

Louisiana Department of Education Strategic Plan

FY2026-2027 – FY2030-2031

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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's BRAVE plan for Education

Under the leadership of State Superintendent Dr. Cade Brumley, Louisiana has made historic education progress. His comprehensive BRAVE plan represents a bold vision to address the unique challenges facing our state while building on recent successes. By focusing on essential academic skills, empowering parents, valuing teaching professionals, and expanding educational freedom, Louisiana is charting a course to ensure every child receives a high-quality education. Explore the key pillars of the BRAVE plan below and learn how Louisiana is shaping the future of education.

Back to Basics

Schools were established to develop academic learning and skills in children. Schools should utilize their personnel, resources, and time to prioritize endeavors aligned with their original intent – ensuring academic excellence. Instead of chasing other pursuits, schools should go back to the basics with a laser focus on teaching fundamental academic content and skills. A back-to-the-basics approach will solidify knowledge with early learners and prepare them for the remainder of their academic career, work, and life.

Redesign High Schools

The world of work has changed; our high schools must adapt. Instead of processing students through antiquated experiences and coursework, we must commit to personalizing high school for each student, guaranteeing them a deliberate handoff to high-wage work, higher education, or service. High schools must adequately prepare students for success after graduation.

Accelerate Parental Rights

Children belong to their parents, not the government. Further, a child's first – and foremost – teacher is their parent. Anything to solidify and accelerate the fundamental rights of parents should be a priority. Parents, not bureaucrats, must be in the driver's seat of their children's education. Parents send their children to school with a desire for their child to receive a quality education.

Value Teaching Professionals

Other than the parent, there's nothing more critical for student success than high-quality school teachers. As we move into the future, a comprehensive approach must be utilized to value teaching professionals. We must appreciate the significance of the profession and those who choose to serve the next generation. In an effort to value teaching professionals, we should frequently evaluate practices, policies, and pay and be responsive to needs.

Expand Education Freedom

In Louisiana, educational freedom opportunities should be abundant for families. We must seek to expand choice options and remove barriers to accessing the educational environments and models that make the most sense for students. In addition to high-quality traditional public schools, Louisiana should cultivate a stronger portfolio of options to include public charters, non-publics, and home-study programs. Students should not be mandated to attend failing schools simply because of their zip code. Instead, we must have expanded options that put families in the driver's seat for their child's education.

Louisiana Department of Education Six Critical Goals:

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

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

1. **Appropriation 678 - State Activities**

- 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**

- 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 District

- Provides appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the Recovery School District (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

- 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

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

The FY 2026-2027 through 2030-2031 Strategic Plan aligns with the organizational structure of the LDOE, the Appropriation/Budget structure, and LDOE's Operational Plan. The LDOE fully complies with all state and federal laws governing the retention of data used in performance reporting across the Operational Plan and the Strategic Plan. The LDOE also has policies and procedures in place for the collection, review, and reporting of this information, which is audited annually by the Legislative Auditor. Performance Indicator data will be preserved and maintained for a period of at least three years or in accordance with applicable records retention schedules.

State Activities Program

Department of Education 19D - State Activities Appropriation 19 - 678

Introduction

The appropriation for the LDOE's State Activities funds the administrative and support efforts of the LDOE.

State Activities Vision

Strong school systems lead to 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

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

State Activities Philosophy

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

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

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 6781

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 6781-01 – 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 6781-01

The Office of Governmental, Administrative and Public Affairs will provide information and assistance to the public seeking information and services on the LDOE'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 26396 Percentage of emails receiving a response within 48 hours

Objective 6781-02 – 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 6781-02

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 5550 State dollars saved as a result of audits

¹Per 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 6781-03 – Finance Activity

The Finance Activity, through the Appropriation Control Division, ensures the integrity of financial services provided to the LDOE's customers through the appropriate and timely release of funds, the accuracy of financial statements, and the management of all cash/accounts for all LDOE 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 6781-03

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 8495 Interest assessments by Federal government to State for Department Cash Management Improvement Act violations

State Activities Program: School System Support

Activity: Assessment, Accountability, and 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 LDOE 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 6782

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 “all children are given opportunities so they graduate high school ready for success in a career, college, or service all children are given opportunities so they graduate high school ready for success in a career, college, or service.”

Objective 6782-01- Assessment, Accountability, and Analytics

The Assessment, Accountability, and 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 6782-01

The Assessment, Accountability, and 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 8496 Percentage of eligible students tested by LEAP 2025 in grades 4 and 8
- Indicator 8497 Percentage of eligible testers tested by LEAP 2025 in grades 3, 5, 6, and 7
- Indicator 25122 Percentage of eligible students tested by high school assessments

Objective 6782-04 – School Choice

The School Choice Activity facilitates student and family choice for children in Louisiana by offering quality options for Louisiana’s students through the LA GATOR Scholarship Program.

Strategy 6782-04

The School Choice Activity will facilitate student and family choice for Louisiana by offering quality options for Louisiana’s students through the LA GATOR Scholarship Program to eligible families that apply.

- Indicator 25707 Number of participating LA GATOR students
- Indicator 6782001 Number of students on the LA GATOR waitlist

Objective 6782-05 – 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 LDOE, 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 6782-05

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 10983 Number of sponsor reviews of eligible School Food and Nutrition sponsors for meals served in compliance with USDA guidelines
- Indicator 10985 Number of sponsor reviews of eligible Child and Adult Care Food and Nutrition sponsors for meals served in compliance with USDA guidelines
- Indicator 5651 Number of nutrition assistance training sessions and workshops

Objective 6782-07 – 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 6782-07

The Division of Licensing, through Early Childhood Services, will protect the health, safety and well-being of children who are in licensed childcare as exhibited by 100% of all LDOE licensed, certified, and registered Child Day Care Facilities whose licenses were renewed. The Division of Licensing conducts verification of unlicensed operations (VORs).

- Indicator 25910 Percentage of complaints completed within 30 days of receipt by the DOL of the complaint
- Indicator 25911 Percentage of annual inspections of all DOL licensed Child Day Care Facilities renewed that were completed before the renewal date
- Indicator 25912 Number of on-site visits conducted by the DOL

Objective 6782-08 – 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 6782-08

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 23288 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 6782-09 & 6782-10 – 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 6782-09

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 22135 Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within State established timeline

Strategy 6782-10

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 22136 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 6782-11 – Teaching & Learning

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

Strategy 6782-11

The Teaching and Learning Activity, through ETWD Division, will ensure that 100% of LEAs statewide will annually have access to a real-time teacher and leader evaluation data platform.

- Indicator 25710 Percentage of schools that complete the Compass final evaluation process for teachers and counselors
- Indicator 25711 Percentage of LEAs that complete the Compass final evaluation process for leaders
- Indicator 25712 Percentage of LEAs that have access to a real-time teacher and leader evaluation data platform

Objective 6782-14 & 6782-21 – 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 6782-14

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

- Indicator 23274 Percent increase of the Louisiana 4-Year Cohort Graduation Rate

Strategy 6782-21

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 26916 Average composite ACT score for graduating seniors

Objective 6782-22-24 – Teaching & Learning

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

Strategy 6782-22

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 ELA and mathematics on the Statewide Assessment.

- Indicator 6782003 Percent of all 3rd grade students performing at mastery or above in ELA on the 3rd grade LEAP 2025 Assessment
- Indicator 6782004 Percent of all 3rd grade students performing at mastery or above in mathematics on the 3rd grade LEAP 2025 Assessment

Strategy 6782-23

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 6782005 Percent of all 8th grade students performing at mastery or above in ELA on the 8th grade LEAP 2025 Assessment

Strategy 6782-24

The Teaching and Learning Activity will provide the direct and appropriate support to the LEAs such that 8th-grade students are performing at mastery or above in mathematics on the Statewide Assessment.

- Indicator 26920 Percent of all 8th grade students in the State performing at mastery or above in mathematics on the LEAP 2025 Assessment

Objective 6782-25 – 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 6782-25

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 6782007 Number of school systems that have signed memoranda of understanding with the LDOE to provide support to systems that have CIR schools
- Indicator 6782008 Percentage of CIR schools that received system support through memoranda of understanding with LDOE that increased their annual SPS score by 3 points
- Indicator 6782009 Percentage of low-performing schools that annually improve to be removed from the list of CIR schools

Objective 6782-26 & 6782-27 – 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 6782-26

The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to have early access to college.

- Indicator 6782010 Percent of graduates earning an associate degree, technical diploma, or a certificate of technical studies
- Indicator 26927 Percent of graduates who have participated in Fast Forward aligned Registered Apprenticeships

Strategy 6782-27

The Career and College Readiness Activity will support school systems with expanding opportunities for high school students to participate in work-based learning.

- NEW Indicator Percent of graduates that have participated in internships*

*Internships include all work-based learning opportunities.

Objective 6782-28 – Operations

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

Strategy 6782-28

The Operations 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 6782016 Number of schools with an out-of-school suspension rate twice the national average
- Indicator 6782017 Student attendance rates at all schools
- Indicator 6782019 Chronic absenteeism rate at all schools
- New Indicator: Truancy percentage at all schools

Objective 6782-29 – Teaching & Learning

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

Strategy 6782-29

The Teaching and Learning Activity, through the ETWD Division, will collaborate with the Board of Regents to support school systems in recruiting and retaining highly effective educators.

- Indicator 6782021 Number of students participating in pre-educator pathways

Objective 6782-31 – 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 6782-31

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 6782024 Number of school systems that have an agreement with the Department to provide targeted support

Objective 6782-32 – Teaching & Learning

The Teaching and Learning Activity, through the Divisions of Literacy and Numeracy, will provide instructional leadership and support to school systems with implementing evidence-based school improvement best practices in Literacy and Numeracy to improve student outcomes.

Strategy 6782-32

The Teaching and Learning Activity, through the Divisions of Literacy and Numeracy, will support school systems with comprehensive intervention required (CIR) schools to improve their impact on outcomes for students in literacy and numeracy, as measured by their consistent participation in high quality professional learning (HQPL) provided by LDOE staff on instructional best practices in literacy and numeracy.

- Indicator 26939 Percentage of comprehensive intervention required schools participating in the School Support Institutes (SSI) offered regionally, in the fall and spring.

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 678V

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 678V-01 – Teaching And Learning

The Teaching & Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will provide leadership in resource coordination to produce qualified and competent educators. The ETWD 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 the LDOE and teacher preparation programs.

Strategy 678V-01

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

- Indicator 25131 Percentage of certification requests completed within the 45-day guideline
- Indicator 25132 Percentage of teacher certification applicants that report the experience as “satisfactory” on the teacher certification survey
- Indicator 25133 Average number of days taken to issue standard teaching certificates

Subgrantee Assistance

Department Of Education 19D - Flow Through To Districts: Appropriation 19-681

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 LDOE 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

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

Subgrantee Mission

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

Subgrantee Philosophy

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

Subgrantee 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

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 6811

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 6811-01 – Finance

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

Strategy 6811-01

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 5735 PIP average salary increment

Objective 6811-02 – 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 6811-02

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 13362 Percentage of at-risk children served – LA4 program
- Indicator 25718 Percentage of at-risk children served – Nonpublic School Early Childhood Development (NSECD) program
- Indicator 25719 Number of at-risk preschool children
- Indicator 13363 Number of at-risk preschool children served – LA4 program
- Indicator 25720 Number of at-risk preschool children served – NSECD program

Goal 6812

The goal of this program is that local school boards and other local entities will use federal flow-through funds to assist disadvantaged, disabled or at-risk children in meeting challenging standards, to flow federal funds to local school districts and schools to improve the knowledge and skills of school personnel and develop highly qualified teachers, and to provide the necessary financial resources to target interventions in content areas that support the goals of the Department at particular districts and schools.

Objective 6812-01 – 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 6812-01

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 26397 Percentage of economically disadvantaged students who are in schools that are not identified for Comprehensive Intervention or Urgent Intervention
- Indicator 15822 Percentage of Title I schools that are not identified for Comprehensive or Urgent Intervention

Objective 6812-02 – 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 6812-02

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 25918 Total annual child care payments
- Indicator 25919 Number of children receiving Child Care assistance monthly
- Indicator 25951 Percentage of Type III providers having a Performance Profile rating of “proficient” or higher

Subgrantee Assistance: Federal

Activity: Operations

Activity: Teaching & Learning

Objective 6812-03 – 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 6812-03

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 22139 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 22140 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 22141 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 22142 Percent of children with IEPs aged 5 through 21 removed from regular class less than 40% of the day
- Indicator 22143 Percent of children with IEPs aged 5 through 21 removed from regular class greater than 80% of the day
- Indicator 22144 Percent of children with IEPs aged 5 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements
- Indicator 25913 Percent of youth with IEPs graduating from high school with a regular diploma

Strategy 6812-04

The Teaching and Learning Activity, through the Diverse Learners Division, will ensure that students with disabilities are considered proficient in ELA and mathematics and graduate on time.

- Indicator 25714 Percent of students with disabilities performing at mastery or above in ELA on the statewide assessment
- Indicator 25715 Percent of students with disabilities performing at mastery or above in mathematics on the statewide assessment
- Indicator 25716 Percent of students with disabilities who graduate on time

Objective 6812-05 – Teaching & Learning

The Teaching and Learning Activity, through the Educator Talent and Workforce Development (ETWD) 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 68112-05

The Teaching and Learning Activity, through the ETWD 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 6812001 Percentage of certified school leaders in CIR schools
- Indicator 6812002 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 6812-06 – 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 6812-06

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

- Indicator 15844 Number of students participating
- Indicator 25142 Percentage of K-12 students in afterschool programs (21st Century) that increase academic performance annually

Objective 6812-07 – 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 6812-07

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 8528 Total number of meals reported by eligible School Food and Nutrition sponsors
- Indicator 8531 Total number of meals reported by eligible Child and Adult Care Food and Nutrition sponsors

Recovery School District

Department of Education 19D - Recovery School District Appropriation 19 - 682

Introduction

The Recovery School District (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 (BESE) 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 BESE 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 BESE, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the BESE, 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 RSD established in R.S. 17:1990, provided the state board approves the transfer.

Recovery School District Vision

Students in failing schools will have access to a high-quality public education that prepares them for success in college, career, or service.

Recovery School District Mission

The RSD exists to ensure that every child in Louisiana has access to an appropriate and effective public education by intervening in chronically underperforming schools.

Recovery School District Philosophy

The RSD believes every child deserves a high-quality education and is committed to transforming struggling schools into places where all students can succeed.

Recovery School District Goal

The RSD's goal is to improve student outcomes by transforming Louisiana's lowest-performing schools into high-quality educational environments.

Programs

Instruction, Construction

Recovery School District: Instruction

Activity: Recovery School District – Instruction

Program Description

Instruction is data-driven, standards-aligned, and tailored to meet the diverse needs of students through effective teaching strategies, strong relationships, and a culture of continuous improvement. The school environment is structured, safe, and supportive, fostering high expectations, accountability, and meaningful family engagement.

Mission

To deliver rigorous, student-centered instruction that accelerates learning, closes achievement gaps, and prepares every student for success in college, career, and life.

Goal 6821

The goal of the RSD's Instruction Program is to ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

Objective 6821-01 & 6821-02 – Recovery School District – Instruction

Increase student academic outcomes by providing consistent access to rigorous, standards-aligned instruction within a strong academically data-driven focused environment.

Strategy 6821-01

To improve academic achievement by ensuring all students receive high-quality, standards-aligned instruction in a supportive learning environment.

- Indicator 25721 The percentage of RSD students at Mastery or Above on the LEAP Assessment will increase by 5% annually, with the goal of meeting or exceeding the state average within 5 years.

Strategy 6821-02

Retain high-quality teachers and leaders through regular coaching, professional development, and observation feedback.

- New Indicator At least 75% of teachers who earn a rating of proficient or higher on the state rubric or an approved state equivalent will be retained.

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 RSD's Construction 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 6824

The goal of the RSD's 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 6824-01 – Recovery School District – Construction

The RSD 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 6824-01

Having completed the School Facilities Master Plan, the RSD will achieve the following milestones towards final closeout of the program.

- Contract closeout of final programmatic RSD PO's
- 19166 & 19300 SSR Final Closeout
- Final 3 schools' Warranty Periods successfully concluded
- Final Reconciliation of PM and Dac Funding has been submitted
- Closeout document submission of any outstanding stand alone PW's not previously closed by FYE2025
 - Indicator 6824001 Number of milestones completed as stated in objective

Minimum Foundation Program

Department Of Education19D - Minimum Foundation Program Appropriation 19 - 695

Introduction

The Minimum Foundation Program formula is developed annually by the BESE 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.

Programs

Minimum Foundation Program

Minimum Foundation Program

Activity: Minimum Foundation Program

Mission

The MFP 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 6951

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

Objective 6951-01 – Minimum Foundation Program

The MFP Activity prepares and submits an MFP formula to the BESE, 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 6951-01

The MFP 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 5792 Number of school systems not meeting the 70% instructional expenditure mandate
- Indicator 5794 Equitable distribution of MFP dollars

Nonpublic Assistance

Department Of Education 19D - Nonpublic Assistance 19 - 697

Introduction

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

Nonpublic Assistance Mission

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

Nonpublic Assistance Philosophy

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

Nonpublic Assistance Goal

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.

Programs

Nonpublic Assistance

Nonpublic Assistance

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.

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 6971-01 – 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 6971-01

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

- Indicator 5797 Percentage of requested expenditures reimbursed

Objective 6972-01 – 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 6972-01

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

- Indicator 5802 Eligible full-time employees' reimbursement
- Indicator 5803 Eligible part-time employees' reimbursement

Objective 6974-01 – 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 6974-01

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 5814 Percentage of textbook funding reimbursed for administration

Objective 6975-01 – 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 6975-01

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 5818 Total funds reimbursed at \$27.02 per student

Appendix A - Abbreviations and Checklist

BESE	Board of Elementary and Secondary Education
CCLC	21 st Century Community Learning Center
CIR	Comprehensive Intervention Required
LDOE	Louisiana 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
pre-K-12	Pre-Kindergarten through twelfth grade
RSD	Recovery School District
SDE	State Department of Education
SPS	School Performance Score
TAP	Teacher Advancement Program
TOPS	Taylor Opportunity Program for Students
UIR-A	Urgent Intervention Required - Academics
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 LDOE State Activities funds the administrative and support efforts of the LDOE.

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 BESE, 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 BESE 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 BESE 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 LDOE 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. The 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 LDOE 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 BESE 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 BESE 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 LDOE 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. The 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 BESE 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 BESE 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 LDOE 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. The 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 LDOE 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. The 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 LDOE 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.

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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

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The RSD is composed of one program to complete the following:

Vision: Every Louisiana student will have access to a high-quality public education that prepares them for success in college, career, or service.

Mission: The RSD exists to ensure that every child in Louisiana has access to an appropriate and effective public education by intervening in chronically underperforming schools.

Philosophy: The RSD believes every child deserves a high-quality education and is committed to transforming struggling schools into places where all students can succeed.

Goal: The RSD's goal is to improve student outcomes by transforming Louisiana's lowest-performing schools into high-quality educational environments.

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 RSD 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. The 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 RSD program provides governance authority for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the RSD.
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. The 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 RSD 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 BESE 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 MFP 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 MFP 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 BESE, 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.

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

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 Textbook Administration 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 Textbook Administration 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 LDOE Strategic Plan will result in a focused and coordinated approach to the LDOE'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 LDOE submits a separate annual budget request to this initiative in concurrence with the submission of the LDOE'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 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
- **Responsible Person:** Individual within DOE responsible for 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Governmental, Administrative, and Public Affairs	Responsible Person:	Ted Beasley
	Indicator Code:	26396
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6781-01
The Office of Governmental, Administrative, and Public Affairs directs early childhood, elementary and secondary educational policy and coordinates legislative affairs, public information, and human resource activities to be responsive to our stakeholders and support customer satisfaction.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	100.00%	87.00%	87.00%	95.50%

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 LDOE Email Responsiveness Tracker and Staff Logs
Data Collection and Reporting	Obtain data from LDOE staff logs
Calculation Methodology	Percentage of received emails and completed emails within 48 hour timeframe.
Scope	Aggregated
Caveats	Accuracy of LDOE 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Finance	Responsible Person:	Jameka Henderson
	Indicator Code:	5550
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6781-02
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 programs, state-level programs, and flow-through programs, conducts federal and state program audits, and ensures that reported student counts are accurate.

Performance Indicator:
State dollars saved as a result of audits

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$5,337,974	\$5,337,974	\$8,577,162	\$6,347,229	\$6,437,678	\$3,374,721	\$2,024,350	\$2,048,105	\$13,421,914	\$8,728,860

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities

Finance

Responsible Person: Keisha Payton
Indicator Code: 8495
Indicator Level: Key
Indicator Type: Efficiency

Objective: 6781-03

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

Performance Indicator:

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
0	0	1	0	3	1	4	0	0	0

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Assessment, Accountability, and Analytics	Responsible Person:	Jennifer Baird
	Indicator Code:	8496
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-01
The Assessment, Accountability, and 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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
90.20%	90.20%	98.50%	99.00%	96.10%	99.60%	0.00%	99.00%	99.60%	99.56%

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 publicly. 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 and 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 publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Assessment, Accountability, and Analytics	Responsible Person:	Jennifer Baird
	Indicator Code:	8497
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-01
The Assessment, Accountability, and 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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
98.30%	98.30%	99.20%	99.50%	99.20%	99.70%	0.00%	99.00%	99.70%	99.72%

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 publicly. 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 and 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 publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Assessment, Accountability, and Analytics	Responsible Person:	Jennifer Baird
	Indicator Code:	25122
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-01
The Assessment, Accountability, and 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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
97.50%	97.50%	97.80%	96.20%	98.90%	98.60%	0.00%	95.00%	98.10%	98.25%

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 publicly. 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 and 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 publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Kaleb Moore
School Choice	Indicator Code:	25707
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6782-04
The School Choice Activity facilitates student and family choice for children in Louisiana by offering quality options for Louisiana’s students through the LA GATOR Scholarship Program.

Performance Indicator:
Number of participating LA GATOR students

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
9,142	9,142	7,512	6,600	6,909	6,892	6,304	5702	5702	5,455

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 LDOE to manage the program. The LDOE 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 and 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 LDOE does not control the allocation
Accuracy, Maintenance, and Support	The program is audited on an annual basis by the LLA

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Kaleb Moore
School Choice	Indicator Code:	6782001
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6782-04
The School Choice Activity facilitates student and family choice for children in Louisiana by offering quality options for Louisiana’s students through the LA GATOR Scholarship Program.

Performance Indicator:
Number of students on the LA GATOR waitlist

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	31

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 LDOE to manage the program. The LDOE 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 and 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 LDOE does not control the allocation
Accuracy, Maintenance, and Support	The program is audited on an annual basis by the LLA

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Angela Louis-Kelly
	Indicator Code:	10983
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-05
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
104	104	128	113	112	133	59	143	69	52

Rationale	Amount of oversight provided by LDOE 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 and Reporting	Obtained directly from LDOE staff logs
Calculation Methodology	Summation of reviews conducted by DNA staff
Scope	Aggregated
Caveats	Accuracy of LDOE staff recording of data
Accuracy, Maintenance, and Support	Data is supported by review reports submitted by DNA staff

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Angela Louis-Kelly
	Indicator Code:	10985
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-05
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
195	195	192	153	185	167	90	200	166	142

Rationale	Amount of oversight provided by LDOE 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 and Reporting	Obtained directly from LDOE staff logs
Calculation Methodology	Summation of reviews conducted by DNA staff
Scope	Aggregated
Caveats	Accuracy of LDOE staff recording of data
Accuracy, Maintenance, and Support	Data is supported by review reports submitted by DNA staff

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Angela Louis-Kelly
	Indicator Code:	5651
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-05
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.

Performance Indicator:
Number of nutrition assistance training sessions and workshops

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
30	30	65	52	90	78	51	91	78	42
Rationale	Amount of training provided by LDOE 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 and Reporting	Obtained directly from LDOE staff logs								
Calculation Methodology	Summation of training sessions and workshops conducted								
Scope	Aggregated								
Caveats	Accuracy of LDOE staff's recording of data								
Accuracy, Maintenance, and Support	Data is supported by training documentation maintained by DNA staff								

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Karen Powell
Early Childhood	Indicator Code:	25910
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-07
The Early Childhood Activity, through Early Childhood Operations, protects the health, safety and well-being of children who are in licensed child care facilities.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	100.00%	100.00%	91.00%	96.00%	53.00%	100.00%	100.00%	98.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Early Childhood	Responsible Person:	Karen Powell
	Indicator Code:	25911
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-07
The Early Childhood Activity, through Early Childhood Operations, protects the health, safety and well-being of children who are in licensed child care facilities.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	99.00%	100.00%	99.00%	99.50%	52.00%	95.00%	95.00%	98.00%

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 and 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, LDOE conducted annual inspections on 91.6% (1,145 of 1,250) of licensed providers within 365 days, as required by state law.

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities

Early Childhood

Responsible Person: Karen Powell
Indicator Code: 25912
Indicator Level: Key
Indicator Type: Output

Objective: 6782-07

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

Performance Indicator:

Number of on-site visits conducted by the DOL

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0	1,861	4,228	4,520	5,070	4,253	1,541	1,044	1,245

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 and 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, LDOE conducted annual inspections on 91.6% (1,145 of 1,250) of licensed providers within 365 days, as required by state law.

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities

Operations

Responsible Person: Kenya Jenkins
Indicator Code: 23288
Indicator Level: Key
Indicator Type: Outcome

Objective: 6782-08

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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	0.00%	0.00%	5.00%	0.00%	0.00%	0.00%	0.00%	50.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Iris Jones
	Indicator Code:	22135
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-09 & 6782-10
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
100.00%	100.00%	100.00%	100.00%	98.04%	100.00%	100.00%	100.00%	100.00%	100.00%

Rationale	This indicator is the same as the mandatory reporting requirements for US Office of Special Education Services.
Use	Internal Only
Clarity	IDEA compliance
Data Source	Number of IDEA findings of noncompliance and number of corrections completed
Data Collection and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Teaching & Learning	Responsible Person:	Lori Pennison
	Indicator Code:	25710
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-11
The Teaching and Learning Activity, through Educator Talent and Workforce Development (ETWD), will ensure Local Education Agencies (LEAs) statewide have access to a real-time teacher and leader evaluation data platform.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	90.00%	96.00%	93.00%	97.00%	0.00%	0.00%	98.00%	98.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Lori Pennison
Teaching & Learning	Indicator Code:	25711
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-11
The Teaching and Learning Activity, through Educator Talent and Workforce Development (ETWD), will ensure Local Education Agencies (LEAs) statewide have access to a real-time teacher and leader evaluation data platform.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	75.00%	82.00%	90.00%	0.00%	95.00%	0.00%	98.60%	98.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Teaching & Learning	Responsible Person:	Lori Pennison
	Indicator Code:	25712
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6782-11
The Teaching and Learning Activity, through Educator Talent and Workforce Development (ETWD), will ensure Local Education Agencies (LEAs) statewide have access to a real-time teacher and leader evaluation data platform.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	100.00%	100.00%	100.00%	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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities

Career & College Readiness

Responsible Person: Tireka Cobb
Indicator Code: 23274
Indicator Level: Key
Indicator Type: Input

Objective: 6782-14 & 6782-21

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.

Performance Indicator:

Percent increase of the Louisiana 4-Year Cohort Graduation Rate

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	77.50%	78.10%	81.40%	0.00%	80.30%	0.00%	0.00%	0.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Career & College Readiness	Responsible Person:	Jennifer Baird
	Indicator Code:	26916
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-21
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.

Performance Indicator:
Average composite ACT score for graduating seniors

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Data not available

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 and 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	Aggregated
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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	6782003
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-22, 6782-23, 6782-24
The Teaching & Learning Activity provides support to local school systems in reading, mathematics and early intervention for all grades pre-K-12 such that 3rd and 8th grade students will be proficient 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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	44.56%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	6782004
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-22, 6782-23, 6782-24
The Teaching & Learning Activity provides support to local school systems in reading, mathematics and early intervention for all grades pre-K-12 such that 3rd and 8th grade students will be proficient 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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	34.78%

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 and 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 publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	6782005
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-22, 6782-23, 6782-24
The Teaching & Learning Activity provides support to local school systems in reading, mathematics and early intervention for all grades pre-K-12 such that 3rd and 8th grade students will be proficient in English Language Arts (ELA) and mathematics on the Statewide Assessment.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
70.00%	70.00%	77.00%	71.00%	72.00%	46.00%	0.00%	42.00%	46.00%	44.92%

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 publicly 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 and 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 publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	26920
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-22, 6782-23, 6782-24
The Teaching & Learning Activity provides support to local school systems in reading, mathematics and early intervention for all grades pre-K-12 such that 3rd and 8th grade students will be proficient in English Language Arts (ELA) and 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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	0.00%	23.00%	22.91%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Teaching & Learning	Responsible Person:	Glen Colvin
	Indicator Code:	6782007
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6782-25
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	25

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	6782008
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-25
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jennifer Baird
Teaching & Learning	Indicator Code:	6782009
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-25
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Career & College Readiness	Responsible Person:	Jessica Vallelungo
	Indicator Code:	New Indicator
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-26 & 6782-27
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.

Performance Indicator:
Percent of graduates earning an associate degree, technical diploma, or a certificate of technical studies

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	Measures the learning opportunities provided to high school students to prepare them for entering into a high wage high demand career
Use	Internal Only
Clarity	Percent of graduates earning career-focused credentials that prepare students for work or further education
Data Source	Student Transcript System
Data Collection and Reporting	Data is reported annually to the LDOE by school systems
Calculation Methodology	The number of students who earned an associate degree, technical diploma, or certificate of technical studies divided by the number of students who graduated
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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Jessica Vallelungo
Career & College Readiness	Indicator Code:	New Indicator
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-26 & 6782-27
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.

Performance Indicator:
Percent of graduates participating in Registered Apprenticeships

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	Measures the learning opportunities provided to high school students to prepare them for entering into a high wage high demand career
Use	Internal Only
Clarity	Percent of graduates participating in hands on training that builds skills for a career and earns wages and industry credentials
Data Source	Student Transcript System
Data Collection and Reporting	Data is reported annually to the LDOE by school systems
Calculation Methodology	The number of students who participated in registered apprenticeships divided by the number of students who graduated
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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Career & College Readiness	Responsible Person:	Jessica Vallelungo
	Indicator Code:	New Indicator
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-26 & 6782-27
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.

Performance Indicator:
Percent of graduates that have participated in work-based learning

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked
Rationale		Measures the learning opportunities provided to high school students to introduce them into the workforce							
Use		Internal Only							
Clarity		Percent of graduates participating in real world job experiences							
Data Source		Student Transcript System							
Data Collection and Reporting		Data is reported annually to the LDOE by school systems							
Calculation Methodology		The number of students who participated in work-based learning divided by the number of students who graduated							
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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Misty Davis
	Indicator Code:	6782016
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-28
The Operations Activity will provide leadership and support in the implementation of evidence-based best practices and policy to support student engagement and attendance.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

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 school suspension that exceeds 5.2% (Pre-K-4) and 20.2% (5-12) which are the national averages.
Data Source	EdLink 360
Data Collection and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Misty Davis
	Indicator Code:	6782017
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-28
The Operations Activity will provide leadership and support in the implementation of evidence-based best practices and policy to support student engagement and attendance.

Performance Indicator:
Student attendance rates at all schools

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Misty Davis
	Indicator Code:	6782019
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-28
The Operations Activity will provide leadership and support in the implementation of evidence-based best practices and policy to support student engagement and attendance.

Performance Indicator:
Chronic absenteeism rate at all schools

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Operations	Responsible Person:	Misty Davis
	Indicator Code:	New Indicator
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-28
The Operations Activity will provide leadership and support in the implementation of evidence-based best practices and policy to support student engagement and attendance.

Performance Indicator:
Truancy percentage at all schools

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	Truancy can contribute to reduced academic outcomes for students. It also requires involvement with the juvenile court system. Reducing truancy rates will increase students' engagement with high-quality instruction and interaction with teachers and peers.
Use	Truancy data is used to determine students and/or schools in need of support. Once truancy concerns have been identified, needs assessments can be utilized to determine attendance barriers that need to be addressed with targeted, evidence-based solutions
Clarity	Truancy is based on unexcused absences and tardies. Students are considered truant if they have 5 unexcused absences and/or tardies in a single semester.
Data Source	Student Information Systems (SIS) and EdLink 360
Data Collection and Reporting	Attendance data is to be reported to the LDOE by systems daily. Annual reports are published publicly.
Calculation Methodology	Number of students with at least 5 unexcused absences and/or tardies in a semester.
Scope	Aggregated
Caveats	Accuracy of school system staff reporting the data. Correct reporting from SIS to EdLink.
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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities
Teaching & Learning

Responsible Person: Brandy Morin
Indicator Code: 6782021
Indicator Level: Key
Indicator Type: Output

Objective: 6782-29
The Teaching and Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will provide leadership and support with recruitment and retention efforts to strengthen the educator workforce in Louisiana.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	1,724

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Teaching & Learning	Responsible Person:	Glen Colvin
	Indicator Code:	6782024
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6782-31
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	44
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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Glen Colvin
Teaching & Learning	Indicator Code:	New Indicator
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6782-32
The Teaching and Learning Activity, through the Divisions of Literacy and Numeracy, will provide instructional leadership and support to school systems with implementing evidence-based school improvement best practices in Literacy and Numeracy to improve student outcomes.

Performance Indicator:
Percentage of comprehensive intervention required schools participating in the School Support Institutes (SSI) offered regionally, in the fall and spring.

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	Demonstrates the extent to which CIR schools are engaging with state-provided professional learning aligned to improvement priorities.
Use	Informs LDOE decisions on resource allocation, support targeting, and refinement of the SSI model based on participation trends.
Clarity	Measures the percentage of CIR schools that attend at least one SSI session in either the fall or spring.
Data Source	CIR school list and verified SSI registration and attendance records.
Data Collection and Reporting	Participation data is collected after each session and reported annually.
Calculation Methodology	The percentage is calculated by dividing the number of participating CIR schools by the total number of CIR schools.
Scope	Aggregated
Caveats	Attendance data may not fully reflect the depth of engagement or actual implementation of SSI content.
Accuracy, Maintenance, and Support	Data is reviewed internally for consistency, though not formally audited by the Office of Legislative Auditor.

FY 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Arthur Joffrion
Teaching & Learning	Indicator Code:	25131
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 678V-01

The Teaching & Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will provide leadership in resource coordination to produce qualified and competent educators. The Educator Talent and Workforce Development (ETWD) 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 the LDOE and teacher preparation programs.

Performance Indicator:

Percentage of certification requests completed within the 45-day guideline

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
99.98%	99.98%	100.00%	99.00%	99.90%	99.90%	99.90%	99.80%	99.58%	99.77%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities Teaching & Learning	Responsible Person:	Arthur Joffrion
	Indicator Code:	25132
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 678V-01
The Teaching & Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will provide leadership in resource coordination to produce qualified and competent educators. The Educator Talent and Workforce Development (ETWD) 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 the LDOE and teacher preparation programs.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
96.00%	96.00%	91.00%	90.00%	92.00%	79.35%	81.00%	82.90%	79.80%	86.80%

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 Unsatisfied.
Data Collection and 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 2027-31 LDOE Strategic Plan Data Documentation Form

State Activities	Responsible Person:	Arthur Joffrion
Teaching & Learning	Indicator Code:	25133
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 678V-01
The Teaching & Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will provide leadership in resource coordination to produce qualified and competent educators. The Educator Talent and Workforce Development (ETWD) 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 the LDOE and teacher preparation programs.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
3.18	3.18	2.68	2.90	0.88	2.13	2.95	3.29	3.99	3.82

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Finance	Responsible Person:	Jameka Henderson
	Indicator Code:	5735
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6811-01
The Finance Activity, through the non-federal program, will ensure that program participants are paid in a correct and timely manner.

Performance Indicator:
PIP average salary increment

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$1,939	\$1,939	\$1,934	\$1,919	\$1,901	\$1,572	\$1,569	\$1,570	\$1,523	\$1,631

Rationale	Report the average salary increment awarded
Use	N/A
Clarity	Payments divided by number of recipients
Data Source	PIP payment database
Data Collection and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Early Childhood	Responsible Person:	Kishia Grayson
	Indicator Code:	13362
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6811-02
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.

Performance Indicator:
Percentage of at-risk children served – LA4 program

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
35.75%	35.75%	37.06%	34.90%	35.30%	40.50%	46.10%	40.48%	42.51%	42.63%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Early Childhood	Responsible Person:	Kishia Grayson
	Indicator Code:	25718
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6811-02
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.

Performance Indicator:
Percentage of at-risk children served – Nonpublic School Early Childhood Development (NSECD) program

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
2.91%	3.13%	3.07%	2.80%	3.20%	3.20%	2.66%	2.32%	2.95%	3.44%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Early Childhood	Responsible Person:	Kishia Grayson
	Indicator Code:	25719
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6811-02
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.

Performance Indicator:
Number of at-risk preschool children

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
16,694	16,694	17,361	16,382	16,435	16,403	18,668	16,366	16,918	17,701

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Early Childhood	Responsible Person:	Kishia Grayson
	Indicator Code:	13363
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6811-02
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.

Performance Indicator:
Number of at-risk preschool children served – LA4 program

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
15,439	15,439	16,002	15,057	15,235	15,216	17,453	15,477	15,831	16,378

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance

Early Childhood

Responsible Person: Kishia Grayson
Indicator Code: 25720
Indicator Level: Key
Indicator Type: Input

Objective: 6811-02

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.

Performance Indicator:

Number of at-risk preschool children served – NSECD program

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
1,255	1,255	1,350	1,325	1,200	1,187	1,215	889	1,087	1,323

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations	Responsible Person:	Jennifer Baird
	Indicator Code:	26397
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-01
The Operations Activity, through the federal program, flows ESSA and Title I funds to local school systems to improve learning in schools that serve a high percentage of economically disadvantaged students.

Performance Indicator:
Percentage of economically disadvantaged students who are in schools that are not identified for Comprehensive Intervention or Urgent Intervention

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Data not available

Rationale	The goal of accountability is to improve all schools for all students.
Use	CIR and UIR schools require intereventions 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 and Reporting	CIR and UIR are determined annually with release of school performance scores and letter grades. Federal law requires that they be publicly 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 substantially 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations

Responsible Person: Emilia Urban
Indicator Code: 15822
Indicator Level: Key
Indicator Type: Output

Objective: 6812-01

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

Performance Indicator:

Percentage of Title I schools that are not identified for Comprehensive or Urgent Intervention

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0.00%	63.00%	85.00%	52.70%	49.00%	49.00%	0.00%	0.00%	Data not available

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 and Reporting	CIR and UIR are determined annually with release of school performance scores and letter grades. Federal law requires that they be publicly 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance

Early Childhood

Responsible Person: Karen Powell
Indicator Code: 25918
Indicator Level: Key
Indicator Type: Output

Objective: 6812-02

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$39,000,000	\$39,000,000	\$7,170,215	\$67,613,105	\$70,149,095	\$60,762,393	\$78,660,786	\$184,345,790	\$134,787,989.37	\$142,235,189.77

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance

Early Childhood

Responsible Person: Karen Powell
Indicator Code: 25919
Indicator Level: Key
Indicator Type: Input

Objective: 6812-02

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0	12,064	15,137	14,808	14,608	16,917	24,179	21,326	18,167

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance

Early Childhood

Responsible Person:	Sonia Fields-Gutierrez
Indicator Code:	25951
Indicator Level:	Key
Indicator Type:	Output

Objective: 6812-02

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	0%	0%	67%	91%	91%	100%	100%	99.70%	91.46%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22139
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6812-03
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
4.00%	4.00%	16.86%	14.91%	19.01%	19.02%	19.80%	7.33%	6.95%	6.95%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22140
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6812-03
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
98.21%	98.21%	97.59%	95.95%	95.93%	96.16%	97.20%	82.78%	83.15%	83.15%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22141
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-03
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.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	98.38%	98.38%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22142
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-03
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.

Performance Indicator:
Percent of children with IEPs aged 5 through 21 removed from regular class less than 40% of the day

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
62.30%	62.30%	61.40%	59.67%	60.72%	60.87%	61.80%	71.98%	67.85%	13.40%

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 and 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	
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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22143
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-03
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.

Performance Indicator:
Percent of children with IEPs aged 5 through 21 removed from regular class greater than 80% of the day

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
13.90%	13.90%	14.30%	13.91%	14.71%	14.66%	14.60%	9.61%	13.40%	67.85%

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 and 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	
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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	22144
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-03
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.

Performance Indicator:
Percent of children with IEPs aged 5 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
1.40%	1.40%	1.32%	1.33%	1.25%	1.24%	1.20%	1.29%	1.21%	1.21%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Yolanda Oates
	Indicator Code:	25913
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-03
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.

Performance Indicator:
Percent of youth with IEPs graduating from high school with a regular diploma

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
36.70%	36.70%	42.80%	44.30%	46.64%	52.50%	59.30%	76.45%	74.72%	74.72%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Jennifer Baird
	Indicator Code:	25714
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6812-03
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.

Performance Indicator:
Percent of students with disabilities performing at mastery or above in English Language Arts (ELA) on the statewide assessment

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	12.80%	13.00%	15.04%

Rationale	The accountability system recognizes that given appropriate time, modifications and accomodations, 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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Jennifer Baird
	Indicator Code:	25715
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6812-03
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.

Performance Indicator:
Percent of students with disabilities performing at mastery or above in mathematics on the statewide assessment

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	10.10%	12.00%	11.58%
<hr/>									
Rationale		The accountability system recognizes that given appropriate time, modifications and accomodations, 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 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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance

Teaching & Learning

Responsible Person: Jennifer Baird
Indicator Code: 25716
Indicator Level: Key
Indicator Type: Outcome

Objective: 6812-03

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.

Performance Indicator:

Percent of students with disabilities who graduate on time

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
42.80%	44.30%	45.10%	52.50%	59.30%	59.30%	59.30%	71.90%	58.20%	Data not available

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Donna Baudoin
	Indicator Code:	6812001
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6812-05
The Teaching and Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will flow funds to local school systems to ensure that all students in CIR schools are led by certified school leaders and are taught by teachers certified in their content area.

Performance Indicator:
Percentage of certified school leaders in CIR schools

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	79.4
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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Teaching & Learning	Responsible Person:	Donna Baudoin
	Indicator Code:	6812002
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6812-05
The Teaching and Learning Activity, through the Educator Talent and Workforce Development (ETWD) Division, will flow funds to local school systems to ensure that all students in CIR schools are led by certified school leaders and are taught by teachers certified in their content area.

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

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	84.60%	81.00%	68.00%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations

Responsible Person: Kenya Jenkins
Indicator Code: 15844
Indicator Level: Key
Indicator Type: Input

Objective: 6812-06

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.

Performance Indicator:

Number of students participating

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
25,939	25,939	25,423	13,950	14,277	16,937	4,443	20,771	24,490	23,545

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations	Responsible Person:	Kenya Jenkins
	Indicator Code:	25142
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6812-06
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.

Performance Indicator:
Percentage of K-12 students in afterschool programs (21st Century) that increase academic performance annually

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
47.00%	47.00%	0.00%	0.00%	49.00%	0.00%	0.00%	0.00%	0.00%	Data not available

Rationale	Louisiana's Framework for Evaluation of 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 and Reporting	Programs enter attendance data into the Youth services 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations

Responsible Person: Stephanie Loup
Indicator Code: 8528
Indicator Level: Key
Indicator Type: Input

Objective: 6812-07

The Operations Activity, through the Division of Nutrition Services, will use federal Subgrantee flow-through funds to local school systems 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.

Performance Indicator:

Total number of meals reported by eligible School Food and Nutrition sponsors

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
136,138,395	136,138,395	135,712,442	135,491,483	135,796,983	138,592,585	132,759,345	104,927,225	126,544,075	126,346,673

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Subgrantee Assistance Operations	Responsible Person:	Stephanie Loup
	Indicator Code:	8531
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6812-07
The Operations Activity, through the Division of Nutrition Services, will use federal Subgrantee flow-through funds to local school systems 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.

Performance Indicator:
Total number of meals reported by eligible Child and Adult Care Food and Nutrition sponsors

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
54,676,304	54,676,304	55,812,514	52,676,954	53,080,212	54,002,633	53,557,490	65,722,548	49,920,226	44,146,169

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Recovery School District	Responsible Person:	Pam Schooler
Recovery School District –	Indicator Code:	New Indicator
Instruction	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6821-01 & 6821-02
Increase student academic outcomes by providing consistent access to rigorous, standards-aligned instruction within a strong academically data-driven focused environment.

Performance Indicator:
The percentage of RSD students at Mastery or Above on the LEAP Assessment will increase by 5% annually, with the goal of meeting or exceeding the state average within 5 years.

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	measures academic achievement and progress over time, helping to assess the effectiveness of instructional practices and student learning outcomes across RSD schools.
Use	guides instructional strategy development, identify areas for targeted support, inform professional development planning, and evaluate overall district performance relative to the state.
Clarity	tracks the percentage of students scoring at the "Mastery" level or higher on state LEAP assessments, indicating readiness for the next grade level.
Data Source	Results from the LEAP 2025 assessments, broken down by performance level, school, grade, and subject area.
Data Collection and Reporting	Data is collected annually, typically in late fall (November), following the administration of state assessments in the previous Spring.
Calculation Methodology	data is reported out by the Office of Assessment, Accountability, and Analytics, as in previous strategic plans.
Scope	Aggregated
Caveats	Changes in assessment content or cut scores, student mobility, and varying test participation rates may affect year-to-year comparability.
Accuracy, Maintenance, and Support	Assessment data is audited and validated by the Louisiana Department of Education Office of Assessment, Accountability, and Analytics. LEAP data undergo annual quality reviews and are subject to external audit by the Office of Legislative Auditor as part of statewide performance monitoring.

FY 2027-31 LDOE Strategic Plan Data Documentation Form

Recovery School District

Recovery School District – Instruction

Responsible Person:

Pam Schooler

Indicator Code:

New Indicator

Indicator Level:

Key

Indicator Type:

Outcome

Objective: 6821-01 & 6821-02

Increase student academic outcomes by providing consistent access to rigorous, standards-aligned instruction within a strong academically data-driven focused environment.

Performance Indicator:

At least 75% of teachers who earn a rating of proficient or higher on the state rubric or an approved state equivalent will be retained.

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked

Rationale	reflects the district's ability to retain effective educators, which is essential for ensuring strong instruction and consistent student support and growth.
Use	helps the district evaluate how well it supports and retains high-performing teachers. It can guide strategies for improving work conditions, professional development, and teacher satisfaction.
Clarity	measures how many teachers who received a "proficient" or higher rating on Louisiana's Educator Advancement and Development System (LEADS) or an approved equivalent stay employed with the district from one year to the next.
Data Source	Teacher evaluation ratings from the LEADS system or another approved evaluation tool, along with staff employment and retention data from the charter management organization's human resources systems/files.
Data Collection and Reporting	data is collected annually at the end of each school year. Retention is determined at the start of the following school year, based on whether teachers with qualifying ratings return to their positions.
Calculation Methodology	LEADS data will be compiled and reported by the Office of Technology Services in collaboration with the Division of Application Data Management, which currently manages and oversees the LEADS system.
Scope	Aggregated
Caveats	Teachers may leave for reasons unrelated to dissatisfaction, such as promotions or family moves. In addition, if evaluations are submitted late or not recorded properly, the accuracy of the data may be impacted.
Accuracy, Maintenance, and Support	Teacher evaluation data is entered and verified by school leaders through the LEADS system or other approved tools. The CMO's Human Resources team monitors the completion and accuracy of entries. Data may also be audited by the Louisiana Department of Education or the Office of Legislative Auditor to ensure it meets state standards and is reliable.

FY 2027-31 LDOE Strategic Plan Data Documentation Form

Recovery School District	Responsible Person:	Pam Schooler
Recovery School District –	Indicator Code:	6824001
Construction	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6824-01
The Recovery School District 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.

Performance Indicator:
Number of milestones completed as stated in objective

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	Not Tracked	4
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 a 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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Minimum Foundation Program	Responsible Person:	Jameka Henderson
Minimum Foundation Program	Indicator Code:	5792
	Indicator Level:	Key
	Indicator Type:	Input

Objective: 6951-01
The Minimum Foundation Program Activity prepares and submits an MFP formula to the BESE, 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.

Performance Indicator:
Number of school systems not meeting the 70% instructional expenditure mandate

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
45	45	41	29	47	55	13	45	41	51

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Minimum Foundation Program	Responsible Person:	Jameka Henderson
Minimum Foundation Program	Indicator Code:	5794
	Indicator Level:	Key
	Indicator Type:	Outcome

Objective: 6951-01
The Minimum Foundation Program Activity prepares and submits an MFP formula to the BESE, 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.

Performance Indicator:
Equitable distribution of MFP dollars

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
-0.943	-0.941	-0.937	-0.937	-0.939	-0.935	-0.933	-0.933	-0.931	-0.934

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Nonpublic Assistance	Responsible Person:	Jameka Henderson
Nonpublic Required Services	Indicator Code:	5797
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6971-01
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.

Performance Indicator:
Percentage of requested expenditures reimbursed

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
55.76%	46.89%	46.89%	30.44%	29.18%	27.14%	38.40%	30.70%	32.35%	33.90%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Nonpublic Assistance	Responsible Person:	Jameka Henderson
Nonpublic School Lunch Salary	Indicator Code:	5802
Supplements	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6972-01
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.

Performance Indicator:
Eligible full-time employees' reimbursement

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$6,625	\$6,245	\$6,245	\$6,625	\$6,067	\$5,969	\$6,097	\$6,690	\$7,449.74	\$7,940.87

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 and Reporting	Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and non 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 2027-31 LDOE Strategic Plan Data Documentation Form

Nonpublic Assistance	Responsible Person:	Jameka Henderson
Nonpublic School Lunch Salary	Indicator Code:	5803
Supplements	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6972-01
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.

Performance Indicator:
Eligible part-time employees' reimbursement

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$3,312	\$3,123	\$3,123	\$3,312	\$3,033	\$2,985	\$3,049	\$3,345	\$3,725	\$3,970.44
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 and Reporting	Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and non 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 2027-31 LDOE Strategic Plan Data Documentation Form

Nonpublic Assistance	Responsible Person:	Jameka Henderson
Nonpublic Textbook Administration	Indicator Code:	5814
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6974-01
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.

Performance Indicator:
Percentage of textbook funding reimbursed for administration

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	4.78%	5.05%	5.02%	4.88%

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 and 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 2027-31 LDOE Strategic Plan Data Documentation Form

Nonpublic Assistance	Responsible Person:	Jameka Henderson
Nonpublic Textbook	Indicator Code:	5818
	Indicator Level:	Key
	Indicator Type:	Output

Objective: 6975-01
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.

Performance Indicator:
Total funds reimbursed at \$27.02 per student

FY14-15	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
\$3,045,573	\$2,513,954	\$2,513,954	\$2,974,466	\$2,901,002	\$2,990,547	\$2,833,799	\$2,564,626	\$2,581,085	\$2,652,738

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 and 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.