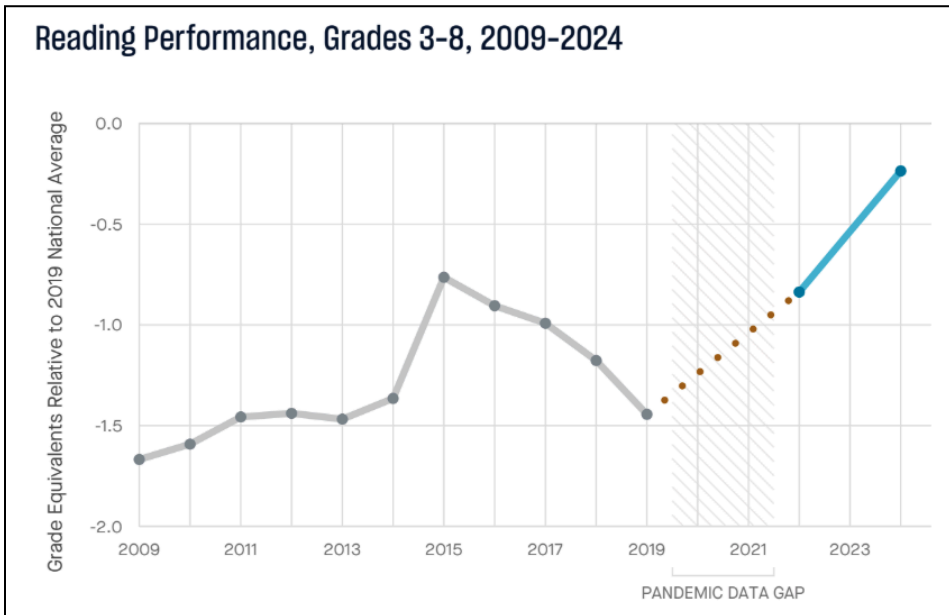
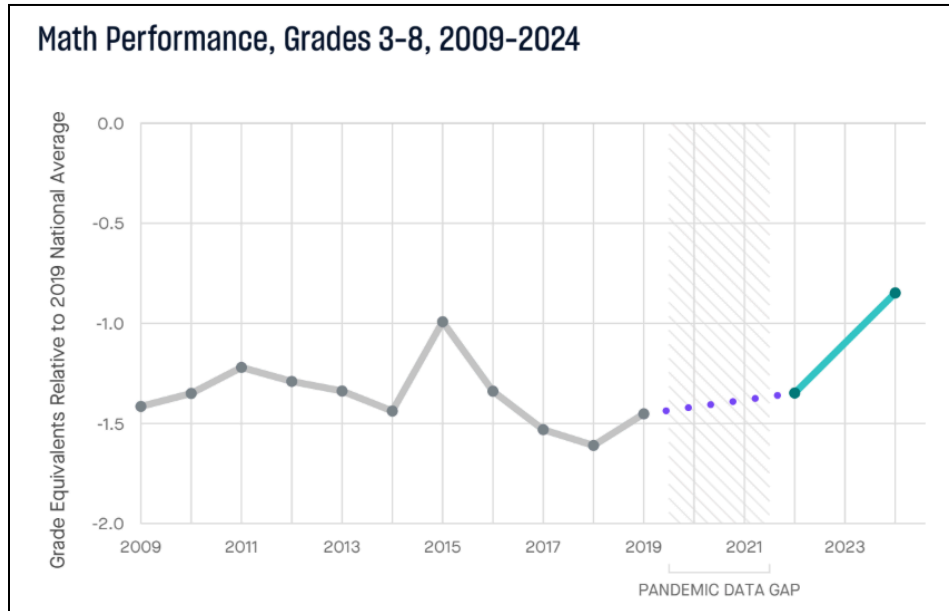


EDUCATION RECOVERY SCORECARD

Natchitoches Parish School District
Natchitoches, Louisiana



Student Demographics (Provided by Superintendent Dr. Eloi):

Total student population: 4,860

Black/African-American: 59%

White: 36%

Hispanic/Latino: 4%

Economically disadvantaged: 91%
Limited English proficient: 1%

Dr. Grant Eloi, Superintendent

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- “In Natchitoches, we believe strongly in growing our collective efficacy, therefore teacher collaboration and coaching have become hallmarks of our district culture. As our collective efficacy has grown, so has student achievement.”
- “Our highest priority is student learning, our greatest responsibility is student safety.”

Background:

Natchitoches Parish is a historically poor area in Louisiana and was perennially near the lower end of student achievement in the state, ranking 43rd out of 69 parishes in student performance. Several schools in the district received D and F rankings on the state report card and numerous federal labels for critical and urgent intervention under the Every Students Succeeds Act (ESSA). Today, NPSB ranks 27th in the state for school performance and has moved from a C rating to a B rating on the state report card. No schools in the district are currently ranked as D or F schools, and in two of the past three years, NPSB has ranked in the top ten districts in overall proficiency growth and top seven for proficiency growth for students with disabilities.

Strategies for Success:

Building teacher efficacy:

- Using ESSER funds, NPSB made significant investments in education by placing master teachers in every school, establishing collaborative systems to share best practices, reorganizing teacher support structures at the district level, and implementing a sophisticated data tracking system to monitor student progress toward individual student goals.
- The district adopted the National Institute for Excellence in Teaching’s (NIET) Teaching and Learning Standards Rubric, which clearly defines research-based effective instructional practices and fosters teacher collaboration around a common language and vision.
- Under Dr. Eloi’s leadership, the district developed Systems for Training and Retaining Our Natchitoches Educators for Growth (STRONG) in partnership with NIET. The program aims to develop a sustainable model for recruiting and retaining effective educators and skilled school and district leaders.
- The STRONG program uses NIET’s [TAP system](#), a comprehensive teacher evaluation and professional development system designed to improve student achievement by providing teachers with opportunities for career advancement, increased compensation, and ongoing support based on their classroom performance. Teachers progress through different levels, such as “career”, “mentor”, and “master teacher” as they strengthen their abilities and impact on student learning, which is linked to salary increases. In NPSB, the teacher with the highest payout received an additional \$7,500 for their efforts.
- Under the TAP system, each school’s instructional leadership team meets weekly to identify the school’s needs based on student data. The team then creates lesson plans for the week that are modeled to teachers during weekly cluster meetings, when content or grade-level teams meet for a discussion facilitated by a master teacher.
- In 2024, NPSB won a grant from the federal Teacher and School leader (TSL) Incentive Program for \$14.26 million to expand the district’s work to build teacher and school leader effectiveness and boost student achievement.

Implementing high-quality literacy instruction:

- Dr. Eloi states that three years ago, NPSB transitioned from a literacy curriculum that was light on phonics to one focused on the science of reading.
- Every teacher is required to participate in a two-year, 60-hour training in the science of reading to further build their capacity using the high-quality curriculum.
- Grades K-3 administer the DIBELS literacy screener, and teachers keep student growth trackers to set goals and craft individual growth plans for students centered on explicit phonics-based instruction.
- Across the district, students in grades 3-8 take quarterly literacy exams every nine weeks. School instructional leadership teams use this data to evaluate student progress and develop next steps.
- Every day, all NPSB classrooms have a structured 45-minute intervention time focused on ELA called WIN (Whatever I Need). School instructional leadership teams analyze student DIBELS and state assessment scores to group students into one of three tiers based on academic strengths and weaknesses. Student groups are flexible, with students moving through support tiers based on quarterly student data and progress monitoring conducted every ten days. Students must prioritize ELA instruction during WIN until they are proficient in ELA at their grade level.
- NPSB also recruited four literacy interventionists to work in small groups with students and provide literacy instruction focused on foundational skills. Data from students' mid-year DIBELS scores showed that 50% of students who worked with the interventionists met their middle-of-the-year DIBELS goal.

Data-driven decisionmaking at the district level:

- Natchitoches, in collaboration with its partners, has developed a sophisticated data tracking system that monitors performance at the district, school, classroom, and student levels. This system enables teachers and leaders to access real-time data and make informed decisions.
- The district conducts quarterly meetings with schools to review data and assess action plans. Additionally, school administrators and master teachers hold weekly instructional leadership team meetings to analyze data in order to inform future teacher collaboration.