

Dr. Ann Meese, Chair  
Lauren Knight, Co-chair  
Anitra Walker  
Cassandra Sanchez  
Karin Barbee  
Heather Knight  
Kelley Morel

*Ex-Officio: Danielle Dufauchard*

---

**Lycée Français de la Nouvelle-Orléans**  
**Academic Committee Meeting**  
**Minutes**  
**December 9, 2021**  
**5:30 – 7:00**

Dr. Ann Meese, chair and members Karin Barbee and Kelley Morel were present. There was not a quorum.

The meeting began with the presentation of Milo Myles, Exceptional Student Services (ESS) director. He and his team have reviewed the SELF (Special Education Leadership) Reports for 2019 and 2020. The following goals will be measured at the end of the 21/22 school year

- **Goal 1 – Authentic Compliance**
  1. IEP submissions will be completed at 90%. (Less than 100% due to IDA.)
  2. Paperwork will be in order – 100% of files will pass LDOE audit,
  3. Consistent communication with parents - 80% or more students' parents will receive weekly touch points (phone calls/emails).
  4. Evaluation Process – Diagnosticians will complete their work within 60 days after the students have been screened at 100%
- **Goal 2 – Data Driven Instruction and Coaching**
  1. 80% of students will show growth.
  2. Instruction and collaboration among teachers will occur weekly (at 100%). Building level instructional coordinators will monitor and record this process.
- Benchmark assessment will be given for ELA and Math. (Patton will use DIBELS & MClass; McNair & Johnson will use MAP testing.) There are no Benchmark Assessments given in French,)
- **Goal 3 – Co-teaching Implementation**
  1. Co-teaching will be a goal for all grades at Patton and for 3<sup>rd</sup> to 5<sup>th</sup> at Johnson. It is being pushed at the McNair campus.
  2. Monthly Professional Development will include co-teaching strategies. This will boost the collaboration between ESS teachers and French homeroom teachers.

SELF, an organization of Special Education Practitioners, has made 2 reviews of Our Special Education Program in the past several years. Tat review has already taken place at Patton and Johnson. They will visit McNair in January.

Interim CEO Danielle Dufauchard relayed the simulated score for Lycee's 2020-2021 school year which was based on LEAP Scores and EOC (end of course – i.e. Algebra 1, Geometry, English 1 and English 2) scores. Since 2018-2019 was the last year to produce MAP scores, it was used as a starting point. Because of COVID and because of impersonal virtual classes that occurred in the

intervening years, the Louisiana Department of Education expected a drop in performance. They requested a year exemption from the federal Department of Education's grading score. There was a drop across Louisiana of 5%. Lycee's Score was 74.5 – a C grade (the 2019 score was a B). There was no score in 2020. The academic team is working with the teachers and with interventionists to assist in classroom where the Benchmark tests show a need for improvement.

Dufauchard presented LEAP Goals in Math and ELA for grades 3 through 8:

- For math, the goals for the 2022 LEAP are the following: 35% of students will perform in the strong category, 32% will perform in the moderate category and 33% will perform in the weak category.
- For ELA the goals for the 2022 LEAP exam are as follows: 63% of the students will perform in the strong category, 23% in the moderate category, and 14% in the weak category.

Dufauchard also presented End of Course goals for English 1 & 2 and for Algebra 1 and Geometry for the 2021-2022 school year:

- For Algebra I and Geometry the goals are as follows: 53% of students will perform in the strong category, 27% increase in the moderate category and 20% will score in the weak category.
- For English 1 & 2 the goals are as follows: 63% of students will perform in the strong category, 23% in the moderate category, and 14% will score in the weak category. .

Staff development is being given to teachers to differentiate instruction to meet the needs of individual students. Interventions for individual students will occur within the context of a French school. FRECKLES and IXL are used for reinforcement.

Sophie Capmartin, Executive Director of Academics, gave a presentation and handouts on the Accreditation Process for Grades 11 and 12 and an overview of the French Ministry of Education's Standards and Requirements. First, she continued with Dufauchard's setting of academic goals by stating that the DELF test was the best indicator of proficiency in the French language. For the first year the DELF A-1 is being given to second graders. For the 5<sup>th</sup> graders taking the DELF A2 the goals for 2022 are as follows: 85% in the strong category, 11% in the moderate category and 4% in the weak category. For the eighth graders taking the DELF B2 the goals for 2022 are as follows: 55% in the strong category, 28% in the moderate category, and 17% in the weak category. The B2 is given to eleventh grade students. A request has been made by this chair and by committee member Karin Barbee to receive the total costs of administering the DELF. Currently parents are asked to pay for all or part of the cost. Since it is an important indicator of student proficiency in the French language, should it not be treated as we treat taking LEAP tests? (The state department of education covers the costs of the LEAP tests including the grading and categorizing.)

There have been many concerns voiced about the wisdom of postponing the seeking of accreditation for the 11<sup>th</sup> and 12<sup>th</sup> grades. To become accredited a school has to undergo a year-long (minimum) audit by the French educational authorities. It is strongly recommended that the school finishes the implementation of both grades prior to submitting an application in order to increase chances of a successful audit. So this year's 11<sup>th</sup> graders will complete the 12<sup>th</sup> grade in 2022-23. The earliest recommended year to seek accreditation would be 2023-2024. If all went well Lycée would receive accreditation in the 2024-2025 school year.

Capmartin gave a list of 6 criteria that the French inspector and the interministerial commission use to make a decision. One of those is performance on the Brevet and the Baccalaureate (BAC).

Currently there are two 11th graders in the French BAC pathway using CNED (Centre National d'Enseignement a Distance). There are 13 10th graders taking the 10<sup>th</sup> grade courses for the BAC. It is to be noted that all Lycée students follow a double curriculum and meet the TOPS University Requirements. In addition there are additional French BAC courses. Juniors in the French BAC path must choose three majors; they drop one of these majors in the senior year. Because of the rigor of the French BAC path, these students won't have as many opportunities to take AP classes as their peers in the French Immersion Pathway.

There is considerable parent concern about the virtual CNED classes for 11<sup>th</sup> and 12<sup>th</sup> graders. (There is a French teacher always available to offer assistance.) This committee is recommending that Capmartin and Dufauchard prepare a list of all the positions that need to be filled to meet the requirements. That list should include costs for each position. It should also include any other operational costs that would be involved.

The meeting was adjourned at 7:14.