” range in the mathematics Objectives for Development and Learning as measured by the Teaching Strategies GOLD Assessment. All PK parents participated in at least two activities as evidenced by tally charts and sign in sheets. 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 the Baptist Parish

Evaluation Score: 133 *Award Amount:* \$86,593

To provide 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: 95 percent (19 out of 20) Meeting and, 0 percent exceeding and 5 percent (1 student) below the goal. TSG End of Year Report: 25 percent (5 out of 20) exceeding and 75 percent(15 out of 20) meeting. 100 percent of the teaching staff met the 18 hours of PD. Increased parental Involvement as evidenced by sign in sheets

St. Landry Parish

Evaluation Score: N/A *Award Amount:* \$145,491

The 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: 94.45 percent of the students met or exceeded the widely held expectations for four-year-olds in the areas of language and literacy. 94.45 percent of the students met or exceeded the widely held expectations for four-year-olds in the area of mathematics. All parents participated in 3 to 5 Parent Engagement Activities. All 8(g) teachers met the 18 hour professional development requirement.

St. Martin Parish

Evaluation Score: N/A *Award Amount:* \$106,169

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

Schools: Cecilia Primary School

Results: All participating four-year-olds met or exceeded expectations for 80 percent of the objectives for TS GOLD Development and Learning in the domain of math and Cognitive. All participating four-year-olds met or exceeded expectations for 80 percent of the objectives for TS GOLD Development and Learning in the domain of Literacy and Language. All parents of participating four-year-olds attended both the Fall and Spring Parent/Teacher Conferences. All pre-K staff participated in at least 18 hours of professional development hours.

St. Mary Parish

Evaluation Score: N/A *Award Amount:* \$110,947

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

Schools: Berwick Elementary, Centerville School

Results: 94 percent of the students scored at meets or exceeds level on TS GOLD Assessment in language and literacy based on the third checkpoint. All students scored at meets or exceeds level on TS GOLD Assessment in mathematics on the third checkpoint. 75 percent of the parents attended four parent meetings and/or conferences to be documented. All teachers attended a minimum of 18 hours of TS GOLD trainings and professional development offerings.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

St. Paul's Episcopal School

Evaluation Score: 150 *Award Amount:* \$2,288

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

Results: 53.8 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

Evaluation Score: N/A *Award Amount:* \$359,136

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

Schools: Alton Elementary, Brock Elementary, Lyon Elementary, Pine View Middle, Lee Road Junior, Sixth Ward Elementary, Bayou Lacombe Middle, Covington Elementary

Results: 68 percent scored benchmark or above on the DIBELS 8th assessment. 47 percent of students increased their math LEAP score.

Success Preparatory Academy

Evaluation Score: 150 *Award Amount:* \$3,833

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

Schools: Success @Thurgood Marshall

Results: 89 percent of the participating 6th grade students were reading on grade level according to the end of year exam by May 2024. 13 percent of students scored in the 75th percentile on growth as demonstrated on the MAP math test. Despite representing a small slice of the overall population, 29 percent were in the top 10 of their entire grade level for growth percentile. 18 percent of participants made such rapid growth in the program that they were exited from intervention before the end of the school year, having closed the gap with their classmates. 34 percent had made enough progress by the end of the year that the gap between their skills and those of their classmates had been deemed sufficiently closed that they will not begin the year in intervention next school year.

Tangipahoa Parish

Evaluation Score: N/A *Award Amount:* \$210,670

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. Dillion Leadership Academy

Results: 84 percent scored “meeting expectations” and 12 percent scored “exceeding expectations” encompassing developmental milestones in math on the TS GOLD assessment. 88 percent of the students performed at “meeting expectations” and 12 percent performed at “exceeding expectations.” In Literacy, 84 percent scored “meeting expectations” and 16 percent scored “exceeding expectations.” widely held expectations encompassing developmental milestones in Language and Literacy on the TS GOLD assessment. All 8(g) families participated in at least 2 parent activities or events. All teachers and paraprofessionals completed at least 18 hours of professional development.

Tensas Parish

Evaluation Score: N/A *Award Amount:* \$47,794

To provide remediation in math and ELA to at risk students in grades K-5 in preparation for end of the year assessments (Edmentum) and (LEAP 2025).

Schools: Tensas Elementary

Results: 44 percent of targeted struggling students in grades K-5 were at or above grade level by the end of May 2024 on the Exact Path pretest and Exact Path post test in ELA/Reading. 40 percent of targeted struggling students in grades K-5 were at or above grade level at the end of May 2024 on the Exact Path pretest and Exact Path post test in math.

Terrebonne Parish

Evaluation Score: N/A *Award Amount:* \$173,374

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

Schools: Bourg Elementary, Broadmoor Elementary, Mulberry Elementary

Results: 99 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. All participating 4-year olds scored in or beyond the four year old color band (widely held expectations) for the math objectives in TS GOLD. 90 percent of participating parents participated in at least 2 of the planned parental involvement activities by May 2024. All participating teachers received 30 hours and 100 percent of participating paraprofessionals received 6 hours of professional development specific to Early Childhood Education before May 2024.

The Brighton School

Evaluation Score: 150 *Award Amount:* \$1,714

The project upgraded equipment for Robotics class to increase STEM knowledge.

Results: All robotic students increased their student achievement by 60 percent or more according to the pre and post-assessments by May 2024 in their Ozobot knowledge. 40 percent of the robotic students increased their student achievement by 60 percent or more according to the pre and post-assessments by May 2024 in their Ozobot project application.

The Dunham School

Evaluation Score: 150 *Award Amount:* \$6,796

This project increased student achievement on the ERB by incorporating technology into the 4th grade math curriculum.

Results: 86 percent of the students who took the math ERB scored higher than independent norm.

Trafton Academy

Evaluation Score: 150 *Award Amount:* \$2,178

This project strengthened instruction and learning of math skills through the use of technology in the 3rd grade math class in preparation for the IOWA test.

Results: 88 percent of the targeted 3rd graders scored at or above 75 as measured by the IOWA math assessment in May 2024

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Trinity Episcopal School

Evaluation Score: N/A *Award Amount:* \$3,225

This project increased student's reading skills to at grade level (by implementing Achieve3000 to help individual students in grades 5 and 6 based on the Achieve3000 final assessment)

Results: 90 percent of 5th Graders and 85 percent of 6th Graders scores at the 5th stanine (or 50 percent) on the total reading score on the Educational Research Bureau (ERB) assessment.

Union Parish

Evaluation Score: N/A *Award Amount:* \$60,119

This is a remediation project assisted third and fourth graders in improving their math classroom skills in preparation for the LEAP assessments.

Schools: Union Parish Elementary School

Results: 38 percent of third grade students scored basic or above on the spring 2024 LEAP assessment. 79 percent of fourth grade students scored basic or above on the spring 2024 LEAP assessment.

University Laboratory School

Evaluation Score: 150 *Award Amount:* \$12,435

Using the online platform students in grades 9, 10, and 12 will improve their grammar, punctuation, and editing skills to improve their scores on the LEAP 2025 and the ACT.

Results: 92 percent of 9th grade students scored Mastery or Advanced on the LEAP 2025 English I assessment. 98 percent of 10th grade students scored Mastery or Advanced on the LEAP 2025 English II assessment. 96 percent of 12th grade students scored an 18 or higher on the English portion of the ACT, designating them "College and Career Ready."

University View Academy

Evaluation Score: 147 *Award Amount:* \$30,112

This project created interactive lessons for math and ELA to keep students engaged and active during the learning process in preparation for LEAP testing.

Results: 44 percent of UVA students in grades 4-8 (identified as participating in the 8(g) project) scored a mastery or higher on the LEAP 2024 ELA Assessment. 20.74 percent of UVA students in grades 4-8 (identified as participating in the 8(g) project) scored a mastery or higher on the LEAP 2024 ELA Assessment.

V. B. Glencoe Charter School

Evaluation Score: 145 *Award Amount:* \$4,086

This project allowed students to earn college credit in a dual enrollment opportunity in English and math through superior instruction.

Results: 89 percent of the students enrolled in the dual enrollment course achieved a final grade of B.

Vermilion Parish

Evaluation Score: N/A *Award Amount:* \$124,159

To provide a high-quality pre-Kindergarten classroom for at-risk students to prepare them for successful kindergarten entry.

Schools: Dozier Elementary

Results: 95 percent of the participating four year old children met the blue band in Literacy on the TS GOLD Assessment. 90 percent of the participating four year old children met the blue band in Language on the TS GOLD

Assessment. 90 percent of the participating four year old children met the blue band in Cognition on the TS GOLD Assessment. 90 percent of the participating four year old children met the blue band in math on the TS GOLD Assessment. All participating teachers completed 18 clock hours or more of professional training opportunities. 95 percent of parents attended at least three meetings, conferences, or family engagement events provided by Vermilion Parish School System or Dozier Elementary.

Vernon Parish

Evaluation Score: N/A *Award Amount:* \$113,117

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

Schools: North Elementary School

Results: 95 percent of students met or exceeded expectations on the Language section, using TS GOLD Snapshot Report. All students met or exceeded expectations on the Literacy section, using TS GOLD Snapshot Report. 95 percent of students met or exceeded expectations on the mathematics section, using TS GOLD Snapshot Report. All teachers and paraprofessionals participated in a minimum of 18 hours of professional development related to early childhood education. All students had at least one parent participate in at least two parent involvement activities.

Victory Christian Academy

Evaluation Score: 140 *Award Amount:* \$2,136

This project boosted student academic achievement through the development of critical thinking and analytical research skills in Science classes in preparation for the IOWA test.

Results: 67 percent of 7th grade students scored above the 50th percentile on the IOWA assessment in science. 65 percent of 8th grade students scored above the 50th percentile of the IOWA science final assessment.

Voices for International Business & Education

Evaluation Score: 62 *Award Amount:* \$3,259

To expand Career and Technical Education (CTE) opportunities available at IHSNO. Understanding the importance of preparing students for the real world and ensuring they have the skills to secure high-skill jobs with family-sustaining wages.

Schools: International High School of New Orleans (IHSNO)

Results: 50 percent of students received at least 1 IBC credit.

Washington Parish

Evaluation Score: N/A *Award Amount:* \$85,900

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

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

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Webster Parish

Evaluation Score: N/A Award Amount: \$89,809

Early childhood program that provides quality instruction to help rural, at-risk preschool students meet or exceed pre-K standards and be ready for kindergarten.

Schools: Doyline High School

Results: All students met or exceeded expectations in Literacy and Language in TS GOLD. 89 percent of students met or exceeded expectations in mathematics in TS GOLD. All 8(g) students' parents attended at least 3 parental involvement activities. All teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

West Baton Rouge Parish

Evaluation Score: N/A Award Amount: \$80,574

This project provided high quality early childhood educational opportunities for approximately 14 at risk four-year-old children in the district in preparation for kindergarten.

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

Results: 85 percent of the students met or exceeded their age level expectations on the Language area of TS GOLD. 93 percent of the students met or exceeded their age level expectations on the Literacy area of TS GOLD. 93 percent of the students met or exceeded their age level expectations on the mathematics area of TS GOLD. All families of participants participated in at least five (5) activities during the school year. All staff participated in a minimum of 18 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten.

West Carroll Parish

Evaluation Score: N/A Award Amount: \$59,765

This project was designed to provide a high-quality learning experience for at-risk four-year-olds in order that they may be kindergarten ready.

Schools: Oak Grove Elementary

Results: All students enrolled met or exceeded expectations for the language objectives and all students met or exceeded expectations for the Literacy objectives. All students met or exceed 4 year old expectations (blue band) for TS GOLD mathematics objectives. All parents/guardians participated in at least two parental involvement activities. All teachers in the project completed 20 hours of professional development activities.

West Feliciana Parish

Evaluation Score: N/A Award Amount: \$63,462

The project increased students reading and writing ability as well as strengthening skills aligned to ELA Louisiana Student Standards as measured by the HMH Scholastic Reading Inventory.

Schools: West Feliciana Middle School

Results: 55 percent students scored in the "meets or exceeds" category on the HMH Scholastic Reading Inventory.

Winn Parish

Evaluation Score: N/A *Award Amount:* \$61,436

This project will provide for preschool 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: All participating students met or exceeded the widely held expectations in the area of Language and Literacy by Program in the pre-kindergarten band as reported in TS GOLD end of year data. All participating students met or exceeded the widely held expectations in the area of mathematics by Program in the pre-kindergarten band as reported in TS GOLD end of year data. All parents of pre-kindergarten students attended three or more parent trainings, activities, or family nights. All pre-kindergarten teachers attended a minimum of 18 hours of staff development during the school year.

Zachary Community Schools

Evaluation Score: N/A *Award Amount:* \$92,198

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: 97 percent of participating four-year-old students met or exceeded expectations in the area of Language and literacy. All participating four-year-old students met or exceeded expectations in the area of mathematics. All participating four-year-olds' parents/families participated in at least 3 activities. All program teachers/paraprofessionals have participated in at least 18 hours of professional development.



Statewide Grant Programs

FY 2023 – 2024

BESE Allocation: \$9,870,000

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) - ASL/English Bilingual Program
- Academic/Vocational Enhancement of BESE Special Schools (LSVI) - Literacy 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: 141

Award Amount: \$140,000

Constitutional Category: To fund school remediation programs and preschool programs

Results:

- 74.8 percent of publicly-funded children who were enrolled for at least 7 months completed the last child assessment checkpoint.
- The number of children who scored below the benchmark during the Fall 23/24 Checkpoint decreased by 48.9 percent by the Winter 23/24 Checkpoint.
- The number of children who scored below the benchmark during the Winter 23/24 Checkpoint decreased by 19 percent by the Spring 23/24 Checkpoint.

Observations:

- The pre-K students were engaging, a joy to observe, and should be better prepared for kindergarten because of their rich pre-K experience.
- Personnel at both the state and local levels appeared qualified to perform their designated duties.
- The objectives were written in measurable terms.
- Support data covered all assessments periods.

Recommendations:

- Continue to focus on pre-K students to increase the number of children entering kindergarten ready to succeed.
- Continue to ensure that pre-K teachers are properly credentialed.
- Continue to monitor state and local activities and continue to comply with timelines.

Louisiana Recruitment and Retention Program

Evaluation Score: 124

Award Amount: \$700,000

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:

- Seventeen school districts participated in the fourth cohort of the Recruitment and Retention Fellowship during the 2023-2024 school year.
- 80 percent of participants completing the survey rated the fellowship as a high quality professional development experience.
- 1,117 educators were reported through the mentor and resident data collection process that occurred in Fall 2023.
- 88.9 percent of participants in the New Teacher Experience rated the professional development experience high.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- 53 School District Leaders participated in the 2023-2024 Cohort of the Aspiring Principal Fellowship.
- 100 percent rated the fellowship as effective or highly effective in preparing them for a school leader position.

Observations:

- Program participants were appreciative of obtaining high-quality professional development and engaged freely in activities.
- State and local personnel appeared qualified in perform their assigned duties. Workshop facilitators were enthusiastic, provided detailed information, and provided many hands-on opportunities for participants.
- At the time of site visits, the activities outlined in the program proposal were in the implementation process, and all activities were monitored by program staff.
- The program conformed to the Constitutional Category under which it was funded.

Recommendations:

- Continue to support new teachers, aspiring principals/school leaders, as well as school systems to participate in the Grow Your Own program.
- Continue to provide activities that are consistent with program objectives, and continue to monitor activities at all levels of implementation.

Louisiana Educational Assessment Program (LEAP) 2025 *Evaluation Score:* 143 *Award Amount:* \$4,505,000

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

Results:

- All operational forms were confirmed as valid and reliable.
- All students took the assessments for all testing windows without any platform or test form issues.
- Reported results posted to the department website show high participation rates.
- All resources were available on time, and the department communicated their release, location and guidance for use through weekly calls and newsletters.
- All meetings were held, newsletters routinely included important timelines and notice of resources, several specialized webinars were conducted throughout the year.

Observations:

- Participants were students across the state who were enrolled in all public school systems, as well as some nonpublic school systems in Louisiana.
- For the most part, local personnel appeared comfortable with LEAP assessment procedures.

- Activities of the program were consistent with program objectives and were appropriate for the needs of the participants.
- The objectives were stated in measurable terms and data were collected and analyzed.
- All collected data were appropriately analyzed. Support documentation was detailed and easy to follow.

Recommendations:

- Continue to measure student progress and performance from a comprehensive system of formative and summative assessments.
- Continue to align program activities with objectives and continue to provide sufficient time for the completion of activities.
- Continue to write objectives in measurable terms and collect appropriate data as required.
- Continue to collect, analyze, interpret, and provide support documentation as required.

Strong School Systems

Evaluation Score: 145

Award Amount: \$3,275,000

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

Results:

- 75 percent of participants were highly likely to encourage other system leaders to participate in this strategic planning initiative in the future.
- An average rating of 4.75 out of 5 was given for participants' perception of how much their capacity has changed to plan and monitor for system-wide improvement. Average rubric-based assessment rating of 3 out of 3 for each deliverable within participants' strategic plans. Average rubric-based assessment rating of 3 out of 3 for each deliverable related to implementation and progress monitoring.
- 100 percent of participants believed their leadership capacity had improved due to participation in Louisiana Superintendents Academy.

Observations:

- The Program Administrator as well as school system leadership teams had sufficient experience to implement the objectives of the program.
- The number of district leaders who participated across the state was impressive.
- All collected data was appropriately analyzed.

Recommendations:

- Continue to focus on whole-system improvements to accelerate and sustain student achievement.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- Continue to provide strong leadership and monitoring at the state level. Continue to increase the number of district leaders who participate in the Strong Schools program.
- Continue to provide threshold targets by objective and definitively determine the extent to which each objective was met.

TALK PD: Teachers Accessing Literacy Knowledge

Evaluation Score: 113

Award Amount: \$1,000,000

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:

- Twenty five teachers began the Dyslexia Practitioner certification.
- 3,636 educators were trained through Heggerty.
- 388 attended secondary literacy trainings from Keys to Literacy.
- 94 teachers/leaders are registered.
- Kindergarten to third grade proficiency rates increased 10 percent from 44.6 percent in Fall 2023 to 54.6 percent in Spring 2024. LEAP 2025 progress in 3rd through 8th grade ELA from 2023 to 2024 increased by 1 percent mastery.

Observations:

- Site visits where the Science of Reading model was utilized were amazing! Teacher participants were appreciative of the opportunity to enhance their knowledge and skills.
- State and local personnel appeared qualified to perform their assigned duties. Classroom teachers were eager to have the Evaluator observe their lessons.
- The program conformed to the Constitutional Category under which it was funded.
- The objectives were stated in measurable terms.

Recommendations:

- Continue to support identified efforts at the local level for the program.
- It is recommended that the Program Administrator adhere to reporting guidelines established by BESE, to include the timely filing of all reports and other documents.
- At the local level, this program was very well received and valued.

Academic/Vocational Enhancement of BESE Special Schools (LSD) ASL/English Bilingual Program Evaluation Score: 119 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:

- 100 percent of LSD 2nd grade students increased their post-assessment scores by 28 percent using the Bedrock Literacy curricula.
- 100 percent of LSD 3rd grade students increased their post-assessment scores by 53 percent using the Bedrock Literacy curricula.
- Students in kindergarten and grades 1st, 4th, and 5th-8th did not increase their post-assessment by 25 percent using the Bedrock literacy curricula.

Observations:

- Participants were students in elementary school at LSD who use the Bedrock Literacy program to assist them in bridging ASL and Written/Spoken English.
- The teachers used the Bedrock Literacy Program and appeared to have adequate training to implement the curriculum with fidelity.
- It is important to collect, analyze, and submit complete sets of support documentation to definitively determine the extent to which the objective was met.

Recommendations:

- Continue to target students between kindergarten and 8th grade.
- It is important to plan ahead of the site visit for the class observations.
- Continue to implement activities that are consistent with the project objective.
- It is important to collect, analyze, report, and interpret appropriate data to support each objective.
- Continue to provide training for teachers that support the objective.

Academic/Vocational Enhancement of BESE Special Schools (LSVI) Literacy Success For All Evaluation Score: 146 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:

- 71 percent of the students grew a whole year's growth or ended the year on or above reading level in reading as measured by the Independent Reading Level Assessment or IRLA. At the end of the year, 52 percent of the students were on or above grade level.

8(g) PROGRAMMATIC PROFILES
Statewide Grant Programs

Observations:

- The activities are consistent with program objectives and were monitored by the Program Administrator.
- The objective was stated in measurable terms, and support data was collected and analyzed as proposed.
- Sufficient support documentation was provided to establish that the program objective was met and academic gains were obtained.

Recommendations:

- Continue to focus on improving the reading levels of students with visual impairments.
- Continue to develop activities that are consistent with program objectives, and continue to begin and maintain activities according to schedule.

International Choices for College and Career Education *Evaluation Score:* 146 *Award Amount:* \$190,000

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

Results:

- While this year more schools (9.68 percent) and more school systems (11.76 percent) participated in immersion education, Louisiana realized an overall 16.67 percent decline in the total number of students enrolled in elementary world language programs.
- 95.8 percent successfully met the standards of effective teaching practices in the Louisiana education system by scoring a rating of 2 or better, with the average being 3.25 (Effective: Proficient).
- More schools (10.17 percent) and more school systems (28.13 percent) awarded graduating seniors with the Louisiana State Seal of Biliteracy resulting in 40.18 percent more graduating seniors qualified for the Louisiana Seal of Biliteracy, when compared to the graduating seniors of 2023.

Observations:

- It was observed that students were engaged when participating in foreign language instruction.
- Personnel at both the state and local levels appeared qualified to perform their duties.
- Activities were detailed, appropriate, and consistent with project objectives.
- Objectives were measurable, data was collected for objectives, and all data were analyzed and interpreted.
- Sufficient documentation was provided to determine whether program objectives were met.

Recommendations:

- Continue to assist schools in implementing world language instruction that ultimately prepares students to participate in a global workforce.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- Continue to ensure that International Associate Teachers are qualified and are supported as they navigate employment in a new country.
- Continue to write measurable objectives and collect and analyze data to determine the extent to which each objective was met.
- Continue to provide support documentation to substantiate program gain/skills, and the extent to which each objective was met.



Louisiana Board of Elementary and Secondary Education

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