



**LOUISIANA DEPARTMENT OF EDUCATION
STRATEGIC PLAN**

FY 2023-2024 THROUGH FY 2027-2028

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STATE SUPERINTENDENT OF
EDUCATION**

July 2022



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LOUISIANA DEPARTMENT OF EDUCATION

STRATEGIC PLAN OVERVIEW

Louisiana Department of Education Vision:

Our vision is that every child can reach their potential, no matter where they're from, how much money their family makes, or where they live.

Louisiana Department of Education Mission:

Our mission is to give all children the opportunities and tools they deserve, so they are prepared to graduate high school ready for success in a career, college, or service.

Louisiana Department of Education Belief Statements:

These 8 statements highlight what we believe about our children, families and educators, and also contain core beliefs about the importance of our students graduating, ready to succeed in whatever pathway they pursue. To make this possible, we believe families must have access to choose the school that is best for their children. We believe our future is bright, and together, with our families, educators, and communities, Louisiana will Achieve.

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Louisiana Department of Education Six Critical Goals:

1. Students enter kindergarten ready
2. Students will achieve mastery level on 3rd grade assessments and enter 4th grade prepared for grade-level content
3. Students will achieve mastery level on 8th grade assessments and enter 9th grade prepared for grade-level content
4. Students will graduate on time
5. Graduates will graduate with a college and/or career credential
6. Graduate eligible for a TOPS award

Educational Priorities

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment.
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships.

To ensure these priorities are met, there are five appropriations that flow funds into and through the Department of Education in support of our goals and initiatives:

1. Appropriation 678 - State Activities (\$400 million).
Provides a State Department of Education that has visionary leadership to support school systems with implementing the best practices that advance outcomes for all students.

Provides information, leadership, and oversight necessary to achieve a quality birth through graduation educational system including the creation of policies, alignment of resources, and leveraging of stakeholders to support the 6 critical goals.

2. Appropriation 681 - Subgrantee Assistance (\$3.4 billion).

Provides flow-through funds to school systems and other entities to implement programs that improve the quality of teaching and learning for all students, birth through graduation.

Provides flow-through funds to support families and students in choosing the educational experience that best meets their needs.

3. Appropriation 682 - Recovery School school system (\$121 million).

Provides appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the RSD.

To fulfill the core governmental functions necessary to achieve excellence and equity in a decentralized system of schools.

4. Appropriation 695 - Minimum Foundation Program (\$4.04 billion).

Provides for the determination of the minimum cost of education in Louisiana and the equitable distribution of state funds to public city and parish school systems and schools.

5. Appropriation 697 - Non-Public Assistance (\$20.6 million).

Provides flow-through funds to nonpublic schools to enhance student learning and performance.

The FY 2023-2024 through 2027-2028 Strategic Plan aligns with the organizational structure of the Department, the Appropriation/Budget structure, and the Department's Operational Plan. The Department is in full compliance with all state and federal laws pertaining to the retention of data utilized in performance reporting in either the Operational Plan and/or the Strategic Plan. The Department also has policies and procedures in place for the collection, review, and reporting of this information, which is audited annually by the Legislative Auditor.

STATE ACTIVITIES PROGRAM

DEPARTMENT OF EDUCATION

STATE ACTIVITIES APPROPRIATION 19 - 678

INTRODUCTION: The appropriation for the Louisiana Department of Education State Activities funds the administrative and support efforts of the Department.

State Activities Vision 19-678: Strong school systems lead strong schools that ensure all students can access the highest-quality teaching and learning in order to exit high school ready for a career, college or service.

State Activities Mission 19-678: Provide leadership, and create the conditions to support school systems, fund-flow control and compliance confirmation.

State Activities Philosophy 19-678: If all students can access the best educational opportunities, then all students will exit high school ready for a career, college or service.

State Activities Goal 19-678: Provide information, leadership, support and the oversight necessary to support school systems with providing the highest-quality educational opportunities to all students.



STATE ACTIVITIES PROGRAM: ADMINISTRATIVE SUPPORT

ACTIVITY: GOVERNMENTAL, ADMINISTRATIVE AND PUBLIC AFFAIRS

ACTIVITY: FINANCE

MISSION:

The mission of the Administrative Support Program is to recommend and implement public education policy, provide funding in accordance with the Louisiana Constitution, laws, and regulations of the State Board of Elementary and Secondary Education, and effectively communicate to all stakeholders.

GOAL: 678A

The goal of the Administrative Support Program is to provide Louisiana citizens with the leadership, information, support, and oversight necessary to ensure that all children who call Louisiana home are on track to succeed in a career, college, or service.

OBJECTIVE: 678A1 – GOVERNMENTAL, ADMINISTRATIVE AND PUBLIC AFFAIRS ACTIVITY

The Office of GOVERNMENTAL, ADMINISTRATIVE AND PUBLIC AFFAIRS directs early childhood, elementary and secondary educational policy and coordinates legislative affairs, public information and human resource¹ activities to be responsive to our stakeholders and support customer satisfaction.

STRATEGY 678A1 *The Office of GOVERNMENTAL, ADMINISTRATIVE AND PUBLIC AFFAIRS will provide information and assistance to the public seeking information and services on the Department's website and use the Communications Office to provide information and assistance to members of the public seeking information or services, such that 95% of emails receive a response within 48 hours.*

INDICATOR 678A1.1 *Percentage of emails receiving a response within 48 hours*

¹ Per Act 1078, our strategies for development and implementation of human resource policies that are helpful and beneficial to women and families include the Employee Assistance Program, Family and Medical Leave, Internal Promotion Policy, and Flexible Work Schedules.

OBJECTIVE: 678A2 – FINANCE ACTIVITY

The Finance Activity provides statistical and analytical information, produces publications, provides leadership and accountability for the over \$8 billion dollar education budget, oversees all administrative programs¹, state-level programs and flow-through programs, conducts federal and state program audits, and ensures that reported student counts are accurate.

STRATEGY 678A2 *The Finance Activity conducts audits of state programs to ensure that reported student counts are accurate and adjusts funding as appropriate, resulting in dollar savings to the state.*

INDICATOR 678A2.1 *State dollars saved as a result of audits*

OBJECTIVE: 678A3 – FINANCE ACTIVITY

The Finance Activity, through the Appropriation Control Division, ensures the integrity of financial services provided to the Department's customers through the appropriate and timely release of funds, the accuracy of financial statements, and the management of all cash/accounts for all Department funds. Additionally, the Division provides contract administration and asset management (movable property and building operational support) to administrative and state level programs without violations.

STRATEGY 678A3 *Through the Finance Activity, Appropriations Control will experience less than 5 instances of interest assessment by the Federal government to the State for Department Cash Management Improvement Act violations.*

INDICATOR 678A3.1 *Interest assessments by Federal government to State for Department Cash Management Improvement Act violations*

STATE ACTIVITIES PROGRAM: SCHOOL SYSTEM SUPPORT

ACTIVITY: ASSESSMENT, ACCOUNTABILITY, ANALYTICS

ACTIVITY: CAREER & COLLEGE READINESS

ACTIVITY: EARLY CHILDHOOD

ACTIVITY: OPERATIONS

ACTIVITY: SCHOOL CHOICE

ACTIVITY: TEACHING & LEARNING

MISSION:

The mission of the School System Support Program is to support our early childcare centers and school systems in achieving the 6 critical goals. The Department provides an infrastructure that promotes school improvement best practices, student assessment and accountability, student choice, high-quality materials and resources, educator evaluation and professional learning.

GOAL: 678B

The goal of the School System Support Program is to provide Louisiana educators and students with the leadership, information, support, and oversight necessary to ensure that “every one of Louisiana’s children will be on track to a college degree or a professional career.”

OBJECTIVE: 678B1- ASSESSMENT, ACCOUNTABILITY, ANALYTICS

The ASSESSMENT, ACCOUNTABILITY, ANALYTICS Activity will assist in the effective implementation of State content standards in schools, school systems, regional and state level activities, and it will provide valid and reliable measures of students’ academic performance.

STRATEGY 678B1 *The ASSESSMENT, ACCOUNTABILITY, ANALYTICS Activity will provide student level assessment data for at least 95% of eligible students in membership on October 1 and the test date.*

INDICATOR 678B1.1 *Percentage of eligible students tested by LEAP 2025 in grades 4 and 8*

INDICATOR 678B1.2 *Percentage of eligible testers tested by LEAP 2025 in grades 3, 5, 6, and 7*

INDICATOR 678B1.3 *Percentage of eligible students tested by high school assessments*

OBJECTIVE: 678B2 – SCHOOL CHOICE

The School Choice Activity facilitates student and family choice for those children in underperforming schools by offering quality of options for Louisiana’s students through the non-public scholarship program.

STRATEGY 678B2 *The School Choice Activity will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana’s students through the Louisiana Scholarship Program and the non-public scholarship program by scholarship seats offered to eligible families that apply.*

INDICATOR 678B2.1 *Number of scholarship students enrolled*

INDICATOR 678B2.2 *Number of students on a waitlist*

OBJECTIVE: 678B3 – OPERATIONS

The Operations Activity, through the Division of Nutrition Services, provides administrative oversight, assistance, training, and leadership to participants in the Federal Child Nutrition Programs administered by the Louisiana Department of Education, and will continue to conduct administrative reviews of all sponsors, with all sponsors being reviewed at least once every five years, as per Federal guidelines.

STRATEGY 678B3 *The Operations Activity, through the Division of Nutrition Services, will conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.*

INDICATOR 678B3.1 *Number of sponsor reviews of eligible School Food and Nutrition sponsors for meals served in compliance with USDA guidelines*

INDICATOR 678B3.2 *Number of sponsor reviews of eligible Child and Adult Care Food and Nutrition sponsors for meals served in compliance with USDA guidelines*

INDICATOR 678B3.3 *Number of nutrition assistance training sessions and workshops*

OBJECTIVE: 678B4 – EARLY CHILDHOOD

The Early Childhood Activity, through Early Childhood Operations, protects the health, safety and well-being of children who are in licensed child care facilities.

STRATEGY 678B4 *The Early Childhood Activity, through Early Childhood Operations, protects the safety and well-being of children who are in licensed child care as exhibited by 100% of all LDE licensed Child Day Care facilities whose licenses were renewed during the reporting period having a completed annual inspection. The Division of Licensing conducts verification of unlicensed operations (VORs).*

INDICATOR 678B4.1 *Percentage of complaints completed within 30 days of receipt by the DOL of the complaint*

INDICATOR 678B4.2 *Percentage of annual inspections of all DOL licensed Child Day Care Facilities renewed that were completed before the renewal date*

INDICATOR 678B4.3 *Number of on-site visits conducted by the DOL*

OBJECTIVE: 678B5 – OPERATIONS

The Operations Activity, through the Federal Support and Grantee Relations Division, provides

leadership, coordination and oversight for the 21st Century Community Learning Centers statewide, such that there will be an increase in the number of the 21st Century Community Learning Center providers that earn a letter grade of A, B or C in the annual program evaluation process in academic performance.

STRATEGY 678B5 *The Operations Activity, through the Federal Support and Grantee Relations Division, will have a 5% increase in the number of 21st Century Community Learning Center providers that earn a letter grade of A, B or C in the annual program evaluation process in academic performance.*

INDICATOR 678B5.1 *Percentage increase in the number of 21st Century Community Learning Center providers that earn a letter grade of A, B or C in academic performance*

OBJECTIVE: 678B6 – OPERATIONS

The Operations Activity, through the Statewide Monitoring Division, will provide leadership and support in addressing the requirements of children with special needs in ways that will enable them to function as participating members of their communities to the maximum extent possible, such that through 2028, the Division will maintain the current 100% by completing evaluations within mandated timelines.

STRATEGY 678B6.1 *The Operations Activity, through the Statewide Monitoring Division, will ensure that 100% of evaluations conducted by local school systems are completed within the mandated timeline.*

INDICATOR 678B6.1.1 *Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within State established timeline*

STRATEGY 678B6.2 *The Operations Activity, through the Statewide Monitoring Division, will ensure that the State provides a general supervision system that identifies and corrects 100% of noncompliance as soon as possible but in no case later than one year from identification.*

INDICATOR 678B6.2.1 *Percent of noncompliance including monitoring, complaints, hearings, etc. identified and corrected as soon as possible but in no case later than one year from identification*

OBJECTIVE: 678B7 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Educator Development Division, will ensure Local Education Agencies (LEAs) statewide have access to a real-time teacher and leader evaluation data platform.

STRATEGY 678B7 *The Teaching and Learning Activity, through the Educator Development Division, 100% of the Local Education Agencies (LEAs) statewide will annually have access to a real time teacher and leader evaluations data platform.*

INDICATOR 678B7.1 *Percentage of schools that complete the Compass final evaluation process for teachers and counselors*

INDICATOR 678B7.2 *Percentage of LEAs that complete the Compass final evaluation process for leaders*

INDICATOR 678B7.3 *Percentage of LEAs that have access to a real-time teacher and leader evaluation data platform*

OBJECTIVE: 678B8 – CAREER & COLLEGE READINESS

The Career and College Activity prepares all students for post-secondary success as evidenced by increasing the Louisiana 4-Year Cohort Graduation Rate and thereby reducing the high school dropout rate.

STRATEGY 678B8.1 *The Career & College Readiness Activity will have an increase in the Louisiana Cohort Graduation Rate by 1% annually.*

INDICATOR 678B8.1.1 *Percent increase of the Louisiana 4-Year Cohort Graduation Rate*

STRATEGY 678B8.2 *The Career & College Readiness Activity will see that all high school students are prepared to be college and career ready by increasing the average composite ACT score for graduating seniors by ½ a point annually.*

INDICATOR 678B8.2.1 *Average composite ACT score for graduating seniors*

OBJECTIVE: 678B9 – TEACHING & LEARNING

The Teaching & Learning Activity provides support to local school systems in reading, mathematics and early intervention for all grades PreK-12 such that 3rd and 8th grade students will be proficient in English Language Arts (ELA) and mathematics on the Statewide Assessment.

STRATEGY 678B9.1 *The Teaching and Learning Activity will provide the direct and appropriate support to the local school systems such that 3rd grade students are performing at mastery or above in English Language Arts (ELA) and mathematics on the Statewide Assessment.*

INDICATOR 678B9.1.1 *Percent of all 3rd grade students performing at mastery or above in ELA on the 3rd grade LEAP 2025 Assessment*

INDICATOR 678B9.1.2 *Percent of all 3rd grade students performing at mastery or above in mathematics on the 3rd grade LEAP 2025 Assessment*

STRATEGY 678B9.2 *The Teaching and Learning Activity will provide the direct and appropriate support to the Local Education Agencies (LEAs) such that 8th grade students are performing at mastery or above in ELA on the 8th grade LEAP 2025 Assessment.*

INDICATOR 678B9.2.1 *Percent of all 8th grade students performing at mastery or above in ELA on the 8th grade LEAP 2025 Assessment*

STRATEGY 678B9.3 *The Teaching and Learning Activity will provide the direct and appropriate support to the Local Education Agencies (LEAs) such that 8th grade students are performing at mastery or above in mathematics on the Statewide Assessment.*

INDICATOR 678B9.3.1 *Percent of all 8th grade students in the State*

OBJECTIVE: 678B10 – TEACHING & LEARNING

The Teaching and Learning Activity will provide leadership and support in the implementation of school improvement best practices that will drive fundamental changes in leadership and instructional practices that will help school systems and communities focus on improved student achievement, such that low performing schools are increasing their School Performance Score.

STRATEGY 678B10 *The Teaching and Learning Activity will provide targeted support to low-performing schools such that 30% of low-performing schools will increase 3 or more SPS points annually.*

INDICATOR 678B10.1 *Number of school systems that have signed memoranda of understanding with the LDOE to provide support to systems that have CIR schools*

INDICATOR 678B10.2 *Percentage of CIR schools that received system support through memoranda of understanding with LDOE that increased their annual SPS score by 3 points*

INDICATOR 678B10.3 *Percentage of low-performing schools that annually improve to be removed from the list of CIR schools*

OBJECTIVE: 678B11 – CAREER & COLLEGE READINESS

The Career and College Readiness Activity will provide leadership and support in the implementation of learning opportunities that enable students to exit high school with career or college credentials.

STRATEGY 678B11.1 *The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to earn an associate's degree.*

INDICATOR 678B11.1.1 *Number of students earning associate's degrees*

INDICATOR 678B11.1.2 *Number of schools offering associate's degree programs*

INDICATOR 678B11.1.3 *Percent of graduating seniors who participated in an associate's degree program graduating on time*

STRATEGY 678B11.2 *The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to participate in apprenticeships.*

INDICATOR 678B11.2.1 *Number of students participating in apprenticeships*

INDICATOR 678B11.2.2 *Number of schools offering apprenticeships*

INDICATOR 678B11.2.3 *Percent of graduating seniors who*

participated in apprenticeships graduating on time

OBJECTIVE: 678B12 – CAREER & COLLEGE READINESS

The Career and College Readiness Activity will provide leadership and support in the implementation of evidence-based best practices and policy to support student engagement and attendance.

STRATEGY 678B12 *The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.*

INDICATOR 678B12.1 *Number of schools with an out-of-school suspension rate twice the national average (UIR-D schools)*

INDICATOR 678B12.2 *Student attendance rates at all schools*

INDICATOR 678B12.3 *Student attendance rates at UIR-D schools*

INDICATOR 678B12.4 *Chronic absenteeism rate at all schools*

INDICATOR 678B12.5 *Chronic absenteeism rate at UIR-D schools*

OBJECTIVE: 678B13 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Division of Educator Development, will provide leadership and support with recruitment and retention efforts to strengthen the educator workforce in Louisiana.

STRATEGY 678B13 *The Teaching and Learning Activity, through the Division of Educator Development, will collaborate with the Board of Regents to support school systems in recruiting and retaining highly-effective educators.*

INDICATOR 678B13.1 *Number of students participating in pre-educator pathways*

OBJECTIVE: 678B14 – CAREER & COLLEGE READINESS

The Career and College Readiness Activity will provide leadership and support to school systems to ensure graduating seniors can access post-secondary opportunities.

STRATEGY 678B14 *The Career and College Readiness Activity will support school systems with increasing the percentage of students completing and submitting FAFSA data.*

INDICATOR 678B14.1 *Percent of graduating seniors who completed and submitted FAFSA data prior to graduation*

INDICATOR 678B14.2 *Percent of graduating seniors eligible for a TOPS scholarship*

OBJECTIVE: 678B15 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Division of School Improvement, will provide leadership and support to school systems with implementing evidence-based school improvement best practices to decrease the number of persistently struggling schools.

STRATEGY 678B15 *The Teaching and Learning Activity, through the Division of School Improvement, will assign School Improvement Support Specialists to persistently struggling schools to improve their impact on outcomes for students, as measured by the*

school performance score.

INDICATOR 678B15.1 *Number of school systems that have an agreement with the Department to provide targeted support*

OBJECTIVE: 678B16 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Division of School Improvement, will provide leadership and support to school systems with implementing evidence-based school improvement best practices to decrease the number of comprehensive intervention and urgent intervention-academics required schools.

STRATEGY 678B16 *The Teaching and Learning Activity, through the Division of School Improvement, will assign School Improvement Support Specialists to school systems with comprehensive intervention and urgent intervention-academics required schools to improve their impact on outcomes for students, as measured by the school performance score.*

INDICATOR 678B16.1 *Number of comprehensive intervention and urgent intervention-academics required schools*

INDICATOR 678B16.2 *Percentage of CIR and UIR-A schools with an agreement that improves their annual school performance scores by at least three points or more*

STATE ACTIVITIES PROGRAM: AUXILIARY PROGRAM

ACTIVITY: TEACHING & LEARNING

MISSION:

The mission of the Auxiliary Program is to consolidate the self-generated funding collected by various programs and activities to financially support those functions.

GOAL: 678C

The goal of the Auxiliary Program is to properly account for these incoming funds to facilitate the programmatic objectives and strategies for the programs affected.

OBJECTIVE: 678C1 – TEACHING AND LEARNING

The Teaching & Learning Activity, through the Educator Development Division, will provide leadership in resource coordination to produce qualified and competent educators. The Teacher Certification Division provides assistance to teachers, LEAs, and teacher preparation programs; awards initial and advanced certifications; recommends teacher and administrator preparation programs; and serves as a liaison between Department and teacher preparation programs.

STRATEGY 678C1 *The Teaching & Learning Activity, through the Educator Development Division, will process 96% of the certification requests within the 45-day guideline.*

INDICATOR 678C1.1 *Percentage of certification requests completed within the 45-day guideline*

INDICATOR 678C1.2 *Percentage of teacher certification applicants that report the experience as “satisfactory” on the teacher certification survey*

INDICATOR 678C1.3 *Average number of days taken to issue standard teaching certificates*

SUBGRANTEE ASSISTANCE

DEPARTMENT OF EDUCATION

FLOW THROUGH TO DISTRICTS: APPROPRIATION 19 - 681

The Subgrantee Assistance Appropriation provides flow-through funds to school systems and other local providers for programs that enhance learning environments and the quality of teaching in local school systems, schools and communities.

The Department of Education functions as the primary flow-through agent for all Subgrantee Assistance Appropriations, ensuring that funds are distributed to local service providers in a timely and accurate manner.

The Subgrantee appropriation is composed of the following two programs: Non-Federal and Federal Support.

Subgrantee Vision 19-681: The Subgrantee vision is to improve the achievement of all students by improving teaching and learning in Louisiana schools.

Subgrantee Mission 19-681: The Subgrantee mission is to provide flow-through funds to LEAs and other local service providers for programs.

Subgrantee Philosophy 19-681: The Subgrantee philosophy is to provide funds for programs that enhance the learning environments.

Subgrantee Goal 19-681: The Subgrantee goal is to ensure that flow-through funds intended to enhance learning environments are distributed to locals in a timely and accurate manner.

**SUBGRANTEE ASSISTANCE:
NON-FEDERAL**

ACTIVITY: EARLY CHILDHOOD

ACTIVITY: FINANCE

ACTIVITY: OPERATIONS

MISSION:

The mission for this program is to distribute flow-through funds for school and community programs that enhance learning environments for disadvantaged or disabled students and students from disadvantaged backgrounds or high-poverty areas.

GOAL: 681A

The goal of this program is that local school boards and other local entities will use flow-through funds to assist disadvantaged, disabled or at-risk children in meeting challenging standards.

OBJECTIVE: 681A1 – FINANCE

The Finance Activity, through the non-federal program, will ensure that program participants are paid in a correct and timely manner.

***STRATEGY 681A1** The Finance Activity will monitor local school systems to assure that 100% of PIP funds are paid correctly and participants are funded annually according to guidelines.*

INDICATOR 681A1.1 *PIP average salary increment*

OBJECTIVE: 681A2 – EARLY CHILDHOOD

The Early Childhood Activity, through the non-federal program, will ensure that funds will flow to locals to provide education programs for economically disadvantaged at-risk four-year-old children.

***STRATEGY 681A2** The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.*

INDICATOR 681A2.1 *Percentage of at-risk children served*

INDICATOR 681A2.2 *Percentage of at-risk children served – LA4 program*

INDICATOR 681A2.3 *Percentage of at-risk children served – Nonpublic School Early Childhood Development (NSECD) program*

INDICATOR 681A2.4 *Number of at-risk preschool children*

INDICATOR 681A2.5 *Number of at-risk preschool children served – LA4 program*

INDICATOR 681A2.6 *Number of at-risk preschool children served – NSECD program*

OBJECTIVE: 681B1 – OPERATIONS

The Operations Activity, through the federal program, flows ESSA and Title I funds to locals to improve learning in schools that serve a high percentage of economically disadvantaged students.

STRATEGY 681B1 *The Operations Activity, through the federal program, flows ESSA and Title I funds to locals to increase the number of economically disadvantaged students attending schools that are improving outcomes for students, as measured by the school performance score and intervention label.*

INDICATOR 681B1.1 *Percentage of economically disadvantaged students who are in schools that are not identified for Comprehensive Intervention or Urgent Intervention*

INDICATOR 681B1.2 *Percentage of Title I schools that are not identified for Comprehensive or Urgent Intervention*

OBJECTIVE: 681B2 – EARLY CHILDHOOD

The Early Childhood Activity, through the Child Care Development Fund in the federal support program, will continue to provide quality early childhood services such that at least 75% of Type III providers will have a performance rating of “proficient” or higher.

STRATEGY 681B2 2. *The Early Childhood Activity through the Child Care Development Fund in the federal support program will continue to provide quality early childhood services such that at least 75% of Type III providers will have a performance rating of “proficient” or higher.*

INDICATOR 681B2.1 *Total annual child care payments*

INDICATOR 681B2.2 *Number of children receiving Child Care assistance monthly*

INDICATOR 681B2.3 *Percentage of Type III providers having a Performance Profile rating of “proficient” or higher*

**SUBGRANTEE ASSISTANCE:
FEDERAL**

ACTIVITY: OPERATIONS

ACTIVITY: TEACHING & LEARNING

OBJECTIVE: 681B3 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Diverse Learners Division, will flow funds to LEAs to have policies and procedures that support provision of a free and appropriate education in the least restrictive environment, and that provide services to children with exceptionalities.

STRATEGY 681B3.1 *The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.*

INDICATOR 681B3.1.1 *Percentage of school systems identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year for children with IEPs*

INDICATOR 681B3.1.2 *Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays*

INDICATOR 681B3.1.3 *Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals*

INDICATOR 681B3.1.4 *Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day*

INDICATOR 681B3.1.5 *Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day*

INDICATOR 681B3.1.6 *Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements*

INDICATOR 681B3.1.7 *Percent of youth with IEPs graduating from high school with a regular diploma*

STRATEGY 681B3.2 *The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time.*

INDICATOR 681B3.2.1 *Percent of students with disabilities performing at mastery or above in English Language Arts (ELA) on the statewide assessment*

INDICATOR 681B3.2.2 *Percent of students with disabilities performing at mastery or above in mathematics on the statewide assessment*

INDICATOR 681B3.2.3 *Percent of students with disabilities who graduate on time*

OBJECTIVE: 681B4 – TEACHING & LEARNING

The Teaching and Learning Activity, through the Educator Development Division, will flow funds to locals to ensure that all students in CIR schools are led by certified school leaders and are taught by teachers certified in their content area.

STRATEGY 681B4 *The Teaching and Learning Activity, through the Educator Development Division, will ensure that the Subgrantee funds flow-through program will ensure that all students in “high poverty” schools (as the term is defined in section 1111(h)C(viii) of the ESEA), will be taught by certified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101(23) definition.*

INDICATOR 681B4.1 *Percentage of certified school leaders in CIR schools*

INDICATOR 681B4.2 *Percentage of core academic classes being taught by certified teachers (as the term is defined in Section 9101(23) of the ESEA), in CIR schools*

OBJECTIVE: 681B5 – OPERATIONS

The Operations Activity, through federal programs, ensures K-12 students participating in the 21st Century Community Learning Center (CCLC) Program have a safe and academically enriched environment in the out-of-school hours.

STRATEGY 681B5 *The Operations Activity will ensure that K-12 students participating in the CCLC program will have a 40% annual increase in academic performance.*

INDICATOR 681B5.1 *Number of students participating*

INDICATOR 681B5.2 *Percentage of K-12 students in afterschool programs (21st Century) that increase academic performance annually*

OBJECTIVE: 681B6 – OPERATIONS

The Operations Activity, through the Division of Nutrition Services, will use federal Subgrantee flow-through funds to locals to ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.

STRATEGY 681B6 *The Operations Activity, through the Division of Nutrition Services, will ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.*

INDICATOR 681B6.1 *Total number of meals reported by eligible School Food and Nutrition sponsors*

INDICATOR 681B6.2 *Total number of meals reported by eligible Child and Adult Care Food and Nutrition sponsors*

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT APPROPRIATION 19 - 682

The Recovery School school system (RSD) is an educational service agency (LRS 17:1990) administered by the Louisiana Department of Education with the approval of the State Board of Elementary and Secondary Education (SBESE) serving in the capacity of the governing authority. The RSD is established to provide an appropriate education for children attending any public elementary or secondary school operated under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which has been transferred to RSD jurisdiction pursuant to R.S. 17:10.5.

An elementary or secondary school operating under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which is academically unacceptable under a uniform statewide program of school accountability established pursuant to rules adopted by the State Board of Elementary and Secondary Education under authority of law, referred to in this Section as "the state board," shall be designated as a failed school. When a city, parish, or other local public school board or other public entity: (a) fails to present a plan to reconstitute the failed school to the State Board, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the State Board, or (c) fails at any time to comply with the terms of the reconstitution plan approved by the state board, or (d) when the school has been labeled an academically unacceptable school for four consecutive years, the school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School school system established in R.S. 17:1990, provided the state board approves the transfer.

The Recovery School school system is composed of one program to complete the following:

RSD Vision: All children in Louisiana meet or exceed the required academic standards.

RSD Mission: Provide educational and related services to children who are enrolled in an elementary or secondary school transferred to the RSD.

RSD Philosophy: All children can learn and grow to become productive citizens regardless of their particular status or situation.

RSD Goal: Ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

RECOVERY SCHOOL DISTRICT: INSTRUCTION

ACTIVITY: RECOVERY SCHOOL DISTRICT – INSTRUCTION

PROGRAM DESCRIPTION:

Activities dealing directly with the interaction between teachers and students. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) that assist in the instructional process. Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services and enterprise programs, rather than as entities within themselves.

MISSION:

The mission of the Recovery School school system Instruction Program is to provide appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the RSD.

GOAL: 682A

The goal of the Recovery School school system Instruction Program is to ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

OBJECTIVE: 682A1 – RECOVERY SCHOOL DISTRICT – INSTRUCTION

The Recovery School District provides support to local school systems in reading, mathematics and early intervention for all grades PreK-12 such that students will be proficient in English Language Arts (ELA) and mathematics on the Statewide Assessment.

STRATEGY 682A1.1 *The Recovery School District Activity will provide the direct and appropriate support to the local school systems such that students are performing at mastery or above in English Language Arts (ELA) on the Statewide Assessment.*

INDICATOR 682A1.1.1 *Percent of all students in the RSD performing at mastery or above in ELA on the LEAP 2025 Assessment*

STRATEGY 682A1.2 *The Recovery School District Activity will provide the direct and appropriate support to the local school systems such that students are performing at mastery or above in mathematics on the LEAP 2025 Assessment.*

INDICATOR 682A1.2.1 *Percent of all students in the RSD performing at mastery or above in mathematics on the LEAP 2025 Assessment*

RECOVERY SCHOOL DISTRICT: CONSTRUCTION

ACTIVITY: RECOVERY SCHOOL DISTRICT – CONSTRUCTION

PROGRAM DESCRIPTION:

The overall RSD activities deal directly with the interaction between teachers and students. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) that assist in the instructional process. Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services and enterprise programs, rather than as entities within themselves. The support services provided by the Construction Program relates directly to the provision of adequate physical facilities.

MISSION:

The mission of the Recovery School school system Instruction Program is to provide appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the RSD. The support services provided by the Construction Program relates directly to the provision of adequate physical facilities.

GOAL: 682B

The goal of the Recovery School school system Instruction Program is to ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities. The support services provided by the Construction Program relates directly to the provision of adequate physical facilities.

OBJECTIVE: 682B1 – RECOVERY SCHOOL DISTRICT – CONSTRUCTION

The Recovery School school system Program, through the Construction Activity, will execute the Orleans Parish School Facilities Master Plan so that through 2028, all final closeout activities will have been successfully concluded.

STRATEGY 682B1 *Having completed the School Facilities Master Plan, the Recovery School District will achieve the following milestones towards final closeout of the program.*

- 1) Contract closeout of all remaining RSD PO's*
- 2) 19166 & 19300 SSR Final Closeout*
- 3) Management of remaining 3 schools' Warranty Period*
- 4) Final Reconciliation of PM and Dac Funding*
- 5) Closeout document submission of any outstanding stand alone PW's not previously closed by FYE2024*

INDICATOR 682B1.1 *Number of milestones completed as stated in objective*

MINIMUM FOUNDATION PROGRAM

DEPARTMENT OF EDUCATION

MINIMUM FOUNDATION PROGRAM APPROPRIATION 19 - 695

The MFP formula is developed annually by the State Board of Elementary and Secondary Education and provided to the Legislature for adoption. The formula determines the minimum cost of education for Louisiana public school students and equitably allocates state education funding to public city and parish school systems and schools.

Minimum Foundation Program Mission: The MFP mission is to equitably allocate state education funding to public school systems and schools.

Minimum Foundation Program Philosophy: The MFP philosophy is to provide learning environments and experiences in order that every Louisiana public school student is afforded an equal opportunity to develop to his/her potential.

Minimum Foundation Program Goal: Maintain a state educational system that is a solid foundation for learning where all students reach challenging academic standards.

MINIMUM FOUNDATION PROGRAM

ACTIVITY: MINIMUM FOUNDATION PROGRAM

MISSION:

The Minimum Foundation Program Appropriation provides funding to local school systems for their public educational system such that everyone has an equal opportunity to develop their full potential.

GOAL: 695A

The goal of the Minimum Foundation Program is to equitably allocate state education funding so every Louisiana public school student receives educational services.

OBJECTIVE: 695A1 – MINIMUM FOUNDATION PROGRAM

The Minimum Foundation Program Activity prepares and submits an MFP formula to the SBESE, who adopts and submits an MFP formula to the Legislature, who approves an MFP formula that will provide resources and guidance to meet the State standards, such that through 2028 all 69 school systems collect local tax revenues sufficient to meet MFP level 1 requirements.

STRATEGY 695A1 *The Minimum Foundation Program Activity will ensure an equal education for all students through (1) a sufficient contribution of local dollars, (2) the requirement that 70% of each district's general fund expenditures be directed to instructional activities, and (3) the equitable distribution of State dollars.*

INDICATOR 695A1.1 *Number of school systems not meeting the 70% instructional expenditure mandate*

INDICATOR 695A1.2 *Equitable distribution of MFP dollars*

NONPUBLIC ASSISTANCE

DEPARTMENT OF EDUCATION

NONPUBLIC ASSISTANCE 19 - 697

ACTIVITY: NONPUBLIC REQUIRED SERVICES

ACTIVITY: NONPUBLIC SCHOOL LUNCH

ACTIVITY: NONPUBLIC TEXTBOOK ADMINISTRATION

ACTIVITY: NONPUBLIC TEXTBOOKS

MISSION:

The mission of the Nonpublic Assistance Appropriation is to provide assistance to non-discriminatory, State-approved nonpublic schools.

PHILOSOPHY:

The philosophy of the Nonpublic Assistance Appropriation is to provide funds that will enhance student learning and performance.

GOAL: 697

The goal of the Nonpublic Assistance Program is to distribute the appropriated level of state support equitably to each of the non-discriminatory, State-approved nonpublic schools and/or school systems to enhance student learning and performance.

OBJECTIVE: 697A1 – NONPUBLIC REQUIRED SERVICES

The Nonpublic Assistance Program, through the Nonpublic Required Services Activity, will reimburse nonpublic schools for costs incurred for compliance with constitutionally mandated and other statutorily required services in accordance with the funding amount allocated by the Legislature.

STRATEGY 697A1 *The Nonpublic Required Services Activity will maintain the reimbursement rate of 55.76% of requested expenditures.*

INDICATOR 697A1.1 *Percentage of requested expenditures reimbursed*

OBJECTIVE: 697B1 – NONPUBLIC SCHOOL LUNCH SALARY SUPPLEMENTS

The Nonpublic Assistance Program, through the Nonpublic School Lunch Salary Supplements Activity, will provide salary supplements for lunchroom employees at eligible nonpublic schools



in accordance with the funding amount allocated by the Legislature.

STRATEGY 697B1 *The Nonpublic School Lunch Activity will reimburse \$6,625 for full-time lunch employees and \$3,312 for part-time lunch employees.*

INDICATOR 697B1.1 *Eligible full-time employees' reimbursement*

INDICATOR 697B1.2 *Eligible part-time employees' reimbursement*

OBJECTIVE: 697C1 – NONPUBLIC TEXTBOOK ADMINISTRATION

The Nonpublic Assistance Program, through the Nonpublic Textbook Administration Activity, will provide State funds for the administrative costs incurred by public school systems to order and distribute books and other instructional materials to eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

STRATEGY 697C1 *The Nonpublic Textbook Administration Activity will provide 5.92% of the funds allocated for nonpublic textbooks for the administrative costs incurred by public school systems.*

INDICATOR 697C1.1 *Percentage of textbook funding reimbursed for administration*

OBJECTIVE: 697D1 – NONPUBLIC TEXTBOOKS

The Nonpublic Assistance Program, through the Nonpublic Textbooks Activity, will provide State funds for the purchase of books and other materials of instruction for eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

STRATEGY 697D1 *The Nonpublic Textbooks Activity will reimburse eligible nonpublic schools at a rate of \$27.02 per student for the purchase of books and other materials of instruction.*

INDICATOR 697D1.1 *Total funds reimbursed at \$27.02 per student*

APPENDIX A: ABBREVIATIONS AND CHECKLIST

CCLC	21 st Century Community Learning Center
CIR	Comprehensive Intervention Required
DOE	Department of Education
DOL	Department of Labor
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
IEP	Individualized Education Plan
K-12	Kindergarten through twelfth grade
LA	Louisiana
LEAs	Local Education Agencies
LEAP	Louisiana Education Assessment Program
MFP	Minimum Foundation Program
NSECD	Nonpublic School Early Childcare Development
PIP	Professional Improvement Program
PreK-12	Pre-kindergarten through twelfth grade
RSD	Recovery School District
SBESE	State Board of Elementary and Secondary Education
SPS	School Performance Score
TAP	Teacher Advancement Program
TOPS	Taylor Opportunity Program for Students
UIR-A	Urgent Intervention Required - Academics
UIR-D	Urgent Intervention Required - Discipline
USDA	United States Department of Agriculture
8(g)	Louisiana Quality Education Support Fund

STRATEGIC PLANNING CHECKLIST

Planning Process

General description of process implementation included in plan process documentation Consultant Used
If so, identify _____

Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation

Incorporated statewide strategic initiatives

Incorporated organization internal workforce plans and information technology plans

Analysis Tools Used

SWOT analysis

Cost/benefit analysis

Financial audit(s)

Performance audits(s)

Program evaluations(s)

Benchmarking for best management practices

Benchmarking for best measurement practices

Stakeholder or customer surveys

Undersecretary management report (Act 160 Report) used

Other analysis or evaluation tools used

If so, identify:

Attach analysis projects, reports, studies, evaluations, and other analysis tools.

Stakeholders (Customers, Compliers, Expectation Groups, Others) identified

Involved in planning process

Discussion of stakeholders included in plan process documentation

Authorization for Goals

Authorization exists

Authorization needed

Authorization included in plan process documentation

External Operating Environment

Factors identified and assessed

Description of how external factors may affect plan included in plan process documentation

Formulation of Objectives

Variables (target group; program & policy variables; and external variables) assessed Objectives are SMART

Building Strategies

- Organizational capacity analyzed
- Needed organizational structural or procedural changes identified
- Resource needs identified
- Strategies developed to implement needed changes or address resource needs
- Action plans developed; timelines confirmed; and responsibilities assigned

Building in Accountability

- Balanced sets of performance indicators developed for each objective
- Documentation Sheets completed for each performance indicator
- Internal accountability process or system implemented to measure progress
- Data preservation and maintenance plan developed and implemented

Fiscal Impact of Plan

- Impact on operating budget
- Impact on capital outlay budget
- Means of finance identified for budget change
- Return on investment determined to be favorable

APPENDIX B: BENEFICIARIES OF ACTIVITIES & INTERNAL/EXTERNAL FACTORS IMPACTING ACTIVITIES

STATE ACTIVITIES - 678

INTRODUCTION: The appropriation for the Louisiana Department of Education State Activities funds the administrative and support efforts of the Department.

VISION: Strong school systems lead strong schools that ensure all students can access the highest-quality teaching and learning in order to exit high school ready for a career, college or service.

MISSION: Provide leadership, and create the conditions to support school systems, fund-flow control and compliance confirmation.

PHILOSOPHY: If all students can access the best educational opportunities, then all students will exit high school ready for a career, college or service.

GOAL: Provide information, leadership, support and the oversight necessary to support school systems with providing the highest-quality educational opportunities to all students.

PROGRAMS: Administrative Support, School System Support, Auxiliary

Administrative Support Program

MISSION: The Administrative Support Program is to recommend and implement public education policy and provide funding in accordance with local, state and federal laws, including regulations of the State Board of Elementary and Secondary Education, and effectively communicate to all stakeholders.

GOAL: The Administrative Support Program provides Louisiana citizens with the leadership, information, support, and oversight necessary to ensure that all children who call Louisiana home are on track to succeed in a career, college, or service.

PRIMARY BENEFICIARIES:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 40,000 support staff
- 144 voting members of the Louisiana Legislature
- 500 LDOE staff
- 11 BESE members

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Enough positions and qualified staff to run the agency's operations, in particular the finance activities
2. Adequate staff available to all of our childcare providers and school systems across the state, especially in rural areas
3. Enacted legislation that changes policy and requirements
4. Dependence on federal grant programs to execute work, particularly for our most at-risk populations
5. Public demand for information, especially from interest groups and the media
6. Statutory, regulatory, and public policy directions from constitutionally designated entities such as the State Board of Elementary and Secondary Education and the Louisiana Legislature
7. Changing fiscal conditions of the State of Louisiana as a result of fluctuations in state and national economies
8. State and federal court decisions affecting education
9. Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.
10. General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.
11. Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
12. Shifting decision-making authority to the local level
13. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
14. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
15. BESE has authority to set policy and regulate school systems and schools; it, therefore, can affect program priorities and effective implementation.

STATUTORY AUTHORITY: R.S. 17: 21, 24 and R.S. 36: 642, 649

School System Support Program

MISSION: The mission of the School System Support Program is to support our early childcare centers and school systems in achieving the 6 critical goals. The Department provides an infrastructure that promotes school improvement best practices, student assessment and accountability, student choice, high-quality materials and resources, educator evaluation and professional learning.

GOAL: Provide Louisiana educators and students with the leadership, information, support, and oversight necessary to ensure that “every one of Louisiana’s children will be on track to a college degree or a professional career.”

PRIMARY BENEFICIARIES: The school system support program influences the educational experience for:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 1,700 public and non-public schools
- 191 public school systems
- 1,600 publicly funded ECE sites

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Enough positions and qualified staff to run the agency’s operations, in particular the finance activities
2. Adequate staff available to all of our childcare providers and school systems across the state, especially in rural areas
3. Enacted legislation that changes policy and requirements
4. Dependence on federal grant programs to execute work, particularly for our most at-risk populations
5. Public demand for information, especially from interest groups and the media
6. Statutory, regulatory, and public policy directions from constitutionally designated entities such as the State Board of Elementary and Secondary Education and the Louisiana Legislature
7. Changing fiscal conditions of the State of Louisiana as a result of fluctuations in state and national economies
8. State and federal court decisions affecting education
9. Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.
10. General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.
11. Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
12. Shifting decision-making authority to the local level
13. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
14. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
15. BESE has authority to set policy and regulate school systems and schools; it, therefore, can affect program priorities and effective implementation.

STATUTORY AUTHORITY: R.S. 17: 21, 24 and R.S. 36: 642, 649

Auxiliary Program

MISSION: The mission of the Auxiliary Program is to consolidate the self-generated funding collected by various programs and activities to financially support those functions and operations.

GOAL: The goal of the Auxiliary Program is to properly account for these incoming funds to facilitate the programmatic objectives and strategies for the programs affected.

PRIMARY BENEFICIARIES:

The school system support program influences the educational experience for:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 1,700 public and non-public schools
- 191 public school systems
- 29 teacher preparation providers

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Enough positions and qualified staff to run the agency’s operations, in particular the activities associated with processing educator certification applications
2. Customer service
3. Operational efficiency and effectiveness/implementing business solutions to enhance operations
4. Public demand for information, especially from interest groups and the media
5. Statutory, regulatory, and public policy directions from constitutionally designated entities such as the State Board of Elementary and Secondary Education and the Louisiana Legislature
6. Changing fiscal conditions of the State of Louisiana as a result of fluctuations in state and national economies
7. State and federal court decisions affecting education
8. Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.
9. General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.
10. Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
11. Shifting decision-making authority to the local level
12. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.

13. BESE has authority to set policy and regulate school systems and schools; it, therefore, can affect program priorities and effective implementation.

STATUTORY AUTHORITY: R.S. 17: 21, 24 and R.S. 36: 642

SUBGRANTEE ASSISTANCE - 681

INTRODUCTION: The Subgrantee Assistance Appropriation provides flow-through funds to school systems and other local providers for programs that enhance learning environments and the quality of teaching in local school systems, schools and communities.

The Department of Education functions as the primary flow-through agent for all Subgrantee Assistance Appropriations, ensuring that funds are distributed to local service providers in a timely and accurate manner. The Subgrantee appropriation is composed of the following two programs: Non-Federal and Federal Support

VISION: The Subgrantee vision is to improve the achievement of all students by improving teaching and learning in Louisiana schools.

MISSION: The Subgrantee mission is to provide flow-through funds to school systems and other local service providers for programs.

PHILOSOPHY: The Subgrantee philosophy is to provide funds for programs that enhance the learning environments.

GOAL: The Subgrantee goal is to ensure that flow-through funds intended to enhance learning environments are distributed to locals in a timely and accurate manner.

PROGRAMS: Non-federal, Federal

Non-Federal Program

MISSION: The mission for this program is to distribute flow-through funds for school and community programs that enhance learning environments for disadvantaged or disabled students and students from disadvantaged backgrounds or high-poverty areas.

GOAL: 681A

The goal of this program is that local school boards and other local entities will use flow-through funds to assist disadvantaged, disabled or at-risk children in meeting challenging standards.

PRIMARY PERSONS WHO WILL BENEFIT FROM OR BE SIGNIFICANTLY AFFECTED BY OBJECTIVE:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 40,000 support staff
- 191 public school systems
- 1,600 publicly funded ECE sites

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Enough positions and qualified staff to run the agency's operations, in particular the finance activities
2. Dependence on federal grant programs to execute work, particularly for our most at-risk populations
3. Diverse needs of Louisiana's population
4. Implementation of business solutions to increase operational quality
5. Public perception of the quality of education in Louisiana
6. Public demand for information, especially from interest groups and the media
7. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
8. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
9. BESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
10. The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.
11. Federal laws, State laws, court holdings, and program regulations can affect financial distribution, causing further problems and issues with MFP adequacy and equity.
12. Court decisions can affect financial distribution, and educational issues.

STATUTORY AUTHORITY: Louisiana Constitution of 1974, Article VIII, Sec. 2; R.S. 36:641; Education Excellence Fund: Louisiana Constitution of 1974, Article VII, Section 10.8; R.S. 39:98.1-39:98.5; Professional Improvement Program: R.S.17:3601-3661; 17:21-22; 36:649; Early Childhood Development and Enrichment Activity Classes: R.S.17:407.21-407.25; Preschool Activities: R.S.17-407; Student Scholarships: R.S. 17:4011-4035; 8(g): Louisiana Quality Education Support Fund.

FEDERAL PROGRAM

MISSION: The mission of the School System Support Program is to support our early childcare centers and school systems in achieving the 6 critical goals. The Department provides an infrastructure that promotes school improvement best practices, student assessment and accountability, student choice, high-quality materials and resources, educator evaluation and professional learning.

GOAL: Provide Louisiana educators and students with the leadership, information, support, and oversight necessary to ensure that “every one of Louisiana’s children will be on track to a college degree or a professional career.”

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 1,700 public and non-public schools
- 191 public school systems
- 1,600 publicly funded ECE sites
- 180 School Food Authorities
- Other support service providers (i.e. mental and behavioral health, occupational/physical/speech therapy, etc.)

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Enough positions and qualified staff to run the agency’s operations, in particular the finance activities
2. Dependence on federal grant programs to execute work, particularly for our most at-risk populations
3. Diverse needs of Louisiana’s population
4. Implementation of business solutions to increase operational quality
5. Public perception of the quality of education in Louisiana
6. Public demand for information, especially from interest groups and the media
7. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
8. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
9. BESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
10. The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.
11. Federal laws, State laws, court holdings, and program regulations can affect financial distribution, causing further problems and issues with MFP adequacy and equity.
12. Court decisions can affect financial distribution, and educational issues.

STATUTORY AUTHORITY: Louisiana Constitution of 1974, Article VIII, Sec. 2; R.S. 36:641;

Title I, Part A Helping Disadvantaged Children Meet High Standards Program Authorization: Title I of ESEA of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title I Part C, Education of Migratory Children Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title I, Part F Comprehensive School Reform Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title II, Part A Improving Teacher Quality State Grants Program Authorization: Elementary and Secondary Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title II, Part B Mathematics and Science Partnership Program Authorization: Elementary and Secondary Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title II, Part D Enhancing Education Through Technology Program Authorization: Elementary and Secondary Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 114-95, Every Student Succeeds Act;

Title IV Part B, 21st Century Community Learning Centers Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title V, Part A Innovative Education Program Strategies Program Authorization: Elementary and Secondary Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title V, Part B Subpart 1 Charter School Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title VI Part B, Rural Education Initiative Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Title X, Part C Education for Homeless Children and Youth Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001, as amended by P.L. 114-95, Every Student Succeeds Act;

Special Education ñ Grants to States Program Authorization: P.L. 108-446 Individuals with Disabilities Education Act, as amended by P.L. 114-95, Every Student Succeeds Act;

Special Education ñ Preschool Grants: P.L. 108-446 Individuals with Disabilities Education Act, as amended by P.L. 114-95, Every Student Succeeds Act;

School Food and Nutrition: National School Lunch Act of 1946; Child Nutrition Act of 1966, as amended;

Day Care Food and Nutrition Program Authorization: National School Lunch Act of 1946; Child Nutrition Act of 1966 as amended; P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010;

National Teacher Certification by the National Board for Professional Teacher Standards Program Authorization: R.S. 17:421.6;

National School Counselors by the National Board for Certified Counselors Program Authorization: R.S. 17:421.8;

National School Psychologists by the National School Psychology Certification Board Program Authorization; R.S. 17:421.9;

Classroom Technology Program Authorization: La. Constitution of 1974 Article VIII, Sec. 2:R.S. 36:647;R.S. 17:3921;

Type II Charter School Program Authorization: R.S. 17:3983;

LA 4; Early Childhood Development and Enrichment Activity Classes Program Authorization: R.S. 17:407.26;
Preschool Activities Program Authorization: R.S.17-407;
Vocational Education Assistance Program Authorization: P.L. 109-270 Carl D. Perkins Vocational and Technical Act of 2006; Louisiana Early Childhood Education Act (Act 3 of the 2012 Louisiana Regular Session): P.L 113-186 Child Care and Development Block Grant Act of 2014.

RECOVERY SCHOOL DISTRICT - 682

INTRODUCTION: The Recovery School school system (RSD) is an educational service agency (LRS 17:1990) administered by the Louisiana Department of Education with the approval of the State Board of Elementary and Secondary Education (SBESE) serving in the capacity of the governing authority. The RSD is established to provide an appropriate education for children attending any public elementary or secondary school operated under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which has been transferred to RSD jurisdiction pursuant to R.S. 17:10.5.

An elementary or secondary school operating under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which is academically unacceptable under a uniform statewide program of school accountability established pursuant to rules adopted by the State Board of Elementary and Secondary Education under authority of law, referred to in this Section as "the state board," shall be designated as a failed school. When a city, parish, or other local public school board or other public entity: (a) fails to present a plan to reconstitute the failed school to the State Board, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the State Board, or (c) fails at any time to comply with the terms of the reconstitution plan approved by the state board, or (d) when the school has been labeled an academically unacceptable school for four consecutive years, the school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School school system established in R.S. 17:1990, provided the state board approves the transfer.

VISION: All children in Louisiana meet or exceed the required academic standards.

MISSION: Provide educational and related services to children who are enrolled in an elementary or secondary school transferred to the RSD.

PHILOSOPHY: All children can learn and grow to become productive citizens regardless of their particular status or situation.

GOAL: Ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

PROGRAMS: Instruction, Construction

INSTRUCTION PROGRAM

MISSION: The mission of the Instruction Program is to provide appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the RSD.

GOAL: The goal of the Recovery School school system Instruction Program is to ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 3,000 students (K-12)
- 200 teachers
- 7 schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
2. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
3. Public demand for information, especially from interest groups and the media
4. BESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
5. The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.
6. The Recovery School school system program provides governance authority for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
7. Federal laws, State laws, court holdings, and program regulations can affect financial distribution, causing further problems and issues with MFP adequacy and equity.
8. Reduction in allocations/appropriations can result in a reduction in services provided.
9. Court decisions can affect financial distribution, and educational issues.

STATUTORY AUTHORITY: La. R.S. 17:1990 and La. R.S. 17:10.5 - 17.10.7

CONSTRUCTION PROGRAM

MISSION: The mission of the Construction Program is to provide funding for a multi-year Orleans Parish Reconstruction Plan for the renovation or building of school facilities.

GOAL: Ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities. The support

services provided by the Construction Program relates directly to the provision of adequate physical facilities.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 3,000 students (K-12)
- 200 teachers
- 7 schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
2. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
3. Public demand for information, especially from interest groups and the media
4. BESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
5. The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.
6. The Recovery School school system program provides governance authority for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
7. Federal laws, State laws, court holdings, and program regulations can affect financial distribution, causing further problems and issues with MFP adequacy and equity.
8. Reduction in allocations/appropriations can result in a reduction in services provided.
9. Court decisions can affect financial distribution, and educational issues.

STATUTORY AUTHORITY: La. R.S. 17:1990

MINIMUM FOUNDATION PROGRAM - 695

INTRODUCTION: The MFP formula is developed annually by the State Board of Elementary and Secondary Education and is provided to the Legislature for adoption. The formula determines the minimum cost of education for Louisiana public school students and equitably allocates state education funding to public city and parish school systems and schools.

MISSION: The MFP mission is to equitably allocate state education funding to public school systems and schools.

PHILOSOPHY: The MFP philosophy is to provide learning environments and experiences, in order that every Louisiana public school student is afforded an equal opportunity to develop to his/her potential.

GOAL: Maintain a state educational system that is a solid foundation for learning where all students reach challenging academic standards.

MINIMUM FOUNDATION PROGRAM

MISSION: The Minimum Foundation Program Appropriation provides funding to local school systems for their public educational system such that everyone has an equal opportunity to develop their full potential.

GOAL: The goal of the Minimum Foundation Program is to equitably allocate state education funding so every Louisiana public school student receives educational services.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 800,000 students (K-12)
- 57,000 children (birth-four)
- 44,000 teachers
- 1,700 public and non-public schools
- 191 public school systems

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. Legislative mandates on local systems can affect local MFP adequacy and equity strategies.
2. Local communities and school systems have major financial support responsibilities, which can complement, obstruct, or exacerbate MFP adequacy and equity issues.
3. Court decisions can affect financial distribution, and educational issues.
4. Public demand for information, especially from interest groups and the media
5. Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems.
6. Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.
7. The SBESE, which is a constitutionally created entity, has significant authority over the approval of the MFP formula.

STATUTORY AUTHORITY: Louisiana Constitution Article VIII, Section 13(B), and R.S. 17:25.1

NONPUBLIC ASSISTANCE - 697

INTRODUCTION: Nonpublic Educational Assistance provides for constitutionally mandated and other statutorily required aid to nonpublic schools.

MISSION: The mission of Nonpublic Educational Assistance is to provide assistance to non-discriminatory, State-approved, nonpublic schools.

GOAL: The goal of Nonpublic Educational Assistance is to distribute the appropriated level of state support equitably to each of the non-discriminatory, State-approved nonpublic schools and/or school districts to enhance student learning and performance.

PROGRAMS: Required Services, School Lunch Salary Supplements, Textbook Administration, and Textbooks

REQUIRED SERVICES PROGRAM

MISSION: To reimburse nonpublic schools for costs incurred for compliance with constitutionally mandated and other statutorily required services in accordance with the funding amount allocated by the Legislature.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 97,000 students (K-12)
- 338 non-public schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. The legislature has enormous power over Louisiana education and can, through legislative mandates or fiscal allocations, directly affect program plans or strategies of nonpublic schools.
2. Reduction in allocations/appropriations can result in a reduction in services provided.
3. Court decisions can affect financial distribution, and educational issues.
4. Public demand for information, especially from interest groups and the media

STATUTORY AUTHORITY: R.S. 17:361-365

SCHOOL LUNCH SALARY SUPPLEMENTS PROGRAM

MISSION: The Nonpublic School Lunch Salary Supplements Program provides salary supplements for lunchroom employees at eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 900 non-public lunchroom employees
- 338 non-public schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. The legislature has enormous power over Louisiana education and can, through legislative mandates or fiscal allocations, directly affect program plans or strategies of nonpublic schools.
2. Reduction in allocations/appropriations can result in a reduction in services provided.
3. Court decisions can affect financial distribution, and educational issues.
4. Public demand for information, especially from interest groups and the media

STATUTORY AUTHORITY: R.S. 17:422.3 (repealed by Act 1 of the 2012 Regular Session).

TEXTBOOK ADMINISTRATION PROGRAM

MISSION: Provide State funds for the administrative costs incurred by public school systems to order and distribute books and other instructional materials to eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 97,000 students (K-12)
- 338 non-public schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. The legislature has enormous power over Louisiana education and can, through legislative mandates or fiscal allocations, directly affect program plans or strategies of nonpublic schools.
2. Reduction in allocations/appropriations can result in a reduction in services provided.
3. Court decisions can affect financial distribution, and educational issues.
4. Public demand for information, especially from interest groups and the media

STATUTORY AUTHORITY: R.S. 17:353

TEXTBOOKS PROGRAM

MISSION: Provide State funds for the purchase of books and other materials of instruction for eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

BENEFITS TO PRINCIPAL CLIENTS AND USERS: The school system support program influences the educational experience for:

- 97,000 students (K-12)
- 338 non-public schools

POTENTIAL INTERNAL/EXTERNAL FACTORS:

1. The legislature has enormous power over Louisiana education and can, through legislative mandates or fiscal allocations, directly affect program plans or strategies of nonpublic schools.
2. Reduction in allocations/appropriations can result in a reduction in services provided.
3. Court decisions can affect financial distribution, and educational issues.
4. Public demand for information, especially from interest groups and the media

STATUTORY AUTHORITY: Louisiana Constitution, Article VIII, Sec. 13(A)

APPENDIX C: EXPLANATION OF HOW DUPLICATION SHALL BE AVOIDED

The development of this Department of Education Strategic Plan will result in a focused and coordinated approach to the Department's goal. Management direction will minimize and/or eliminate most departmental programmatic overlap, which should allow for the reallocation of resources and personnel to more efficient pursuits.

APPENDIX D: CROSS-REFERENCE TO STATEWIDE PLANNING INITIATIVES

Children's Cabinet*

* The Department of Education submits a separate annual budget request to this initiative in concurrence with the submission of the Department's Budget Request to the State Budget Office every November.

APPENDIX E: PERFORMANCE INDICATOR DOCUMENTATION SHEETS

The Documentation Sheets reference some or all of the following subjects:

Funding Program: Name of the funding program this indicator falls under

Activity: Full name of the program or office activity for the indicator

Indicator LaPAS PI Code: LaPAS PI Codes for existing indicators that have reported in LaPAS

Indicator Level: The level of this indicator (key, supporting, or general)

Indicator Type: The type of this indicator (input, output, outcome, efficiency, or quality)

Objective & Goal #: Objective and goal number within each program

Contact Person: Individual within DOE responsible for this indicator

Collection Person: Individual within DOE who collects data relative to this indicator

Objective: The objective this indicator falls under

Performance Indicator: The indicator itself

Prior Fiscal Year Actuals: 10 fiscal years of prior year actuals for this indicator (if collected)

Rationale: Justification for indicator

Use: Description of how the indicator will be used in management decision making

Clarity: Additional clarification, if needed, of what the indicator is measuring

Data Source: Data elements required for this indicator

Data Collection & Reporting: Frequency and timing of collection of data for this indicator

Calculation Methodology: Procedures used to arrive at indicator data elements

Scope: Identification of whether this indicator is aggregated or disaggregated

Caveats: Data limitations or weaknesses for this indicator

Accuracy, Maintenance, and Support: Audits performed by the Office of Legislative Auditor and notes on reliability

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Administrative Support

Governmental, Administrative, and Public Affairs

LaPAS PI Code: 26396

LaPAS Level: Key

LaPAS Type: Output

678A1.1

Contact Person: Jason Burden

Collection Person: Jason Burden

Objective: 1. The Office of GOVERNMENTAL, ADMINISTRATIVE AND PUBLIC AFFAIRS will provide information and assistance to the public seeking information and services on the Department’s website and use the Communications Office to provide information and assistance to members of the public seeking information or services, such that 95% of emails receive a response within 48 hours.

Performance Indicator: Percentage of emails receiving a response within 48 hours

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	100.00%

Rationale: This indicator ensures that all communication emailed to LDOE is addressed within a 48 hour time span.

Use: Internal Only

Clarity: The percentage of email communications received by LDOE within a 48 hour span.

Data Source: The LDE Email Responsiveness Tracker and Staff Logs

Data Collection & Reporting: Obtain data from LDE staff logs

Calculation Methodology: Percentage of received emails and completed emails within 48 hour timeframe.

Scope: Aggregated

Caveats: Accuracy of LDE staff data logs

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Administrative Support

Finance

LaPAS PI Code: 5550

LaPAS Level: Key

LaPAS Type: OUTPUT

678A2.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 2. The Finance Activity conducts audits of state programs to ensure that reported student counts are accurate and adjusts funding as appropriate, resulting in dollar savings to the state.

Performance Indicator: State dollars saved as a result of audits

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
\$3,978,395	\$3,381,841	\$1,541,683	\$5,337,974	\$5,337,974	\$8,577,162	\$6,347,229	\$6,437,678	\$3,374,721	\$2,024,350

Rationale: The amount of money saved/recouped through the audits of the Minimum Foundation Program formula data.

Use: N/A

Clarity: Audit adjustments that recoup funding

Data Source: The adjusted student, staff, and/or financial data.

Data Collection & Reporting: Data collected through simulation of MFP formula run using adjusted data.

Calculation Methodology: The adjusted data are input into the MFP formula for the appropriate year to determine the adjusted cost of the formula. * The Minimum Foundation Program began a transition to allotting money based on the Prior Year student data.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Administrative Support

Finance

LaPAS PI Code: 8495

LaPAS Level: Key

LaPAS Type: EFFICIENCY

678A3.1

Contact Person: Keisha Payton

Collection Person: Keisha Payton

Objective: 3. Through the Finance Activity, Appropriations Control will experience less than 5 instances of interest assessment by the Federal government to the State for Department Cash Management Improvement Act violations.

Performance Indicator: Interest assessments by Federal government to State for Department Cash Management Improvement Act violations

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
2	1	0	0	0	1	0	3	1	4

Rationale: Cash Management - Indicator measures the accuracy and efficiency of the receipt and release of federal revenues for major federal programs. Three areas are evaluated in cash management: payroll, administrative, and flow-through costs.

Use: To ensure that the CMIA rules are followed.

Clarity: Agency is meeting the CMIA rule.

Data Source: Actual Clearance Spreadsheet is maintained by the Revenue Section, Financial Management Unit, Division of Appropriation Control. The Spreadsheet is maintained by accountants responsible for the requesting of federal funds.

Data Collection & Reporting: The data is generated by internal actions. The spreadsheet and draws are reviewed by the Revenue Manager.

Calculation Methodology: The draw date is subtracted from the check mail date to determine compliance with specified number of days permitted for the draw. The specified number of days for each major federal program is listed in the CMIA agreement for the Department.

Scope: N/A

Caveats: None

Accuracy, Maintenance, and Support: There is an annual review completed on CMIA by LLA. There is also a monthly review completed by OSRAP.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Assessment, Accountability, and Analytics

LaPAS PI Code: 8496

LaPAS Level: Key

LaPAS Type: OUTPUT

678B1.1

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The ASSESSMENT, ACCOUNTABILITY, ANALYTICS Activity will provide student level assessment data for at least 95% of eligible students in membership on October 1 and the test date.

Performance Indicator: Percentage of eligible students tested by LEAP 2025 in grades 4 and 8

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
96.00%	96.00%	94.00%	90.20%	90.20%	98.50%	99.00%	96.10%	99.60%	0.00%

Rationale: The indicator measures student participation in the LEAP testing program to ensure that all students are tested.

Use: Federal law mandates 95% participation in testing and the department is required to report this publically. Consequences for nonparticipation are already in place through the calculation of the school performance score.

Clarity: Measures percentage of students participating in LEAP 2025/LEAP Connect in grades 4 and 8 in ELA, mathematics, science, and social studies.

Data Source: Statistics of students participating in the LEAP testing program and the October 1 membership for grades 3-8 and high school.

Data Collection & Reporting: Through student assessment; scores provided by vendor.

Calculation Methodology: Percentage of students tested = number of students tested with LEAP, LEAP Connect or Innovative Assessment for ELA divided by number of eligible students (grades 4 and 8) enrolled October 1 and for testing.

Scope: These data will represent state level participation. The department is required to publically report by state, district, and school level.

Caveats: No limitations or weaknesses, but there is a new Innovative Assessment that is now given in grade 7 and will expand to grades 6 and 8 in 2022-2023. The results of this assessment will be used as scores for ELA per federal requirements.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Assessment, Accountability, and Analytics

LaPAS PI Code: 8497

LaPAS Level: Key

LaPAS Type: OUTPUT

678B1.2

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The ASSESSMENT, ACCOUNTABILITY, ANALYTICS Activity will provide student level assessment data for at least 95% of eligible students in membership on October 1 and the test date.

Performance Indicator: Percentage of eligible testers tested by LEAP 2025 in grades 3, 5, 6, and 7

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
95.00%	96.00%	96.00%	98.30%	98.30%	99.20%	99.50%	99.20%	99.70%	0.00%

Rationale: The indicator measures student participation in the LEAP testing program to ensure that all students are tested.

Use: Federal law mandates 95% participation in testing and the department is required to report this publically. Consequences for nonparticipation are already in place through the calculation of the school performance score.

Clarity: Measures percentage of students participating in LEAP 2025/LEAP Connect and the Innovative Assessment in grades 3, 5, 6 and 7 in ELA, mathematics, science, and social studies.

Data Source: Statistics of students participating in the assessment program and October 1 student membership for each grade assessed

Data Collection & Reporting: Through student assessment; scores provided by vendor.

Calculation Methodology: Percentage of students tested = number of students tested with LEAP, LEAP Connect or Innovative Assessment for ELA divided by the number of students (grades 3, 5, 6 and 7) enrolled October 1

Scope: These data will represent state level participation. The department is required to publically report by state, district, and school level.

Caveats: No limitations or weaknesses, but there is a new Innovative Assessment that is now given in grade 7 and will expand to grades 6 and 8 in 2022-2023. The results of this assessment will be used as scores for ELA per federal requirements.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Assessment, Accountability, and Analytics

LaPAS PI Code: 25122

LaPAS Level: Key

LaPAS Type: OUTPUT

678B1.3

Contact Person: Alissa Kilpatrick

Collection Person: Jennifer Baird

Objective: 1. The ASSESSMENT, ACCOUNTABILITY, ANALYTICS Activity will provide student level assessment data for at least 95% of eligible students in membership on October 1 and the test date.

Performance Indicator: Percentage of eligible students tested by high school assessments

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	97.00%	98.00%	97.50%	97.50%	97.80%	96.20%	98.90%	98.60%	0.00%

Rationale: The indicator measures student participation in the LEAP testing program to ensure that all students are tested.

Use: Federal law mandates 95% participation in testing and the department is required to report this publically. Consequences for nonparticipation are already in place through the calculation of the school performance score.

Clarity: Measures percentage of students participating in LEAP 2025 assessments for English I, English II, Algebra I, Geometry, Biology and U.S. History

Data Source: Statistics from students participating in initial testing for LEAP English I, English II, Algebra, Geometry, Biology & U.S. History

Data Collection & Reporting: Through student assessment; scores provided by vendor.

Calculation Methodology: Percentage of students tested = number of students tested taking the initial LEAP/LEAP Connect high school tests in appropriate subject areas and students identified as the third year assessment cohort divided by the enrollment in classes and who are part of the third year assessment cohort with a LEAP assessment

Scope: These data will represent state level participation. The department is required to publically report by state, district, and school level.

Caveats: To comply with federal testing requirements, Louisiana requires that all students, regardless of course enrollment or graduation pathway has taken an English I/English II/LEAP Connect ELA and Algebra 1/Geometry/LEAP Connect mathematics by the third year of high school. In 2024-2025, the US History assessment will be replaced by a new Civics assessment.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

School Choice

LaPAS PI Code: 25707

LaPAS Level: Key

LaPAS Type: INPUT

678B.2.1

Contact Person: Kristine Barker/Max Daigh

Collection Person: Kristine Barker/Max Daigh

Objective: 2. The School Choice Activity will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana’s students through the Louisiana Scholarship Program and the non-public scholarship program by scholarship seats offered to eligible families that apply.

Performance Indicator: Number of scholarship students enrolled

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	8,515	9,142	9,142	7,512	6,600	6,909	6,892	6,304

Rationale: Ensures the LDOE manages and determines the number of scholarship program seats requested, approved, and the number of student awards allocated.

Use: The number of awards provided annually is based on the Legislative allocation provided to the LDE to manage the program. The LDE strives to utilize the funds to maximize the number of scholarships awarded.

Clarity: Number of students enrolled in Q2.

Data Source: LDE internal data/enrollment management system

Data Collection

& Reporting: The LDOE Portfolio Opportunity internal data from enrollment system. Enrollment as of Q2

Calculation Methodology: Number of new scholarship program seats requested, new seats approved, and the number of new student awards allocated is used to provide a cumulative total

Scope: Aggregated

Caveats: Number of seats may be reduced based on legislative budget cuts. The LDE does not control the allocation

Accuracy, Maintenance, and Support: The program is audited on an annual basis by the LLA

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

LaPAS PI Code:
 LaPAS Level: key
 LaPAS Type: INPUT

678B.2.2

Contact Person: Kristine Barker/Max Daigh
 Collection Person: Kristine Barker/Max Daigh

Objective: 2. The School Choice Activity will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana’s students through the Louisiana Scholarship Program and the non-public scholarship program by scholarship seats offered to eligible families that apply.

Performance Indicator: Number of students on a waitlist

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Ensures the LDOE manages and determines the number of scholarship program seats requested, approved, and the number of student awards allocated.

Use: The number of awards provided annually is based on the Legislative allocation provided to the LDE to manage the program. The LDE strives to utilize the funds to maximize the number of scholarships awarded.

Clarity: Number of eligible students with valid school choices on the waitlist after the Quarter 2 enrollment count.

Data Source: LDE internal data/enrollment management system

Data Collection & Reporting: Number of eligible students with valid school choices on the waitlist after the Quarter 2 enrollment count.

Calculation Methodology: Number of new scholarship program students who are eligible for the program and have valid school options (school is not sanctioned, school has available scholarship seats, etc.)

Scope: Aggregated

Caveats: Number of seats may be reduced based on legislative budget cuts. The LDE does not control the allocation

Accuracy, Maintenance, and Support: The program is audited on an annual basis by the LLA



FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 10983
 LaPAS Level: Key
 LaPAS Type: OUTPUT

678B3.1

Contact Person: Thomas Telhiard
 Collection Person: Thomas Telhiard

Objective: 3. The Operations Activity, through the Division of Nutrition Services, will conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

Performance Indicator: Number of sponsor reviews of eligible School Food and Nutrition sponsors for meals served in compliance with USDA guidelines

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
132	78	129	104	104	128	113	112	133	59

Rationale: Amount of oversight provided by LDE staff necessary to ensure accountability

Use: The required number of reviews per year is established by Federal regulations based upon the number of participating sponsors and sites. For this reason, the outcome is purely determined by federal requirements.

Clarity: Number of actual reviews conducted

Data Source: LDE staff logs

Data Collection & Reporting: Obtained directly from LDE staff logs

Calculation Methodology: Summation of reviews conducted by DNA staff

Scope: Aggregated

Caveats: Accuracy of LDE staff recording of data

Accuracy, Maintenance, and Support: Data is supported by review reports submitted by DNA staff

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 10985

LaPAS Level: Key

LaPAS Type: OUTPUT

678B3.2

Contact Person: Thomas Telhiard

Collection Person: Thomas Telhiard

Objective: 3. The Operations Activity, through the Division of Nutrition Services, will conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

Performance Indicator: Number of sponsor reviews of eligible Child and Adult Care Food and Nutrition sponsors for meals served in compliance with USDA guidelines

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
226	196	145	195	195	192	153	185	167	90

Rationale: Amount of oversight provided by LDE staff necessary to ensure accountability

Use: The required number of reviews per year is established by Federal regulations based upon the number of participating sponsors and sites. For this reason, the outcome is purely determined by federal requirements.

Clarity: Number of actual reviews conducted

Data Source: LDE staff logs

Data Collection & Reporting: Obtained directly from LDE staff logs

Calculation Methodology: Summation of reviews conducted by DNA staff

Scope: Aggregated

Caveats: Accuracy of LDE staff recording of data

Accuracy, Maintenance, and Support: Data is supported by review reports submitted by DNA staff

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 5651

LaPAS Level: Key

LaPAS Type: OUTPUT

678B3.3

Contact Person: Thomas Telhiard

Collection Person: Thomas Telhiard

Objective: 3. The Operations Activity, through the Division of Nutrition Services, will conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

Performance Indicator: Number of nutrition assistance training sessions and workshops

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
129	32	32	30	30	65	52	90	78	51

Rationale: Amount of training provided by LDE staff to subgrantees/sponsors

Use: The required number of trainings conducted are in direct proportion to new organizations coming onto the Child Nutrition Programs as well as the number of participating organizations.

Clarity: Number of actual trainings conducted

Data Source: LDE staff logs

Data Collection & Reporting: Obtained directly from LDE staff logs

Calculation Methodology: Summation of training sessions and workshops conducted

Scope: Aggregated

Caveats: Accuracy of LDE staff's recording of data

Accuracy, Maintenance, and Support: Data is supported by training documentation maintained by DNA staff

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Early Childhood

LaPAS PI Code: 25910

LaPAS Level: Key

LaPAS Type: OUTPUT

678B4.1

Contact Person: Shelia Campbell

Collection Person: Shelia Campbell

Objective: 4. The Early Childhood Activity, through Early Childhood Operations, protects the safety and well-being of children who are in licensed child care as exhibited by 100% of all LDE licensed Child Day Care facilities whose licenses were renewed during the reporting period having a completed annual inspection. The Division of Licensing conducts verification of unlicensed operations (VORs).

Performance Indicator: Percentage of complaints completed within 30 days of receipt by the DOL of the complaint

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	100.00%	100.00%	91.00%	96.00%	53.00%

Rationale: Ensure all complaints received are tracked and investigated in a timely manner

Use: Internal Only

Clarity: Number of inspections complete, timeliness of those inspections, and ensure health, safety and wellbeing of children & compliance with Bulletin 137 in licensed early learning centers

Data Source: Dates of request for complaint and dates of completion of visit

Data Collection & Reporting: Generated from licensing database (BLAS)

Calculation Methodology: Manually; observe dates of requested visits for complaints and comparing to date of visit completed.

Scope: Aggregated

Caveats: Completing part of process has to be done manually

Accuracy, Maintenance, and Support: In 2018, it was found that from fiscal year 2016 through fiscal year 2017, LDE did not investigate 251 (31.8%) of 789 complaints on licensed providers in accordance with its current priority timeframes.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Early Childhood

LaPAS PI Code: 25911

LaPAS Level: Key

LaPAS Type: OUTPUT

678B4.2

Contact Person: Shelia Campbell

Collection Person: Shelia Campbell

Objective: 4. The Early Childhood Activity, through Early Childhood Operations, protects the safety and well-being of children who are in licensed child care as exhibited by 100% of all LDE licensed Child Day Care facilities whose licenses were renewed during the reporting period having a completed annual inspection. The Division of Licensing conducts verification of unlicensed operations (VORs).

Performance Indicator: Percentage of annual inspections of all DOL licensed Child Day Care Facilities renewed that were completed before the renewal date

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	99.00%	100.00%	99.00%	99.50%	52.00%

Rationale: Ensure all centers are visited to protect health, safety and wellbeing of children in licensed early learning centers

Use: Internal Only

Clarity: Number of inspections completed, timeliness of those inspections, and ensure compliance of Bulletin 137

Data Source: Dates of annual visit completed and month of renewal

Data Collection & Reporting: Generated from licensing database (BLAS)

Calculation Methodology: Manually; observe months of renewal and dates of completion

Scope: Aggregated

Caveats: Completing part of process has to be done manually

Accuracy, Maintenance, and Support: In 2018, it was found that during fiscal years 2016 through 2017, LDE conducted annual inspections on 91.6% (1,145 of 1,250) of licensed providers within 365 days, as required by state law.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Early Childhood

LaPAS PI Code: 25912

LaPAS Level: Key

LaPAS Type: OUTPUT

678B4.3

Contact Person: Andrea Burl

Collection Person: Andrea Burl

Objective: 4. The Early Childhood Activity, through Early Childhood Operations, protects the safety and well-being of children who are in licensed child care as exhibited by 100% of all LDE licensed Child Day Care facilities whose licenses were renewed during the reporting period having a completed annual inspection. The Division of Licensing conducts verification of unlicensed operations (VORs).

Performance Indicator: Number of on-site visits conducted by the DOL

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0	1,861	4,228	4,520	5,070	4,253

Rationale: Ensure all centers are visited to protect health, safety and wellbeing of children in licensed early learning centers

Use: Internal Only

Clarity: Number of inspections completed, timeliness of those inspections, and ensure compliance of Bulletin 137

Data Source: Number of centers and dates of visits completed

Data Collection & Reporting: Generated from licensing database (BLAS)

Calculation Methodology: Manually; observe report for date of completion of visits

Scope: Aggregated

Caveats: Completing parts of process has to be done manually

Accuracy, Maintenance, and Support: In 2018, it was found that during fiscal years 2016 through 2017, LDE conducted annual inspections on 91.6% (1,145 of 1,250) of licensed providers within 365 days, as required by state law.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 23288

LaPAS Level: Key

LaPAS Type: OUTCOME

678B5.1

Contact Person: Kenya Jenkins

Collection Person: Kenya Jenkins

Objective: 5. The Operations Activity, through the Federal Support and Grantee Relations Division, will have a 5% increase in the number of 21st Century Community Learning Center providers that earn a letter grade of A, B or C in the annual program evaluation process in academic performance.

Performance Indicator: Percentage increase in the number of 21st Century Community Learning Center providers that earn a letter grade of A, B or C in academic performance

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	0.00%	0.00%	5.00%	0.00%	0.00%

Rationale: To measure improvement in after-school provider effectiveness

Use: Internal Only

Clarity: % of improvmeent of 21st CCLC providers

Data Source: Number of 21st CCLC providers with a rating of satisfactory or higher for current and previous year (baseline)

Data Collection & Reporting: LDE staff determine performance ratings.

Calculation Methodology: Baseline number of providers - current number of providers divided by baselline number of providers x 100 equals percentage of increase

Scope: Disaggregated

Caveats: Accuracy of program staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 22135

LaPAS Level: Key

LaPAS Type: Output

678B6.1.1

Contact Person: Iris Jones

Collection Person: Iris Jones

Objective: 6. The Operations Activity, through the Statewide Monitoring Division, will ensure that 100% of evaluations conducted by local school systems are completed within the mandated timeline.

Performance Indicator: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within State established timeline

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
99.70%	98.44%	99.09%	99.14%	99.14%	98.37%	98.86%	98.69%	98.59%	0.00%

Rationale: It is important to maintain strict timelines for completion of evaluations to assure students with disabilities are receiving a free and appropriate public education.

Use: LEAs that have findings of non-compliance for this indicator are required to submit a Corrective Action Plan (CAP). The CAP includes activities that target the areas of non-compliance listed on the monitoring report. For each CAP activity, the LEA must submit a deliverable according to the timeline prescribed on the CAP.

Clarity: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Data Source: Evaluation timeline data for students suspected of having a disability

Data Collection & Reporting: Special Education Report (SER)

Calculation Methodology: Percent equals the number of children with parental consent to evaluate divided by the number of children whose evaluations were completed within 60 days.

Scope: Disaggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Operations

LaPAS PI Code: 22136

LaPAS Level: Key

LaPAS Type: OUTCOME

678B6.2.1

Contact Person: Parris Taylor

Collection Person: Parris Taylor

Objective: 6. The Operations Activity, through the Statewide Monitoring Division, will ensure that the State provides a general supervision system that identifies and corrects 100% of noncompliance as soon as possible but in no case later than one year from identification.

Performance Indicator: Percent of noncompliance including monitoring, complaints, hearings, etc., identified and corrected as soon as possible but in no case later than one year from identification

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
97.10%	100.00%	N/A	100.00%	100.00%	100.00%	100.00%	98.04%	100.00%	100.00%

Rationale: This indicator is the same as the mandatory reporting requirements for US Office of Special Education Services.

Use: TBD

Clarity: IDEA compliance

Data Source: Number of IDEA findings of noncompliance
Number of corrections completed

Data Collection & Reporting: Summary of findings report written after investigation of policies, practices and procedures during on-site monitoring
Complaint findings written by Legal Department after investigation

Calculation Methodology: Percent equals the number of corrections divided by the number of findings times 100

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code: 25710
 LaPAS Level: Key
 LaPAS Type: OUTPUT

678B7.1

Contact Person: Lori Pennison
 Collection Person: Lori Pennison asks for report from data team.

Objective: 7. The Teaching and Learning Activity, through the Educator Development Division, 100% of the Local Education Agencies (LEAs) statewide will annually have access to a real time teacher and leader evaluations data platform.

Performance Indicator: Percentage of schools that complete the Compass final evaluation process for teachers and counselors

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	90.00%	96.00%	93.00%	97.00%	0.00%

Rationale: Completion is required by both statute and BESE policy. Complete evaluations are collected in the Compass Information System (CIS).

Use: Inform decisions for supporting systems in training evaluators to complete evaluations and utilize the data platform

Clarity: Measures percentage of teacher and counselor evaluations uploaded to CIS as compared to the total number of teachers and counselors listed in CIS

Data Source: Evaluation completion rates

Data Collection & Reporting: Export from Compass Information System (CIS)

Calculation Methodology: Percent of teachers and counselors with complete evaluations submitted via Compass Information System (CIS)

Scope: disaggregate

Caveats: If a teacher or counselor is not submitted on the rosters then he or she may not be captured in the denominator. However, nonsubmission of final evaluations would result in certification renewal issues for the employee.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code: 25711

LaPAS Level: Key

LaPAS Type: OUTCOME

678B7.2

Contact Person: Lori Pennison

Collection Person: Lori Pennison asks for report from data team.

Objective: 7. The Teaching and Learning Activity, through the Educator Development Division, 100% of the Local Education Agencies (LEAs) statewide will annually have access to a real time teacher and leader evaluations data platform.

Performance Indicator: Percentage of LEAs that complete the Compass final evaluation process for leaders

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	75.00%	82.00%	90.00%	0.00%	95.00%

Rationale: Completion is required by both statute and BESE policy. Complete evaluations are collected in the Compass Information System (CIS).

Use: Inform decisions for supporting systems in training evaluators to complete evaluations and utilize the data platform

Clarity: Measures percentage of school evaluations uploaded to CIS as compared to the total number of school leaders listed in CIS

Data Source: Evaluation completion rates

Data Collection & Reporting: Export from Compass Information System (CIS)

Calculation Methodology: Percent of leaders with complete evaluations submitted via Compass Information System (CIS)

Scope: disaggregate

Caveats: If a leader is not submitted on the rosters then he or she may not be captured in the denominator. However, nonsubmission of final evaluations would result in certification renewal issues for the employee.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code: 25712

LaPAS Level: Key

LaPAS Type: INPUT

678B7.3

Contact Person: Lori Pennison

Collection Person: Lori Pennison

Objective: 7. The Teaching and Learning Activity, through the Educator Development Division, 100% of the Local Education Agencies (LEAs) statewide will annually have access to a real time teacher and leader evaluations data platform.

Performance Indicator: Percentage of LEAs that have access to a real-time teacher and leader evaluation data platform

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Rationale: LEAs are required to submit teacher and leader evaluations each year

Use: Used to collect evaluation data information for reporting and certification applications

Clarity: The availability of the data platform to all systems

Data Source: LEA roster within Compass Information System (CIS)

Data Collection & Reporting: Export from Compass Information System (CIS)

Calculation Methodology: Percent of LEAs with access to Compass Information System (CIS)

Scope: aggregate

Caveats: Systems have access, but do not update rosters or enter data. However, nonsubmission of final evaluations would result in certification renewal issues for employees

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code: 23274

LaPAS Level: Key

LaPAS Type: INPUT

678B8.1.1

Contact Person: Jessica Vallelungo/Ernise Singleton

Collection Person: Jennifer Baird

Objective: 8. The Career & College Readiness Activity will have an increase in the Louisiana Cohort Graduation Rate by 1% annually.

Performance Indicator: Percent increase of the Louisiana 4-Year Cohort Graduation Rate

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	73.50%	74.60%	Not Tracked	0.00%	77.50%	78.10%	81.40%	0.00%	80.30%

Rationale: Key goal of High School Redesign Commission to increase low graduation rate.

Use: Key Component of high school performance score

Clarity: High school four-year cohort graduation rate

Data Source: High School 4-year Cohort Graduation Rate

Data Collection & Reporting: High schools enter data into Student Info. System (SIS) and Student Transcript System (STS). Data collected/edited by Data Management staff to produce the "Annual LA State Education Progress Report."

Calculation Methodology: Percentage of students who entered the 9th grade and graduated 4 years later.

Scope: Aggregate

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: INPUT

678B8.2.1

Contact Person: Jessica Vallelungo/Ernise Singleton

Collection Person: Jennifer Baird

Objective: 8. The Career & College Readiness Activity will see that all high school students are prepared to be college and career ready by increasing the average composite ACT score for graduating seniors by ½ a point annually.

Performance Indicator: Average composite ACT score for graduating seniors

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Key goal of High School Redesign Commission to increase readiness for post secondary education.

Use: Key Component of high school performance score and student's ability to enter in college without remedial course requirements

Clarity: Percent of students on TOPS University diploma with an ACT score that qaulifies them for TOPS scholarship

Data Source: Percent Increase of Graduating Class with ACT Score of 18 or higher in English and 19 or higher in Math

Data Collection & Reporting: Raw data from the ACT High School Profile Report is filtered using the referenced criteria.

Calculation Methodology: Current year % minus previous year % divided by previous year %

Scope: Aggregate

Caveats: Some out of state colleges do not require an ACT score for entrance.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B9.1.1

Contact Person: Jenna Chiasson/Michael Bock

Collection Person: Jennifer Baird

Objective: 9. The Teaching and Learning Activity will provide the direct and appropriate support to the local school systems such that 3rd grade students are performing at mastery or above in English Language Arts (ELA) and mathematics on the Statewide Assessment.

Performance Indicator: Percent of all 3rd grade students performing at mastery or above in ELA on the 3rd grade LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Indicator will show the percentage of participating students reading on and above level. Growth in the percentage will indicate improvement in reading achievement to evaluate the impact of the K-3 Reading and Math Initiative.

Use: This will inform curricular and instructional decisions.

It may also inform evolutions and innovation in assessment.

Clarity Performance on one of four approved K-3 literacy screener tools to identify if students are reading below, on or above level at the beginning of the school year

Data Source: The percentage of participating students reading on and above grade level

Data Collection & Reporting: Statewide assessment of Kindergarten - 3rd graders required by law at the beginning of each school year

Calculation Methodology: Districts report the number of students reading below, on, and above grade level. Data are converted to percentages. Information is collected at the student level.

Scope: Aggregated

Caveats: These screeners are administered directly by school systems without the security of other statewide assessments. The screener data is self reported by the school systems directly in to EdLink.

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.



FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: OUTPUT

678B9.1.2

Contact Person: Jenna Chiasson/Michael Bock
 Collection Person: Jennifer Baird

Objective: 9. The Teaching and Learning Activity will provide the direct and appropriate support to the local school systems such that 3rd grade students are performing at mastery or above in English Language Arts (ELA) and mathematics on the Statewide Assessment.

Performance Indicator: Percent of all 3rd grade students performing at mastery or above in mathematics on the 3rd grade LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Indicator will show the percentage of participating students reading on and above level. Growth in the percentage will indicate improvement in reading achievement to evaluate the impact of the K-3 Reading and Math Initiative.

Use: This will inform curricular and instructional decisions.
 It may also inform evolutions and innovation in assessment.

Clarity: There are five achievement levels possible on LEAP assessments. Of the five, students who score Mastery are considered to be proficient in the subject matter and ready for the next level of study.

Data Source: Test results for 3rd grade LEAP/LEAP Connect/Innovate Assessment for mathematics test results at the LEA level

Data Collection & Reporting: Statewide assessment of Kindergarten - 3rd graders required by law at the beginning of each school year

Calculation Methodology: Number of students performing mastery or above divided by the number of eligible testers (nontested students are assigned the lowest achievement level).

Scope: Aggregated. Must be publically reported for subgroups, districts and schools as well.

Caveats: These screeners are administered directly by school systems without the security of other statewide assessments. The screener data is self reported by the school systems directly in to EdLink.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.



FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code: 24504

LaPAS Level: Key

LaPAS Type: OUTCOME

678B9.2.1

Contact Person: Jenna Chiasson/Michael Bock

Collection Person: Jennifer Baird

Objective: 9. The Teaching and Learning Activity will provide the direct and appropriate support to the Local Education Agencies (LEAs) such that 8th grade students are performing at mastery or above in ELA on the 8th grade LEAP 2025 Assessment.

Performance Indicator: Percent of all 8th grade students performing at mastery or above in ELA on the 8th grade LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
67.00%	69.00%	66.00%	70.00%	70.00%	77.00%	71.00%	72.00%	46.00%	0.00%

Rationale: Federal law requires all states to have multi-year targets expressed as the percentage of students who demonstrate proficiency on tests that are aligned to state standards

Use: These data will be publically reported for state in the aggregate and by required subgroups, districts and schools. The data should be used in development of plans to reduce achievement gaps across all subgroups.

Clarity: There are five achievement levels possible on LEAP assessments. Of the five, students who score Mastery are considered to be proficient in the subject matter and ready for the next level of study.

Data Source: Test results for 8th grade LEAP/LEAP Connect/Innovate Assessment for ELA test results at the LEA level

Data Collection & Reporting: Testing vendor, DRC. will supply reports used for calculation. Reported for each academic year.

Calculation Methodology: Number of students performing mastery or above divided by the number of eligible testers (nontested students are assigned the lowest achievement level).

Scope: Aggregated. Must be publically reported for subgroups, districts and schools as well.

Caveats: N/A

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTCOME

678B9.3.1

Contact Person: Jenna Chiasson/Michael Bock

Collection Person: Jennifer Baird

Objective: 9. The Teaching and Learning Activity will provide the direct and appropriate support to the Local Education Agencies (LEAs) such that 8th grade students are performing at mastery or above in mathematics on the Statewide Assessment.

Performance Indicator: Percent of all 8th grade students in the State performing at mastery or above in mathematics on the LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale:	In support of the DOE Agency goals that children achieve mastery on assessments and enter the next grade prepared for grade-level content, and graduate on time with a college and/or career credential.
Use:	The data will be used in planning of curricula and instructional improvement, allocation of resources.
Clarity	Percentage of eligible students scoring Mastery or Advanced divided by total number of eligible students.
Data Source:	The percent of students working on grade level in mathematics in schools that received Ensuring Numeracy for All funding for the fiscal year being reported.
Data Collection & Reporting:	LEAP 2025 mathematics assessments are administered annually in spring. The scores are returned in late July and undergo a data certification process in August.
Calculation Methodology:	Number of students scoring Mastery or Advanced will be divided by the number of total students eligible to test.
Scope:	Aggregated
Caveats:	N/A
Accuracy, Maintenance, and Support:	The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: INPUT

678B10.1

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 10. The Teaching and Learning Activity will provide targeted support to low-performing schools such that 30% of low-performing schools will increase 3 or more SPS points annually.

Performance Indicator: Number of school systems that have signed memoranda of understanding with the LDOE to provide support to systems that have CIR schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Low-performing and AUS schools require additional Network Support.

Use: AUS schools must offer choice to higher performing schools. They must also write school improvement plans. (These are F schools).

Clarity: Number and percent of schools that are assigned a letter grade of F based on the current school performance score range for grades.

Data Source: School performance scores and network activities

Data Collection & Reporting: Annual calculation of school performance scores and assignment of corresponding letter grades.

Calculation Methodology: Number of schools with school performance scores resulting in a letter grade of F receiving support from network teams

Scope: Aggregate

Caveats: BESE policy requires that letter grades are based on ranges of school performance scores. Current policy includes a timeline for changing score ranges for letter grades over time. Such changes could affect the number of schools identified.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B10.2

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 10. The Teaching and Learning Activity will provide targeted support to low-performing schools such that 30% of low-performing schools will increase 3 or more SPS points annually.

Performance Indicator: Percentage of CIR schools that received system support through memoranda of understanding with LDOE that increased their annual SPS score by 3 points

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Percentage of students tested = number of students tested with LEAP, LEAP Connect or Innovative Assessment for ELA divided by the number of students (grades 3, 5, 6 and 7) enrolled October 1 membership

Use: The amount of growth that a school makes should be considered when creating and finalizing school improvement plans.

Clarity: Number and percentage of schools that increase their SPS by 3 points over prior year SPS or exit CIR

Data Source: School performance scores for current and prior year

Data Collection & Reporting: School performance scores are calculated annually in the fall after data certification.

Calculation Methodology: Percentage is calculated by dividing the total number of schools increasing their SPS by 3 or more points (or exiting CIR???) divided by the total number of CIR schools with MOUs.

Scope: Aggregated

Caveats: This measure is based on a constant scale. If the SPS score ranges change, the index ranges may be changed as well. A substantial change may devalue a 3 point gain. Policy changes affect scores as well.

Accuracy, Maintenance, and Support: The legislative auditors reviewed all accountability data that went into the development of school performance scores (including the determination of eligible students and tested students based on full academic year requirement) several years ago. No findings. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B10.3

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 10. The Teaching and Learning Activity will provide targeted support to low-performing schools such that 30% of low-performing schools will increase 3 or more SPS points annually.

Performance Indicator: Percentage of low-performing schools that annually improve to be removed from the list of CIR schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: To provide a quality education for all students regardless of the school they attend. Letter grades help to identify struggling schools that need supports and interventions.

Use: A school with a letter grade of F is identified as an AUS school. Schools that continue to earn letter grades of F will be identified for Comprehensive Intervention Required (CIR).

Clarity: To measure an anticipated decrease in the percentage of schools identified as failing by the accountability system.

Data Source: Current and prior year school performance scores

Data Collection & Reporting: Comparison of current and prior year school performance scores and resulting letter grades

Calculation Methodology: Comparison of prior year schools with F letter grades to list of current year in order to determine if there has been a reduction.

Scope: Aggregate

Caveats: The list of schools in Louisiana changes from year to year with opening of new schools and closing of schools. The denominator will not be constant.

Accuracy, Maintenance, and Support: None. All schools and systems participate in data certification of all indicators used in the school performance score.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B11.1.1

Contact Person: Stephanie Marcum/Jessica Vallelungo

Collection Person: Stephen Zafirau

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to earn an associate's degree.

Performance Indicator: Number of students earning associate's degrees

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of students earning associate degrees in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of students earning associate's degrees in high school

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of associate degrees identified in STS divided by the total number of seniors in the cohort

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

678B11.1.2

Contact Person: Stephanie Marcum/Jessica Vallelungo
 Collection Person: Stephen Zafirau

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: OUTPUT

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to earn an associate’s degree.

Performance Indicator: Number of schools offering associate’s degree programs

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of schools offering students programs to earn associate degrees in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of schools offering students the opportunity to earn an associate's degree in high school

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of schools identified as offering Fast Forward associate degree programs divided by the total number of high schools

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

678B11.1.3

Contact Person: Stephanie Marcum/Jessica Vallelungo
 Collection Person: Stephen Zafirau

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: OUTPUT

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to earn an associate’s degree.

Performance Indicator: Percent of graduating seniors who participated in an associate’s degree program graduating on time

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of students earning associate degrees in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of students earning associate's degrees in high school and graduating on time

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of associate degrees earned and students graduating on time identified in STS divided by the total number of seniors in the cohort

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B11.2.1

Contact Person: Stephanie Marcum/Jessica Vallelungo

Collection Person: Stephen Zafirau

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to participate in apprenticeships.

Performance Indicator: Number of students participating in apprenticeships

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of students participating in apprenticeships in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of students participating in apprenticeships in high school

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of students participating in apprenticeships in STS divided by the total number of seniors

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

678B11.2.2

Contact Person: Stephanie Marcum/Jessica Vallelungo
 Collection Person: Stephen Zafirau

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: OUTPUT

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to participate in apprenticeships.

Performance Indicator: Number of schools offering apprenticeships

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of schools offering students the opportunity to participate in apprenticeships in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of schools offering student the opportunity to participate in apprenticeships

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of schools identified as offering Fast Forward apprenticeship programs divided by the total number of high schools

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.



FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

678B11.2.3

Contact Person: Stephanie Marcum/Jessica Vallelungo
 Collection Person: Stephen Zafirau

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: OUTPUT

Objective: 11. The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to participate in apprenticeships.

Performance Indicator: Percent of graduating seniors who participated in apprenticeships graduating on time

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of students participating in apprenticeships in high school has been far less than 1%. It is critical to increase these opportunities for students to better prepare them for continuing education or to enter the workforce after high school.

Use: This goal will assist agency staff with developing associate degree opportunities for students. It will drive collaboration of agency staff with stakeholders and promote the benefits of participating in these programs as part of an enhanced high school experience.

Clarity: Number of students participating in apprenticeships in high school and graduating on time

Data Source: The Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Number of students participating in apprenticeships and graduating on time identified in STS divided by the total number of seniors in the cohort

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTCOME

678B12.1

Contact Person: Byron Hurst

Collection Person: Stephen Zafirau

Objective: 12. The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.

Performance Indicator: Number of schools with an out-of-school suspension rate twice the national average (UIR-D schools)

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The Department labels schools as struggling with a UIR-D (Urgent Intervention Required for Discipline) label if the out-of-school suspension rate is more than two times the national average for the past three years.

Use: This data will be used to determine which schools that will be added to or removed from the UIR-D label. Schools that are labeled UIR-D will have to create a plan for maintaining a positive and supportive learning environment for all students.

Clarity: The percentage of out of schools suspension that exceeds 5.2% (Pre-K-4) and 20.2% (5-12) which are the national averages.

Data Source: EdLink 360

Data Collection & Reporting: Data will be imported from school student information systems yearly.

Calculation Methodology: Each school system tracks suspension data in the local student information system. That data is provided to the state student information system on a yearly basis.

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B12.2

Contact Person: Shelneka Adams/Ernise Singleton

Collection Person: Stephen Zafirau

Objective: 12. The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.

Performance Indicator: Student attendance rates at all schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: An attribute of student success is attendance. When students attend school consistently, they are more likely to succeed in academics. This indicator is tied to the overall success of the educational environment.

Use: The baseline factor for determining student success in school is attendance. This data will assist the department with identifying and addressing systems, schools, or student groups/communities that may be facing challenges with getting students to attend school regularly. This data can be used to measure the effectiveness of programs used to combat chronic absence.

Clarity: The attendance rate tells the average percentage of students attending school each day in a given year.

Data Source: Student Information Systems (SIS)

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Total number of days of student attendance / Total number of days in regular school year

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B12.3

Contact Person: Shelneka Adams/Ernise Singleton

Collection Person: Stephen Zafirau

Objective: 12. The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.

Performance Indicator: Student attendance rates at UIR-D schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: An attribute of student success is attendance. When students attend school consistently, they are more likely to succeed in academics. This indicator is tied to the overall success of the educational environment.

Use: The baseline factor for determining student success in school is attendance. This data will assist the department with identifying and addressing systems, schools, or student groups/communities that may be facing challenges with getting students to attend school regularly. This data can be used to measure the effectiveness of programs used to combat chronic absence.

Clarity: The attendance rate tells the average percentage of students attending school each day in a given year.

Data Source: Student Information Systems (SIS)

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Total number of days of student attendance / Total number of days in regular school year in UIR-D schools

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B12.4

Contact Person: Shelneka Adams/Ernise Singleton

Collection Person: Stephen Zafirau

Objective: 12. The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.

Performance Indicator: Chronic absenteeism rate at all schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Chronic absence in grades three, six, and nine are a predictor of overall student success. Research has shown that students who are chronically absent, consistently, will have a lower rate of graduation. By focusing on this measure publicly the Department seeks to decrease the number of chronically absent students. Doing so will assist with improving our graduation rates.

Use: Chronic absence data is used to determine student needs for support. If large numbers of students are identified as chronically absent, systemic barriers may be identified. Research illustrates students who are eligible for free/reduced meals are three to four times more likely to be chronically absent. Challenges associated with limited resources directly contribute to whether students attend school regularly. Systemic barriers such as poverty require agency, non-profit, and community partner collaboration.

Clarity: Excused and unexcused absences.

Data Source: Student Information Systems (SIS)

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Divide the sum total of chronically absent students by the sum total of students enrolled in the school or district. Multiply the stat by 100 and round to the nearest tenth (for chronic absence rate).

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B12.5

Contact Person: Shelneka Adams/Ernise Singleton

Collection Person: Stephen Zafirau

Objective: 12. The Career and College Readiness Activity will provide support to school systems to build capacity at the local level and utilize attendance tracking tools to improve student engagement and attendance.

Performance Indicator: Chronic absenteeism rate at UIR-D schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: An attribute of student success is attendance. When students attend school consistently, they are more likely to succeed in academics. This indicator is tied to the overall success of the educational environment.

Use: The baseline factor for determining student success in school is attendance. This data will assist the department with identifying and addressing systems, schools, or student groups/communities that may be facing challenges with getting students to attend school regularly. This data can be used to measure the effectiveness of programs used to combat chronic absence.

Clarity: The attendance rate tells the average percentage of students attending school each day in a given year.

Data Source: Student Information Systems (SIS)

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: Total number of days of student attendance / Total number of days in regular school year in UIR-D schools

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B13.1

Contact Person: Nicole Bono/Torey Hayward

Collection Person: Stephen Zafirau

Objective: 13. The Teaching and Learning Activity, through the Division of Educator Development, will collaborate with the Board of Regents to support school systems in recruiting and retaining highly-effective educators.

Performance Indicator: Number of students participating in pre-educator pathways

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The number of students in pre-educator classes increasing will indicate an increase in the teacher pipeline.

Use: Internal Only

Clarity: The number of students enrolled in the two education classes that are a part of the educator pathway offered at high schools.

Data Source: Student Transcript System

Data Collection & Reporting: Annual data collection by the department.

Calculation Methodology: standard calculation. Count of the number of students enrolled.

Scope: aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

678B14.1

Contact Person: Barrye Bailey/Stephanie Marcum

Collection Person: Barrye Bailey

Objective: 14. The Career and College Readiness Activity will support school systems with increasing the percentage of students completing and submitting FAFSA data.

Performance Indicator: Percent of graduating seniors who completed and submitted FAFSA data prior to graduation

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Completing the FAFSA opens up opportunities for students.

Use: The information is used to determine if students have met their graduation requirement. Along with determining which students need FAFSA assistance and complete the form to assist with attending a postsecondary institution.

Clarity: The number of seniors submitting and completing the FAFSA

Data Source: U.S. Department of Education FAFSA Completion by High School and Public School District File

Data Collection & Reporting: School Year-Bi-weekly starting October 1-June 30

Calculation Methodology: Total number is seniors divided by the applications submitted/completed.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Career and College Readiness

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: Outcome

678B14.2

Contact Person: Ernise Singleton

Collection Person: Ernise Singleton

Objective: 14. The Career and College Readiness Activity will support school systems with increasing the percentage of students completing and submitting FAFSA data.

Performance Indicator: Percent of graduating seniors eligible for a TOPS scholarship

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: The agency believes all students on the TOPS University pathway should graduate eligible for the TOPS Scholarship. This indicator will show progress towards that goal.

Use: Internal Only

Clarity: Percent of students in a graduation cohort eligible for the TOPS scholarship.

Data Source: Student Transcript System

Data Collection & Reporting: Annually

Calculation Methodology: Number of students eligible for TOPS scholarship/number of students in graduation cohort

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols outlined, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: Outcome

678B15.1

Contact Person: Malekah Salim-Morgan

Collection Person: Glen Colvin

Objective: 15. The Teaching and Learning Activity, through the Division of School Improvement, will assign School Improvement Support Specialists to persistently struggling schools to improve their impact on outcomes for students, as measured by the school performance score.

Performance Indicator: Number of school systems that have an agreement with the Department to provide targeted support

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Provides a measure of the scope of work for the school improvement team.

Use: Internal and outcome-based budgeting only.

Clarity: How many systems get support from the LDOE school improvement team.

Data Source: School Improvement Team best practices agreement

Data Collection & Reporting: Annually, reported in Quarter 2

Calculation Methodology: Total number of Best Practice Agreements with school systems is added together.

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

District Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: Outcome

678B16.1

Contact Person: Malekah Salim-Morgan

Collection Person: Malekah Salim-Morgan/Glen Colvin

Objective: 16. The Teaching and Learning Activity, through the Division of School Improvement, will assign School Improvement Support Specialists to school systems with comprehensive intervention and urgent intervention-academics required schools to improve their impact on outcomes for students, as measured by the school performance score.

Performance Indicator: Number of comprehensive intervention and urgent intervention-academics required schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Measures the degree to which schools are supported to improvement.

Use: Internal and outcome-based budgeting only.

Clarity: How many CIR/ UIR-A schools participating

Data Source: Annual report of CIR schools

Data Collection

& Reporting: Annually

Calculation Methodology: Total number of CIR schools in districts with Best Practices Agreements with the Department for Support in current year divided by the number of CIR schools in districts with Best Practices Agreement in current year that also were CIR schools in prior year.

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols outlined, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: Outcome

678B16.2

Contact Person: Malekah Salim-Morgan

Collection Person: Malekah Salim-Morgan/Glen Colvin

Objective: 16. The Teaching and Learning Activity, through the Division of School Improvement, will assign School Improvement Support Specialists to school systems with comprehensive intervention and urgent intervention-academics required schools to improve their impact on outcomes for students, as measured by the school performance score.

Performance Indicator: Percentage of CIR and UIR-A schools with an agreement that improves their annual school performance scores by at least three points or more

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Measures the degree to which schools are supported to improvement.

Use: Internal and outcome-based budgeting purposes

Clarity: How many CIR/UIR-A schools are improving

Data Source: Annual SPS of CIR/ UIR-A schools

Data Collection

& Reporting: Annually

Calculation Methodology: Percent of CIR/ UIR-A schools in districts with Best Practices Agreements with the Department for Support that increase their school performance score.

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols outlined, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Auxiliary Account

Teaching and Learning

LaPAS PI Code: 25131

LaPAS Level: Key

LaPAS Type: OUTPUT

678C.1.1

Contact Person: Christy Bellue

Collection Person: Christy Bellue

Objective: 1. The Teaching & Learning Activity, through the Educator Development Division, will process 96% of the certification requests within the 45-day guideline.

Performance Indicator: Percentage of certification requests completed within the 45-day guideline

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
99.90%	100.00%	99.90%	99.98%	99.98%	100.00%	99.00%	99.90%	99.90%	99.90%

Rationale: The Division of Certification is responsible for processing certification requests in compliance with federal mandates, state laws, and Board policies. These requests must be processed in a timely manner so that school districts can employ educators with the correct credentials.

Use: This data will be used to help determine efficiency of processing. It may also be used to assist in staffing needs.

Clarity: Percentage of certification requests completed within 45-day guideline; this is measured in TCMS only, not via Salesforce

Data Source: TCMS--A report of the number of requests entered into the system by the staff and the number of requests completed by the staff.

Data Collection & Reporting: A program has been written into the Teacher Certification Management System that logs in the date and time that requests are entered into the system. This program counts the number of requests completed within 45 days and the number of requests completed

Calculation Methodology: The TCMS program counts the number of requests completed within 45 days and the number of requests completed after 45 days. Calculate the total number of requests by adding the two totals previously described and dividing by the number of requests completed.

Scope: aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Auxiliary Account

Teaching and Learning

LaPAS PI Code: 25132

LaPAS Level: Key

LaPAS Type: INPUT

678C.1.2

Contact Person: Christy Bellue

Collection Person: Christy Bellue

Objective: 1. The Teaching & Learning Activity, through the Educator Development Division, will process 96% of the certification requests within the 45-day guideline.

Performance Indicator: Percentage of teacher certification applicants that report the experience as “satisfactory” on the teacher certification survey

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
86.50%	74.00%	97.00%	96.00%	96.00%	91.00%	90.00%	92.00%	79.35%	81.00%

Rationale: To ensure that educator licenses are issued in an accurate and timely manner so that school districts can employ educators with the correct credentials.

Use: Internal Only

Clarity: Percentage of teacher certification applicants that report the experience as "satisfactory" on the teacher certification survey

Data Source: The percentage of educators that rank their overall satisfaction with the certification process on the online Certification Customer Service Survey as Very Satisfied, Somewhat Satisfied, Satisfied or Unstatisfied.

Data Collection & Reporting: Via an online Certification Customer Service Survey and sent out via email. The link to the survey is provided in an email to all stakeholders that use our online portal. Data is collected quarterly.

Calculation Methodology: Percentages are calculated based on the number of survey responses ranking experience as Somewhat Satisfied, Satisfied or Very Satisfied compared to the total number of survey responses.

Scope: aggregated

Caveats: This indicator only measures the satisfaction of stakeholders using our online portal. The impact of certification services and technical support services provided via office hours calls, monthly communication calls, conferences, etc. is not measured by this indicator.

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Auxiliary Account

Teaching and Learning

LaPAS PI Code: 25133

LaPAS Level: Key

LaPAS Type: OUTCOME

678C.1.3

Contact Person: Christy Bellue

Collection Person: Christy Bellue

Objective: 1. The Teaching & Learning Activity, through the Educator Development Division, will process 96% of the certification requests within the 45-day guideline.

Performance Indicator: Average number of days taken to issue standard teaching certificates

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
6.940	6.200	7.800	3.180	3.180	2.680	2.900	0.880	2.130	2.950

Rationale: To ensure that educator licenses are issued in an accurate and timely manner so that school districts can employ educators with the correct credentials.

Use: Internal only

Clarity: Average number of days taken to issue standard teaching certificates; not all certificates are standard. More complex certificates will take longer.

Data Source: The following fields are used from the Teacher Certification database: Case ID, Open Date, Approved Date, Days, PersonalID, FirstName, MiddleName, LastName, SSN.

Data Collection & Reporting: A program has been written into the Teacher Certification Management System (TCMS) that logs in the date and time that requests are entered into the system. This program counts the number of days taken to complete each request. Data is sorted by certificate type.

Calculation Methodology: The TCMS program provides the number of days taken to issue each standard teaching certificate. The average number of days is calculated by dividing the total number of days by the total number of standard certificates issued.

Scope: disaggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: The last performance audit by the Leg. Auditor was in 2011 and there were no findings.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Finance

LaPAS PI Code: 5735

LaPAS Level: Key

LaPAS Type: OUTPUT

681A1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Finance Activity will monitor local school systems to assure that 100% of PIP funds are paid correctly and participants are funded annually according to guidelines.

Performance Indicator: PIP average salary increment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
\$1,539	\$1,614	\$1,390	\$1,939	\$1,939	\$1,934	\$1,919	\$1,901	\$1,572	\$1,569

Rationale: Report the average salary increment awarded

Use: N/A

Clarity: Payments divided by number of recipients

Data Source: PIP payment database

Data Collection & Reporting: PIP database maintained by the Division of Education generates list of PIP participants in each district.

Calculation Methodology: List for each district mailed to PIP contact for the district. District makes changes and returns to the Department for review and approval.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 25717

LaPAS Level: Key

LaPAS Type: INPUT

681A2.1

Contact Person: Kishia Grayson

Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Percentage of at-risk children served

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	38.66%	38.66%	39.98%	38.00%	38.00%	44.00%	49.30%

- Rationale: To ensure that at least 35% of at-risk four year olds are served through the LA 4 and NSECD programs
- Use: Internal and outcome-based budgeting purposes
- Clarity: The percentage of at-risk four year olds that are receiving services through the LA 4 and NSECD programs.
- Data Source: Live Birth Data from DHH and the percentage of economically disadvantaged children in Louisiana
- Data Collection & Reporting: The number of live births for four-year-olds is taken from the DHH website, and the percentage of economically disadvantaged children in Louisiana is taken from the Enrollment Counts Report on the LDOE website.
- Calculation Methodology: Projections are calculated using the number of four-year-old live births by mother's usual residence and multiplying that number by the state's percentage of economically disadvantaged children.
- Scope: Aggregated
- Caveats: The data for the cohort is typically available in October, which results in the first quarter's data being based on the previous year's cohort's data. Manual process used to obtain the NSECD enrollment numbers.
- Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 13362
 LaPAS Level: Key
 LaPAS Type: OUTPUT

681A2.2

Contact Person: Kishia Grayson
 Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Percentage of at-risk children served – LA4 program

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
37.61%	37.11%	36.18%	35.75%	35.75%	37.06%	34.90%	35.30%	40.50%	46.10%

Rationale: To ensure that the targeted population is being served

Use: Internal and outcome-based budgeting purposes

Clarity: The percentage of at-risk four year olds that are receiving services through the LA 4 program.

Data Source: 1) Enrollment numbers from each system
 2) Birth data from DHH
 3) Free and reduced price meals data

Data Collection & Reporting: Monthly enrollment forms submitted by each system

Calculation Methodology: 1) Combine total enrollment from the 68 systems for the 6-hour program and the before- and after-program
 2) Divide total enrollment by total number of at-risk students in State

Scope: Disaggregated

Caveats: The data for the cohort is typically available in October, which results in the first quarter's data being based on the previous year's cohort's data.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 25718

LaPAS Level: Key

LaPAS Type: INPUT

681A2.3

Contact Person: Kishia Grayson

Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Percentage of at-risk children served – Nonpublic School Early Childhood Development (NSECD) program

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	2.91%	2.91%	3.13%	3.07%	280.00%	3.20%	3.20%

Rationale: To ensure that at least 2% of at-risk four year olds are served through the NSECD program

Use: Internal and outcome-based budgeting purposes

Clarity: The percentage of at-risk four year olds that are receiving services through the NSECD program.

Data Source: Number of at Risk Four Year Olds and Monthly Number of NSECD Children

Data Collection & Reporting: The number of NSECD children is taken from monthly enrollment reports that the school sites submit to the LDOE.

Calculation Methodology: Projections are calculated by dividing the number of NSECD students by the number of at-risk four year olds.

Scope: Disaggregated

Caveats: The data for the cohort is typically available in October, which results in the first quarter's data being based on the previous year's cohort's data. Manual process used to obtain the NSECD enrollment numbers.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 25719

LaPAS Level: Key

LaPAS Type: INPUT

681A2.4

Contact Person: Kishia Grayson

Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Number of at-risk preschool children

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	16,694	16,694	17,361	16,382	16,435	16,403	18,668

Rationale: To ensure that at least 15,500 at-risk four year olds are served through the NSECD and LA 4 programs

Use: Internal and outcome-based budgeting purposes

Clarity: The number of at-risk four year olds that are receiving services through the LA 4 and NSECD programs.

Data Source: Number of NSECD and LA 4 children

Data Collection & Reporting: The number of NSECD and LA 4 children are taken from monthly enrollment reports that the school sites and LEA's submit to the LDOE.

Calculation Methodology: Projections are calculated by adding the number of NSECD and LA 4 students.

Scope: Aggregated

Caveats: Manual process used to obtain the NSECD enrollment numbers.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 13363

LaPAS Level: Key

LaPAS Type: OUTPUT

681A2.5

Contact Person: Kishia Grayson

Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Number of at-risk preschool children served – LA4 program

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
16,715	16,446	15,662	15,439	15,439	16,002	15,057	15,235	15,216	17,453

Rationale: To ensure that the targeted population is being served

Use: Internal and outcome-based budgeting purposes

Clarity: The number of at-risk four year olds that are receiving services through the LA 4 program.

Data Source: Enrollment numbers for 6-hour instructional program

Data Collection & Reporting: Enrollment forms from each system for instructional program and before- and after-school program

Calculation Methodology: Addition - Combined totals of instructional program and before- and after-school program from 68 systems

Scope: Disaggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Non-Federal Support

Early Childhood

LaPAS PI Code: 25720

LaPAS Level: Key

LaPAS Type: INPUT

681A2.6

Contact Person: Kishia Grayson

Collection Person: Kishia Grayson

Objective: 2. The Early Childhood Activity, through the non-federal program, will continue to provide quality early childhood programs for approximately 42% of the economically disadvantaged at-risk four-year olds.

Performance Indicator: Number of at-risk preschool children served – NSECD program

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	1,255	1,255	1,350	1,325	1,200	1,187	1,215

Rationale: To ensure that at least 1,100 at-risk four-year-olds are served through the NSECD program

Use: Internal and outcome-based budgeting purposes

Clarity: The number of at-risk four year olds that are receiving services through the NSECD program.

Data Source: Monthly enrollment for the NSECD program

Data Collection & Reporting: The number of NSECD children are taken from monthly enrollment reports that the school sites submit to the LDOE.

Calculation Methodology: Projections are calculated by totaling the numbers of NSECD students enrolled in every school site for a specific month.

Scope: Disaggregated

Caveats: Manual process used to obtain the NSECD enrollment numbers.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Assessment, Accountability, and Analytics

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

681B1.1

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The Operations Activity, through the federal program, flows ESSA and Title I funds to locals to increase the number of economically disadvantaged students attending schools that are improving outcomes for students, as measured by the school performance score and intervention label.

Performance Indicator: Percentage of economically disadvantaged students who are in schools that are not identified for Comprehensive Intervention or Urgent Intervention

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: The goal of accountability is to improve all schools for all students.

Use: CIR and UIR schools require interventions and supports from the department.

Clarity: Percent of students in Title I schools that have been identified for CIR (based on letter grade assignment) or UIR (based on academic subgroup performance or school discipline)

Data Source: School performance scores include measures of academic performance (LEAP, LEAP Connect, Innovative Assessment, ACT) as well as graduation rate indicators, academic growth indicators and school quality indicators. Test scores are provided by vendors. All other data calculated from self-reported data to state systems.

Data Collection & Reporting: CIR and UIR are determined annually with release of school performance scores and letter grades. Federal law requires that they be publically listed.

Calculation Methodology: Percentage equals number of students in Title I schools identified for Comprehensive Intervention Required (CIR) and/or Urgent Intervention Required (UIR) divided by the total number of students in Title I schools in the state.

Scope: Aggregated for schools designated as Title I

Caveats: Number of Title I schools may change over time, although not substantial in prior years.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Assessment, Accountability, and Analytics

LaPAS PI Code: 15822

LaPAS Level: Key

LaPAS Type: OUTPUT

681B1.2

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The Operations Activity, through the federal program, flows ESSA and Title I funds to locals to increase the number of economically disadvantaged students attending schools that are improving outcomes for students, as measured by the school performance score and intervention label.

Performance Indicator: Percentage of Title I schools that are not identified for Comprehensive or Urgent Intervention

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	63.00%	85.00%	52.70%	49.00%	49.00%

Rationale: Aligns Louisiana's accountability system with mandates of ESSA.

Use: CIR and UIR schools require interventions and supports from the department.

Clarity: Percent of Title I schools that have ben identified for CIR (based on letter grade assignment) or UIR (based on academic subgroup performance or school discipline)

Data Source: School performance scores include measures of academic performance (LEAP, LEAP Connect, Innovative Assessment, ACT) as well as graduation rate indicators, academic growth indicators and school quality indicators. Test scores are provided by vendors. All other data calculated from self-reported data to state systems.

Data Collection & Reporting: CIR and UIR are determined annually with release of school performance scores and letter grades. Federal law requires that they be publically listed.

Calculation Methodology: Percentage equals number of Title I schools identified for Comprehensive Intervention Required (CIR) and/or Urgent Intervention Required (UIR) divided by the total number of Title I schools in the state.

Scope: Aggregated for schools designated as Title I

Caveats: Indicator language changes in FY 19-20 to read as Percentage of Title 1 schools that are not identified for Comprehensive or Urgent Intervention Schools

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Early Childhood

LaPAS PI Code: 25918
 LaPAS Level: Key
 LaPAS Type: OUTPUT

681B2.1

Contact Person: Eric Bryant
 Collection Person: Eric Bryant

Objective: 2. The Early Childhood Activity through the Child Care Development Fund in the federal support program will continue to provide quality early childhood services such that at least 75% of Type III providers will have a performance rating of Proficient or higher.

Performance Indicator: Total annual child care payments

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	\$36,300,000	\$39,000,000	\$39,000,000	\$7,170,215	\$67,613,105	\$70,149,095	\$60,762,393	\$78,660,786

- Rationale: The total annual child care payments allow us to have historical data of how our spending is allocated. This data defines how we adjust our policies and eligibility requirements for future years.
- Use: The data helps us to adjust our policies and eligibility requirements for the future allocation of spending
- Clarity: The annual total amount of children served and the cost spent per provider.
- Data Source: Software reporting tool called WebFocus that sources data from various CAPS and TIPS tables
- Data Collection & Reporting: This data is collected from an Excel.csv file that is generated from the WebFocus reporting tool and emailed on the 6th of the month to the data systems team from DOECapsAppDM@la.gov
- Calculation Methodology: For each of the 3 months within the reported quarter, add the total CCAP gross payments to the total Foster children gross payments. Add the grand total of these 3 months to the grand total of the last quarter to get the quarter actual result.
- Scope: Aggregated
- Caveats: There are no indicator limitations with this data, this report shows us a breakdown by provider and includes how much we are paying providers on a monthly basis
- Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Early Childhood

LaPAS PI Code: 25919

LaPAS Level: Key

LaPAS Type: INPUT

681B2.2

Contact Person: Eric Bryant

Collection Person: Eric Bryant

Objective: 2. The Early Childhood Activity through the Child Care Development Fund in the federal support program will continue to provide quality early childhood services such that at least 75% of Type III providers will have a performance rating of Proficient or higher.

Performance Indicator: Number of children receiving Child Care assistance monthly

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	15,779	Not Tracked	0	12,064	15,137	14,808	14,608	16,917

Rationale: This indicator tells us if we are increasing or decreasing the amount of children served. With this data, we can determine if our eligibility requirements need to be adjusted.

Use: This data can help determine if eligibility requirements need to be adjusted to satisfy any budgetary or policy mandated requirements

Clarity: The amount of children receiving Child Care and Development Funding per month.

Data Source: Software reporting tool called WebFocus that sources data from various CAPS and TIPS tables

Data Collection & Reporting: This data is collected from an Excel.csv file that is generated from the WebFocus reporting tool and emailed on the 6th of the month to the data systems team from DOECapsAppDM@la.gov

Calculation Methodology: Add the total number of CCAP children plus Foster kids receiving child care for each month in the current quarter you are reporting on. Add this to the total of CCAP children plus Foster kids for the previously reported months going back to the beginning of the fiscal reporting year.

Divide the result by the total number of months from the beginning of the fiscal reporting year to current to get the average number of children served for the current month. (the quarter actual).

Scope: Aggregated

Caveats: There are no indicator limitations with this data, this report shows us a breakdown by age showing the total number of children served by providers each month

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Early Childhood

LaPAS PI Code: 25951

LaPAS Level: Key

LaPAS Type: OUTPUT

681B2.3

Contact Person: Robert Jones

Collection Person: Robert Jones

Objective: 2. The Early Childhood Activity through the Child Care Development Fund in the federal support program will continue to provide quality early childhood services such that at least 75% of Type III providers will have a performance rating of Proficient or higher.

Performance Indicator: Percentage of Type III providers having a Performance Profile rating of “proficient” or higher

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	0.00%	67.00%	91.00%	91.00%	100.00%

Rationale: Louisiana's goal is to prepare all children to enter Kindergarten ready to learn and succeed. The unified quality rating system is intended to measure the quality of all publicly-funded early childhood programs in state and to support those programs to improve their quality. Each site receives a performance profile that provides detailed information about the quality of the center on www.LouisianaSchools.com, a public family-friendly website.

Use: Internal and outcome-based budgeting purposes.

Clarity: We are measuring the nature of teacher-child interactions using the CLASS rubric for the applicable age of the classroom.

Data Source: Each site receives a performance score, which is based on CLASS observations conducted twice a year in every classroom at each publicly-funded early childhood site in the state. In addition to this performance score, informational metrics, such as curriculum quality, assessment rating, teacher credentials, and classroom ratio, are collected and published for each site.

Data Collection & Reporting: Varies by indicator. Twice each year, classrooms are observed by local observers for adult/child interaction scores. Annually for all others- 50% of all classrooms are observed at least once a year by 3rd party observers.

Calculation Methodology: GOLD, a self reported quality of teacher-child ratio, and the percentage of teachers with degrees and certifications

Scope: Aggregated

Caveats: Accuracy of school system staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22139

LaPAS Level: Key

LaPAS Type: INPUT

681B3.1.1

Contact Person: Ashley Augustine

Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percentage of school systems identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year for children with IEPs

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
23.14%	N/A	N/A	4.00%	4.00%	16.86%	14.91%	19.01%	19.02%	19.80%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: School systems identified for over disciplining students with disabilities are potentially required to set aside a portion of IDEA funding

Clarity: Number of out of school suspensions and expulsions for students with disabilities

Data Source: SER

Data Collection & Reporting: Information submitted by each LEA for a school year

Calculation Methodology: Risk ratio analysis based on one year of data

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22140

LaPAS Level: Key

LaPAS Type: INPUT

681B3.1.2

Contact Person: Ashley Augustine

Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
97.64%	97.60%	96.74%	98.21%	98.21%	97.59%	95.95%	95.93%	96.16%	97.20%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: School systems noncompliant for this indicator are required to submit a corrective action plan (CAP). Additionally, the noncompliance is factored into the school system's level of risk for IDEA monitoring.

Clarity: Number of children with disabilities with special education and related services in place by the 3rd birthday

Data Source: SER

Data Collection & Reporting: Information submitted by each LEA for a school year

Calculation Methodology: SER report determines compliance based on the student's birthdate, date of initial evaluation, date of initial IEP, and start date for special education and related services

Scope: Aggregated

Caveats: Initial eligibility for special education and related services require parental consent. School systems tend to have noncompliant cases due to parental delay.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22141

LaPAS Level: Key

LaPAS Type: OUTPUT

681B3.1.3

Contact Person: Ashley Augustine

Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
71.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: School systems noncompliant for this indicator are required to submit a corrective action plan (CAP). Additionally, the noncompliance is factored into the school system's level of risk for IDEA monitoring.

Clarity: Number of students with disabilities who have an appropriate transition plan in place for them to be successful upon exiting high school.

Data Source: IEPs on students 16 and above

Data Collection & Reporting: On-site monitors review IEPs for compliance

Calculation Methodology: Percent of IEPs monitored in compliance with transition regulations

Scope: Aggregated

Caveats: Federal law/regulations

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22142

LaPAS Level: Key

LaPAS Type: OUTPUT

681B3.1.4

Contact Person: Ashley Augustine

Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
61.10%	61.20%	N/A	62.30%	62.30%	61.40%	59.67%	60.72%	60.87%	61.80%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: To ensure students with disabilities are educated in the least restrictive environment, as required by IDEA.

Clarity: Number of students with disabilities who are educated in a regular classroom for the majority of the day.

Data Source: SER

Data Collection & Reporting: Setting indicated on IEP; IEP submitted to SER

Calculation Methodology: Percent of total number of students with disabilities in particular setting

Scope: Aggregated

Caveats: Federal law/regulations

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22143

LaPAS Level: Key

LaPAS Type: OUTPUT

681B3.1.5

Contact Person: Ashley Augustine

Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
13.70%	13.50%	N/A	13.90%	13.90%	14.30%	13.91%	14.71%	14.66%	14.60%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: To ensure students with disabilities educated in the most restrictive environment are students with the most significant needs.

Clarity: Number of students with disabilities who are educated in a non-regular classroom for the majority of the day.

Data Source: SER

Data Collection & Reporting: Setting indicated on IEP; IEP submitted to SER

Calculation Methodology: Percent of total number of students with disabilities in particular setting

Scope: Aggregated

Caveats: Federal law/regulations

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 22144
 LaPAS Level: Key
 LaPAS Type: OUTPUT

681B3.1.6

Contact Person: Ashley Augustine
 Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
1.30%	1.30%	N/A	1.40%	1.40%	1.32%	1.33%	1.25%	1.24%	1.20%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: To collect and report on the number of students with disabilities educated in environments other than public schools.

Clarity: Number of students with disabilities who are educated in an environment other than a public school.

Data Source: SER

Data Collection & Reporting: Setting indicated on IEP; IEP submitted to SER

Calculation Methodology: Percent of stated number of students with disabilities in particular setting

Scope: Aggregated

Caveats: Federal law/regulations

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 25913
 LaPAS Level: Key
 LaPAS Type: OUTPUT

681B3.1.7

Contact Person: Ashley Augustine
 Collection Person: Ashley Augustine

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator: Percent of youth with IEPs graduating from high school with a regular diploma

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	33.00%	36.70%	36.70%	42.80%	44.30%	46.64%	52.50%	59.30%

Rationale: Key indicator based on Federal (IDEA) requirement in the SPP

Use: To collect and report on the number of students with disabilities who receive a regular high school diploma.

Clarity: Number of students with disabilities who receive a regular high school diploma (TOPS University or Jump Start).

Data Source: Number of special education students in the adjusted cohort graduation rate

Data Collection & Reporting: Information submitted by each LEA for a school year

Calculation Methodology: Students with disabilities are tracked as a cohort from entry of 9th grade and rate is produced based on the number of graduates who complete in 4 years (for LEAP Connect students, completion no later than age 22).

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. The indicator data are reviewed annually by the U.S. DOE's Office of Special Education Programs (OSEP) to ensure the data are valid and reliable.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 25714

LaPAS Level: Key

LaPAS Type: OUTCOME

681B3.2.1

Contact Person: Meredith Jordan

Collection Person: Jennifer Baird

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time.

Performance Indicator: Percent of students with disabilities performing at mastery or above in English Language Arts (ELA) on the statewide assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: The accountability system recognizes that given appropriate time, modifications and accommodations, students classified as SWD can demonstrate mastery using the same content standards and assessment goals designed for all students.

Use: Schools are identified for UIR based on subgroup performance. Assessment results are one of the measures used to calculate a subgroup performance score. A school cannot earn a letter grade of A if the special education subgroup earns an F. Schools must also write plans to address subgroup performance.

Clarity: The percentage of students with disabilities who score Mastery or Advanced on an ELA state assessment.

Data Source: Student identification will be determined by records submitted to the Special Education Reporting System (SER). A student is considered for this subgroup if they have a valid and current IEP. Test scores will come from the testing vendor upon completion of annual state testing.

Data Collection & Reporting: Each year, all students participate in spring state testing in ELA in grades 3 through 8 and high school. A small percentage of students with significant cognitive disabilities participate in the LEAP Connect alternate assessment.

Calculation Methodology: Percentage equals number of students with disabilities scoring Advanced or Mastery on LEAP/LEAP Connect/Innovative Assessment divided by the total number of students with disabilities.

Scope: Aggregated

Caveats: For assessment purposes, all testers are used. However, the data used for accountability purposes require that students meet a full academic year. In Louisiana, students meet a full academic year if they are in the LEA on October 1 and for testing.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 25715

LaPAS Level: Key

LaPAS Type: OUTCOME

681B3.2.2

Contact Person: Meredith Jordan

Collection Person: Jennifer Baird

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time.

Performance Indicator: Percent of students with disabilities performing at mastery or above in mathematics on the statewide assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: The accountability system recognizes that given appropriate time, modifications and accommodations, students classified as SWD can demonstrate mastery using the same content standards and assessment goals designed for all students.

Use: Schools are identified for UIR based on subgroup performance. Assessment results are one of the measures used to calculate a subgroup performance score. A school cannot earn a letter grade of F if the special education subgroup earns an F. Schools must also write plans to address subgroup performance.

Clarity: The percentage of students with disabilities who score Mastery or Advanced on a math state assessment.

Data Source: Student identification will be determined by records submitted to the Special Education Reporting System (SER). A student is considered for this subgroup if they have a valid and current IEP. Test scores will come from the testing vendor upon completion of annual state testing.

Data Collection & Reporting: Each year, all students participate in spring state testing in ELA in grades 3 through 8 and high school. A small percentage of students with significant cognitive disabilities participate in the LEAP Connect alternate assessment.

Calculation Methodology: Percentage equals number of students with disabilities scoring Advanced or Mastery on LEAP/LEAP Connect divided by the total number of students with disabilities.

Scope: Aggregated

Caveats: For assessment purposes, all testers are used. However, the data used for accountability purposes require that students meet a full academic year. In Louisiana, students meet a full academic year if they are in the LEA on October 1 and for testing.

Accuracy, Maintenance, and Support: A data certification process is conducted annually prior to release of accountability results. Schools and systems certify all data such as scores, demographics and identification as SWD, a student qualifying for 504 and EL students.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code: 25716

LaPAS Level: Key

LaPAS Type: OUTCOME

681B3.2.3

Contact Person: Meredith Jordan

Collection Person: Jennifer Baird

Objective: 3. The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time.

Performance Indicator: Percent of students with disabilities who graduate on time

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	Not Tracked	Not Tracked	42.80%	44.30%	45.10%	52.50%	59.30%	59.30%	59.30%

Rationale: All students should be able to leave schools ready for a career or college experience.

Use: Graduation rates are a required element of ESSA and are included in school performance scores. Schools are placed in Comprehensive Intervention Required (CIR) if their graduation rate is less than 67.5%

Clarity: The percentage of eligible students identified as a member of the annual 4-year adjusted cohort who earn a regular diploma divided by the total number of eligible members in the cohort.

Data Source: Student Transcript System has a certified transcript for the cohort member with a graduation date no later than August 31 of the expected graduation year.

Data Collection & Reporting: Data are collected from the Student Information System (SIS) to determine the first high school record for students. After four years, exit reasons are retrieved from the same system and the state transcript system (STS) is also used to verify graduation. Students who earn a diploma on the graduation pathway created for students who participate in alternate assessment have until age 22 to graduate or upon terminal exit, whichever is first.

Calculation Methodology: The number of students with disabilities (SWD) who are members of the current 4-year adjusted cohort and who graduate in four years with a regular high school diploma is divided by the total number of graduation cohort members who are identified as SWD.

Scope: Graduation rates are calculated for all students in Louisiana. This is one subgroup that is reported.

Caveats: Policy can affect how graduation is defined and may make comparisons across years complicated (examples include waivers for Covid, changes to SWD graduation requirements).

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Teaching and Learning

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTPUT

681B4.1

Contact Person: Emily Smiley

Collection Person: Stephen Zafirau

Objective: 4. The Teaching and Learning Activity, through the Educator Development Division, will ensure that the Subgrantee funds flow-through program will ensure that all students in “high poverty” schools (as the term is defined in section 1111(h)C(viii) of the ESEA), will be taught by certified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101(23) definition.

Performance Indicator: Percentage of certified school leaders in CIR schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Research shows that students that have strong school leaders tend to show strong academic achievement when compared to students who have weaker school leaders.

Use: Internal Only

Clarity: Percentage of CIR schools having a school leader that has completed the Educational Leadership certification.

Data Source: Educational Leadership certification data

Data Collection & Reporting: Annally

Calculation Methodology: Standard calculation

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

681B4.2

Contact Person: Emily Smiley
 Collection Person: Stephen Zafirau

LaPAS PI Code:
 LaPAS Level: Key
 LaPAS Type: Outcome

Objective: 4. The Teaching and Learning Activity, through the Educator Development Division, will ensure that the Subgrantee funds flow-through program will ensure that all students in “high poverty” schools (as the term is defined in section 1111(h)C(viii) of the ESEA), will be taught by certified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101(23) definition.

Performance Indicator: Percentage of core academic classes being taught by certified teachers (as the term is defined in Section 9101(23) of the ESEA), in CIR schools

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Research shows that students that have strong school leaders tend to show strong academic achievement when compared to students who have weaker school leaders.

Use: Internal Only

Clarity: Percentage of core academic classes being taught by certified teachers in CIR Schools.

Data Source: Teacher-level data identifying (1) the percent of students at the teacher's assigned school where the school is identified as a CIR school, and (2) the teacher's individual teaching schedule (identifying the core courses taught).

Data Collection & Reporting: Quarterly

Calculation Methodology: Standard calculation

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Operations

LaPAS PI Code: 15844

LaPAS Level: Key

LaPAS Type: INPUT

681B5.1

Contact Person: Kenya Jenkins

Collection Person: Kenya Jenkins

Objective: 5. The Operations Activity will ensure that K-12 students participating in the CCLC program will have a 40% annual increase in academic performance.

Performance Indicator: Number of students participating

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
41,615	21,413	28,456	25,939	25,939	25,423	13,950	14,277	16,937	4,443

Rationale: To provide accountability for grantees so that the required number of students are actually receiving services

Use: Internal Only

Clarity: Number of students participating

Data Source: Number of hours of each attending student enrolled in each program

Data Collection & Reporting: 1) Student sign-in sheets; 2) Web-based reporting system

Calculation Methodology: Web-based software does all calculations

Scope: Aggregated

Caveats: Accuracy of program staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Operations

LaPAS PI Code: 25142

LaPAS Level: Key

LaPAS Type: OUTCOME

681B5.2

Contact Person: Kenya Jenkins

Collection Person: Kenya Jenkins

Objective: 5. The Operations Activity will ensure that K-12 students participating in the CCLC program will have a 40% annual increase in academic performance.

Performance Indicator: Percentage of K-12 students in afterschool programs (21st Century) that increase academic performance annually

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	47.00%	47.00%	0.00%	0.00%	49.00%	0.00%	0.00%

Rationale: Louisiana's Framework for Evaluation After-School programs is an approach that assesses provider performance through the following outcome-based components: academic performance, attendance, stakeholder satisfaction

Use: Internal Only

Clarity: Outcome data that show an increase in academic performance on state assessments

Data Source: state assessment data, program attendance data and survey results of stakeholders

Data Collection & Reporting: Programs enter attendance data into the Youthservices database. Stakeholder satisfaction is determined through surveys filled out by parents, teachers and administrators who have students in after school programs. The LDOE analyzes state assessment data

Calculation Methodology: The overall grade is determined by the sum of points awarded in each of the three component categories: Academic Performance + Attendance + Stakeholder Satisfaction = Total Points

Scope: Disaggregated

Caveats: Accuracy of program staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Operations

LaPAS PI Code: 8528

LaPAS Level: Key

LaPAS Type: INPUT

681B6.1

Contact Person: Thomas Telhiard

Collection Person: Thomas Telhiard

Objective: 6. The Operations Activity, through the Division of Nutrition Services, will ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.

Performance Indicator: Total number of meals reported by eligible School Food and Nutrition sponsors

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
143,095,412	137,814,406	135,178,612	136,138,395	136,138,395	135,712,442	135,491,483	135,796,983	138,592,585	132,759,345

Rationale: Indicates number of meals claimed for reimbursement by school districts for meals served to eligible children

Use: Internal Only

Clarity: Number of meals (breakfast, lunch and snack) received by students in schools participating in the National School Lunch Program and School Breakfast Program

Data Source: Claims for reimbursement from school districts

Data Collection & Reporting: Claims for reimbursement information mailed to state and entered into database

Calculation Methodology: Summation of claims data from school districts

Scope: Aggregated

Caveats: Accuracy of program staff reporting the data

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.



FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Federal Support

Operations

LaPAS PI Code: 8531

LaPAS Level: Key

LaPAS Type: INPUT

681B6.2

Contact Person: Thomas Telhiard

Collection Person: Thomas Telhiard

Objective: 6. The Operations Activity, through the Division of Nutrition Services, will ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.

Performance Indicator: Total number of meals reported by eligible Child and Adult Care Food and Nutrition sponsors

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
46,696,485	47,158,112	51,340,159	54,676,304	54,676,304	55,812,514	52,676,954	53,080,212	54,002,633	53,557,490

Rationale: Indicates number of meals claimed for reimbursement by Child and Adult Care Food Program sponsoring organizations for meals served to eligible children and adults

Use: Internal Only

Clarity: Number of meals (breakfast, lunch, snack and supper) received by students in schools participating in the Child and Adult Care Food Program

Data Source: Claims for reimbursement from sponsoring organizations

Data Collection & Reporting: Claims for reimbursement information is mailed to the State and entered into a database.

Calculation Methodology: Summation of claims data

Scope: Aggregated

Caveats: Sponsor reporting accuracy

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Recovery School District

Assessment, Accountability, and Analytics

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTCOME

682A1.1.1

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The Recovery School District Activity will provide the direct and appropriate support to the local school systems such that students are performing at mastery or above in English Language Arts (ELA) on the Statewide Assessment.

Performance Indicator: Percent of all students in the RSD performing at mastery or above in ELA on the LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: The academic growth measure is an important indicator of school performance over time. The state is required to set aggressive short and long-term goals for proficiency in ELA.

Use: Academic growth is measured as the LEAP progress index in the school performance score (SPS). The index is publically reported with SPS release. It is used to identify TOP GAINS schools annually.

Clarity: Percentage of students who demonstrate top growth based on comparison of prior year scale score and current year scale score.

Data Source: Annual student assessment and VAM data

Data Collection & Reporting: Test data provided by the vendor. Calculations are generated by Office of Assessment, Accountability and Analytics.

Calculation Methodology: Students' tests are scored and assigned a proficiency level and scale score. Percentage is derived by dividing the number of students who meet their growth target or outperform their peers on a value-added measure by the total number of students eligible for a determination in the progress index.

Scope: Aggregated

Caveats: Students must have two consecutive years of data and be eligible for a value-added (VAM) determination to be included in the index. Some students will be excluded because they lack necessary data or are excluded from VAM.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Recovery School District

Assessment, Accountability, and Analytics

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: OUTCOME

682A1.2.1

Contact Person: Jennifer Baird

Collection Person: Jennifer Baird

Objective: 1. The Recovery School District Activity will provide the direct and appropriate support to the local school systems such that students are performing at mastery or above in mathematics on the LEAP 2025 Assessment.

Performance Indicator: Percent of all students in the RSD performing at mastery or above in mathematics on the LEAP 2025 Assessment

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale: Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

Use: Academic growth is measured as the LEAP progress index in the school performance score (SPS). The index is publically reported with SPS release. It is used to identify TOP GAINS schools annually.

Clarity: Percentage of students who demonstrate top growth based on comparison of prior year scale score and current year scale score.

Data Source: Annual student assessment data

Data Collection & Reporting: Student test data is collected by our assessment test vendor and provided to LDOE

Calculation Methodology: Students' tests are scored and assigned a proficiency level and scale score. Percentage is derived by dividing the number of students who meet their growth target or out perform their peers on a value-added measure scoring proficient by the total number

Scope: Aggregated

Caveats: Students must have two consecutive years of data and be eligible for a value-added (VAM) determination to be included in the index. Some students will be excluded because they lack necessary data or are excluded from VAM.

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews. All data related to school performance scores, including assessment data, is reviewed in a data certification process by schools and systems. They have the opportunity to request some changes with documentation.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Recovery School District -
Construction

Recovery School District

LaPAS PI Code:

LaPAS Level: Key

LaPAS Type: Outcome

682B1.1

Contact Person: Nathan Shwam

Collection Person: Nathan Schwam/Michael Nathan

Objective: 1. Having completed the School Facilities Master Plan, the Recovery School District will achieve the following milestones towards final closeout of the program.

- 1) Contract closeout of all remaining RSD PO's
- 2) 19166 & 19300 SSR Final Closeout
- 3) Management of remaining 3 schools' Warranty Period
- 4) Final Reconciliation of PM and Dac Funding
- 5) Closeout document submission of any outstanding stand alone PW's not previously closed by FYE2024

Performance Indicator: Number of milestones completed as stated in objective

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale: Since the School Facilities Master Plan will have completed its construction phase, the responsibility of the RSD construction team will shift to completing remaining hurdles to closing grants that funded the master plan.

Use: This metric will give management insight into the tasks remaining to complete grant closeout.

Clarity: Metric contains list of milestones. Each completed milestone counts towards reaching the target.

Data Source: RSD/LDOE Personnel will assess on an annual basis the progress made for each milestone and report it accordingly.

Data Collection & Reporting: Annually

Calculation Methodology: It's a count of quantity

Scope: Aggregated

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Minimum Foundation Program

Finance

LaPAS PI Code: 5792

LaPAS Level: Key

LaPAS Type: INPUT

695A1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Minimum Foundation Program Activity will ensure an equal education for all students through (1) a sufficient contribution of local dollars, (2) the requirement that 70% of each district's general fund expenditures be directed to instructional activities, and (3) the equitable distribution of State dollars.

Performance Indicator: Number of school systems not meeting the 70% instructional expenditure mandate

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
37	31	34	45	45	41	29	47	55	13

Rationale: Included in MFP Resolution adopted by BESE and Legislature. Measures districts meeting the 70% instructional requirement which requires that each district spends 70% of general fund expenditures on instruction.

Use: N/A

Clarity: Percent expended on instructional expenditures

Data Source: Instructional expenditures from Annual Financial Report (AFR)

Data Collection & Reporting: Annual reporting through the Annual Financial Report (AFR) data collection then calculated using Access database in late Spring/Summer

Calculation Methodology: Calculation set forth through definition of 70% requirement

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Minimum Foundation Program

Finance

LaPAS PI Code: 5794

LaPAS Level: Key

695A1.2

LaPAS Type: OUTCOME

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Minimum Foundation Program Activity will ensure an equal education for all students through (1) a sufficient contribution of local dollars, (2) the requirement that 70% of each district's general fund expenditures be directed to instructional activities, and (3) the equitable distribution of State dollars.

Performance Indicator: Equitable distribution of MFP dollars

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
-0.949	-0.947	-0.943	-0.943	-0.941	-0.937	-0.937	-0.939	-0.935	-0.933

Rationale: Included in MFP Resolution adopted by BESE and Legislature which requires an equitable distribution of formula funds. Measures the equitable allocation of MFP dollars.

Use: N/A

Clarity: Regression analysis on formula calculations in Level 1 and 2.

Data Source: Adjusted Budget Letter, Local Wealth factor, Adjusted October 1 student membership, Actual total MFP state dollars (level 1, 2, and 3)

Data Collection & Reporting: The data on local wealth and student membership are collected electronically from the LEAs and reported in AFR and SIS.

Calculation Methodology: A statistical software package (SPSS) is used to calculate correlation coefficients and coefficient of variation using local wealth factor and the per pupil actual MFP state share. Calculations are weighted by adjusted October 1 membership.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Required Services

Finance

LaPAS PI Code: 5797

LaPAS Level: Key

LaPAS Type: OUTPUT

697A1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Nonpublic Required Services Activity will maintain the reimbursement rate of 55.76% of requested expenditures.

Performance Indicator: Percentage of requested expenditures reimbursed

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
47.19%	61.48%	57.15%	55.76%	46.89%	46.89%	30.44%	29.18%	27.14%	38.40%

Rationale: Measures the percentage of requested funds actually reimbursed.

Use: N/A

Clarity: Percent of reimbursement requests funded with appropriations

Data Source: Nonpublic Required Services reimbursement request forms

Data Collection

& Reporting: Annual collection and calculation on fiscal year.

Calculation Methodology: The amount of funds requested and allowed per the audits are compared to appropriated amount.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

School Lunch Salary
Supplement

Finance

LaPAS PI Code: 5802
LaPAS Level: Key
LaPAS Type: OUTPUT

697B1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Nonpublic School Lunch Activity will reimburse \$6,625 for full-time lunch employees and \$3,312 for part-time lunch employees.

Performance Indicator: Eligible full-time employees' reimbursement

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
\$5,905	\$6,286	\$6,350	\$6,625	\$6,245	\$6,245	\$6,625	\$6,067	\$5,969	\$6,097

Rationale: Defines the reimbursement rate of full-time and part-time nonpublic school lunchroom workers. This indicator is necessary to show the state support for nonpublic schools.

Use: N/A

Clarity: Reimbursement rate for non-public school lunchroom workers based on appropriation amount

Data Source: Prior year labor budgets that show full-time and part-time school lunch employees

Data Collection & Reporting: Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school

Calculation Methodology: The appropriated amount for nonpublic school lunch is divided by the number of full-time/part-time workers to calculate a full-time and part-time rate per employee.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

School Lunch Salary Supplement

Finance

LaPAS PI Code: 5803
 LaPAS Level: Key
 LaPAS Type: OUTPUT

697B1.2

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Nonpublic School Lunch Activity will reimburse \$6,625 for full-time lunch employees and \$3,312 for part-time lunch employees.

Performance Indicator: Eligible part-time employees' reimbursement

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
\$2,950	\$3,146	\$3,175	\$3,312	\$3,123	\$3,123	\$3,312	\$3,033	\$2,985	\$3,049

Rationale: Defines the reimbursement rate of full-time and part-time nonpublic school lunchroom workers. This indicator is necessary to show the state support for nonpublic schools.

Use: N/A

Clarity: Reimbursement rate for non-public school lunchroom workers based on appropriation amount

Data Source: Prior year labor budgets that show full-time and part-time school lunch employees

Data Collection & Reporting: Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.

Calculation Methodology: The appropriated amount for nonpublic school lunch is divided by the number of full-time/part-time workers to calculate a full-time and part-time rate per employee.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Textbook Administration

Finance

LaPAS PI Code: 5814

LaPAS Level: Key

LaPAS Type: OUTPUT

697C1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Nonpublic Textbook Administration Activity will provide 5.92% of the funds allocated for nonpublic textbooks for the administrative costs incurred by public school systems.

Performance Indicator: Percentage of textbook funding reimbursed for administration

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	4.78%

Rationale: Defines the administrative rate given to nonpublic schools for administering the nonpublic textbook program. Important to show the state support for nonpublic schools.

Use: N/A

Clarity: Percent reimbursement rate to public school systems based on appropriation amount

Data Source: Number of nonpublic students - Annual School Report

Data Collection & Reporting: Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report

Calculation Methodology: Total textbook administration appropriation is distributed evenly to all approved nonpublic schools. An administrative rate is calculated by taking the administrative amount as a percentage of the total textbook allocation.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.

FY 2023-28 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM

Textbooks

Finance

LaPAS PI Code: 5818

LaPAS Level: Key

LaPAS Type: OUTPUT

697D1.1

Contact Person: Beth Scioneaux/Denise Bourgeois

Collection Person: Beth Scioneaux/Denise Bourgeois

Objective: 1. The Nonpublic Textbooks Activity will reimburse eligible nonpublic schools at a rate of \$27.02 per student for the purchase of books and other materials of instruction. cated by the Legislature.

Performance Indicator: Total funds reimbursed at \$27.02 per student

FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
\$3,038,266	\$2,999,001	\$3,030,848	\$3,045,573	\$2,513,954	\$2,513,954	\$2,974,466	\$2,901,002	\$2,990,547	\$2,833,799

Rationale: Defines the nonpublic textbook reimbursement rate. Important to show the state's support for nonpublic schools.

Use: N/A

Clarity Per pupil amount times number of students

Data Source: Number of nonpublic students - Annual School Report

Data Collection & Reporting: Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report

Calculation Methodology: Each nonpublic school is allocated \$27.02 per student for nonpublic textbooks.

Scope: N/A

Caveats: N/A

Accuracy, Maintenance, and Support: No history of audit. The accuracy of the data is supported by the protocols shown above, which include internal reviews.